

Latino Deaf* Survey Barbara Luetke Fall, 2008

PLEASE DO NOT WRITE WORDS UNLESS A BLANK IS PROVIDED FOR THIS PURPOSE

*The term Latino Deaf = students who are 0-21 years of age, having a hearing loss (deaf OR hard of hearing); abbreviate as LDS below:

DEMOGRAPHICS						
1. I am a...	Teacher of the Deaf (TOD)	SLP In the schools	Special Education Teacher	General Education Teacher	Counselor In the schools	Other Professional Educator
2. I have been working in school...	0-2 years	3-5 years	6-10 years	11-20 years	21-30 years	More than 31 years
3. I am...	White/Anglo	Latino	African-Am	Other Ethnicity		
4. I am...	Less than 20 yrs	21-25 yrs	26-30 yrs	31-40 years	41-50 years	Older than 51
5. I work with Latino Deaf students (LDS)...	In a rural area	In an urban /inner city area	In suburbs			
	1	2	3	4	5	Not Applicable
IN MY EXPERIENCE...	STRONGLY DISAGREE	DISAGREE	HAVE NO OPINION	AGREE	STRONGLY AGREE	NA
6...the mothers of Latino Deaf students (LDS) are interested in their child's education;						
7...the most beneficial language for instruction of Latino Deaf students (LDS) currently is assessed by school personnel;						

8...oral Spanish is a choice at school for teachers and LDS;						
9...Spanish sign instruction is a choice at school for LDS;						
10....LDS I know realize that that Spanish is spoken at home an English at school.						
11. ...most LDS can be bicultural trilingual, multilingual, biliterate, and/or multiliterate.						
12...special programs (not just deaf ed or bilingual ed) are needed to meet the needs of LDS.						
13. ...teachers of all deaf students need to re-train in multicultural, bilingual and ESL theory and pedagogy to meet the needs of LDS.						
14...White TODs place less emphasis on cultural education than teachers who are for an ethnic group.						
15...LDS are doing better educationally than prior to 2000.						
16...Most DHS do not speak Spanish.						

17...Most DHS do not understand Spanish.						
18....Most DHS are alienated from their family & ethnic roots						
19...Identify more with being “Deaf” than with being “Latino”						
20...Cochlear implants allow more LDS to learn Spanish.						
21...Latino families are now encouraged to communicate with LDS in the home language.						
22...Needed are state and IEP objectives to allow students learning opportunities to recognize their cultural identities						
23...Use of home language and culture at school positively impacts student retention.						
24...More adult role models are needed for LDS.						
25...LDS should receive speech therapy in Spanish						
26...LDS perform lower than same-aged peers on literacy tasks when Spanish is not being reinforced at home.						

27...Opportunities for the development of speech and listening skills in Spanish should be available at school for LDS.						
28...The provision of speech, listening, and Spanish language opportunities at school strengthened the connection and involvement of the families.						
29. ...the parents and families of LDS are unable to communicate effectively to the students due to the fact that Spanish is spoken at home and English is spoken at school.						
30...LDS perform lower than same-aged peers on literacy tasks when English is not being reinforced at home.						

Thank you very much for completing this survey.

Please return it to Barbara Luetke, Communicative Sciences, Texas Woman's University,

P.O. Box 425737; Denton, Texas. 76204-5737;

bluetke@twu.edu