

Children of Deaf Adult

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SL 361

Micro-culturalism Deaf Minorities

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We will be looking at children of Deaf adults. We will see what might have been a struggle and how they live. We will also look at how they can be understood.

Who is a CODA

“Hearing children of deaf adults (or CODAs, as they call themselves, and are widely known in the deaf community) straddle both the deaf and hearing worlds” (Mand, Duncan, R. E., Gillam, L., Collins, V., & Delatycki, M. B.). “The participants shared many of the same views as deaf individuals in the D/deaf (or “culturally deaf”) community.” (Mand, Duncan, R. E., Gillam, L., Collins, V., & Delatycki, M. B.). “The term ‘CODA’ refers to any hearing person born to one or two Deaf parents (Bishop & Hicks 2005; Bull 1998; Mand et al. 2009).” (De Andrade, & Moroe, N. F.). A CODA is simply a hearing child with at least one Deaf parent. “According to Bishop and Hicks (2005), the term ‘CODA’ is reserved for people who see themselves ‘as not quite fitting into the Deaf/hearing categories; people who want to carve out a third niche for themselves’ (p. 192).” (De Andrade, & Moroe, N. F.). Often CODAs call themselves part of the Deaf community if that's how they were raised, and just because they have a deaf parent doesn't mean they are automatically part of the deaf community.

Impact

“Globally, it is suggested that 90% of people with audiological deafness who have children have hearing children (Christodoulou et al. 2009).” (De Andrade, & Moroe, N. F.). “Therefore, the lives of hearing children of Deaf adults (CODAs) may inherently incorporate the ambiguity of being culturally ‘Deaf’ and yet functionally hearing.” (De Andrade, & Moroe, N. F.). CODAs are part of the d/Deaf community and culture but are

hearing. “Hearing people who identify with Deaf culture, such as hearing children of Deaf parents, may also form part of the Deaf community.” (De Andrade, & Moroe, N. F.). “Generally, they grow up as a part of the Deaf community and learn Sign Language as their first language (Bishop & Hicks 2005).” (De Andrade, & Moroe, N. F.). “Children of Deaf adults grow up in Deaf families, but not all CODAs grow up in a Deaf community (Hoffmeister 2008).” (De Andrade, & Moroe, N. F.). “CODA grow up with deaf communication and culture, while navigating the world of hearing people at the same time.” (Klimentová, & Dočekal, V.). “They learn two languages simultaneously: sign language from their parents, and spoken language from their grandparents, in pre-school and school, from healthy peers, etc. They are, as a result, naturally bilingual.” (Klimentová, & Dočekal, V.). CODAs grow up between the two languages and communities. Oftentimes they have feelings of belonging to both groups in different aspects or like they are having to “flip a switch”/“hit a button” to fit into the standards of each.

Understanding

The way that most people can understand and connect to how CODAs feel is if you are bilingual and bicultural because that is exactly what the CODAs are doing. Another one that is easier to understand and relate to is different friend groups and the vibes they have and how you rotate which side of you each group gets to see. Not everyone gets the same experience of the same person. CODAs have an easier time understanding the other side of the same coin which is Deaf Children of Hearing Adults, as both often have to work their fit in both communities.

Conclusion

We looked at children of Deaf adults. We saw what might have been a struggle and how they live. We also looked at how they can be understood.

References

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