

Chandler, N. (Ed.) (2007). Guidelines on children's advocacy center: Services for children who are deaf/hard of hearing. Retrieved on February 8, 2008 from: <http://www.saintfrancisdoctors.com/childrenscenter/documents/Guidelines.pdf>

- P. 5
 - "...there is a lack of appropriate cultural and linguistic resources related to education about safety and sexual abuse."
- P. 6
 - "Frequently, parents may not be aware of how much their hard of hearing child is actually missing and make the erroneous assumption that they do not need to learn to sign with the child because he or she is able to speak and understand spoken language. The trauma experienced as a result of physical or sexual abuse may then be intensified by additional trauma specifically related to communicative isolation (Harvey, 2003)."
 - "Harvey, M. (2003). *Psychotherapy with deaf and hard of hearing persons: A systemic model*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc."
- P. 7
 - "Deaf/Hard of hearing individuals often do not have equitable access to education and information as a whole. Instruction about sexuality and socially appropriate sexual conduct may not be provided, with the assumption that the students are incapable of understanding (Reynolds, 1997). In educational settings, teachers may not be sufficiently competent in the student's optimal language or communication mode to provide clear instruction and discussion on the topic. Without this knowledge, Deaf/Hard of hearing individuals may not realize that it is wrong for an adult (or adolescent) to be sexual with a child, or that they have the right to say "no" and not be touched or forced to participate in an activity with which they are uncomfortable. Victims may blame themselves or feel guilty if they are physically responsive to unwanted stimulation (Potts and Lewis, 1989). If the perpetrator is someone who has been affectionate and kind to them, or who is a caretaker, the individual may be confused about what has happened even though something feels "wrong." Or they may think this is something that happens to everybody (Reynolds, 1997; Mounty, 1988; Mounty and Fetterman, 1989; Westerlund, 1990, 1993)."
 - "Reynolds, L. A. (1997). People with mental retardation and sexual abuse. The Arc. Retrieved January 14, 2005 from <http://www.thearc.org/faqs/Sexabuse.html>."
 - 'Mounty, J. L. (1988, June). Deaf CAP and Diversity: Integrating multicultural issues into our lives. Panel presented at the New England Child Assault Prevention Conference, Worcester, MA."
 - "Mounty, J. L., & Fetterman, R. J. (1989, June). An abuse prevention program for deaf and hard of hearing children. Paper presented at the convention of the Council of American Instructors of the Deaf, San Diego, CA."

- “Westerlund, E. (1993). Thinking about incest, deafness, and counseling. In M. Nagler (Ed.), *Perspectives on disability* (pp. 341-344). Palo Alto, CA: Health Markets Research.”
- Westerlund, E. (1990). Thinking about incest, deafness, and counseling. *Journal of the American Deafness and Rehabilitation Association*, 23, 105-107.”
- P. 8
 - “Deaf children and teens, like many children without any disability, are often not believed by professionals or family members when they report abuse, and for a Deaf/Hard of Hearing child with a limited ability to communicate and speak for themselves in a hearing world, they are not able to counter the arguments of those who both speak for them and abuse them (Wambach, 2005).”
 - “Wambach, M. (2005). Investigations within deaf institutions: A start-up guide for law and forensic professionals. *Update*, American Prosecutors Research Institute’s National Center for Prosecution of Child Abuse, 18 (4).”
- P. 12
 - Challenges in Interviewing Deaf and Hard of Hearing Children
- P. 16
 - “Many Deaf children normalize their experience of having been sexually or physically abused because their fund of knowledge may be limited. More often than not, their parents are unable to communicate with them on a level sophisticated enough to explain what kinds of interactions are unacceptable or inappropriate, thus preparing them to deal with potentially abusive situations. In the absence of shared accessible communication, Deaf/Hard of hearing children and their parents cannot discuss the abuse that has already occurred, and there are likely to be misunderstandings if such discussions or disclosures are attempted by the child or the parents. Communication issues may lead some parents to disbelieve a child who attempts to report abuse or inappropriate sexual experiences.”
- P. 17
 - “Deaf/HOH children, like many children, may discuss the abuse with their peers and discover that their friends have been abused also. This may serve to reinforce the Deaf child’s perception that physical and sexual abuse “typically” occur, and subsequently, the child will not be inclined to tell an adult. The Deaf/Hard of hearing child may not realize that the abuse was wrong, or they may experience denial, shame, or guilt for not stopping or preventing the abuse (Mertens, Wilson, and Mouny, 2005). As a result of limited access to education about sexuality, appropriate intervention, and the insularity within the population; some Deaf adults may be survivors themselves and may normalize inappropriate and abusive sexual experiences, and thus possibly minimize or discount the veracity of reports made by their own children. A study of 47 cases of Deaf parents with Deaf and hearing children involved in the California Child Protective Services system found a high percentage (36 percent) of

Reference & Summary by H. Johnson

the mothers had been abused as children, were victims of domestic violence, were likely to be substance abusers, and were largely poor and unemployed (Charlson, 2005).”

- “Charlson, E. S. (2005). At-risk deaf parents and their children. In Austen S., & Crocker, S. (Eds.) *Deafness in mind: Working psychologically with deaf people across the lifespan*. London: Whurr Publishers Ltd., Chapter 15.”

- P. 19
 - Tips for effective communication & guidelines for interviewing children who are d/hh
- P. 23
 - Info re. working with the Deaf community and the use of interrupters
 - “The purpose of this article is to assist those in the child protection field to become aware of the unique needs of deaf and hard of hearing children while conducting a forensic interview. The interviewer must understand that the quality of the forensic interview depends largely on the interviewer’s ability to ask questions in a language and communication mode that the child is developmentally, cognitively, and culturally able to best understand and/or is most comfortable with.”
- P. 24
 - “General Considerations in the forensic medical examination of Deaf/Hard of Hearing Children”
- P. 26
 - “Preparation for the medical assessment”
- P. 28
 - “Working with Parents”
- P. 29
 - “Considerations for mental health treatment of Deaf/Hard of Hearing Children”

....good article, there is a LOT more here re. what to do after CA/N has been determined