

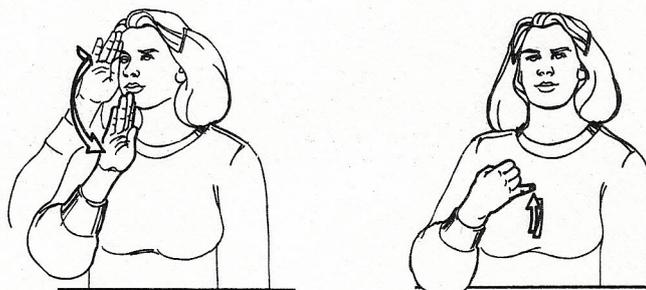
their extended family. After completing school, Deaf people continue to strengthen their social bonds by participating in various Deaf community activities, i.e., athletic tournaments, clubs, churches, picnics, and other social events. Former classmates, co-workers, friends, and acquaintances drive for miles to attend these events, maintaining contact with each other and sharing news about themselves, mutual friends, and the community at large.

Deaf people you meet for the first time will be interested in finding out about your connection to the Deaf community. When introducing yourself, prepare to share the following information:

- your first and last name
- whether you are deaf, hard of hearing, or hearing
- who is teaching you the language and culture
- where you are studying
- why you are learning the language

Name Signs

When a deaf child first enters residential school, a dorm counselor will often assign a name sign using the first letter of the child's name. Two examples are:



In the cases where children have Deaf parents, name signs are given at birth. Not everyone has a name sign. Three- and four-letter names are often just fingerspelled.

Name signs are used for identifying and referring to people both present and not present. Name signs are not used in direct address, that is, when you're signing to Mary you would not use her name sign to say "I don't think so, Mary."

There are two kinds of name signs: arbitrary and descriptive. The examples above are arbitrary: they use the first letter of the person's name, and their location and movement are governed by linguistic rules. Descriptive name signs are derived from distinctive physical features, i.e., a description of someone's hairstyle, a mole on the cheek, cleft chin. These are similar to descriptions used in identifying people. Descriptive name signs are often given by peers (i.e., other children in residential school) and are almost always replaced in adulthood by an arbitrary name sign.

Descriptive name signs are sometimes given to hearing Sign Language students for use in the classroom. These differ from the descriptive name signs given by deaf peers in that they often use the first letter of the student's name in conjunction with some descriptive feature. These should not be used as a way of identifying oneself outside of class. It is not until hearing people are involved in the community, either through work or social relationships, that an arbitrary name sign may be given. Name signs should be given by a Deaf person; hearing people should not invent their own name signs. Even if you have an arbitrary name sign, when asked your name, you must first spell your full name.

How Do Deaf People . . . ?

Know when a baby is crying or the phone is ringing? How do deaf people know when there's someone at the door, or if a smoke detector is going off? For all of these sounds, there are flashing-light signalling devices. You saw Esther, the babysitter, explain or use these devices in Dialogue 3 of the Cumulative Review classroom videotape. She explains that when the baby cries, a light flashes and she knows to check on the baby. You also saw the light flash when the telephone rang. Doorbells and smoke detectors can be attached to similar devices. The lights flash in a distinctive rhythm so the deaf person knows what to respond to.

Wake up in the morning? For the people who don't wake up on their own, there are special alarm clocks attached to either a flashing light or a bed vibrator that is activated when the alarm goes off.

Understand TV? Many television shows are captioned. To be able to see these captions on screen, deaf people must have a device called a "decoder" attached to the TV. Captions appear like subtitles on the bottom of the screen so that deaf people can read what's being said. These captions also mention sounds that are off-screen, such as applause or a telephone ringing.

Talk on the phone? There is a special telecommunication device that enables deaf people to use the telephone. In the Deaf community this device is called a TTY (short for teletypewriter), while hearing businesses use the term TDD (Telecommunication Device for the Deaf). When the phone rings, the deaf person places the receiver on a coupler attached to the TTY device. The device has a small keyboard and the conversation takes place by typing back and forth.

In order for a conversation to take place, there must be a TTY at both ends. However, some community agencies or businesses provide relay services to mediate communication between TTY and voice calls. A relay-service operator types what the hearing person says, and then reads aloud what the deaf person types. Ask your teacher for your local relay service phone numbers and write them in below.

voice: _____

TTY: _____

End of Cumulative Review: Units 1 - 6