

Club SODA Screen Reader Image Descriptions and Text

Note: There are two distinct “voices” in this work. That of a child and that of the narrator. These are shown visually by changing the typeface. Here, the child’s perspective will proceed with “child’s text” and the narrator’s with “narrator’s text.”

Cover

ID: A colorful watercolor background with a centered badge reminiscent of a nametag. At the top of the name tag, it reads “Welcome to,” in the name area, it reads “Club SODA.” The SODA is also spelled out in ASL handshapes. A yellow star in the top right corner reads “Activity Book.”

Text: The Club SODA Activity Book

Ways of Welcoming Hearing Siblings Into the Deaf Community to Encourage Feelings of Acceptance, Belonging, and Lifelong Allyship.

By Ariella Knight

Inside Cover

ID: A green watercolor background with the ASL handshapes S O D A repeatedly on the page.

Title Page

ID: White background with title page text.

Text: The Club SODA Activity Book:

Ways of Welcoming Hearing Siblings Into the Deaf Community to Encourage Feelings of Acceptance, Belonging, and Lifelong Allyship.

By Ariella Knight

Copyright Page

ID: White background with copyright page text.

Text: The contents of the Club SODA Activity Book such as text, graphics, and other material are for informational purposes only. The content is not intended to be a substitute for professional advice, diagnosis, or treatment. Always seek the advice of your mental health professional or other qualified health provider with any questions you may have.

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Book concept, design, illustrations, and writing by Ariella Knight
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Dedications Page

ID: White page with a botanical drawing on the upper left and bottom right of the text.

Text: For my own dearest SODA, Opal, and to her sparkly little sister, Azia, who opened our world to the Deaf community. And to Jon, who makes it all possible.

Page 2

ID: A green abstract shape at the top on an otherwise white background. There is a “Learn More” QR code at the bottom.

Narrator’s Text: For the Grownups

I would like to acknowledge the work that Deaf schools, Deaf mentors, clubs, organizations, and many other individuals do on a daily basis to welcome new families into the Deaf community. This project is meant to work in co-collaboration with these efforts and to provide an additional way for people to become aware of more resources.

Welcome to Club SODA! This book is about welcoming hearing siblings (SODAs) to the Deaf community to encourage feelings of belonging and allyship during a time of family transition. This work emerged as part of my Industrial Design MFA thesis project at Rochester Institute of Technology and continues to be a living project: growing and evolving over time. You can use the QR code at the bottom of this page to discover the most updated version.

My research has shown a variety of opportunities and challenges can emerge when a Deaf child is welcomed into a family. In this book, I focus on three potential root obstacles for a SODA: feelings of belonging and acceptance, communication, and the differential impact of caregivers (or the balance of time and attention given to each child).

Some of the activities in this book are loosely based on Acceptance and Commitment Therapy. ACT is a therapeutic methodology where a person works towards well-being by embracing current realities through mindfulness and reflection. Others work emerged through the research and design process. The bridge-building block toy as presented at the these show is an opportunity to “process through play” some of the more conceptual ideas. This idea can be replicated at home with simple blocks. The American Sign Language graphics are not meant to be teaching tools, but rather to encourage excitement and curiosity in the reader.

My hope is that affirming SODAs and celebrating Deaf communities are positive ways to support Deaf/Hard of Hearing kids, hearing kids, and the entire family! Enjoy!

Page 3

ID: A pink and purple abstract shape on the bottom right.

Narrator's Text: How to Use this Book. The pages in this book are best done with a caregiver and SODA together, but anyone in the family can join in. The activities and resources are designed to build on each other; however, you can always make your adventure and do whatever order you would like. Mostly, have fun with it, and remember there are no wrong answers or feelings! Acceptance is a process and there are big concepts and themes addressed in this book. Hopefully, opening the door to these ideas will make better communication and well-being possible for the whole family.

Page 4

ID: A centered badge reminiscent of a nametag. At the top of the name tag, it reads "Welcome to," in the name area, it reads "Club SODA." The SODA is also spelled out in ASL handshapes. Green arrows point to the text "Hi Friends" at the top of the page.

Page 5

ID: Graphic of a partial cone shape with confetti and text flying out of it

Child's text: Woo-hoo! Alright! Incredible! Wait a minute...

Page 6

ID: Shades of purple watercolor background.

Child's text: What's a SODA?

Page 7

ID: White background with two abstract sea green shapes that cross the center of the page.

Narrator's text: Great Question! S.O.D.A. is the acronym for a Sibling of a Deaf Adult/Child. That means if your sibling is Deaf or Hard of Hearing then you are a part of the Deaf Community too! Isn't that cool?!

Child's text: What about other family members? Are they included?

Narrator's text: Another Great Question. Absolutely! Other family members may identify as C/KODA (Children/Kids of Deaf Adults), and GODA (Grandchildren of Deaf Adults). Or, more simply - ODA: Of Deaf Adult/Child. There are, after all, lots of people that make up a life!

Page 8

ID: Shade of blue watercolor background

Child's text: Ok! ...but how do I even start to think about a new community?

Page 9

ID: White background with a line drawing of the ASL sign for tree.

Narrator's text: Have you ever made a family tree? One of the ways people think about their family is through a family tree. In this book, we're going to think about community like a web between the branches of that tree. With your grown-up, chat about some of the trusted adults and loving friends in your life. Fill in some names on the Community Web on the next page, and know that it is always growing!

Page 10 and 11

ID: Shades of green watercolor background. There are two branches on either side of the page. In the center is a line drawing of a spider web with white rectangles where names can be written.

Page 12

ID: White background with green, purple, and pink abstract shapes framing the page.

Narrator's Text: Communities nourish so many positive aspects of a person's life. From friendship and play, to support and belonging. What are ways that communities have a positive effect on you? In what ways could you give back to your community? You can draw or write some ideas on the next page.

Page 13

ID: The same as page 12, there is a white background with green, purple, and pink abstract shapes framing the page.

Page 14

ID: Shades of green watercolor background.

Child's text: PHEW! That was a lot of info. I need a break!

Page 15

ID: White background with a drawing of red tulips and a drawing of a cupcake with a candle. Underneath the flowers is the text: smell the flowers (breath in). Underneath the cupcake is the text: blow out the candles (breath out).

Narrator's text: Good Idea! Let's both take a break! I'm going to close my eyes and take 5 deep breaths to help quiet my mind.

Page 16

ID: Shades of green watercolor background.

Child's text: I do feel better now. So... now that I am a part of the Deaf community, what should I know?

Page 17

ID: White background with four categories of resources and logos clustered with each resource. For Local Deaf Schools, there are Rochester School for the Deaf, Texas School for the Deaf, PS 347, and Lexington. For Books, there are *Deaf Artists*, *Show Me a Sign*, *Deaf Culture*, and *El Deafo*. For Camps, there are Gallaudet University and Camp Mark 7. For Organizations, there are Hands and Voices and the American Society for Deaf Children.

Narrator's text: Well... Lots of things! Like any culture, it can't be contained in a little book like this. Learning from Deaf people is the best way. Below are some resources and places where you and your family can start learning together. More books by Deaf authors available here.

Page 18

ID: White background with additional logos for more resources. Listed are Lingvano, VL2 Storybook Apps, The ASL App, Sign On, RMSD, *abc ASL*, and *Signing Naturally*.

Narrator's text: ASL One of the most important parts of Deaf Culture and community is a common visual language. In America, that language is called American Sign Language (ASL). Again, ASL is best learned from a fluent Deaf adult. Many Deaf schools like Rochester School for the Deaf, Rocky Mountain Deaf School, and Texas School for the Deaf have amazing YouTube channels with lots of signed stories. Here are some additional ASL app and book learning resources:

Page 19

ID: White background with line drawings of the ASL handshapes I, L, and Y and the I love you handshape. At the bottom are logos for some Deaf Creative shops: Girl and Creativity, 58 Creativity, By Mara, Language Priority, and ERRY B.

Narrator's Text: You are so loved! The "I Love You" sign is probably the most iconic ASL handshape. Did you know the sign is made up of the ASL letters I, L and Y? Check out some of these Deaf Creatives and their version of ILY:

Page 20

ID: Shades of dark green watercolor background.

Child's text: I've learned a lot! Is there anything else that could help me play with my sibling?

Page 21

ID: White background with line drawings of two hands playing a building game, and 4 kids playing 4 square. Inside a yellow box is a list of inside games, and inside a green box is a list of outside games.

Narrator's text: You know it! Below are some great games you can play with your siblings and friends. Remember, many of these games only need a few words to play and can be a great way to practice language and connection.

INSIDE GAMES

Bridge building blocks
Memory
Collaborative Drawing
Twister
I Spy
Candyland
Pictionary
ASL Bingo
Building a Card Tower
Dress up pretend play

OUTSIDE GAMES

4 square
Follow the Leader
Hide and Seek
Throw and catch
Caterpillar Tag
Obstacle Course
Fort building
Freeze Tag
Kickball

Page 22

ID: White background with abstract shapes on the right. At the bottom is a line drawing and text of the ASL sign for interview.

Narrator text: Get to Know Us. Sometimes family members spend so much time together it can be easy to assume that they know each other really well. Even if you do know your sibling, interviews can be a fun way to spend time asking specific questions and learning the answers. Make it a tradition and interview your family members and ask them to interview you to find out what changes over the years!

Page 23

ID: White background with an abstract green shape on the bottom right. There is an interview form.

Narrator text: Interview

Date

Name of Interviewer

Name of Interviewee

What is your favorite game to play and why?

If you could visit anywhere in the world, where would it be?

What's your favorite story? Who is your favorite character? Why?

Is there anything that worries you?

What makes you feel cozy and safe?

What's one thing that you wish I knew about you?

Page 24

ID: White background with a purple abstract shape at the top. There are lines at the bottom of the page for notes.

Narrator's text: "Communication A common phrase in the Deaf community is "there is no wrong way to be Deaf." Whether your sibling uses technology (like hearing aids or cochlear implants) to provide access to sound or not, your family is figuring out ways to make sure everyone is able to understand and communicate well. These ways could be something like always using your hands when communicating even if you are still learning sign language, making sure only one person talks at a time, or always getting your siblings' attention before communicating. Chat about some communication guidelines with your family. What have you discovered? Are there areas where you need more support? Write your ideas below."

Page 25

ID: Shades of purple watercolor background.

Child's text: These ideas are really helpful! Also, sometimes I just want to be by myself with my grownup.

Page 26

ID: White background with abstract pink shapes on the bottom left hand side. In the center of the page is a grey box that reads: cut out a paper rectangle and tape the sides and bottom to this page. Use it as a pocket to hold your tickets!

Narrator's Text: Special Ticket Time. That is so common! Many kids want to fill their cup by having one on one time (special time) with their grownup(s). On the next page fill in the Things I Like Matrix and pick some activities you can do together for Special Time (remember, your sibling gets Special Time too).

Page 27 and 28

ID: Front and back of special time tickets meant to be printed and cut out.

Page 29

ID: White background with a 4-part matrix.

Narrator's text: Things I Like Matrix. Things I like to do/ Things I don't like to do, With My Sibling(s)/With My Grownups

Page 30

ID: White background with a calendar at the bottom of the page that has room to schedule special time activities.

Narrator's text: Schedule Special Time. Put in on the calendar! Putting regular special time on the calendar can be a great way to make sure everyone gets their turn.

Page 31

ID: White background with two abstract sea green shapes that cross the center of the page. There is a line drawing of the ASL sign “start.”

Narrator’s text: THANK YOU! Well, that’s the end of this Activity Book, congratulations! I hope you liked it, and learned some things about yourself, your family, and your new community.

Child’s text: wait, this is the end?!

Narrator’s text: Oh, no no. Not the end the end. For sure the beginning. And if you’re not sure what to do next, you can just START!

Page 32

ID: White background with an abstract purple and pink shape on the bottom right.

Narrator’s text: Acknowledgments. So many people helped with this project both directly and indirectly, and I am enormously grateful for the insight and support. Eternal thanks to Corinna Hill, Meggi Sweeney Smith, Kaitlin Stack Whitney, Kira Avery, Youmee Lee, Karen Fisher-Malley, Jessica Warren, Laural Hartman, Jennifer Love, Karen Putz, Patrick Graham, Heather Bowden, Michelle Behm, Byron Behm, Hannah DeFelice, Constance Bowden, Stacy Abrams, Alex Lobos, Lorraine Justice, Juan Noguera, Cathy Berger, Michele Sheiner, Amanda Mackzum, Sarah Gordon, Ursula Smith, Elise Brady, Nour Ellakis, Evan Murphy, Tayo Oke, Zaheer Shujayee, Jos Mayo, Anqi Zhu, Jacqueline Qiu, Robert Deane, Shen Liu, Jayden Zhou, Lory Henning, Melissa Dawson, Marissa Tirone, Elise Brady, Teresa Pichardo, Leah Mackin, Thomas Bowden, Sara Tomko, Leigh Diveris, Meredith Garretson, Allison Fitch, Allison Bowden, Kristoffer Whitney, Azra Sungu, Brooke Bahn, Lee Davis, Alana Campbell, Gary Wellbrock, Rita Fattorusso, Darren Fudenske, Stacey Haynes, Jon Knight and of course, Alton, Sydney, Ramara, Reo, Alona, Alston, Brady, Emerson, Madelynn, Zola, Zion, Beatrice, Huxley, Sylvan, Marlow, Lilian, Ben, Ruby, Alex, Opal and Azia.

Page 33

ID: White background with abstract pink and green shapes.

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Center, Disability Resource, Dsc 103, Phone:501-916-3143 Fax:501-916-3068 (fax) Email:

disability@ualr.edu, and More contact information. “Reframing Disability - Disability Resource Center - UA Little Rock.” Disability Resource Center. Accessed December 2, 2022. <https://ualr.edu/disability/reframing-disability/>.

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Inside Back Cover

ID: A green watercolor background with the ASL handshapes S O D A repeatedly on the page.

Back Cover

ID: A colorful purple, white, yellow, pink, blue, and green watercolor background.