FUNCTIONAL AND EFFECTIVE PRACTICES IN INCLUSIVE EDUCATION FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING: A LITERATURE REVIEW

PARASKEVAS THYMAKIS[1], ELENI S. ZOIDAKI[2] & ELENI KAVAZIDOU[3]

[1]MA IN SPECIAL EDUCATION, HELLENIC SOCIETY FOR DISABLED CHILDREN – CHANIA BRANCH

[2]MA IN SPECIAL EDUCATION & MA IN EDUCATION SCIENCES, 3RD SPECIAL EDUCATION SCHOOL OF CHANIA (FOR CHILDREN IN AUTISTIC SPECTRUM)

[3]PHD, MSC, RESEARCH FELLOW ARISTOTLE UNIVERSITY OF THESSALONIKI & SCHOOL ACTIVITIES COORDINATOR, DIRECTORATE OF CHANIA ERA PRIMARY & ELEMENTARY EDUCATION

[1]pthymakis@gmail.com, [2]elinazoidaki@gmail.com & [3]ekavazidou@sch.gr

ABSTRACT

The present literature spots some of the elements, in which pupils who are deaf or hard of hearing seem to face important obstacles in their endeavor for inclusion. In light of the aforementioned situation we searched and focalized a group with effective and functional inclusion practices according to the contemporary bibliography. These practices were grouped in four axes of inclusive though and action. (a) practices which concern the people involved in inclusion (b) practices for the development of school environment (c) teaching practices (d) practices for the development of communication and socialization. Cooperation amongst the involved people puzzles a considerable part of relative bibliography while it seems that further research is necessary for featuring inclusive practices through educational act.

INTRODUCTION

Inclusion

Taking into consideration the variation of student's population, inclusive education consists of a fundamental axis of action for the majority of contemporary educational systems (Zoidaki & Thymakis, 2013).One range of educational systems globally has turned into the construction of inclusive learning environments The term inclusive education tries to cover multiple educational fields of differentiation such as race, sexuality, unemployment, poverty, pupils with low school achievement, disabled people … (Booth & Ainscow, 1998). The focus of attention in inclusive schools is in the construction of a system which will include all children and will also serve everybody's needs (Stainback, Stainback & Jackson, 1992). Furthermore, Liassidou (2007) claims that in inclusive frames pupil's individuality should

always be respected. Moreover as Mani (2003) stresses inclusion is an ideology, not a program. The declaration of the United Nations for Education for All (UNESCO, 1994), seems to have played a crucial role in the expansion of the aforementioned inclusive way of thinking in education.

Pupils who are deaf or hard of hearing and inclusion

The term inclusive education has a positive ideological hypostasis nevertheless its application has encountered negative confrontation from some Deaf/Hard of Hearing (DHH), communities. These communities seem to consider it as «a form of oppression» and that it does not boost parity as far as it concerns communication (Storbeck & Martin, 2013), since in mainstream schools oral language is used and not sign language. Moreover, Kristoffersen and Simonsen, (2012) detected many researches which indicate that pupils with DHH have lower level of literacy when compared with their hearing coetaneous. They also refer that pupils with DHH face difficulties during their interaction in simple as well as in more complicated educational situations (Kristoffersen & Simonsen, 2012). Futhermore, pupils who are DHH, have provenly lower academic achievement (Marschark, Spencer, Adams & Sapere, 2011b).

Aim of the study

The aforementioned situation in combination with the fact that DHH people are considered a vulnerable population in environmental threats (Kavazidou, 2012), molds a difficult framework for inclusive application. Having in mind the demand for DHH students' inclusion the adoption of functional and effective educational inclusive practices is extremely important. It is also purposeful from the scope that it will help reversing the negative image that in general lines the results of inclusion seem to show for this population.

METHOD
For the present study contemporary bibliography concerning the appliance of inclusive education of DHH was collected, paralleled and contemplated.

RESULTS

Inclusion practices relative with the involved people

Initially, a key role in the accomplishment of inclusion seems to be the close cooperation between the people involved in it (Anamica & Mryuntunjaya, 2012; Antia, 1999; Eriks-Brophy, et. al., 2006; Freire & Cesar, 2003; Power & Hyde, 2003). This collaboration refers to the interplay amongst special needs teachers, mainstream teachers, special educator personnel (speech therapists, physiologist's e.t.c.), parents of DHH children, DHH unions, DHH children and adults and it is proposed in multiple shapes. Especially, concerning the relation between special and mainstream educators flexibility is required as far as it concerns apportion of roles, information and sources in a field of broad spectrum (Antia, Stinson & Gonter-Gaustad, 2002). Moreover, for the improvement of inclusive conditions the realization of inner functional

training is suggested as well as a critical reflection day (Correa-Torres, 2008). Unambiguously constructive and positive cooperation constitutes a precondition and can support all the rest axes of inclusive practices that are deployed below. The need for utilization of teachers who are skilled experienced and qualified for the cover of DHH needs is of utmost importance (Powers, 2002).

Practises for the modulation of an inclusive spatial learning environment

Primarily an inclusive classroom for DHH pupils should be chosen to be placed in the quietest part of the school building. The classroom should be sound insulated (for example with carpets) and the desks should be placed in a semicircle pattern for better visual contact (Nikolaraizi, 2011). Teachers are suggested to speak in a natural way, to be as close as possible to DHH pupils and their faces should be illuminated (Conway, 1990). Pupils with DHH should seat in such a manner so that the natural light will be behind them and from the side with the better hearing ear near to the place where the teacher stands. (Lampropoulou, Chatzikakou & Vlachou, 2003).

Inclusive teaching practises

As far as it concerns inclusive teaching practices Correa-Torres (2008) points out the formulation of a common program for all pupils with the help of friend-partners which will support DHH pupils as well as working in groups and team assignments with alternate members.

From the angle of cognitive education the required adjustments concern the decrease of the pace in providing activities and elaborative clarification and display mainly in the development of their vocabulary (Storbeck & Martin, 2013). Furthermore qualified teachers of DHH pupils report as meaningful teaching strategies the usage of diagrams, tables and visualized material as well as playful activities aiming at the presentation of similarities and differences amongst the meanings (Marschark, Spencer, Adams & Sapere, 2011a).Moreover the need for diversification in teaching is stressed by intending in easier targets and simplifying educational content (Angelides & Aravi, 2006).Lastly it is essential for teachers to be sure that DHH pupils have fully understand the given instructions for the assigned tasks or their homework. (Vermeulen, Denessen & Knoors, 2012).

Practises for developing socialization and communication in an inclusive framework

Contemporary bibliography suggests some effective practices for the development of the DHH people's socialization and communication. More specifically active participation of DHH pupils in extracurricular activities, the boost of regular and successful interactions amongst DHH and hearing pupils as well as interaction within DHH pupils is recommended (Powers, 2002). Similarly, gradual attenuation of interactions between teacher pupils should be impelled as well as the empowerment of the interaction amongst pupils with a parallel growth of social skills of pupils who are DHH (Hyde, Ohna & Hjulstadt,

2006). Moreover Tzimas and Lampropoulou (2007) propose educational visit exchanges between mainstream schools with schools and deaf communities. They further suggest to issue and hand out a brochure with the communicative needs of people who are DHH with simple advises (such as while you are speaking don't cover your face).Thus it is considered crucial to provide interpretation in sign language in every activity and lesson of the school curriculum (Slobodzian, 2011) from qualified people who are sufficient in sign language (Doherty, 2012).

CONCLUSION

Undoubtedly the modulation of a successful and functional inclusive educational environment for DHH pupils is a real challenge. Truly cooperation between the involved people seem to puzzle a plethora of researchers. The present study proposes four basic axes of action in a practical level for including DHH pupils as indicated from the critical review of the contemporary bibliography. These axes which were analyzed in the results is high likely to benefit significantly inclusive efforts if they are developed in their total.

However the need for intensive research which will indicate practices drawn from everyday educational practices by documenting these axes is obvious. In this case inclusion of DHH people will obtain a more positive perspective and teachers a useful and practical manual.

REFERENCES

Anamica Singh and Mryuntunjaya M. (2012). A comparative Study on Academic Performance of Student with Hearing impairment studying in special Vs Inclusive Education. *Golden Research Thought,* 1, 1-4.

Angelides, and., & Aravi C. (2006). The development of inclusive practices as a result of the process of integrating deaf/hard of hearing students. *European Journal of Special Needs Education*, *22*(1), 63-74. DOI: 10.1080/08856250601082299

Antia, S. D., Stinson, M. S., & Gonter-Gaustad, M. (2002). Developing Membership in the Education of Deaf and Hard-of-Hearing Students in Inclusive Settings. *Journal of Deaf Studies and Deaf Education*. *7*(3), 214-229.

Antia, S. D. (1999). The Roles of Special Educators and Classroom Teachers in an Inclusive School. *Journal of Deaf Studies and Deaf Education*. *4*(3), 203-214.

Booth, T. and Ainscow, M. (1998). From them to us: Setting up the study. In T. Booth, & M. Ainscow (Eds.), From them to us: An international study of inclusive education. London: Routledge.

Conway, L. (1990). Issues relating to classroom management. In M. Ross (ed.), *Hearing-impaired children in the mainstream*. Parkton, Maryland: York Press.

Correa-Torres, S. M. (2008). The Nature of the Social Experiences of Students with Deaf-Blindness Who are Educated in Inclusive Settings. *Journal of Visual Impairment and Blindness*. 272-283

Eriks-Brophy, A., Durieux-Smith, A., Olds, J., Fitzpatrick, E., Duquette, C., & Whittingham, J. (2006). Facilitators and Barriers to the Inclusion of Orally Educated Children and Youth with Hearing Loss in Schools: Promoting Partnerships to Support Inclusion. *Volta Review*, *106*(1), 53-88.

Freire, S. and Cesar, M. (2003). Inclusive ideals/inclusive practices: how far is a dream from reality? Five comparative case studies. *European Journal of Special Needs Education*. 18(3), 341-354. DOI: 10.1080/0885625032000120224

Hyde, M., Ohna, S.-E., & Hjulstadt, O. (2006). Education of the Deaf in Australia and Norway: A Comparative Study of the Interpretations and Applications of Inclusion. *American Annals of the Deaf*, *150*(5), 415-426. DOI: 10.1353/aad.2006.0004

Kavazidou, E. H. (2012). Sign Language: A key & a Trap for Deaf and Hearing People [In Greek Language]. USA.

Kristoffersen, A.-E., and Simonsen, E. (2014). Teacher-assigned literacy events in a bimodal, bilingual preschool with deaf and hearing children. *Journal of Early Childhood Literacy,* 2014, *14*(1), 80–104. DOI: 10.1177/1468798412453731

Lampropoulou, V., Chatzikakou, K., & Vlachou, G. (2003). Integration and participation of deaf/hard of hearing pupils in schools with hearing pupils*: directions for First and Second grade teachers (in Greek) Patra. Pedagogical Department of Primary Education.* Patra:Deaf studies Unit of the University of Patras. Retrieved from http://www.moec.gov.cy/eidiki_ekpaidefsi/vivliografia/odigos_kofon.pdf

Liassidou, A. (2007). Inclusive education policies and the feasibility of educational change: the case of Cyprus. *International Studies in Sociology of Education, 17*(4), 329-347. Doi: 10.1080/09620210701666972

Mani, M.N.G. (2003). Inclusive education in India-Policies and Practices. *The Educator*. Retrieved at 2 of May 2013 from http://www.icevi.org/publications/educator/June_03/article24.htm

Marschark, M., Spencer, P.-E., Adams, J., & Sapere, P. (2011a). Evidence-based practice in educating deaf and hard-of-hearing children: teaching to their cognitive strengths and needs. *European Journal of Special Needs Education*, *26*(1), 3-16. DOI: 10.1080/08856257.2011.543540

Marschark, M., Spencer, P.-E., Adams, J., & Sapere, P. (2011b). Teaching to the strengths and needs of deaf and hard-of-hearing children. *European Journal of Special Needs Education*, *26*(1), 17-23. DOI: 10.1080/08856257.2011.543542

Nikolaraizi, M. (2011). Educating deaf or hard of hearing children. The necessity for effective and researched documented educational practices. (in Greek) In S. Panteliadou, & B. Argyropoulos (Edit.),Special Education*: from research in teaching action (pp. 135-184).* Athens: Pedio.

Power, D., & Hyde, M. (2003). Itinerant Teachers of the Deaf and Hard of Hearing and Their Students in Australia: some state comparisons. *International Journal of Disability, Development and Education, 50*(4), 385-401. DOI: 10.1080/1034912032000155185

Powers, S. (2002). From concepts to practice in deaf education: A United Kingdom perspective on inclusion. *Journal deaf studies and deaf education, 7*(3), 230-243.

UNESCO (1994). The Salamanca statement and framework for action on special education needs. Paris: UNESCO.

Slobodzian, J. T. (2011). A cross-cultural study: deaf students in a public mainstream school setting. *International Journal of Inclusive Education*, *15*(6), 649-666. DOI: 10.1080/13603110903289982

Stainback, S., Stainback, W. & Jackson, H.J. (1992). Toward inclusive classrooms. In S. Stainback & W. Stainback (Eds.), *Curriculum Considerations in inclusive classrooms* (pp.3-17). Baltimore MD: Paul H. Brookes.

Storbeck, C., and Martin, D. S. (2013). Inclusion and Cognitive Education for Deaf Learners: Perspectives from South Africa and the Usa. *Transylvanian Journal of Psychology, Special Issue,* 67-102.

Tzimas, G., and Lampropoulou, A. (2007). From mainstreaming integration and inclusion of deaf children in the mainstream school (in Greek). In *4o Pan-Hellenic Congress with topic: «Equal School for unequal children » (pp. 241-247).* Athens: Greek institution of Applied Pedagogy and Education Retrieved from http://www.elliepek.gr/documents/4o_synedrio_eisigiseis/241_247.pdf

Vermeulen, J. A., Denessen, E., & Knoors, H. (2012). Mainstream teachers about including deaf or hard of hearing students. *Teaching and Teacher Education, 28,* 174-181. doi:10.1016/j.tate.2011.09.007

Zoidaki, E., and Thymakis, P. (2013). Inclusive or Holistic education to deaf or hard of hearing pupils. (in Greek). In: The role of long life learning and expansion of signing language in the quality of deaf/hard of hearing and hearing population. 1st Pan-Hellenic Educational Symposium (p.16-17) H. Kourkoutas (Edit.). Chania: Club for the expansion of signing language & Cultural organization of Thessaloniki "Esai en Roi". Retrieved 04/04/2014 from: http://www.esai.gr/1stDHIA_E-Book_opt.pdf