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*What are the factors influencing  
successful inclusion of deaf children?*

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***What are the factors influencing successful inclusion of deaf children?***

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*I, Rebecca Isaac declare that I developed this dissertation independently with the use of the resources listed in my indicative bibliography.*

*Sd: Rebecca Isaac.* 01/07/06

## **Abstract**

The research question that I have required to answer through this study is, '**what are the factors influencing successful inclusion of deaf children?**' The reason I decided to investigate this question was my experience with inclusive education in India

Ever since the West staunchly practised and promoted inclusion, India has sought to follow suit. The query is whether India has the foundation resources on which inclusion can be built.

The opportunity of conducting this study in the West meant that I was able to obtain first hand information from countries that have pioneered it and practised it for many years now.

The study spanned the three European countries of UK, the Netherlands and the Czech Republic. Deaf children who were mainstreamed in all of these countries formed my sample population. From an initial thorough study of literature, possible factors that could affect successive inclusion were obtained. Deaf children in mainstream education were then convenience sampled. Parents, teachers, support teachers and allied professionals of children thus selected were given questionnaires to fill in. Where possible, children, parents and staff were interviewed. Where feasible, children were observed in a naturalistic setting. The triangulation method of data collection and multiple sources of the same information enhanced reliability and validity of the study.

An analysis of patterns was then obtained from the data collected. This indicates that early identification, early and appropriate management (including hearing aids), some amount of specialist school placement to prepare the child for mainstream education, factors that are inherent to the child such as intelligence and personality, appropriate and intensive training of mainstream teachers and support teachers that will come in contact with deaf children, and provision of resources and easy access to professionals, priming



the deaf child's classmates about how to be his/her friend and parental support at home are the factors that are likely to influence successful inclusion.

Deaf adults in my study, who in the eyes of the world seem to have successfully completed inclusive education, threw some light on that fact that inclusive education and socialisation with hearing peers were areas of struggle for them during their school years. Most of them seem to have coped by dint of hard work and parental support.

My conclusion from my study is that inclusion definitely has the potential to work for many deaf children. In spite of this, inclusive education cannot be thought of as a panacea for education of *all* deaf children. Some will continue to need special schooling. It is important that special schooling is not thought of as second rate to inclusive education. Special schooling and inclusive education are merely two options available to parents of deaf children. Who goes where needs to be considered on a case-by-case basis.

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## Chapter 1: Introduction

### 1.1. Background

“Inclusion.....is about much more than the types of school children attend: it is about the quality of their experience and how far they are helped to learn, to achieve and participate fully in the life of the school” (DfES, Removing Barriers to Achievement, 2004)  
“Children who learn together, learn to live together,” is the philosophy underpinning inclusive education.

The trend towards inclusively educating deaf children has been whole-heartedly recommended by many authorities, but not whole-heartedly accepted by all concerned. Many individuals remain cynical about the appropriateness of inclusive education. When I first started my research, I would have probably fallen into that category too. Looking through journals made me realize that, “The inclusion controversy is not new. However it has taken on new dimensions. In fact the oral-manual controversy that has existed in the field of education of the deaf from the mid 19<sup>th</sup> century to the 1970s sometimes known as a ‘holy war’ pales beside the threat posed by full inclusion”, says Oscar P. Cohen.,(Snider, B. D,(1994) The earliest call for mainstreaming came from Alexander Graham Bell whose opposition to residential schools was based primarily on social, not educational grounds. “It was a matter of sink or swim and most deaf children sank.” (Moore, 1992)

Inclusion has received such a welcome in developed countries, like UK and America that most governments of European countries have whole heartedly approved of and are spear-heading the change. Developing countries (like mine, India) also seem to be adopting a similar philosophy.

I worked in India as the Principal of a deaf school for eleven years (1992-2002) after having been in a mainstream school in a similar position for several years. This has given me a clear picture of both systems. I have also had a chance to briefly live in the West

and observe their education systems. This has given me a chance to understand deaf education and its scope in both sides of the world.

I have often wondered if I am justified in my suspicions of inclusion. Here is what compelled me to take the stance that I did. As the head teacher of a deaf school in India, every academic year I have had to admit at least twelve over-aged deaf children into standard one. All of these children were more than 10 years old. (Standard one is the beginning of formal education in India and the average age of admission into Standard 1 is 5 years.) These children had spent 5 or 6 of their early formative years in mainstream schools, but had not achieved any basic academic skills or speech skills. On interrogation the heads of the schools simply said that they were liable to admit all handicapped children according to the PWD Act of India that says, "State Governments have issued directions to schools that no student may be denied admission on the basis of disability alone." (The PWD Act has been in force in India since the year 1994, when India became a signatory to the Salamanca Statement and committed itself to promoting the inclusion of children and youth in mainstream educational institutions.) These teachers are faced with a law that can only be obeyed in the letter but not in the spirit. The teachers and the heads of the mainstream schools that these children attended, misunderstanding the word 'inclusion' had kept these deaf children in their campus, without any visible barrier, but with the invisible barrier - 'communication'.

When I got an opportunity to visit schools in U.K in 1998, I fully understood how things worked there. I visited an inclusive school that had only two deaf children on its roll. I met the team of professionals - a special educator, a speech therapist, a psychologist and a social worker who visited the children regularly- bi-weekly. I also came to know that both the deaf students had their pre-school education in a special school and hence were now good at lip-reading and listening, using their residual hearing and their appropriate hearing aids. As a result, they had intelligible speech too.

Again recently when I visited a mainstream school in Netherlands that had included eight deaf children in its high school, I was astonished at the fluency of those children even in

English though they had learnt it only as a second language, their first language being Dutch. How was this possible? This research study is an attempt to unlock the secret of successful inclusion.

Presently I am the Project Manager of a voluntary organization serving the Deaf in Tamilnadu, one of the biggest states in India. One of the objectives of our organization is to provide resources and training for teachers in mainstream schools who have suddenly been saddled with the responsibility of teaching special children. I am hoping that my study will give me useful pointers that I can take back and disseminate in India.

## **1.2. Objectives of the research**

The United Nation in a convention on the rights of disabled people has voted on enabling disabled people from exclusion to inclusion. Inclusive education is a right and not just the privilege of every child.

“Inclusive education helps to reduce isolation of disabled children, promotes psychological acceptance by normal children and equips disabled with the competencies required to face life with courage and confidence,” says Patel, N. (2000)

While this is a worthy cause and an ideal scenario, experienced educators will realize that it might not always be the best for the child in question.

The prime question that I would therefore like my study to answer is:

- What makes inclusion possible / successful?

From the answers to this question, I hope to be able to draw some logical conclusions about:

- What makes it difficult/unsuccessful?
- Are there circumstances that render inclusion an unrealistic ideal?



### **1.3. Need for the study**

While some say that inclusion is merely a money saving exercise by many governments, I beg to differ. Inclusion might seem like it is saving money and might actually be doing so, *if* successful. But *if* proved unsuccessful, undoing the damage caused by ruthlessly closing special schools will mean a lot of money and time in the future. So this study (or at least similar studies on larger scales) might prevent us from rushing headlong into hazard.

Secondly, what works in one part of the world need not necessarily work in another. If India practices inclusion, without being quite ready for it, we will leave behind a trail of mainstreamed but uneducated children, which will be a tremendously high price to pay for novelty.

Thirdly, I don't think there will be easy answers to questions on inclusion and ascertaining suitability for it. What works for one child will not work for another. I believe that inclusion or special schooling needs to be decided on a case-by-case basis. To be able to do this, we need to know the right questions to ask, about the child. Hopefully, this study will throw light on the characteristics of a 'ready for inclusion' child.

### **1.4. Inclusion and Successful Inclusion**

Educational intervention and support designed to address special educational needs should be viewed from three indicators namely "Community, Equality and Participation".

The philosophy of education that caters to the needs of all children can be said to rest on three factors:

1. Handicap seen in relation to demands from environment
2. A holistic view of the pupil
3. The principle of non segregation measure

The objectives of inclusive education are:

- a) To educate all children together for their mutual benefit
- b) To change attitudes towards different children by forming the basics for a 'just and non-discriminatory' society which encourages people to live and learn together

**Inclusion of a deaf child could be considered successful if he or she develops language effectively, understands the academic content competently, shows interest in learning in a regular school, develops self-esteem establishing social relationships, and develops into a happy and healthy individual as well in an inclusive set up.**

As many non professionals think it does not happen simply by placing the deaf child in a mainstream school. Gregory and Bishop have demonstrated that "the deaf child does not experience 'normal' education simply by taking his or her place in the mainstream class".  
". ...as to the promise of a wider curriculum, it seems that often the deaf child has not the competence in spoken language to benefit from the orally presented wider curriculum of the mainstream schools." (Gregory and Bishop, 1989)

It is a well known fact that the primary disability that deafness causes is a language difficulty. Language, which is largely acquired via the auditory pathway, is acquired / learnt with varying degrees of difficulty, depending on the extent of hearing loss.

Language is quintessential for literacy skills and academic achievement. Therefore any decision regarding the child's schooling which will affect his/her language skills will have to be done very thoughtfully. Decisions taken need to be founded on research and not on prevailing trends.

Therefore this research is designed to investigate the factors influencing successful inclusion of the deaf. The following chapter will take us through a review of the existing body of research and a critical examination of these.

For a list of relevant terms and their explanations please see Appendix A.(Terminology)

## Chapter 2; Review of the Literature

### 2.1 History of Deaf Education

The adage “those who do not learn from history are doomed to repeat it” is so powerful that it made me go through the literature to get a clear picture of the status of the deaf in the past. It is impossible to embark on a full summary of the way in which deaf people have been perceived over the ages. However it is important to get an idea of the backdrop against which the education of deaf people developed.

The way the society treats its weak and dependent keeps changing according to its social progress. Throughout the long dark centuries before about 1600 the disabled were rarely tolerated. Many early societies practiced infanticide. Ross (1983) reports, “Infanticide was practiced in certain regions in instances of congenital birth defects.” However the deaf children would have survived since deafness can not be identified at infancy. Legal mandates denied the deaf basic civil rights. Theological canons excluded them from church membership. In the sixteenth and seventeenth centuries a scattered handful of disabled persons were educated.

One of the earliest documentations of speech teaching was of a ‘deaf-mute’ who was taught to speak by the Bishop of Hagulstad who later became known as St. John of Beverley (AD 674-735). There is speculation however as whether the man he cured was actually deaf as well as dumb. The medical view at that time was that the inability to speak, rather than being related to deafness was due to damage to the tongue. Perhaps because of this the Bishop of Hagulstad’s achievements were considered miraculous and he was consequently made a saint.

In the seventeenth century, theories and methodology became more diverse. This period witnessed several of the most significant achievements. “The philosophical and practical foundations for education of the deaf, however, were developed in the seventeenth century with the brilliance of individuals such as Bonet of Spain, Dalgarno of Great Britain, and Amman of Holland setting the stage for the later establishment of schools for the deaf.”(Moore, 1978)

In the middle of eighteenth century Britain and Europe turned for the first time, to the systematic instruction of disabled people. By the close of the eighteenth century special education was accepted as a branch of education, although often as charity. Among the disabled, deaf students were the first to receive education. However history does not say much about the adult deaf – about their occupations, marriage patterns, culture, recreation etc

The nineteenth century saw the movement of disabled students from institutionalization to public schools – from isolation to segregation. Disabled children were placed in segregated classes in public schools. Towards the end of the 19th Century, day classes were being opened. In terms of methods of instruction, particularly as travel abroad became easier, knowledge and awareness increased. The numbers of children, especially very young children, who have cochlear implant, was increasing rapidly

This was followed by inclusive education, a strong feature of the Salamanca Statement, agreed by representatives of 92 governments and 25 international organizations in 1994.

## **2.2, The Evolution of Deaf Education in the UK, Netherlands and Czech Republic**

As my research study involves three European countries namely the U.K, Netherlands and Czech Republic, this chapter will include review of literature, relevant to each of these three countries, the beginnings of deaf education in each of these three countries and the gradual evolution into inclusive education of the deaf child.

### **2.2.1, Deaf Education In the United Kingdom**

The education of children with disabilities in the United Kingdom has been influenced markedly by the work of a Committee of Enquiry set up in 1974 to consider the Education of Handicapped Children and Young People. This Committee published its report in 1978 (known as the Warnock Report after the Chairwoman, Baroness Warnock) and its recommendations laid the foundation for the Education Act 1981, which required that children with special educational needs should be educated in ordinary schools,

subject to account being taken of the wishes of the parents and three other factors. These are that the required special educational provision can be offered; that the arrangement is compatible with the efficient education of their children; and that the arrangement makes efficient use of resources.

The Education Act 1993, added to the arrangements set up by the 1981 Act in several ways.

The 1988 Education Reform Act introduced a National Curriculum and national assessment arrangements, a new system of funding Education through greater delegation of budgets to schools and greater choice for parents over the schools they send their children to. There would always be, however, a smaller group, possibly about 2% of the child population, whose needs could not be met from resources in ordinary schools and who might need a formal assessment of their needs and specification on a "statement" of their needs for extra resources. In 1990, out of the total population of pupils with special educational needs, 63 % were being educated in special schools, 12% in special classes and 25% in mainstream classes. (source - "Integrating students with special needs into mainstream schools" OECD (1995).

"Based on data collected by the British Association of Teachers of the Deaf (BATOD), Lynas et al (1997) estimate that 85% of deaf pupils are being taught in mainstream schools, and that three fifths of teachers of the deaf now work in such schools, either in units for hearing impaired pupils or as peripatetic teachers," says Watson, L.(1998,135) It is also mentioned in the same article that in addition to the trend to educate deaf pupils in mainstream settings, there has been a parallel trend towards offering in-class support rather than withdrawal from class which was previously the norm.

### **2.2.2, Deaf Education in the Netherlands**

In 1790 the first school for the education of deaf children was established by Rev. H. D. Guyot at Groningen in Netherlands. Manual signs were used as a representation of the spoken Dutch language. In 1853 the first oral school was established in Rotterdam. In 1880 after the Milan International Congress on the Education of the Deaf, all the schools

changed to the oral method of teaching. Educators of the deaf had become convinced that it was possible to develop the reading ability of deaf children after they had learned to speak. The era of oralism would last until the start of the 1980s.

The Maternal Reflective Method created by Van Uden (1977) was claimed to be the most effective oral method. However around 1980 things began to change drastically. Interest arose in the sign language. There are separate schools for the Deaf and the Hard of Hearing. Deaf children are defined functionally as those who have to perceive the spoken language visually, even with the best amplification equipment, attend the schools for the deaf. Mostly the Hard of Hearing children are being mainstreamed after a few years of special education.

In 1985 a two track system of education came into force in the Netherlands: the Primary Education Act for most children aged between 4 and 12 and the Special Education Interim Act for those having disability requiring more help than the ordinary Primary or Secondary school could offer. The Minister of Education and Science has decided not to retain a separate law for special education but to subsume the rules under the Primary Education Act and to make it more flexible.

### **Mainstream provision for deaf children in the Netherlands**

The aim of the "Going to School Together" (WSNS) Project Act, which came into force in 1994, was to give primary responsibility for all children, with or without special needs, to ordinary, mainstream primary schools, and consequently to reduce the number of referrals to special schools. Under the terms of the Act, schools are required to establish consortia of special schools and mainstream primary schools, who work together to ensure provision in mainstream schools, as far as possible, and in special schools in instances where there is no other option. The basic premise of a new agreement, "Going to School Together: the Next Phase" is that funds for the education of students with special needs should be allocated to wherever students with special needs are being catered for. Consortia of ordinary and special schools must encompass at least 2,000 students.

### **2.2.3, Deaf Education in the Czech Republic:**

The beginnings of systematic care for disabled children date back to 1786 when the Institute for the Deaf and Dumb was founded in Prague as a charity institution. Instruction was given in sign language, but there were even some students who learned articulation. The Institute was the fifth institution of its kind in Europe. Nowadays, its work is carried on by the special schools in the Prague. By the end of the 19th century there were seven institutes in Bohemia and Moravia.

An 1869 law establishing Educational Institutes provided for the training of teachers of the deaf-and-dumb

The period between the wars (1918-1938) saw the emergence of a solid network that enabled good further development of special schools in the second half of the 20th century. In 1938, for example, there were 16 educational institutions for hearing impaired children.

Until the mid 1980s, sign language was not used in schools for the hearing impaired; the oral method was preferred instead.

Among disadvantaged pupils, those with a severe mental disability and the deaf-and-blind were considered to be uneducable and were exempted from school attendance.

Since 1990, changes have been made to the well organized, but still closed, special education system that has made it possible to integrate pupils with special needs into regular schools to the extent which the disability and school situation allow.

At present, the special education network works as an open and flexible system, although with features characteristic of the special education requirements.

The new School Act which was approved in September 2004 (in force since January 2005) encourages links between special education and ordinary schools and reinforces the trend towards the integration of individual pupils with special educational needs into "normal" schools. It codifies teaching by individual educational programmes and allows



for supportive measures in favour of the pupils, e.g. teaching assistants. At the same time, the Act leaves open the possibility, in justified cases, of establishing independent schools or classes for pupils with disabilities in future.

### **Special Provision within Mainstream Education**

Education of children and young people with special education needs is based on the principle of 'Current education if possible, special education if necessary'. This principle is being applied gradually and the system is shifting from a prevalence of education in special schools towards increasing integration.

According to the level of disability and the school's circumstances, pupils can be integrated into regular schools at all levels of education in different ways:

- individually into main stream classes/schools, with adequate educational conditions and necessary special pedagogical and psychological cares;
- in the form of group integration into speciální třídy (i.e specialized classes) of schools in the main stream set up for visually and hearing impaired, physically or mentally disabled pupils, pupils with speech difficulties and pupils with several disabilities;
- into specializované třídy (i.e specialized classes) of schools in the main stream set up for pupils with specific developmental, behavioural and learning difficulties.

Within group integration pupils can be educated together with other pupils of the school in some subjects and are involved in all extracurricular activities in accordance with their abilities.

In special cases and when the educational needs of the child demand it, it is possible to integrate a child with special educational needs into a class for pupils with a different form of disability. Their education then follows an individual educational programme according to the child's needs. (Source <http://www.uiv.cz/clanek/29/148>)

## **2.3, Mainstreaming and Inclusion defined**

### **Mainstreaming**

Generally, mainstreaming has been used to refer to the selective placement of special education students in one or more "regular" education classes. (Stout, K.S. (2001))

### **Inclusion**

The following definitions have been used to explain 'inclusion' in literature:

- Inclusion appears to have a broader meaning and in literature, the term is generally used to express commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) Stout, K.S., (2001)
- "Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion." (UNESCO)
- Inclusive education is, "creating effective class rooms where the educational needs of all the children are addressed irrespective of ability or disability."(definition given by Centre for studies on Inclusive education)
- Children with disabilities will be educated with non-handicapped children to the maximum extent appropriate and that removal of such children will occur only when the child can not achieve satisfactorily even with the use of supplementary aids/services.(Individuals with Disability Act 1990)
- "Inclusion means young people and adults with disabilities and/or learning difficulties being included in mainstream society. Inclusive schools help the development of communities where all people are equally valued and have the same opportunities for participation. Inclusion is an on-going process, not a fixed state." (U.K.'s Inclusion site)

- Inclusive education is, “creating effective class rooms where the educational needs of all the children are addressed irrespective of ability or disability.”(definition given by Centre for studies on Inclusive education)
- Power (1996b, cited by Gregory, S.(1998)) suggests that inclusion is best thought of as ‘an attitude, not a place’.

## **2.4, Practical considerations in advocating and implementing inclusion**

Different researchers believe in inclusion for different reasons. For example, Alexander Graham Bell opposed residential schools for deaf children, because he believed they were the Deaf Community’s breeding grounds. “Integrate deaf and normally hearing children and the two groups will continue to associate for the rest of their lives, he argued.” Schein, J. D., and Golocovsky, S. (1824) Though this quote belonging to the early nineteenth century might seem outdated, it is an important factor to consider, when studying social integration of the deaf.

The child’s language development environment is rich in natural spoken language in a regular school. Most deaf children are intellectually capable of learning within a complex environment as normally hearing children. The local mainstream school is the most effective way of ensuring that the child’s learning environment is neither simplified nor learning opportunities restricted because of the deafness. Deaf children have a right to all the learning opportunities that mainstream schools provide. The mainstream school is the microcosm of the hearing world within which deaf children will live. Hence the deaf children will learn to manage social situations and relationships. The local school and community will have the opportunity to learn about deafness and to increase their understanding of people with differences. (Deaf Education through Listening and Talking DELTA)

The integration policy has brought better social understanding of the life situation of people with disability and broader acceptance of the rights of a person with disability to play an active social role.

The final issue shared by proponents of inclusion relates to cost-effectiveness. A 1989 study found that over a fifteen year period, the employment rate for high school graduates with special needs who had been in segregated programs was 53%. But for special needs graduates from integrated programs the employment rate was 73%. Furthermore, the cost of educating students in segregated programs was double that for educating them in integrated programs (Piuma, 1989).

The economic advantages of inclusion are supported by DELTA in its essay. It is mentioned that the harsh reality for the majority of Deaf children is that they are excluded from any kind of education in the income-poor countries of the South for economic, cultural and logistical reasons. It is not possible to provide education for all Deaf children in separate schools for Deaf children, as this tends to be the most expensive form of education.

Another major disadvantage with special schools is that they often tend to be residential schools. This is because of the small percentage of children that do need special schools. To ensure the running of the school is cost effective, these children are drawn from a large geographical area hence requiring residential schooling. Residential schools diminish the role of the family. Children tend to become dislocated from their family's language, culture and way of life and this has far-reaching consequences for their adult lives, especially in income-poor countries where families provide individual family members with long-term economic security. ('Inclusion and Deafness' Seminar at Manchester University (1999))

The reduction of the total number of special schools has also been accelerated by the demographic development and real drop of the number of newly born children in recent period. (Source <http://www.uiv.cz/clanek/29/148>)

However there are advocates on both sides of the issue. James Kauffman of the University of Virginia views inclusion as a policy driven by an unrealistic expectation that money will be saved. Furthermore, he argues that trying to force all students into the

inclusion mold is just as coercive and discriminatory as trying to force all students into the mold of a special education class or residential institution. ( Stout, K.S. (2001))

“A truly inclusive policy should mean that pupils are naturally placed in their neighbourhood school, a pattern which is advocated for deaf pupils by some writers (Simpson et al ,1989 and Deaf Education through Listening and Talking (DELTA) 1997). Other writers favour a model in which deaf pupils are segregated for their education as a means of preparation for subsequent integration into society.” (Shaw (1989) and British Deaf Association (1996) cited by Watson,L. (1998,136)

### **2.5, Long-term outcomes of inclusion**

Since inclusion has been practised in each of these countries for more than 10 years, it is relevant and useful to see how children from inclusive and special school backgrounds compare in different skills.

However, before a comparison of skills and achievement between the deaf children in special schools and deaf children in inclusive schools can be studied, it is important to brief ourselves about the complexity of such a comparison.

In the words of Marschark,M., (2002,42) “If deaf and hearing children were the same except for their hearing losses, we could put them in the same class rooms and assume the same background knowledge, social skills, and educational futures. The problem is that life is rarely so simple. By virtue of their hearing losses, many deaf children (and particularly those with hearing parents) have somewhat different early environments than hearing children. Frequently those children do not have access to the language of their families, and their parents are not fully prepared for handling the special needs of a child who cannot hear. With differences in communication, early social interactions, and ways of acquiring new information, it seems likely that deaf children will have some characteristics that distinguish them from hearing children. This is not to claim that deaf children will be in any way deficient, only that they may have different backgrounds, different knowledge and different ways of dealing with the world”.

He adds on, "Deaf individuals also vary in the degree of their hearing losses, age of hearing loss onset, and the etiologies or causes of the losses. Then of course there are issues of whether deaf children were born into deaf or hearing families, the extent of their early exposure to language, and the quality of interactions with adults and peers during childhood. These variables make for a more diverse population and, at the very least, will affect the utility of one-size-fits-all approaches to education."

The variety of causes of congenital or early-onset deafness also may contribute to diversity in the development of those children. Most notably, hearing losses associated with illness or accidents may carry the possibility of damage to other sensory systems or of related neurological effects. (Koningsmark, 1972)

## **2.6, Social outcomes of inclusion**

There are authors who propagate inclusion for the social advantages that it can give the child and there are those that believe that inclusion actually excludes deaf children.

The inclusion of disabled children into mainstream schools will inevitably result in their acceptance into society and also within their own families. They may also develop social skills, study habits, and culture as a result of their interaction with hearing peers. Young children feel more secure when they remain close to their parents; and young deaf children, busily learning through play, are less affected by how they are different. At a young age it is nice to be around family, and it does not hurt to be different than peers (Ramsey,C.L., 1997)

All children with special needs ought to be educated with their peers so that they can be accepted as valued members of their local community.

One benefit of enrolling in a mainstream school, according to Wilson C (1997) for even just a year, was that students seemed more confident of their ability to compete with hearing peers. Students from mainstream schools were described as advanced--fast learners with better English skills, less fluid signing skills and poor social and

communication skills, reserved, knowledgeable about the hearing world, and similar to hearing people in their mannerisms. Students from residential schools were described differently--less well-educated, fluent in Sign Language, good at communication, socially adept, and strong members of the deaf community. (Wilson, C. 1997)

However, the social impact of inclusion of deaf children appears to be distinctly different from the social impact of the inclusion of children with other forms of disabilities and even from those that are only hard of hearing. "Many disabled young people who have managed to gain access to mainstream education report that they often feel left out, are made to feel different, are bullied and experience social isolation". (Murray, 2002; Gray, 2002, cited in BERA 2005)

"The policy presumes that handicapped children benefit by being placed with non-handicapped children. There is no scientific basis for this belief. Indeed, experience shows that such children are more isolated in the regular class, which imposes greater psychological pressure on them, resulting in behavior problems. Advocates of full inclusion respond to requests for substantiation of their claims by accusing critics of lacking sympathy for handicapped children." Murphy, T. J., (1994)

Although social integration was one of the main reasons behind many participants' positive reflection on their inclusion experience, obstacles existed in building friendships between students who are Deaf / Hard of Hearing and their hearing peers. The communication barrier was an issue for a number of subjects in establishing friendship and better relationships with hearing peers.

Moreover, difficulty in communication was a possible reason for lack of contact between hearing students and their peers who are D/HH. The literature has acknowledged the communication difference among deaf and hearing students in the general education setting as an important factor contributing to social isolation for children and youth who are D/HH (Coryell, Holcomb, & Scherer, 1992; Markides, 1989; Strong & Shaver, 1991).

For example, the following observation by Lawson in 1982, brings home an important lesson.

Lawson describes :- *"In 1982, my colleague and I visited a Deaf school that had recently converted to Total Communication. We passed through class after class of happy smiling faces, until we reached a group of 12 year olds who were sitting like zombies. We tried to communicate with them via BSL, Signed English, even speech, to no avail. We asked the teacher whether they had some other handicap, and were told that these children had all been mainstreamed until the age of 11. Upon reaching secondary school age, it had become clear even to educators that they could not carry on with mainstreaming, and so they had been sent to a Deaf school. Shocked, we suggested to the teacher that she should start them all over again, this time with BSL, wished her good luck, and made our way sadly home."* ( Lawson in Ladd 1989.)

Hearing Impaired children face difficulties in mainstream school. Almost 30% of children with some kind of handicap are the victims of bullying and loneliness in school according to Lena Nyberg, the Swedish ombudsman for children's issues.

A survey carried out at the request of the ombudsman in the autumn 2001, indicates that hearing impaired children are the second most exposed group. 28 % of them have experienced bullying and 48% said that they knew of no place to meet kids of their age.

## **2.7, Academic impact of Inclusion**

It is important to note that statistics concerning the academic success of deaf children, literacy rates, intelligence and so on will include a variety of children and do not only reflect implications of hearing loss.( Marschark,M., 2002)

Research has reported that students who are Deaf/Hard of Hearing being educated in general education classrooms and inclusive programs have higher academic achievement



than students who are D/HH in segregated classrooms or schools (Allen, 1986; Kluwin & Moores, 1985, 1989).

In 50 studies in the States comparing the academic performance of mainstreamed and segregated students with mild handicapping conditions, the mean academic performance of the integrated group was in the 80th percentile, while the segregated students score was in the 50th percentile (Weiner R., 1985).

A study by Holt (1995) found that fully mainstreamed students who had less than severe hearing losses and no cognitive handicaps achieved the highest reading comprehension and math computation scores in comparisons of students in fully mainstreamed settings, residential schools, and self contained classes. In addition, students who were enrolled in special schools (i.e. residential or day schools specifically for deaf students) and had severe or profound losses achieved higher scores than students in local public schools who were in self contained classes.

Again it is critical to note that identifying an association is not the same as explaining its cause. As Holt cautions, we simply do not know whether students are selected for integrated placements because of their academic achievement or whether placement in integrated settings actually causes improvements in academic achievement.

While some authors do believe that inclusion accentuates a deaf child's academic performance, some authors disagree. For example Kathy Mehfound argues that the academic impact of inclusion outweighs the social impact of inclusion. 'There's no question that socialization is a part of education; however, socialization cannot be the goal of education without regard to teaching the students their academics. A lot of the inclusion movement is premised on having students with disabilities sit in regular classes and look normal, whether they're participating in the educational program or not'.

The aim of a school for deaf children is to `teach in a way that will ensure access to the regular curriculum, the curriculum for normally hearing children. The special access deaf

children need is to this curriculum, not to the school buildings. And the special value of a school for the deaf is that it is a place where deaf children can be with their peers rather than be a minority within a young hearing community.

As the practice of mainstreaming deaf and hard of hearing children into general classrooms continues to proliferate, the performances of these students becomes critical. Ramsey, (*Deaf Children in Public Schools*, 1997) assesses the progress of three second-grade deaf students to demonstrate the importance of placement, context, and language in their development.

Ramsey points out that these deaf children were placed in two different environments, with the general population of hearing students, and separately with other deaf and hard of hearing children.

Her incisive study reveals that although both settings were ostensibly educational, inclusion in the general population was done to comply with the law, not to establish specific goals for the deaf children. In contrast, self-contained classes for deaf and hard of hearing children were designed especially to concentrate upon their particular learning needs. *Deaf Children in Public Schools* also demonstrates that the key educational element of language development cannot be achieved in a social vacuum, which deaf children face in the real isolation of the mainstream classroom.

## **2.8, Parental attitudes to inclusion**

Cromwell, S. (2004) mentions that many parents still consider the education in special school and placement of their child into a special school, a preferable alternative guarantee a wide range of services on a high professional level.

Not all parents of students with disabilities support 'Inclusion'. Some parents fear losing special-education services they have fought for and believe their children will be "dumped" into regular classrooms without appropriate support'. (Education World)

The majority of parents and teachers of deaf children highly value spoken language competence as an educational goal, which influences teaching practice and school placement decisions, even where signing is also used. It would be fair to say that the following rationale still summarises prevailing placement considerations in New Zealand: "It is believed that through educational integration, the deaf child will be helped to acquire oral language, come to understand the nuances of everyday social life, and develop a self-concept that he is 'normal'". (Lynas 1984:129, cited by Nielsen AC 2000).

Villa, R.A. (2005), argues in her essay, 'Questions, Beliefs, and Practical Advice about Inclusive Education' that, "Many parents of children with disabilities do not believe that their children's needs can be met in general education. They expect a choice about placing their children in a class room, resource room special class, or special school. Does Inclusion eliminate parental choice?" Regardless of parental choice, schools have a legal obligation to ensure that students with disabilities have an opportunity to be educated beside children without disabilities.

Some parents are placing their disabled children in mainstream classes to develop better social skills. (Education Integration) Parents need to know more about both mainstream and self-contained classes so they can make informed placement decisions (Bernstein & Martin, 1992).

## **2.9, What are the factors influencing successful inclusion of deaf children?**

It appears obvious that many authors have come to differing conclusions about the efficacy of inclusion. It appears that there are therefore a number of factors that determine the success (or otherwise) of inclusion.

We recognized that integrated placements without **preparation** seldom works. (Bishop,1990). "Dumping a handicapped child into a pool of normal children where he

must sink or swim should not be permitted until all teachers have been trained to be lifesavers," (Beswich and Owsley, 1988).

"Research on integrated education for children with hearing impairments attempts to correlate progress in various aspects of the child's academic, intellectual and linguistic, social and emotional development. These studies are generally termed 'efficacy studies' (Cave & Madison, 1978). Much of the research (Ross, Brackett & Maxon, 1982) attempts to relate school placement to the academic and intellectual progress of the child with a hearing impairment. One broad generalisation that can be made about these formal investigations is that they demonstrate that **the degree of hearing loss** is the greatest single factor affecting educational performance. In addition, they have revealed that the more '**normal**' the school setting, the greater the academic gains or achievements of the child with a hearing impairment (Quigley & Kretschmer, 1982; Johnson, 1962, 1963; Concrad, 1979; Dale, 1978)" Warnae (2004)

"The emphasis on the **use of residual hearing** has been assisted by advances in audiology and technology which have led to improvements in early detection and **accurate diagnosis of hearing loss**, and major advances in hearing aid design and performance", (Smith 1997) cited by Watson, L.

Cohen,(1994b) points out ,"Few public schools( for hearing children) can offer what most prelingually deaf children need: a **visually oriented setting, communication access to all activities, interaction with deaf peers and deaf adults and at least minimal sign language fluency on the part of teachers and peers.**" This study therefore indicates that the nature and severity of deafness would greatly influence successful inclusion.

In the words of Ramsay, C. L (1997), "The more severe a student's hearing loss, the less likely the student will be mainstreamed. The less severe a student's loss, the more likely that student will speak rather than sign and the more likely that student will be mainstreamed. Since they are rarely found in Public school programmes, **children with**

**deaf parents are very unlikely to be mainstreamed.** In reality this means that Public school deaf students rarely have peers who are proficient native signers’.

According to the research of Ramsay, C. L (1997), ‘Least Restrictive Environment’ is taken at its most literal meaning to indicate a setting where visible barriers are apparent. In the integration of the deaf children the hearing children don’t sign and the deaf children don’t speak and the two groups really have no common meeting ground. If they need more support they have to be taken to the self contained classrooms and that again is segregation. Gearheart et al (1993) claims that **segregated settings** are “rarely required but must be provided when they are the most appropriate placement.”

A number of scholars (Bishop, 1986; Stainback, Stainback, Strathe, & Dedrick, 1983; Strain, 1982) believe that **fostering positive attitudes** is one of the fundamental elements of effective mainstreaming or inclusion programs, and a focus on developing positive attitudes on the part of individuals involved in the process, such as teachers and peers, must be emphasized for success in the effort to achieve inclusion (Horne, 1979). The development of positive attitudes must first remove barriers of prejudice and existing negative attitudes.

Another study by Karnilowicz and associates (1994) suggests that in addition to attitudes, normative beliefs about students with disabilities are influential in an individual’s decision to engage in social interaction with them. Providing nondisabled students accurate **information about disabilities**, particularly the specific types of disabilities of students included is important for successful inclusion. Donaldson (1980) noted that equal status between persons with and without disabilities is an important factor consistently contributing to many successful interventions.

The academic performance of students with disabilities and general education teachers’ attention to the included students have some influence on students’ attitudes toward inclusion. This finding corresponds with Yucker’s (1994) observation regarding the

relationship between the **academic competence** of students with disabilities and positive attitudes of their teachers and peers.

Mainstream teachers need **information and advice** on hearing aid management, deaf children's acquisition of language, curriculum access issues and social inclusion.  
(DELTA)

Teachers' **capacities to plan**, teach and evaluate using collaborative strategies are central to the achievement of optimal levels of inclusion of deaf and hard-of-hearing students in regular schools. It is significant therefore, that few if any, pre-service teacher education programs focus on this area of professional preparation. In addition, few inservice professional development programs for itinerant teachers focus on consultation strategies and collaborative teaching models.

([http://www.european-agency.org/sne\\_in\\_candidate/downloads/CzechRepublic.doc](http://www.european-agency.org/sne_in_candidate/downloads/CzechRepublic.doc))

Successful inclusion practices depend on restructured schools that allow for **flexible learning environments, with flexible curricula and instruction**. Under ideal conditions, all students work toward the same overall educational outcomes. What differs is the level at which these outcomes are achieved, the additional support that is needed by some students and the degree of emphasis placed on various outcomes. (Guess and Thompson, 1989, Heshusius, 1988, cited by Stout, K.S.(2001))

Parents, teachers, students and support staff must be **fully involved** in the decision making, planning and evaluation processes for individual students and building-wide programs. When developing programs, multiple teaching/learning approaches like team teaching, co-teaching, peer partners, cooperative learning, heterogeneous grouping, study team planning, parallel teaching, station teaching, etc. should be considered  
(Stout, K.S.(2001))

The involvement, or **inclusion, of Deaf adults** in the education of Deaf children is not only desirable, but essential. Deaf adults are a valuable community resource. Examples were given of Deaf adults working as headteachers and teachers of academic subjects in

schools for deaf children in some countries in Africa. The increasing prevalence of the medical model of deafness and the over-professionalisation of Deaf education in Africa, however, was seen as a threat to the continued inclusion of Deaf adults in education. ('Inclusion and Deafness' Seminar at Manchester University)

This notion demands that schools should change in order to meet the learning needs of all children in a given community. It seeks to improve the learning outcomes of students academically, personally and socially. There are strong links here with the school improvement and effectiveness movement. Effective schools see pupils experiencing difficulties in learning *as indicators of the need for reform*. This represents a shift in the conceptualisation of barriers to learning. The individual child is no longer seen as the problem, instead the **curriculum and teaching methods require reform**.

The goals of education for deaf children are essentially the same as those for all children: to enlarge their knowledge, experience and imaginative understanding, and thus their awareness of moral values and capacity for enjoyment; and to equip them to be active participants in and responsible contributors to society, whilst being as self-reliant as possible.

(These goals are taken from the recommendations of the 1978 Warnock Committee of Enquiry into the Education of Handicapped Children and Young People)

However Mary Warnock's recent pamphlet on inclusion and statementing (2005) reports that

- Small specialist school provision is needed
- Bullying of children with SEN is inevitable in mainstream schools
- Statements should only be passports to special schools
- SEN should only be catered for in mainstream schools when it can be supported from school's own resources

While authors vary greatly in their opinions on inclusion, it might be useful to remember that inclusion is not an end in itself; only a means towards an end. The 'end' is successful education of the deaf child.

It is important to acknowledge that the authors differing opinions could mean that under certain circumstances and given certain pre requisites, inclusion can be successful. This study aims to tease out those factors.

### **2.10 Summary**

This chapter has provided a background within which my study will be set. The advantages with a thorough review of literature is that it gives a researcher an awareness of the past and present trends and the logical next step in the right direction. Using the work of others researchers as my starting point, my next chapter will recount how I have planned my own project.



## ***Chapter 3: Methodology***

### **3.1, Introduction**

“Knowing what you want to find out leads inexorably to the question of how you will get that information” Miles and Huberman 1984/42, cited in Silverman, 2002) Methodology is a general approach to studying research topics. “The choice of method should reflect our over all research strategy.” Masan, (1996) This chapter therefore documents the methodical approach that I have employed to analyse my research question and my rationale behind using it.

“Research is one of different ways of knowing or understanding. It is different from other ways of knowing, such as insight, divine inspiration, and acceptance of authoritative dictates, in that it is a process of systematic enquiry that is designed to collect, analyze, interpret and use data to understand, describe, predict, or control an educational or psychological phenomenon or to empower individuals in such contexts.” Meklens, D.M., (1998). As emphasized in this quote, all manner of data collection was systematic, scientific and objective.

### **3.2, Research Question**

Research begins with the selection of a topic and a paradigm. Silverman, (2002), says, “Begin your research around a topic with which you are already familiar or involved.” Brown and Dowling (1998) suggest that a research problem can be presented as propositions or hypotheses to be tested, or as questions to be answered, or as observations or conclusions.

The research question that I chose was,

***‘What are the factors that influence successful inclusion of a deaf child?’***

The reason that I chose this question was my experience as a deaf educator, in India. With the recent shift towards inclusion, especially in the West, India, unmindful of its limited resources, is also jumping into the bandwagon. My experience makes me a bit cynical about this. My study is therefore aimed at enhancing my understanding of inclusion, the reasons the West is fostering inclusion and the success with which the West has been able to implement it.

As my study was regarding 'successful inclusion', I first had to identify the hallmarks of successful inclusion. While many definitions are possible, for my study I chose,

- **Communication:** Communication lies at the heart of integration. "There is no education without communication." Lehtomaki, E., (1995) "Effective communication is an important ingredient of healthy psychological functioning." Marschark, M., et al, (2002). A communication barrier defines the deaf child's difference from the rest of the world. If a deaf child has achieved adequate communication skills, while in a mainstream school, we can reasonably assume that the school has equipped the child to integrate with society. In this case therefore, mainstream education has been successful
- **Academic achievement:** Communication, especially verbal communication, is the primary means of accessing the National Curriculum. A child can therefore master academics only to the extent that he has mastered communication. However academic achievement being a much wider subject was not studied in my small scale project.
- **Ease with which the child socializes:** "Meaningful education for deaf people aims at including them in the community." Ramsay, C.L., (1997) Deaf pupils in mainstream schools sometimes have problems relating to hearing pupils as friends (Cross and Prowse (1988) Markides (1989); Owers (1996); Fraser (1996). While this was a more difficult concept to define, deaf children in this study were asked about friends and observed with friends. Social integration is the penultimate aim of inclusion. If the child feels at ease within the mainstream setup, we can say with fair confidence that inclusion has been successful.

With the results that I obtained from formally studying the indicators of successful inclusion in Europe, I have aspired to contrast it with inclusion in India, resources available there and predict the success it is likely to experience in my country.

### **3.3, Choosing the Paradigm**

Education research like every other research is governed by one or more paradigms. According to Kenneth D. Bailey, (1998) "A paradigm is a mental window through which the researcher views the world."

Denzin Lincoln (1994) defines a paradigm as a "basic set of beliefs that guide action," and T. Husen says, "A paradigm determines the criteria according to which one selects and defines problems for enquiry."

While there are a number of paradigms available, depending on the researcher's needs, I was careful to choose something that would work well within the realm of educational research. As T. Huesen (p17) explains, "Educational research faces a particular problem, since education, as William James pointed out; is not a well defined, unitary discipline but a practical art. Research into educational problems is conducted by scholars with many disciplinary affiliations." He goes on to say, "Thus there cannot be any prevailing paradigm or "normal science" in the very multifaceted field of Education Research."

Berliner, D. C., (2002), argues that "Educational research is considered too soft, squishy, unreliable, and imprecise to rely on as a basis for practice in the same way that other sciences are involved in the design of bridges and electronic circuits, sending rockets to the moon, or developing new drugs." Following is one of the reasons he gives - "We face particular problems and must deal with local conditions that limit generalizations and theory building—problems that are different from those faced by the easier-to-do sciences. It is the reason that qualitative inquiry has become so important in educational research." While rocket science seems infinitely more complicated than teaching a class

of children, the qualitative nature of educational research mentioned in the quote above meant that the paradigm I chose had to be flexible and yet controlled.

Silverman, D., (2002) gives a solution by saying that the choice between different research methods should depend upon what you are trying to find out. "If you are concerned with exploring peoples' life histories, or every day behavior, then qualitative methods may be favored. However he adds on that Quantitative research is superior because it is value free and Qualitative researchers still largely feel themselves to be second class citizens whose work typically evokes suspicion where the gold standard is Quantitative research. However according to Kaestle (1993) the trend in education and psychology is to move even basic research out of the laboratory into more real life settings to increase the usefulness of the results.

The two main paradigms mostly used in Education Research are **Positivism** and **Interpritivism**.

### **Positivism**

According to Robson (2002p2) positivism is, "objective knowledge that can be gained by direct experience in observation and is the only knowledge available to science. He adds on that it is value free, based on quantitative data, founded on facts, and hypotheses are tested against these facts."

In positivism, numbers denote values. As this paradigm relies so heavily on quantities, statistical tools are imperative to the researcher. According to Karl Popper, 'Falsification Principle' is the core of Positivism. Quantitative analysis or Positivism comprising experimental research, correlational research and survey research that use structured and validated data collection instruments such as closed ended questions, rating scales and behavioral responses come under this paradigm.

## **Interpretivism / Constructivism**

Interpretivism is descriptive, inductive and constructive. A researcher using this paradigm generates new hypotheses and grounded theory, using data collected during fieldwork. Interpretivism comprises qualitative analysis and allows, in fact places emphasis on words, actions, and records. This research is more flexible in that it allows multiple perspectives. It allows the researcher to gain a holistic picture of what is going on in a particular situation. The qualitative data required is obtained using in-depth interviews, participant observation, field notes and open-ended questions.

## **The Pragmatic Approach**

While both positivism and constructivism appear opposite ends of the spectrum, Robson, C., (2002) find middle ground in the paradigm war by putting forth the alternative approach- the 'Pragmatic Approach'. It allows the researcher to use whatever philosophical or methodological approach that works best for a particular research problem at issue. This leads to mixed method studies where both qualitative and quantitative approaches are adopted.

Brown, A, et al (1998) puts forth the same idea in a different way, "There is no such thing as the correct method, or even the best method for addressing a particular research interest or question. This does not however mean that all methods and positions are as good as each other for the purpose of empirical research. A common response to the inevitable shortcomings of any part of approach is to employ two or more approaches to the same problem. This is called methodological Triangulation."

As Silverman (2002) suggests, "This may be because you have several research questions or because you want to use different methods or sources to corroborate each other so that you are using some form of methodological triangulation."

His argument is "By having accumulative view of data drawn from different contexts, we may as in trigonometry, be able to triangulate the true state of affaire by examining where

the different data intersect. In this way some qualitative researchers believe that triangulation may improve the reliability of a single method.”

Because of the nature of my research proposal and the advantages mentioned above about using more than one method, I decided to choose ‘Multiple Method’ or the ‘Mixed Method’. This therefore means that my data was obtained using more than one research tool, data obtained was qualitative and quantitative and therefore the analyses of the data also differed.

### **3.4, Reliability and Validity**

Kirk and Miller (1986) identify three types of reliability referred to in conventional research, which relate to: 1) the degree to which a measurement, given repeatedly, remains the same; 2) the stability of a measurement over time; and 3) the similarity of measurements within a given time period.

In my study, I attempted to step up the reliability of my study by using more than one respondent for the same child. For example sometimes, parents and teachers were asked the same question about the same child. Also questionnaires were given to the teacher and the support teacher of the same child. We can reasonably assume that both parties know the child at more or less the same level. When filled in questionnaires were returned, it was apparent that both respondents gave similar information. This was therefore an indication of the reliability of the information provided by each source.

As observations were video/audio recorded, I enlisted the help of a colleague in analyzing my observations. This also counted towards the reliability of my study.

In conventional inquiry, internal validity refers to the extent to which the findings accurately describe reality. Lincoln and Guba (1985) state that "the determination of such isomorphism is in principle impossible" because one would have to know the "precise nature of that reality" and, if one knew this already, there would be no need to test it.

In conventional research, external validity refers to the ability to generalize findings across different settings. Making generalizations involves a trade-off between internal and external validity (Lincoln and Guba, 1985). That is, in order to make generalizable statements that apply to many contexts, one can include only limited aspects of each local context.

In my study, the questionnaire was already piloted in India. Necessary corrections were made following the pilot study. The questionnaire was also distributed to expert professionals such as heads of schools, speech therapists and special educators, requesting their opinion and modifications were made accordingly. Finally, the method of 'traingulation', whereby the researchers obtains the same information employing more than one tool, was used in my study. The above factors to an extent, ensure the validity of my study.

### **3.5, Selection and Administration of Research Tools**

Led by my needs and my understanding of literature, the following were the research tools that I chose to use:

- Questionnaires
- Observation
- Interviews
- Audio and video recording

All these methods had to be used because the respondents of this study vary widely.

- Some could be contacted only electronically- e.g. working parents who could not be met.

- Observation of the children in their classrooms and outside was necessary to establish the social status of the child.
- Semi structured interviews helped me to complement information obtained through questionnaires. Older students who could express their opinions on inclusion, head teachers of schools, parents, teachers and ex mainstreamers were interviewed.
- I had to interview deaf adults who could only sign and people who spoke Dutch or Czech, languages that I do not know. These interviews had to be either video taped or audiotaped for further interpretation and transcription.

### **3.6, Target population and Sampling**

A population is any defined group of people, things or events. A sample is a group of some members of a population. It is necessary to draw conclusions about the population from a sample. (Stern, P. C., (1979)) Larger the sample lower the likelihood of error in generalizing (Robson, 1993, p. 136). According to Lincoln and Guba (1985), the most useful strategy for the naturalistic approach is maximum variation sampling.

However for want of time and language barrier I had to 'Convenience' sample. This is defined as the only feasible method particularly for students or others with restricted time and resources, and the one legitimately used, provided its limitations are clearly understood and stated.

#### **Respondents**

My study spanned the three countries of UK, Netherlands and the Czech Republic. Following is a brief description of the nature of my sample in each of the countries.



### **Sample from the U.K**

Five children of varying hearing loss, using hearing aids or cochlear implant and communicating by oral or BSL (British Sign Language) were chosen. One of the children was born of deaf parents. Children between ages 7 to 10 years, studying in various schools in Croydon, UK were chosen.

### **Sample from the Netherlands**

Six children of varying hearing losses, all using hearing aids and communicating verbally were chosen. They were aged 7 to 17 years, convenience sampled from various schools.

### **Sample from the Czech Republic**

As I spent 6 months in Prague (longer than in the other two countries), I was able to sample a larger population in the Czech Republic. My sample here comprised:

- 15 mainstreamed children in the age group of 10 to 17 years.
- 10 deaf young adults who had discontinued mainstream education aged more than 17 years.
- 4 adult deaf, 3 having completed education inclusively and 1 that discontinued mainstream education.

### **3.7, Variable**

The variables in this study were identified on the basis of my review of existing literature and my understanding of the subject. In the sample that we chose the variables were nature, degree and age of onset of hearing loss, power, kind, appropriateness and use of hearing aid/cochlear implant, specialist pre-school placement, mode of communication used by child, social skills of the child, teacher training and parental support.

### **3.8, Survey by Questionnaires**

“A survey is a data collection method that asks question of a sample of respondents, generally at a single point in time, using either a questionnaire or an interview. They are standardized so that all respondents are asked the same question”. Sanders, B.W., and Pinhey, T. K.

#### **3.8.1, Rationale**

This method was chosen as one of my tools because Bell (1993), Birley (1998), Brown (1998), Cohen and Manion (1984) and Robson (2002) suggest that surveys have the following advantages:

(a) Questionnaires are useful for simple topics (b) they provide large amounts of information in a short time and at a relatively low cost, (c) they provide valid and reliable answers in the form of numbers to provide answers to research questions, (d) they are anonymous, (e) they are very appropriate when the respondents are geographically dispersed, and (f) they can also be completed at the respondent's convenience

I was also fully aware of the disadvantages of survey method as the above referred authors also say, “Survey data can be affected by individual respondents' memories, knowledge, experience, motivation, and personality” Robson, (1993).

Disadvantages, cited by other researchers include,

- “Often poor response rate,”
- “Emphasis on writing ability” Birley and Moreland, (1998)
- “The survey researcher who discusses is not wrong to do so. Rather the researcher is wrong if he or she fails to acknowledge the theoretical basis on which it is meaningful to make measurements of such entities and to do so with survey questions.” Silverman, (2002)

### 3.8.2, Planning Questionnaires: (See Appendix B for Questionnaires and covering letter)

Different kinds of questionnaires were prepared for different respondents and stakeholders in the education of deaf children. This included three 'Questionnaires' specifically prepared for:

- Parents of deaf children in inclusive schools
- Class teachers of children in inclusive education
- Support teachers/speech therapist/special educators of children in inclusive education

There was no variation in these questionnaires, based on the country where it was distributed.

While setting the questionnaire I ensured that my questionnaire was

- "kept confidential", 'trialled, piloted and refined',
- 'avoided ambiguity' as Wisker (2001) suggests
- 'free of questions which contain more than one variable', 'free of colloquial terms and slang', 'free of leading questions', and 'free of questions which ask for average quantities (guesses)' as Birley and Moreland (1998) points out.

My questionnaire has close and open-ended questions. However I was careful to see that I followed Robson's (2002) advice to "Cut down open-ended questions to a minimum" as I could not afford to spend a "lot of time on analysis or have only a small number of responses to deal with."

"Do put the most simple and obvious questions at the beginning and make them more complicated if necessary as the questionnaire proceeds. This keeps your respondent with you and does not confuse them at the start" Wisker, (2001). This was yet another strategy I used in designing my questionnaires.

I also remembered the following points of Sanders, B.W., and Pinhey, T. K., while preparing the questionnaires.

- “Ask questions for subsequent interview.
- Place in logical order.
- Use pairs of questions to check reliability, one positively and one negatively
- Scale items according to response required.
- Vary questions by length and type.
- Follow ‘Funnel technique’ of general to specific.”

The questionnaires were first trailed in India, which is where I identified the problem. Necessary modifications were made following the difficulties pointed out by respondents in India. While I was in the process of launching my research on a large scale in India, I was given an opportunity to do a research in European Countries. Once here, I translated the questionnaire into applicable languages and altered terms used to fit into the Western scenario. I also had the input of my guide before finalizing them.

Most of the questionnaires were issued in person to the teachers, parents and support staff whereas a few had to be sent electronically with a covering letter that

- revealed my name and identity
- informed respondents about the aims of the research
- indicated how important respondents’ contribution was to the future development of research on these lines
- assured respondents’ anonymity and confidentiality
- promised they would receive a summary of the survey findings (Birley and Mooreland 1998)

Questionnaires were given either in person or sent electronically to all the **parents** of the deaf children chosen as my sample. (U.K -5, Netherlands – 6, and Czech Republic - 15). All the questionnaires were duly filled in and returned on time. There were 4 children in one family and two in the other. One other family had a set of twins.

The **teachers** of all those children were also given the questionnaires. Except for two, all others returned the filled in questionnaires.

**Support teachers** of the deaf children, where available were also given questionnaires. All of the sample children in U.K and Netherlands had support teachers. In the Czech Republic out of the twenty children, eight did not have a support teacher. (Four parents said that they were fighting for one and four others said that their children could manage without one.)

### **3.9, Observation**

Observation can lead to a deeper understanding than interviews alone, because it provides the knowledge of the context in which events occur, and may enable the researcher to see things that participants themselves are not aware of, or that they are unwilling to discuss (Patton, 1990). Therefore I chose observation as one of the tools of my study.

Stern, P. C., (1979) gives a detailed account of observation. "Naturalistic Observation is a method of gathering evidence based on complete and accurate recording of events, as they occur with minimal interference with the events.

- **Complete and accurate recording:** This is necessary for the data to be scientifically useful. The events must be recorded in concrete language because this is the only language that independent observers would be likely to agree on. To ensure that all information was completely and accurately recorded, video and audio recording were carried out.
- **Events as they occur:** The most complete records are those made on the spot. Memories are faulty and tend to be selective.

- **Minimal interference:** It is impossible to make a complete record of events without being noticed, and it is therefore next to impossible to make a record without interfering with events. But, to be 'naturalistic', it is important to make an attempt to be relatively unobtrusive, and to avoid any deliberate tampering with naturally occurring events." While it was quite likely that a video or audio recorder is intrusive, especially when used with children, all efforts were taken to keep equipment as covert as possible. Prior permission was obtained from all concerned with the child, when any recordings were done.

To overcome language difficulties I sought the help of local Dutch and Czech colleagues. I had the aid of a Dutch SENCO in Netherlands and Czech students of Charles University, English teachers, staff of Federation of Parents of the Deaf or parents themselves to help me in the Czech Republic.

The classic form of data collection in naturalistic or field research is observation of participants in the context of a natural scene. Therefore as far as possible, I attempted to observe the children in my sample, in their schools. Due to difficulties in arranging mutually suitable sessions, I was unable to visit one child each in the Netherlands and the Czech Republic. I also visited eight of my sample children in their homes. Among them one family had four deaf children and another had two.

Hoepfl, M. C., (1997) is of the opinion that "There are, however dangers in trying to record too much and too great a detail. A structured observation schedule can be very useful because it focuses observations on activities directly relevant to the research question." Hence I prepared a semi structured checklist for observation.

In addition to field notes, I used photographs, videotapes, and audiotapes as means of accurately capturing a setting.

### 3.92, Interview:

“Qualitative interviews may be used either as the primary strategy for data collection, or in conjunction with observation, document analysis, or other techniques” says (Bogdan and Biklen, 1982). Hence I chose interview as one of my other research tools. It is also adaptable, flexible, and relatively unstructured and open ended. The interviewer can ask more questions, if the answer does not come up to expectations. (Robson, 2002) It is also thematic, topic centered, and based on the presumption that data will be generated. (Burgess, 1984)

The disadvantage of interviews is that they are time consuming. Consequently as I did not spend much time in Netherlands and the U.K. most information in these countries was only obtained via questionnaires. However in the Czech, I had the pleasure of interviewing many of my respondents.

Patton (1990) writes about three types of qualitative interviewing: 1) informal, conversational interviews; 2) semi-structured interviews; and 3) standardized, open-ended interviews. Semi structured interview seemed to best meet my needs. I conducted the interview following some pre-set criteria and questions that I had set (Appendix C). When insufficient information was given by respondents, I was flexible with how many questions I asked.

Please refer to the table enlisting children in my sample and the tools used with each.

**Table 1: Summary of tools employed in the UK**

Child	Questionnaire			Observation		Interview			
	Parents	Support Teacher	Class Teacher	In class	At home	Child	Parent	Teacher/Support Teacher	Head Teacher
CUK1	✓	✓	✓	--	--	--	--	--/--	--
CUK2	✓	✓	✓	--	--	--	--	--/--	--
CUK3	✓	✓	✓	--	--	--	--	--/--	--
CUK4	✓	✓	✓	--	--	--	--	--/--	--
CUK5	✓	✓	✓	--	--	--	--	--/--	--

**Table 2: Summary of tools employed in the Netherlands**

Child	Questionnaire			Observation		Interview			
	Parents	Support Teacher	Class Teacher	In class	At home	Child	Parent	Teacher/Support Teacher	Head Teacher
CNL1	✓	✓	✓	✓	--	✓	--	✓/✓	✓
CNL2	✓	✓	✓	✓	--	✓	--	✓/✓	✓
CNL3	✓	✓	✓	✓	--	✓	--	✓/✓	✓
CNL4	✓	✓	✓	--	--	--	--	✓/✓	✓
CNL5	✓	✓	✓	--	--	--	--	✓/✓	✓
CNL6	✓	✓	✓	--	--	--	--	✓/✓	✓



**Table 3: Summary of tools employed in the Czech Republic  
(children aged 8 to 17 years)**

Child	Questionnaire			Observation		Interview			
	Parents	Support Teacher	Class Teacher	In class	At home	Child	Parent	Teacher/Support Teacher	Head Teacher
CCZ1	✓	✓	✓	✓	--	--	--	✓/✓	✓
CCZ2	✓	✓	✓	✓	✓	--	✓	✓/✓	--
CCZ3	✓	--	✓	✓	--	--	✓	✓/--	--
CCZ4	✓	--	✓	--	--	--	✓	✓/--	✓
CCZ5	✓	--	--	--	✓	✓	✓	--/--	--
CCZ6	✓	--	✓	✓	✓	✓	✓	✓/--	--
CCZ7	✓	--	✓	--	✓	✓	✓	--/--	--
CCZ8	✓	--	✓	✓	✓	✓	✓	✓/--	--
CCZ9	✓	--	✓	✓	--	✓	--	✓/--	✓
CCZ10	✓	--	✓	✓	--	✓	--	✓/--	✓
CCZ11	✓	✓	✓	✓	--	✓	✓	✓/--	✓
CCZ12	✓	--	✓	✓	--	✓	--	✓/--	✓
CCZ13	✓	--	✓	--	✓	✓	✓	--/--	--
CCZ14	✓	✓	✓	✓	--	✓	✓	✓/✓	✓
CCZ15	✓	✓	✓	✓	--	✓	✓	✓/✓	✓

### 3.93, Ethical Issues

The following were taken into consideration to ensure the study was conducted ethically.

- Prior written and signed consent was sought from parents before commencing the study.
- Parents were provided with detailed information on how the study would be conducted and what would be done with the results. The consent encompassed permission for their child to participate in the study, for information obtained from their child to be used in the study and consent to discuss the child's classroom performance with the teacher.

- No information was obtained from a child that was not directly relevant to the study.
- Children's details obtained for the study are held confidentially.
- Study results were discussed with parents.
- In keeping with the Right to Information Act, parents have access to records and information that I hold on the child.

### **3.12, Conclusion**

Following the principle of triangulation, data has been obtained through different sources through different tools. My sample comprised deaf children from the UK, Netherlands and the Czech Republic. Teachers, parents and head teachers were given questionnaires and interviewed. Children were interviewed and observed. Though each of these methods, when employed in isolation, has disadvantages, in combination, it will hopefully enhance the reliability of the information obtained. Strict ethical standards have been followed in this study.

The data that has been obtained through the methods mentioned will now be systematically analysed. As I have obtained information that is both quantitative and qualitative, data will be presented in a manner that will be easily decipherable. This information will follow in the next chapter.

## ***Chapter 4; Analysis and Presentation of Results***

### **4.1 Introduction**

Bogdan and Biklen (1982) define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others." In this study, information has been obtained from different source through using different tools. I will now arrange the information in a manner that will make any patterns obvious. By doing this, I will be looking for information that will indicate successful inclusion and the factors that lie behind it.

Qualitative researchers tend to use inductive analysis of data, meaning that the critical themes emerge out of the data (Patton, 1990). As this is a qualitative analysis the challenge has been to place the raw data into logical, meaningful categories and to examine them in a holistic fashion. The next goal of this chapter is to communicate my results to the reader successfully.

#### **4.1.1 Research Question**

This research aims to investigate the factors influencing successful inclusion of the deaf children. The focus of the study has been mainstreamed deaf children in three European countries: UK, Netherlands and the Czech Republic. These 3 countries have practised inclusion for a considerable number of years now. I hope to share the results from my study with educators in India, where inclusion is still in its infancy.

The research questions that I aim to answer are:

- What makes inclusion possible / successful?

From the answers to this question, I hope to be able to draw some logical conclusions about:

- What makes it difficult/unsuccessful?
- Are there circumstances that render inclusion an unrealistic ideal?

#### **4.1.2 Tools**

The main stakeholders of this study are deaf children/adults, their parents, mainstream teachers, support staff and allied professionals.

Information was obtained through:

- questionnaires,
- semi structured interviews (with parents, teachers, professionals and where suitable, with the deaf children themselves) and
- observations (in class and at home).
- This was to ensure internal validity through the principle of triangulation.

#### **4.1.3 Sample**

We convenience sampled deaf children in the 3 countries.

- 5 mainstreamed deaf children in UK
- 6 mainstreamed deaf children in Netherlands
- 15 mainstreamed deaf children in the Czech Republic
- 10 young adult ex-mainstreamers and
- 4 adult deaf in the Czech Republic (3 of whom had finished mainstream education successfully and one that did not)

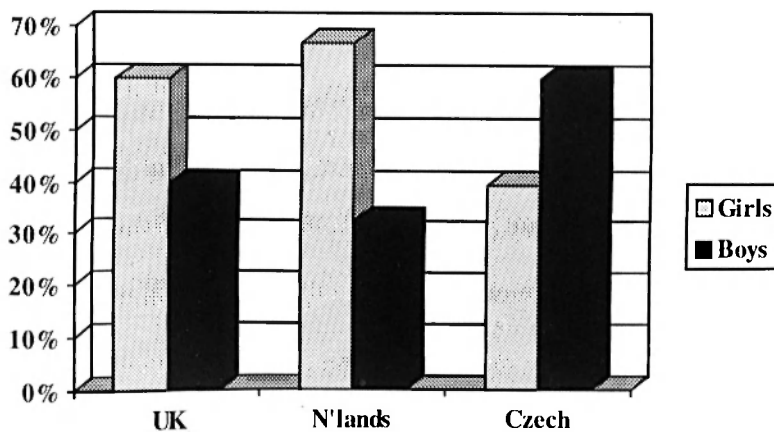
## 4.2 Questionnaire

The first part of the questionnaire required personal details, such as age, name, address etc. The bulk of the questionnaire was questions, which dealt with different variables. These variables were gleaned from my readings of available literature. To obtain a holistic picture, qualitative, open-ended questions that examine opinions and attitudes towards inclusion were also included in the questionnaire.

As I was friendly with the SENCO in U.K. and Netherlands I could collect all the filled in questionnaires back easily. In the Czech Republic I had to visit certain schools a few times to collect all the filled in questionnaires. I also needed help to translate the data into English either from Dutch or from Czech.

### 4.2.1 Presentation of data obtained from parental questionnaire

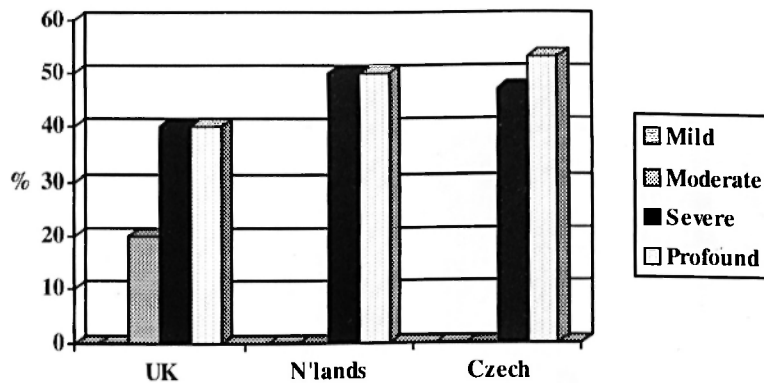
#### (a) Sex Distribution



**Fig 1: Sex distribution in each country**

As this was a small-scale study, 5 participants from the UK, 6 participants from the Netherlands and 15 from the Czech Republic were 'convenience' sampled for the study. We obtained a more or less even sample of boys and girls.

## (b) Degree of Hearing Loss



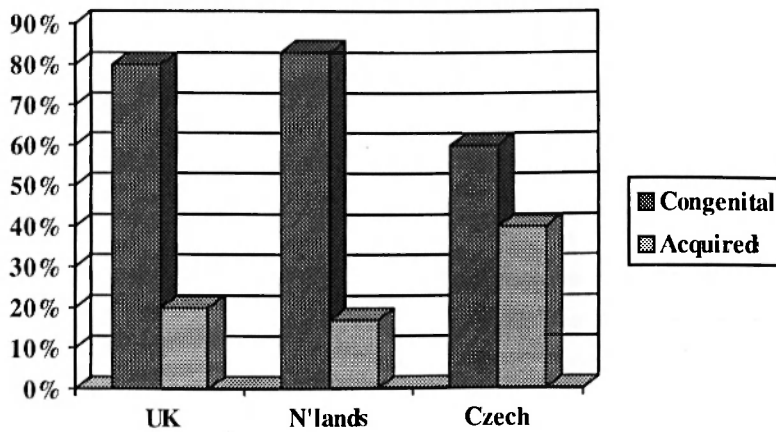
**Fig 2: Distribution of various degrees of hearing loss in sample**

I hoped to examine the success rates of inclusion for children with varying degrees of hearing loss. Therefore, children were not excluded from the study on the basis of their degrees of hearing loss. In spite of this, as apparent from the representation above, the majority were children with severe or profound losses (defined in chapter I)

Two children in my sample had associated difficulties: one child with a moderate loss in the UK who had dwarfism and another boy in the Czech sample, with a profound loss, who had additional monocular vision (single eye blindness)

In the UK, 20% (i.e. one child) had a moderate loss. There was 40% each of severe and profound losses. There was 50% each of severe and profound losses in the Netherlands. In the Czech, 47% of the sample had severe losses and 53% had profound losses.

(c) Age of onset of deafness



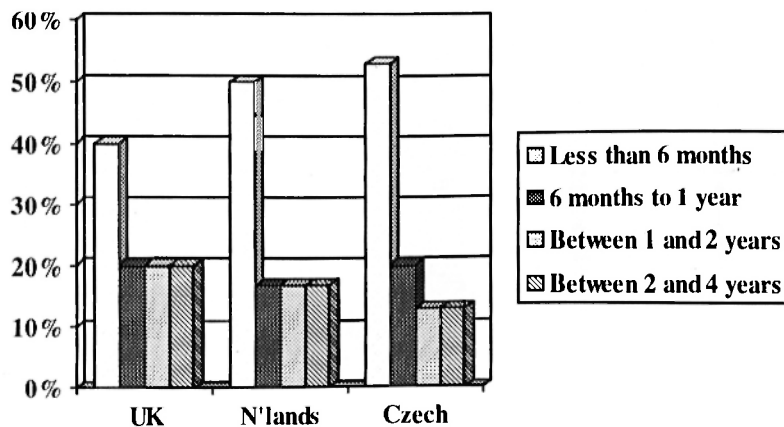
**Fig 3: Percentage of children with congenital and acquired hearing losses**

The age of onset of loss is an important factor that could influence the success of inclusion. This is because the critical age for learning language is the years one to five. A loss that has set in after this is unlikely to greatly influence language acquisition, which could mean more successful inclusion.

Among the sample that we chose brain fever was cited as the primary cause of acquired losses. Among the congenital losses, it was difficult to establish cause.

Approximately 80% of our sample children in the UK and the Netherlands and 60% in the Czech Republic were cases of congenital hearing loss (that is, born with a hearing loss)

**(d) Lag between onset and first fit of hearing aid**



**Fig 4: Time lag between onset and first fit of hearing aid in sample**

The age of amplification was established for each child. This is because earlier the fit, better the chances of language learning. With the recent advances in technology, it is becoming increasingly easier to identify hearing losses early on and precisely fitting hearing aids.

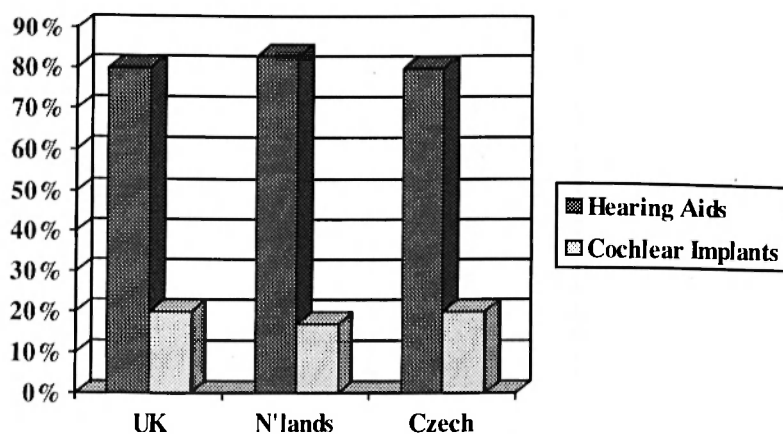
As seen from the graph, the majority (more than 40% to 50%) were fit their first hearing aid within 6 months of hearing loss onset. In the UK there were 20% each in the categories of 'First fit within 6 months to one year, 'between 1 and 2 years' and 'between 2 and 4 years'.

In the Netherlands, 17% of the sample fell in each of the following categories : 'First fit within 6 months to one year, 'between 1 and 2 years' and 'between 2 and 4 years'.

In the Czech Republic, 20% of the children were given their first hearing aids between 6 to 12 months of hearing loss onset. 13% fell in each category of 'between 1 and 2 years' and 'between 2 and 4 years'.



**(e) Mode of amplification**

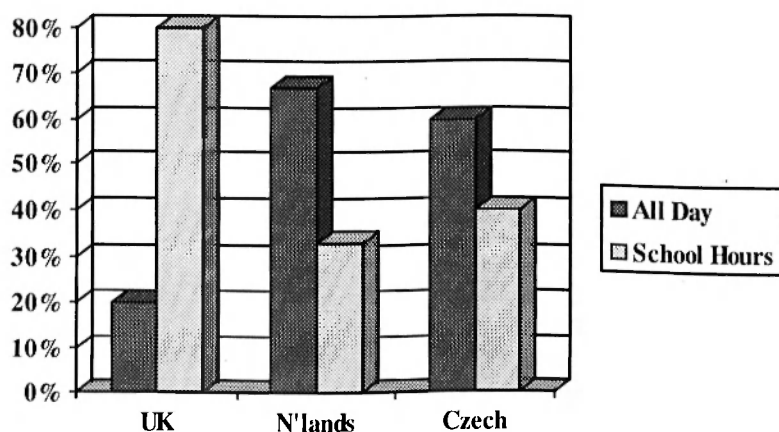


**Fig 5: Percentage of children with Hearing Aids and Cochlear Implants**

Powerful hearing aids with digital sound analysis considerably boost a child's hearing. Cochlear implants can provide significant benefit to a child with profound hearing loss. However in course of my study I also noticed that success because of cochlear implants is not 100%. Sometimes children might have had an implant, but still require visual rather than verbal communication. Therefore hearing aid users and cochlear implantee's were chosen for the study.

In this sample, approximately 80% of the children in all three countries were hearing aid users.

**(f) Hours of hearing aid use**

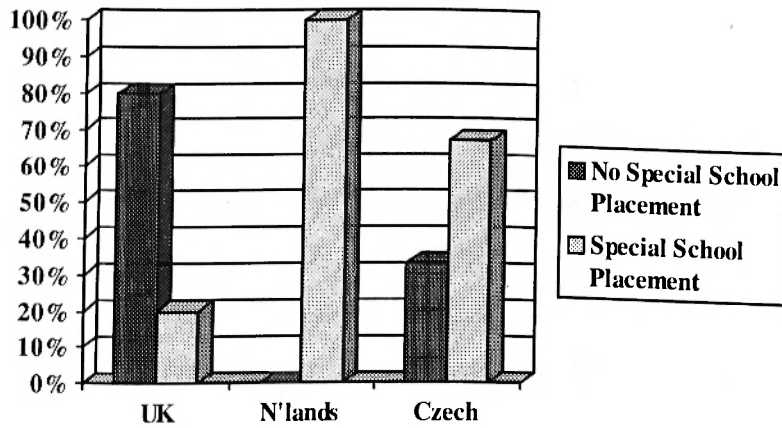


**Fig 6: Hours of hearing aids use in sample**

Dependence on hearing aids could be indicative of a hearing loss that benefits from a hearing aid or a hearing loss so severe that the child feels insecure without it. Similarly a child could reject a hearing aid or not wear it consistently as he/she considers it a nuisance, an embarrassment or an appendage that does not really help.

20% of children in the UK schools, 67% in Dutch schools and 40% in Czech schools, used their hearing aids all day.

**(g) Special school placement**



**Fig 7: Percentage of children that received some form of early specialist placement**

This question was to investigate if successful inclusion could be partly attributed to early special school placement. Like mentioned earlier, language learning is greatest during the first few years of life. Any specialist placement during these early years will therefore maximise language learning potential.

While in the Netherlands, 100% percent of the children had received pre school specialist placement, 67% had in the Czech and 20% in the UK.

### **(h) Analysis of open-ended questions in parental questionnaire**

As some questions were open ended requiring subjective answers these were analysed qualitatively. See Appendix C for full transcripts of answers. The most essential points from all three countries have been collated here.

#### **(i) How do you help your child cope in mainstream education?**

- Providing the child with language stimulation,
- Regularly liaising with school staff,
- Identifying areas of difficulty for the child and discussing management with the teacher
- Maintaining a home-school book where teachers or the child can write down difficult to understand concepts that parents can explain later to the child
- Help with homework,
- Lobbying with the authorities to ensure that children are receiving all possible provisions.
- Learning sign language.
- Ensuring other children and parents of normal hearing children were informed about their child's need and difficulties.
- Czech mothers of three deaf children had either resigned from their jobs or opted for flexible working hours to spend more time working with the child.
- Parents, who felt that their literacy levels were not sufficient to help the child, were more dependent on the resources offered by school.
- All parents were very particular that their children were fitted with good appropriate hearing aids.

#### **(ii) In your opinion what other extra facilities should be given to your child?**

The following are the key points in responses from parents in all 3 countries:

- Smaller classes
- Less noisy classroom environments

- Some one to one work with the child on a regular basis to ensure doubts are cleared as and when they arise
- Classroom group amplification
- Group activities that will encourage social mixing of hearing and deaf children. This was an area of concern pointed out by parents, especially of older children. This is because adolescence is an age of cliques and close-knit groups and deaf children tend to be excluded from these.
- When there is an open discussion in class, the teacher (who is the only one with a microphone) needs to ensure that he repeats each group member's views. This is to ensure that the deaf child is able to keep up with the flow of the discussion.
- Important information such as tests, outings and holidays (or anything that requires prior planning or alteration of plans) need to be supplied in writing to ensure that the child does know about it.
- Consistent use of visual aids.
- A learning support assistant for work with the child.

**(iii) What is it about the school that your child does not like and wishes would change?**

- Bullying
- Teachers that do not speak loudly or clearly enough
- Being lonely and without friends thus feeling the need for deaf company.
- Those who do have friends feel that they are offered friendship only out of sympathy.
- A poor self image, with the feeling that everybody is better than them
- A general feeling that they have not heard everything, especially the punch lines of jokes.

**(iv) What are your views on inclusion?**

- Inclusion is meant to enhance social inclusion, but this is not always so. This is more obvious in the higher classes and among older children. Inclusion, if not suitable for the child, can actually cause exclusion rather than inclusion.
- Inclusion is more likely to be successful if the classes are small.
- Hearing children have the responsibility to adapt their ways of speaking to include their deaf peers. This is however very rare to see.
- Inclusion will not work for every deaf child. Extroversion, high intelligence and good speech intelligibility have helped my child adapt to inclusion.
- Even in inclusion, deaf children need some contact with deaf peers. This is to give them a feeling of identity.
- When inclusion is not successful, it can have serious consequences on the child's psychology and emotional well-being.

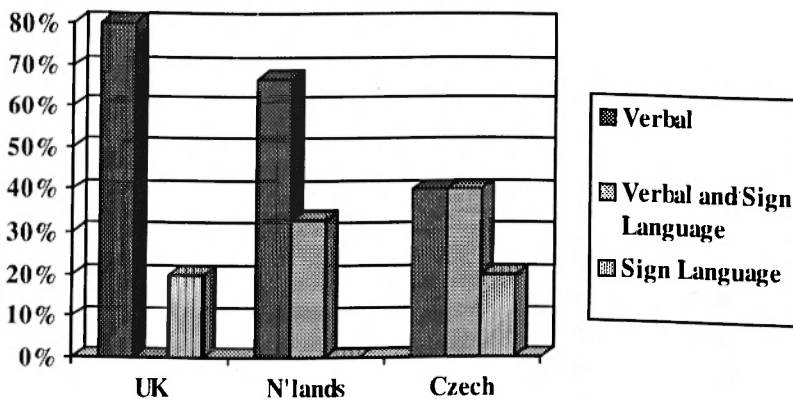
**(v) Are you happy with your child being included?**

All parents said 'yes' to this question; this was in spite of inclusion's shortcomings that they had mentioned above.

**4.2.2, Analysis of items in teachers'/support teachers' questionnaires**

Teachers and support teachers of all children were given identical questionnaires. The aim was to look for reliability and analyse it as 2 different informers, *only* if information given regarding the same child differed drastically. However, this did not happen with any of the questions, for any of the children. Therefore, as responses from the teachers and the support teacher were similar for each child, they have been analysed as one.

**(a) Mode of Communication**



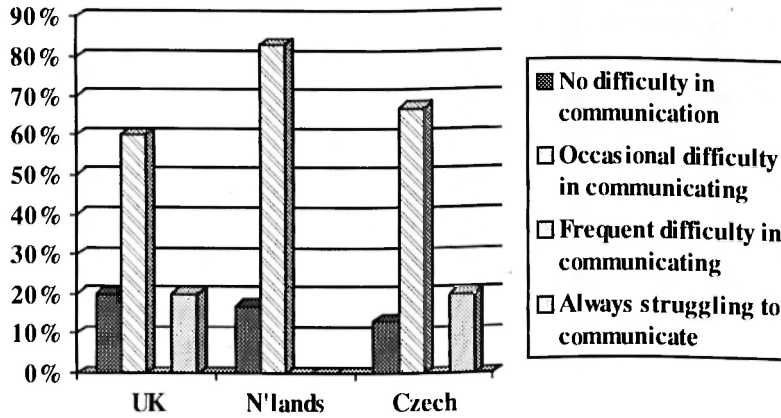
**Fig 8: Teachers' report on different modes of communication used by children in sample**

Good verbal communication skills were taken as one of the indicators of successive inclusion. The rationale was that children who were heavily dependent on signing or who only signed would either struggle to access the curriculum verbally and/or struggle to make friends.

In the UK 80% of the children were verbal communicators and 20% were signing. In the Netherlands 65% were verbal and 35% were signing and speaking. In the Czech, 40% were verbal, another 40% signing and verbal and 20% were only signing.

However, even when a child is described as verbal this need not mean completely successful communication skills. Success of communication can be different grades of good or weak. This is analysed in the next question.

**(b) Success of communication**

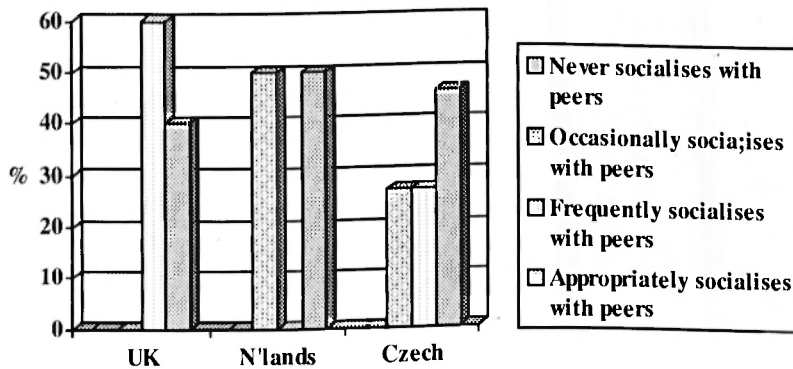


**Fig 9: Teachers' report of degree of success with which sample children communicate**

This question aimed to investigate the success of communication. As seen from the graph, a small number of children (20% in the UK, 17% in the Netherlands and 12% in the Czech) were described by teachers as 'never have any difficulty communicating' was generally those with less than profound hearing loss. 60% of the UK sample, 82% of the Netherlands sample and 68% of the Czech sample had 'occasional' difficulty with communication. Only 20% in the UK and Czech were described as 'always' failing to communicate successfully by their teachers.



(c) Peer socialization



**Fig 10: Teachers' report on ease with which sample children socialise**

This question is again a useful indicator of measuring the success of inclusion. As reported by many researchers, inclusion is more than merely obliterating physical boundaries. We would expect a successfully included deaf child to be happily settled in school with friends, like most of her hearing peers would have.

From the graph above, it appears that in the UK sample 60% of the children frequently socialised with peers and the other 60% always appropriately interacted with peers.

In the Netherlands 50% each fell in the categories, 'occasionally socialises with peers' and 'always appropriately socialises with peers'.

In the Czech 27% fell in each of the categories of 'occasionally' and 'frequently socialises with peers'. The remaining 46% always appropriately socialise with peers.

**(d) Special training and resources offered to teachers**

	One time training	Consistent Refresher Courses	Special Resources	Liaison with related professionals (e.g. Speech therapist, Special Educator, Sign Interpreter)	Full time trained assistant/teacher with child	Parental Support
UK	5/5	4/5	3/5	5/5	0/5	5/5
Netherlands	0/6	0/6	0/6	6/6 Speech Therapy is available outside of the schools.	0/6	6/6
Czech	0/15	0/15	0/15	Speech therapy support is available on a 'request from parents or school' basis for all children.	4/15	15/15

**Table 4 explaining special training and resource offered to teachers in the study**

What special provisions does the government provide to ensure that teachers are well equipped to be inclusive teachers? The greater the specialist support given to the teacher, the greater could be the success of inclusion. Parental support could also go a long way towards supporting the child's needs.

The table given indicates that in the:

**UK:** teachers of most children were given a special one time training and this was supplemented with resources, refresher courses and liaison with specialists.

**Netherlands:** teachers received help from a special educator. Children could access Speech Therapy in clinics, outside of school.

**Czech Republic:** children and their teachers were provided with full time special educators, depending on the funding available for each child. Recently qualified teachers have also received a one-time training, at the time of qualification. None of them, however, participated in my study. In the primary classes (which were also not a part of my study), deaf children also have support from teaching assistants.

**Parental Input:** all parents in all countries said they help their children out of school.

#### **(e) Open-ended question for teacher/support teacher**

Teachers were asked only one open-ended question:

**What are your views/suggestions on inclusive education?**

4 out 15 Czech and 2 out 6 Dutch teachers did not answer this question, while the others did.

Below are key points collated from information provided by the teachers. Verbatim replies are recorded in Appendix C.

- All inclusions may not be positive.

- Deaf children who are signing will definitely benefit from having deaf, signing peers.
- Signing deaf children who are highly competent signers struggle to learn a second language (for e.g. English)
- Inclusion is a good idea but needs lots of support and resources.
- Some children will do better in a special school – this might enhance their learning ability and social skills.
- Regular teachers need a change of attitude to make inclusion successful.
- Age, intelligence, residual hearing and physical health are necessary to make inclusion successful.
- The heads of schools admit children without the consent of the concerned teacher, which could be avoided. The teacher's competency should be considered for admission.
- Inclusion of a child with manual communication is stressful to both the teacher and the child.
- Inclusion differs from child to child and it will not always be successful.
- When inclusion does not work, the child pays the price for it. The child's study has been discontinued in some cases.
- Success depends on how much time and energy the child wants to put in learning and developing communication skills to compete with hearing peers. No doubt he is going to live in a world with hearing peers.
- It is better that deaf children enter into mainstream school through a special school, that prepares them for 'hearing' school. Then the mainstream school will prepare them for a normal hearing'.
- Inclusion is a good idea...though it is extra work. It is nice if it succeeds. Children who are likely to succeed should be chosen.
- Normal children learn how to communicate with a deaf child. This helps them develop a well-adjusted inclusive society.
- Inclusion is successful if parents are supportive.

**Following are comments from teachers regarding 2 mainstreamed deaf children in the UK:**

(a) “CUK 1’s success in mainstream does not correlate with her audiogram of a profoundly deaf child. She is an exceptional child in terms of her nature and attitude towards managing her hearing loss. She is an inspiration to others. I think she has a good bond with her twin sister and the rest of her family and this is a large part of her having a good relationship with herself so she is able to manage in a school. The class teacher also has a positive impact in her life amidst a school where there is a challenging catchment area and many children with additional needs. To summarise I sense the success of a child in mainstream is not only down to sufficient support levels from the local education authority .....it is very much down to personalities.”

(b)“CUK4 is a gift to the school in terms of showing a determined spirit can overcome any of the factors associated with a hearing impairment. She is not disproportionate in any respect to behaviour or learning despite having a cochlear implant at one as profoundly deaf after meningitis.”

### **4.3, Interview**

An interview rather than a paper and pencil survey is selected when interpersonal contact is important and when opportunities for follow up of interesting comments is desired.

As my study involved understanding people within the context of different natural settings, I chose to use interviews as one of my tools.

In spite of language difficulties, while collecting data in the Netherlands, I was able to enrol the use of an interpreter and visit/interview the following:

- Teachers (all Czech and Dutch teachers)

- Support teachers (all Czech and Dutch support teachers, where available)
- Parents (11 Czech parents)
- Directors / Head teacher (4 Czech directors for 8 children)
- Ex Mainstreamers (10 Czech young adults that had discontinued mainstream education)
- 4 Czech adult deaf (3 that had successfully finished mainstream education and 1 that had discontinued)

#### **4.3.1 Interview with Teacher/Support Teacher/Parent**

This was mainly done to corroborate information obtained through the questionnaire, establishing internal validity. As information given by teachers during interviews mainly followed the theme of the questionnaire, it has not been analysed in depth here.

#### **4.3.2 Interview with Directors/Head Teachers**

Directors were mainly posed questions regarding Special Educational Needs policies, support from the Government (funding, resources and training), support from Non Government Organisations, parent/teacher attitude to inclusion and criteria for admission.

The following are excerpts from the interviews:

##### **(a) Netherlands**

“We choose to admit the children who can cope up. Our school does not simplify syllabus for the sake of any special child. We don’t want the other children to be affected by the admission of children with special needs.”

“We admit the children if only we are sure that we get proper support. We like inclusion not at the cost of the standard of normal children.”

“We take the children if only they have age appropriate language.”

“Some discontinue and go back to special school if they can’t cope up. If all the special schools are closed where will they go? So it is important to have the special schools for such children who need only that system”

### **(b) Czech Republic**

“Only one teacher is provided with ‘in service training’ to teach the deaf. One of the parents of a deaf child took the initiative and gave information about deafness, the needs of a deaf child, how to communicate with them and the deaf child could fully understand the teacher. Hope her inclusion will be successful”

“One of the parents who thought that his child needed special support had arranged for a teacher assistant who visits the school bi weekly through a voluntary organization. Otherwise teaching him will be difficult because his language skills are not good enough to learn on his own”

“I don’t know whether all the teachers like to teach a deaf child. But so far nobody has refused and one of the teachers has already started to learn Czech sign language to help the deaf student in his class who is better in manual communication!”

“All the deaf students (7) admitted are better in signing than in verbal communication. So we have appointed a sign interpreter. She comes for the teaching classes and paid on hourly basis. It is very expensive. However we could manage as they are in two classes 4 in one class and three in the other. Government provides a small amount.”

“The Government did not provide the support teacher. It is one of the voluntary organizations that arranged for one.”

While I heard many anecdotal information from many of the teachers and Head Teachers I met, one particular Head Teachers experience with inclusion deserves mention:

*After including a deaf child in her school, she studied sign language and chose to teach the child herself. In spite of the director's interest and hard work, this child refused to continue in mainstream education. Reminiscing about this, the director told me that the reasons her experiment failed were:*

- *The deaf child's peers were not prepared/taught to receive the deaf child.*
- *She was an introvert*
- *Her speech was not very intelligible.*

*The deaf girl's mother told me that one day the child came back home from school, found her pet gerbil dead and blamed the school for it! No amount of persuasion worked.*

*The second child (of the same family) who is also deaf was later admitted in the same school. The Director told me that by now they had learnt from their mistakes. Children who were going to be her classmates and her teachers received prior information from the child's mother on what her needs were and how to be her friend. This girl, with her extroverted nature, eventually went on to become a top student in her class.*

### **4.3.3, Interview with young adult ex mainstreamers**

Led by my interest to explore the future of deaf children that could not cope with mainstream education, I interviewed four ex mainstreamers. I mainly hoped to glean information that would throw light on the factors that made inclusion impossibly challenging to some deaf children.



The following are some of the reasons (that these students quoted), for not continuing with inclusive education:

*“The teachers were very fast in explaining the concepts and I didn’t follow a word there. The other children were not very friendly. They were hesitant to speak to me because they didn’t know how to communicate with me.”*

*“I had to learn lot more than what I learn here. It was difficult. So I came back.”*

*“I am fluent only in signing. There was absolutely no one to sign in a normal school. Though my class mates tried to help me, they couldn’t be my friend”*

*“My first year in a normal school I had a very good friend. He used to repeat back to me, everything the teacher and others spoke. He left the school because his father moved away. After that I couldn’t cope up in that school.”*

*“I feel happier here because I have good friends.”*

*“Reading the lips of so many teachers the whole day was exhausting. One teacher used to walk while teaching making lip reading impossible. Some teachers speak writing something on the black board. I could neither hear nor lip read.”*

*“When I went to the normal school, I lost touch with my deaf friends. I was not accepted in any group in the normal school. They were already in groups. I was terribly lonely. I felt I was no good. I had to go to the doctor for treatment to help me feel better.”*

Communication difficulties and lack of friends appear to be the main stressors, when deaf children are unsuitably mainstreamed.

#### 4.3.4 Interview with adult deaf who finished in mainstream education

This was another group of people I interviewed. These adults had successfully finished mainstream education; but even 'successful inclusion did not mean these children found school a smooth ride, from start to finish.

*1, "My schooling started directly in a mainstream school. So I don't know how a special school looks like. I never had any contact with deaf people. Now I have a few deaf friends though. My mother is a teacher. As soon as she found my problem, she resigned her job. I was fit with very good hearing aids and so I never used signs. I could follow 75% of whatever the teachers spoke and I could listen to my class mates in a quiet background. However I didn't have good hearing friends. My mother used to teach me all the lessons before the teachers do in the class. So I used to answer all the questions and my teachers thought that I was very bright. But if it were a lesson not taught by my mother I felt stupid. I read a lot because there was no one to speak to me. So I developed good language skills. Now I have a good job and I am happy too."*

*"However I don't think every deaf child could be integrated. Every mother can't do what my mother did. I always had good, powerful hearing aids and I think my I.Q is one of the factors that made my inclusion successful."*

*2, "I have deaf parents. I had my primary education in a special school. But I was a day scholar because my parents live in Prague. As I was one of the best students there, I was admitted in a normal school along with a friend of mine."*

*"I liked the high standard of education. But I found it very difficult to understand any subject without hearing anything said in the class. I don't use hearing aids as I don't get any benefit from them. There was a teacher in the mainstream school who was hard of hearing. She understood my problem and started teaching every lesson after school hours. I managed to pass and go to the University from there I went to Gallaudet*

*University in the U.S.A. My life there was enjoyable because we were signing. I was one of the best students there. Now I am a English teacher in a school for the deaf and I teach language manually.”*

*“My view about Inclusion is that it does not suit everybody. The main attraction in a school is ‘friends’ and a deaf child in a mainstream school may not get intimate friends. This will depress a person. Parental support is another important factor for successful inclusion. There must be somebody to help the included children in a mainstream school. My school days in an inclusive school were not happy.”*

3, *“I didn’t enjoy my school days in a mainstream school. I simply used to copy whatever was written on the black board without understanding anything. In a special school I was considered to be very intelligent. But in the normal school I was a slow learner. I liked Maths because it didn’t need much verbal explanation. Somehow I passed all the subjects. I never had a friend though the whole class was kind to me.”*

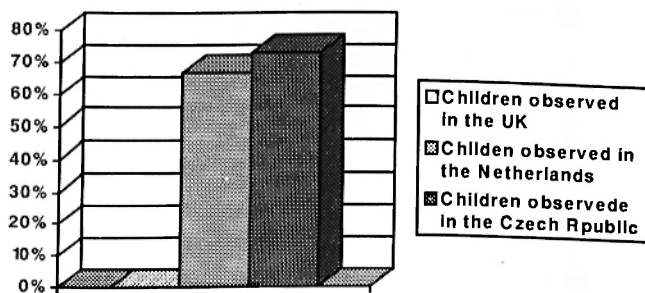
*“Now I am married with two deaf children! Will I mainstream them or put them in a Special School for the deaf? A very tough decision to make!”*

#### **4.4, Observation**

The final report must engage the reader and stimulate attention and interest. Descriptive, narrative anecdotes, personalised observations and vignettes make for livelier reading than a long recitation of statistical measures and indicators. This was one of the reasons that I attempted observations of the child in naturalistic settings.

As I spent more time in the Czech than in the Netherlands and not much time in the UK, I was able to observe 11 out of 15 children in the Czech, 4 out of 6 children in the Netherlands and none in the UK.

Observation was done using a pre-set checklist. Please see Appendix D. As far as possible, observations were video recorded. Children were observed in class and at home.



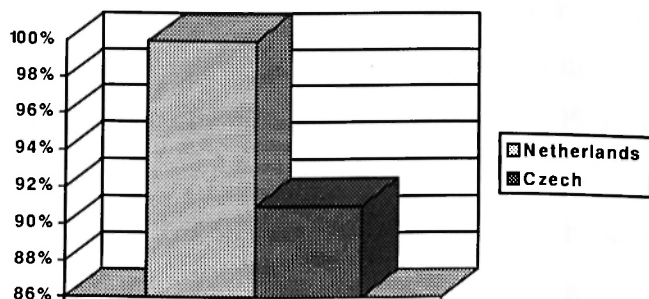
**Fig 11: Percentage of children observed in the three countries**

The following was the main information I sought to observe:

- Preferential seating.
- The child's involvement during lessons.
- The child's involvement during class group activities.
- The child's interaction during off class activities

An analysis of the observation data follows.

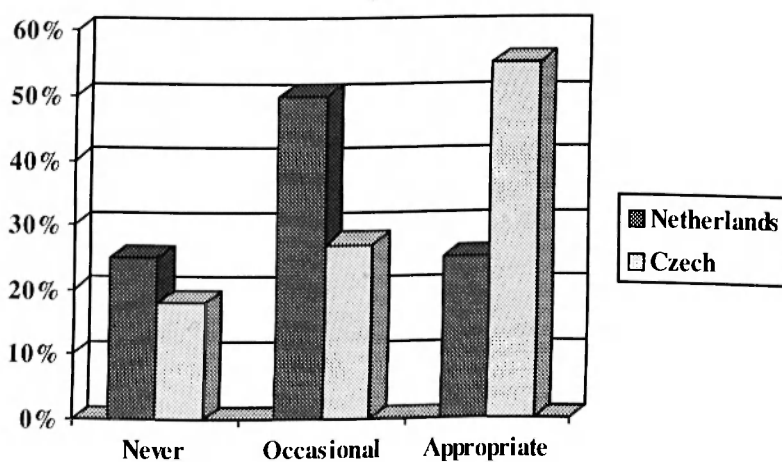
**(a) Preferential Seating**



**Fig 12: Analyses of preferential seating offered to children in study**

Preferential seating for deaf children involves placing the child in a position where the child can hear and see the teacher best. Most schools that I visited were aware of the need to do this and accommodated the child's needs.

**(b) The child's involvement during lessons:**



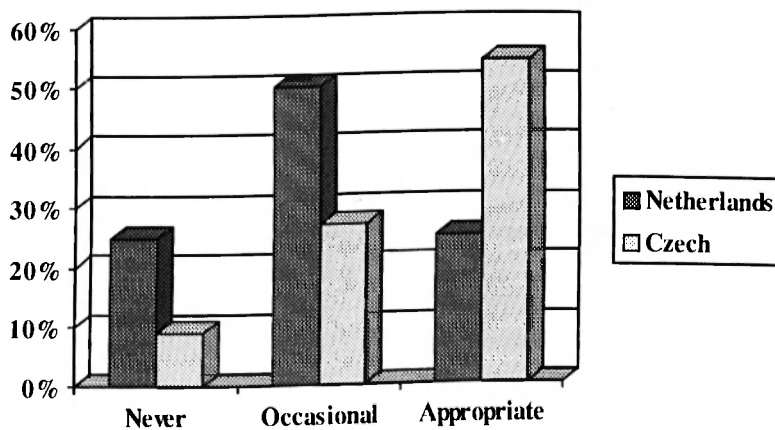
**Fig 13: Analyses of child's involvement during lessons**

I looked for behaviour such as answering questions, asking doubts, reasoning with the teacher/peers and enjoying humour.

In the Netherlands, 25% of the children never initiated any appropriate interaction that showed involvement with the lessons, during my observation hour, another 25% appropriately participated during lessons and 50% participated occasionally.

In the Czech Republic, 18% were very quiet during the lesson that I observed and therefore fell within the category 'never showing involvement during lessons hours'. 30% occasionally participated and 50% appropriately participated during the lessons. Children who scored poorly in this aspect of the observation, tended to score poorly on the other criteria too.

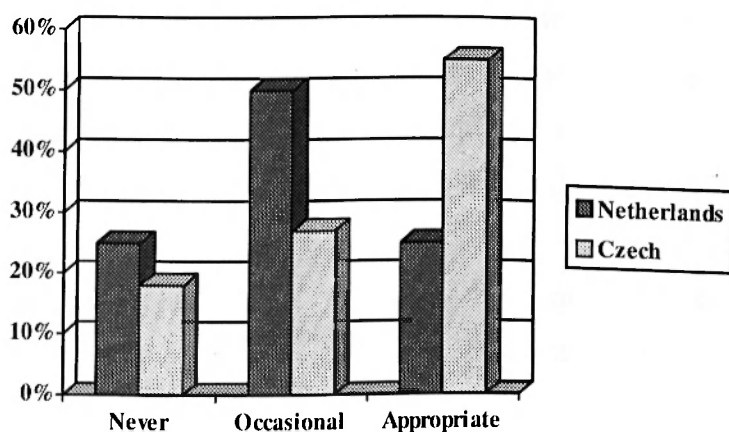
**(c) The child's involvement during group activities in class:**



**Fig 14: Analyses of child's involvement during group activities in class**

I looked for behaviour that evinced co-operation with other children during the activity, how aware the child was of what was expected of him and how his peers involved him in the group. In the Netherlands about 32% participated appropriately during class group activities while 52% in the Czech participated well during group activities.

**(d) The child's interaction during off class activities:**



**Fig 15: Analyses of child's interaction during off class activities**

This included observation of the child during playground hours and other breaks. I looked for behaviour that indicated the child's friendliness towards others, whether the child was part of a group and how the others involved him/her, even when it was not necessary to do so (unlike the class group activities where the teacher grouped the children and monitored their behaviour in groups)

25% in the Netherlands and 55% in the Czech seemed to be in groups of some kind, that they met in during breaks etc.

**4.4.1, Précis of observation records:**

While most children seemed to have adapted to the demands of a hearing world, a small percentage (about 30%) were struggling to be included. They mainly had weak communication skills and probably introverted personalities, themselves. Feeling unfit in a mainstream school, tended to make them extremely quiet and withdrawn. Their classmates did not seem to make many provisions to accommodate these children.

## **4.5 Summary**

During the course of my research, I was very fortunate to meet subjects who were more than happy to share parts of their lives with me. My subjects were given questionnaires, interviewed and observed in a naturalistic setting. Information was also obtained from children (where possible), parents, teachers, support teachers and head teachers. This helped me obtain a holistic picture of a deaf child's life in a mainstream school.

The following chapter will evaluate the information obtained, compare it against existing literature and try and answer my research question, 'What are the factors that determine successful inclusion of deaf children?'



## *Chapter 5: Evaluation*

### **5.1, Introduction**

My general observation is that in all the three countries, full inclusion is in progress. Deaf children of various hearing losses are included in regular schools on a full time basis. A general education teacher, who receives consultatory support from a special education teacher, conducts the class. The child in a Primary class receives all of the services and accommodations he or she may need, including some direct instruction by a special education teacher. However in the higher classes it depends on the school, teacher or parent who in his own interest arranges for extra support. In the Czech Republic, Non Voluntary Organizations also help inclusion by providing part time Special Educators to those who need one. Signing children do not get necessary help always. However if there is a group of signing children in a single class, it is possible to arrange a sign interpreter. The students also receive speech therapy, counseling and benefit from professionals outside the school if necessary.

The fact that even profoundly deaf children could hear spoken words quite astonished me. This is because profoundly deaf children in India hardly hear anything through their hearing aids and therefore rarely produce any intelligible speech.

In the course of my study, I have recognized that certain features in the education systems I observed, were contributing to successful inclusion. As I do not want to re invent the wheel, I will also refer to existing literature that pertains to similar subjects. This will help us to see the results within a more wholesome context.

### **5.2, Inclusion**

Chapter three vividly describes how inclusion evolved from exclusion and seclusion. There are also several definitions for successful inclusion. Though each person defines

successful inclusion in a different way indicating particular criteria as more important than others, I have chosen communication skills and social skills as my indicators of 'successful inclusion'. Academic achievement as many point out is also a goal of successful inclusion. But it was not investigated in this study, as this was only a small-scale research project. The questionnaire, interview and observation therefore explored the areas of communication skills and social skills.

### **5.2.1, Communication skills**

Deaf Education through Listening and Talking (DELTA (1997)) referred to in Chapter two gives a clear picture of how deaf children can learn to communicate with their hearing peers if they are placed in a natural spoken language environment in a regular school. However this is possible only if the deaf child is capable of hearing spoken words with his hearing aids. Coryel and others (1992) say that the difficulty in communication was a possible reason for lack of contact between deaf students and their hearing peers.

In my study through the questionnaires, interview and observation I am given to understand that the following influence communication skills.

#### **☞ Hearing Loss:**

Ramsay, C. L (1997) says, "The more severe a student's hearing loss, the less likely the student will be mainstreamed. The less severe a student's loss, the more likely that student will speak rather than sign and the more likely that student will be mainstreamed. Hence I collected data on the nature of hearing loss. This revealed that except 20% of the U.K.sample all the others were either severely or profoundly deaf. (Fig:2)

#### **☞ Onset of hearing loss:**

Chapter two also brings out the difference between the language development of pre lingual and post lingual deafness. Analysis in that direction found out that approximately

80% of our sample children in the U.K. and the Netherlands and 60% in the Czech Republic were cases of congenital hearing loss. They therefore need to be considered as cases of pre lingual deafness. According to Moore and Ramsay development of intelligible speech depends on the onset of deafness and the time lag between the onset and the first fit of hearing aid. They say that an early first fit of the hearing aid indicates better acquisition of speech and language skills. The study shows that the majority (more than 40% to 50%) was fit their first hearing aid within 6 months of hearing loss onset. (Fig: 4).

Teachers' response through the questionnaires shows that only 20% in the U.K. and Czech were described as 'always' failing to communicate successfully by their teachers .(Fig:9)

How is this possible when a majority of the sample children have severe or profound congenital deafness with pre lingual onset? I wondered if appropriate hearing aids were the answer.

### **¶ Hearing aids and latest technology:**

This therefore made me analyse their hearing aids and the nature of their usage. Here I would like to refer to Smith (1997) whose quote is referred to in chapter 3. Smith emphasizes that it was accurate diagnosis and improvement in the technology and design of hearing aids that made a vast change in the performance of his sample of deaf children. Figures five and six show that a good number of the children in all the three European Countries chosen use powerful hearing aids with digital sound analysis, all day.

### **¶ Mode of Communication**

The majority of parents and teachers of deaf children highly value spoken language competence as an educational goal, which influences teaching practice and school placement decisions, even where signing is also used (Lynas (1984) in Chapter Three)

Researchers, professionals, deaf adults and the parents have different opinions regarding verbal and manual mode of communication and there is a holy war that still continues to rage. However in my study verbal communication skills were one of the indicators of successful inclusion. (Fig: 8) Ramsey, C. L., (1997) referred in Chapter three describes 'manual communication' as the invisible barrier in the inclusion of the deaf. Only a small percentage of the children in my study were dependent only on sign language. This could therefore indicate that the majority of deaf children that signed were already in special schools and therefore not included in my study.

In a Czech school, a group signing deaf children (four children in one class and three in another) was given a sign interpreter. This group functioned within the mainstream medium. I found the arrangement very interesting. The children in the group seemed very settled and happy. The only downside was that though the group physical functioned within the mainstream school, social interaction with hearing peers was possible only through the sign interpreter. This again seemed to me, a special school of sorts.

### **¶ Starting with special school placement:**

The review of the literature clearly brings out the necessity of the special school though there is so much spoken about inclusion. It also explains the parental choice to have special school education. "Some parents fear losing special-education services they have fought for and believe their children will be "dumped" into regular classrooms without appropriate support". (Education World) The data analysis in Chapter Four shows that successful inclusion could be partly attributed to early special school placement. (Fig: 7)

So far we have seen how important communication skills are for successful inclusion. Severe delays in acquiring language and communication skills block deaf children from the informal avenues of learning that hearing children use to extend their social environment and develop life skills.

### **5.2.2, The Stakeholders:**

It is important to evaluate what the stakeholders have said regarding successful inclusion.

#### **☞ Parents:**

Studies in the past have reported conflicting parental views on inclusion. This is only understandable since, parents tend to point out information that is relevant only to their child, whereas policy makers (even researchers) tend to study data in term of majorities (inadvertently sweeping aside small but important case by case differences).

How do parents support their children in inclusive set up? Chapter four analysed open ended questions in the questionnaire given to the parents and the findings are given under the heading 4.3.8, a. All parents have said that they work hard for successful inclusion of their children.

As Ramsay (1997) has mentioned, children with deaf parents are unlikely to be mainstreamed. In my study there were three children with deaf parents. The youngest in the primary school communicates using BSL and the teacher has commented that she would perform better in a special school with signing peers rather than in an inclusive school. The other child is with a group and so she has been provided with a CSL interpreter. The adult ex mainstreamer has mentioned in her interview that she never enjoyed mainstreaming though she did complete the course successfully.

In this study, while all parents said they were happy with their child being mainstreamed, most of them acceded that their children were being bullied. Mary Warnock's recent report on inclusion referred to in Chapter Three says the same. The opinion given by the parents (4.3.8, b) is also very similar to the report of Warnock.

Loneliness, feeling of insecurity and poor self esteem and identity are mentioned as the disadvantages of mainstreaming. Murray (2002) has stated, "Many disabled young people who have managed to gain access to mainstream education report that they often feel left out, are made to feel different, are bullied and experience social isolation".

### **¶ Teachers:**

The teachers in the three different countries are not alike in the amount of training they each have received to teach deaf children. However in all the three countries teachers have very good support at the Primary level. Table 1 shows the kind of training teachers receive in each country.

At the higher level some teachers have gone so far as learning sign language whereas some do not have any idea of deafness and they do not evince much interest in seeing that the deaf child is comfortable in her/his class. Several authors point out that 'fostering positive attitudes' in teachers and peer learners is essential for successful inclusion. DELTA also suggests the need to provide information and advice to teachers who work with deaf students.

The teachers were asked about peer socialization of deaf children in their classes, as this finding is a good indicator of measuring the success of inclusion. Though most teachers said that the majority of deaf students socialized well, parents' have provided information that indicates deaf children 'feeling left out', having 'no friends' and 'no peer support'. Ex mainstreamers also agree with parents when they say that their classmates were sympathetic but not friendly. This is mentioned by many authors in their work(Chapter three) who point out that communication barrier is the cause of social isolation.

Professionals and Directors of schools were interviewed to find out the implementation of the policies of the Government and I was given to understand that the Governments and the Non Governmental Organizations contribute towards the inclusive education policy. However, in certain cases it appears that financial support to provide teacher assistant and interpreter services is insufficient.

### **¶ The child**

Last but not the least, the involvement of the child in the class, in group work and outside the school was observed. Result show that it differs from child to child depending on the

personality of the child. (Figures 13, 14 and 15) A few parents also pointed out that their child was not successfully included because he was an introvert and struggled to make friends.

While the adult deaf that I interviewed agreed that they had acquired more knowledge because they were not taught the simplified syllabus of special schools, all of them also said that their school going years was not among their most memorable years.

As human personalities come in various shades of grey, it is important to remember Stout, K.S.,' (2001), recommendation that individual planning should involve everybody concerned to make inclusion successful.

### **5.2.3, Conclusion**

In summary, what then are the factors that influence successful inclusion? Through this study, I have gleaned that the possible factors could be:

- Early identification
- Early and appropriate management (including hearing aids)
- Some amount of specialist school placement to prepare the child for mainstream education.
- Factors those are inherent to the child such as intelligence and personality.
- Appropriate and intensive training of mainstream teachers and support teachers that will come in contact with deaf children.
- These teachers to also be provided with resources and easy access to professionals.
- Priming the deaf child's classmates about how to be his/her friend.
- Parental support at home.

**I believe that if all the above-mentioned factors are met, inclusion can be successful.**

## Chapter Six: Conclusion

### 6.1 Introduction

Many studies in the past have indicated the benefits of inclusive education for disabled children. This particular study also reflects a positive sentiment of parents of hearing impaired children. They all responded positively to the idea of inclusion. This is evident from the fact that their children are studying in regular schools. Special educators and speech therapists backed this sentiment. Both sets of population sought more co-operation and sensitivity from heads and teachers of regular schools.

Educating students with disabilities in general education classrooms has become a continuing reality as a result of recent legislation and changes in educational policy. However, professional literature shows discord on the idea of inclusion of students with disabilities. One of the grievances against inclusion is the social exclusion of the included students by their non-disabled peers (Gerrard, 1995). The inclusion opponents consider placement in a self-contained, segregated setting as a protective environment for the students with disabilities (Gerrard, 1995). Likewise, inclusion opponents have argued for the preservation of special schools or classes for students who are deaf or hard of hearing to develop their identity with and involvement in Deaf culture. (Innes, 1994; Schildroth & Hotto, 1994; Stone, 1994).

While my study analyzed communication skills and social skills as indicators of successful inclusion, during my study I realized that the child's opinion of his school placement would also have been an additional useful indicator. As one adult deaf lady that I interviewed pointed out: *The main attraction in a school is 'friends' and a deaf child in a mainstream school may not get intimate friends.* If being a part of a clique, in a hearing adolescent, is considered normal and healthy, we need to work with a similar benchmark for the deaf adolescent too. Therefore, academic achievement aside, we need to check to see: how happy is this child in class? Will she be happy elsewhere?

As mentioned in the previous chapter, certain factors are controllable. We can manipulate features such as teacher training, to better the success rates of inclusion. However, we



also have to recognize that certain inherent features in a child, even with the recent advances in medicine, could preclude inclusion; for example, a hearing loss that will neither benefit from powerful hearing aids or cochlear implants and consequently results in complete dependence on manual communication.

This message was brought home to me powerfully during one of my home visits. This family has four deaf children. From each of their audiograms it appears that their hearing loss falls more or less within similar ranges. While two of these siblings are in inclusive set-ups, two are in special schools. All four children can communicate verbally. While two of them are capable of using verbal communication to socialize with hearing peers, two of them prefer their deaf friends in a special school. This choice seems independent of hearing status, hearing aids, family support or communication skills. The influencing factor here is the child's personality.

Inclusion therefore cannot be a hard and fast rule that blankets all deaf children of school going age. It needs to be thought of as one of two choices available, the choices being, special school or mainstream school. Who fits where is best done on a case-by-case basis.

## **6.2 The Indian Scenario**

While integration was a major reform of the 1970s in India, the need for a radical change became evident from the fact that in spite of 100 per cent financial provisions being provided under the scheme of IEDC (Integrated Education of Disabled Children) for integrating learners with special needs in the system, only 2-3 per cent of the total population of these learners were actually integrated into the regular school. In 1990s inclusion captured the field after the World Conference on Special Needs Education in Salamanca in 1994, with the adoption of the Salamanca Statement and Framework for Action on Special Needs Education. This statement adopted by the representatives of 92 governments and 25 international organizations in June 1994 has definitely set the policy agenda for inclusive education on a global basis (UNESCO, 1994).

The linguistic shift from the term integration to inclusion was formally introduced in the NCFSE, (National Council for Special Education) (2000) brought out by the NCERT

(National Council of Educational Research and Training). It recommended inclusive schools for all as a way to provide quality education to all learners. According to NCFSE:

*"---Segregation or isolation is good neither for learners with impairments nor for general learners without impairments. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices".*

The NCFSE also recommended definite action at the level of curriculum makers, teachers, writers of teaching-learning materials and evaluation experts is required for the success of this strategy. This precipitated a revision of centrally sponsored scheme of IEDC. The revision is under progress and has gained certain ground in the country.

### **6.3 Schooling of the deaf in India**

Being the head of a Resource School for the Deaf in a village in India I had the access to Mainstream Schools that practiced inclusion. Though everybody from the highest level to the ground root level show interest in inclusion some peculiar difficulties are there to meet.

- When the Indian Government implemented the 'Education for All' scheme, there were several disabled children above 10 years who had to be included. So transitional schools were planned, where such children could be taught according to their capacity. They were then transferred to mainstream high schools.

However, deaf children that had studied in transitional schools did not benefit from this transitory education. At the end of it all, they did not fit into mainstream schools and they were too old and knew too little to join their peers.

- Regular schools that tried to admit those children were so many and the few special schools that contained the specialist knowledge could not provide training and resources to teachers in all of these schools.

- Hearing aids are free but rarely of the right strength. This therefore did not contribute much towards language learning at all.
- Without any basic training in speech and listening, and with barely any language these children were not equipped to access the curriculum in a mainstream school.

#### **6.4 Recommendations to redeem the Indian prospect of inclusive deaf education**

- Suitable hearing aids are imperative
- As I observed in the pre-school specialist units could train the deaf children and prepare them for inclusion
- Without parental support inclusion is not possible. In India most of the parents are still illiterate. So there should be a teacher assistant in every school where there is a deaf child included. There are a number of unemployed graduates available in India who can be trained and employed as teaching assistants.
- It would helpful if there was an Indian Sign Language.
- There should be specialist centers that will monitor and assess the development of deaf children who are included.
- Teachers of the deaf working in special schools must be affiliated to these specialist centers. These teachers, trained by experience, can in turn teach other new staff.
- The government must evaluate (through researches) the efficacy of inclusive education.
- Interested staff, involved in inclusive education must be sent on relevant overseas training.

#### **6.5 Into the future**

The time that I have spent conducting my research project has been an invaluable experience to me. I believe that there is *much more* to be learnt by observing inclusion in

the West. For aspiring researchers, I would suggest the following topics as both interesting and pertinent to inclusion of the deaf:

- What is the comparative cost between educating a deaf child inclusively and in a special school?
- What amount of training is essential before a mainstream teacher feels confident having a deaf child in her class?
- What is the attitude of hearing children to the deaf child in their class?

At the end of my study I can confidently say that as long as no extreme stands are taken (such as a closure of all special schools) I am now a believer in inclusion.

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## Appendix A

### Terminology

**Deafness:** Hearing disability may be due to hearing loss or hearing impairment. About 3 in 1,000 babies are born with hearing impairment, making it one of the most common birth defects. Some *acquire* hearing loss after birth. Hearing impairment, whether permanent or fluctuating, adversely affects a child's educational performance. Deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing. Thus deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. (Marschark, M., Lang, H.G., and Albertini, J.A., (2002))

**Causes of deafness:**

([http://hcd2.bupa.co.uk/fact\\_sheets/Mosby\\_factsheets/Hearing\\_Loss.html](http://hcd2.bupa.co.uk/fact_sheets/Mosby_factsheets/Hearing_Loss.html))

**Conductive hearing loss:** This is caused by diseases or obstructions in the outer or middle ear (the conduction pathways for sound to reach the inner ear). Conductive hearing loss usually affects all frequencies of hearing evenly and does not result in severe loss. A person with conductive hearing loss usually is able to use a hearing aid well or can be helped medically or surgically.

**Sensorineural hearing loss:** This results from damage to the delicate sensory hair cells of the inner ear or the nerves which supply it. These hearing losses can range from mild to profound. They often affect the person's ability to hear certain frequencies more than others. Thus, even with amplification to increase the level of sound, a person with a sensorineural hearing loss may perceive distorted sounds, sometimes making the successful use of a hearing aid impossible.

**Mixed hearing loss:** This refers to a combination of conductive and sensorineural loss, and means that a problem occurs in both the outer or middle and the inner ear.

**Central hearing loss:** This hearing loss results from damage or impairment to the nerves or nuclei of the central nervous system, either in the pathways to the brain or in the brain itself.

**Measuring hearing loss:** Sound is measured by its loudness or intensity which is measured in units called decibels (dB) and its frequency or pitch is measured in units called hertz (Hz). Impairment in hearing can occur in either or both areas, and may exist in only one ear or in both ears. Hearing loss is generally described as partial, mild, moderate, severe or profound, depending upon how well a person can hear the intensities or frequencies mostly associated with speech. Generally children whose hearing loss is greater than 90 decibels (dB) are considered deaf for the purpose of educational placement.

**Types of hearing loss:** (<http://www.jsu.edu/depart/dss/pec/resource-vr/audiograms.html>)

**Normal Hearing:**

- can hear soft conversations

**Minimal loss:**

- 16 to 25 decibel loss
- will have trouble hearing faint or distant speech

**Mild loss:**

- 26 to 40 decibel loss
- will miss up to 50% of a group discussion

**Moderate loss:**

- 41 to 55 decibel loss
- conversation over 5 feet away may not be understood

**Moderate to severe loss:**

- 56 to 70 decibel loss
- will miss 100% of speech information without amplification



**Severe loss:**

- 71 to 90 decibel loss
- can only hear loud noises at close distances

**Profound loss:**

- 91 decibel loss and above
- depends solely on vision instead of hearing for processing information

**Deaf person:** “A deaf person is one whose hearing is disabled to an extent (usually 70dB ISO or greater) that precludes the understanding of speech through the ear alone, without or with the use of hearing aid”. .”(Moore, 1978)

**Hard of Hearing person :** “A hard-of-hearing person is one whose hearing is disabled to an extent (usually 35 to 69 dB ISO) that makes it difficult, but does not preclude, the understanding of speech through the ear alone, without or with a hearing aid.”(Moore, 1978)

Children who are hard of hearing will have more difficulty than children who have normal hearing to learn vocabulary, grammar, word order, idiomatic expressions, and other aspects of verbal communication. Children who are deaf or have severe hearing losses, can be helped by early, consistent, and conscious use of visible communication modes (such as sign language, finger spelling, and Cued Speech) and/or amplification and aural/oral training to reduce this language delay.

**Definitions Related to Age at Onset of Deafness:**

(<http://www.mvdr.com.au/default.asp?Article=3310>)

**Pre lingual deafness:** This refers to the condition of persons whose deafness was present at birth or occurred at an age prior to the development of speech and language.

**Post lingual deafness:** This refers to the condition of persons whose deafness occurred at an age following the spontaneous acquisition of speech and language.

## Audiograms

This chart shows an audiogram with the levels of hearing loss delineated.

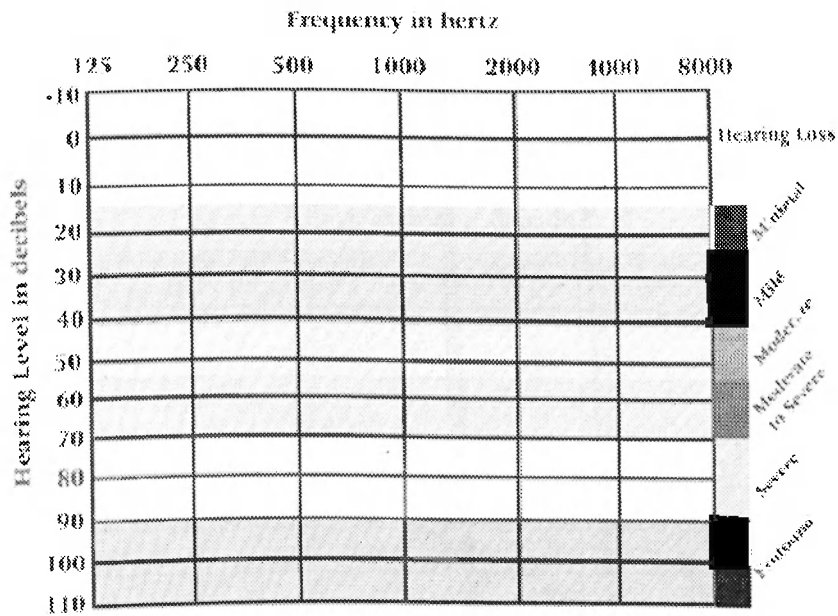


Fig. 16 Levels of Hearing Loss

Source: <http://www.isu.edu/depart/dss/pec/resource-vr/audiograms.html>

This chart shows where the speech sounds are located on an

### Speech sounds and some environmental sounds

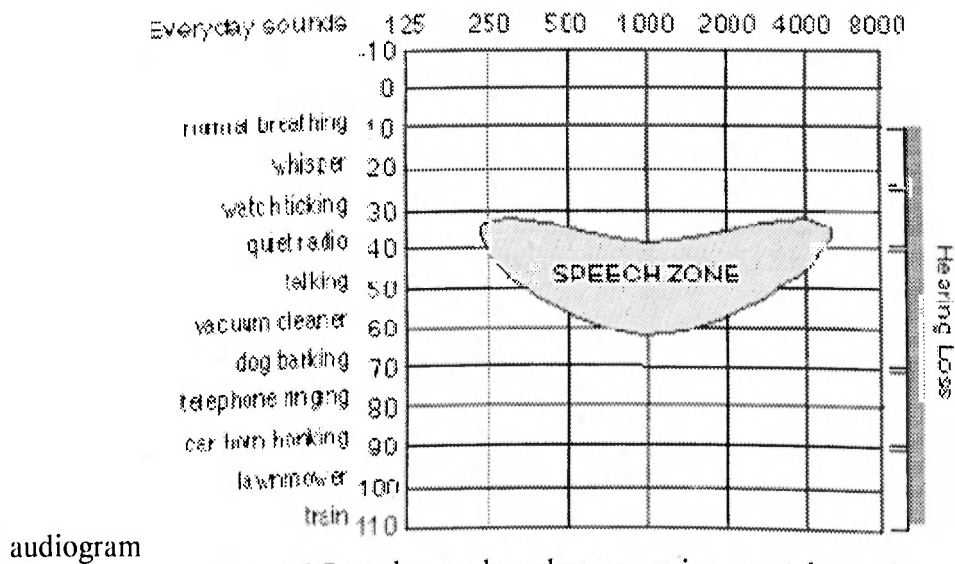


Fig. 16 Speech sounds and some environmental sounds

Source: <http://www.isu.edu/depart/dss/pec/resource-vr/audiograms.html>

If we have the audiogram of a child, by referring to this chart we can assess how much of the spoken words that particular child can hear.

Some of the speech sounds are softer than others such as: "th" and "s". A mild hearing loss would mean that these softer sounds can no longer be heard. A person will hear only parts of words. As the hearing loss increases, so does the amount of information lost. A moderate to severe hearing loss will make most speech sounds unintelligible. A person with a profound hearing loss hears no speech sounds at all.

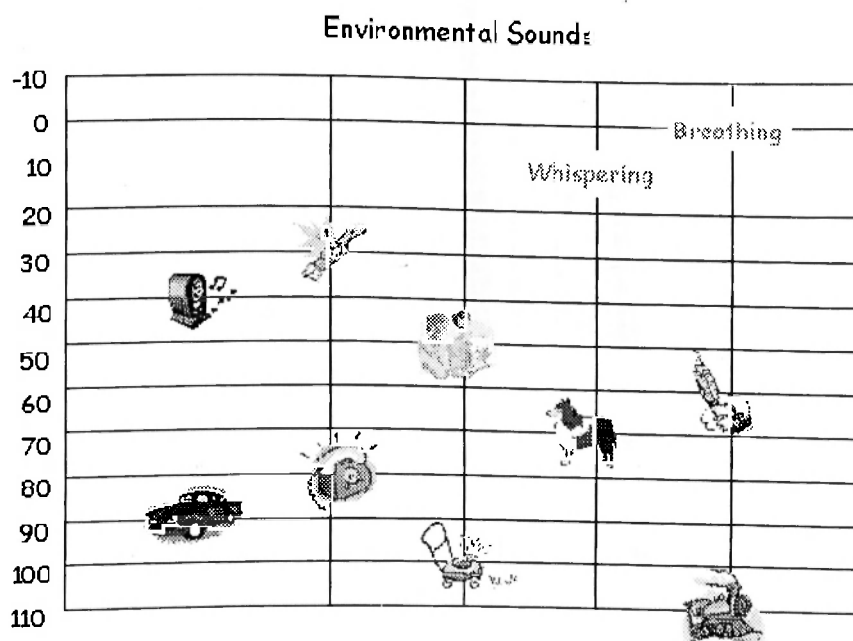


Fig. 17 Different environmental Sounds

Source: <http://www.lsu.edu/depart/dss/pec/resource-vr/audiograms.html>

**Audiograms:** An audiogram is a chart of a person's hearing ability. There are different styles of audiograms, but most use a standard set of symbols for representing items on the chart.

The audiogram reads in frequency (pitch) across the top or horizontal axis and it reads in decibels (loudness) down the side or vertical axis. Just like a piano's keyboard, the pitches are low on the left side (125 or 250Hz), and then gradually climb to higher pitches on the right side (8000Hz). The loudness scale goes from very soft sounds at the top (-10 or 0dB) to very loud sounds at the bottom (110 dB). It is important to remember that 0 dB does not mean that there is no sound at all. It is simply the softest sound that a person with normal hearing ability would be able to detect at least 50% of the time. Normal conversational speech is about 45 dB.

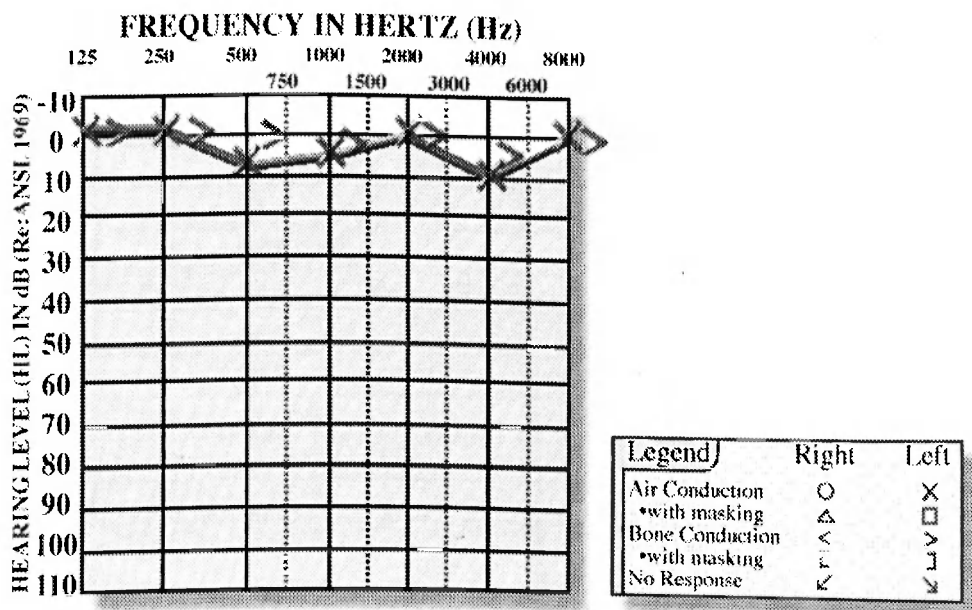


Fig. 18 Audiogram of a person with Normal Hearing Sensitivity

Sources: <http://www.freehearingtest.com/audiograms.shtml>  
<http://www.audiologyawareness.com/hhelp/conduct>.

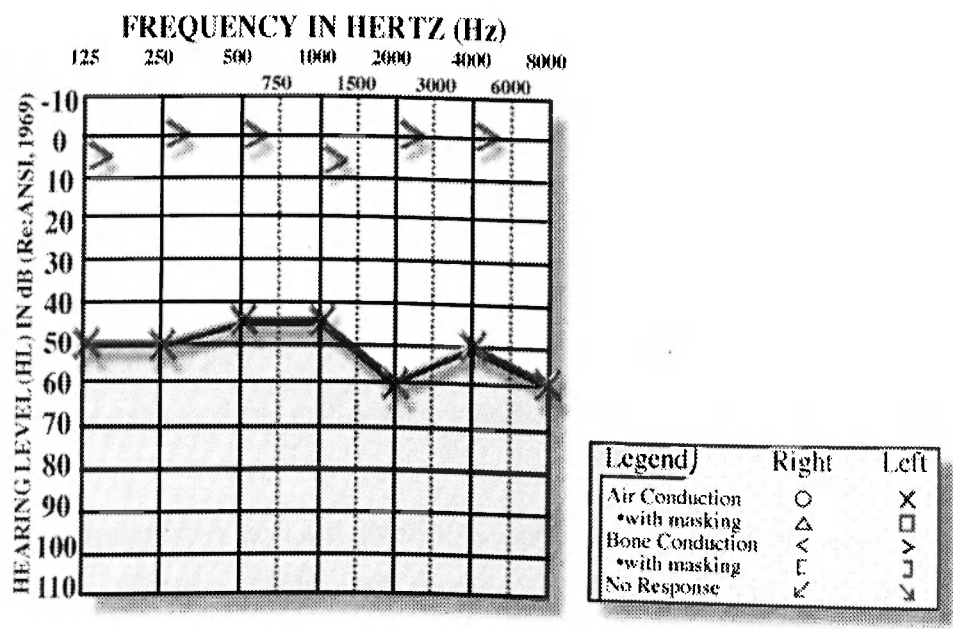


Fig. 19 Audiogram of a person with a Conductive Hearing Loss on the left ear  
 Source: <http://www.audiologyawareness.com/hhelp/conduct>

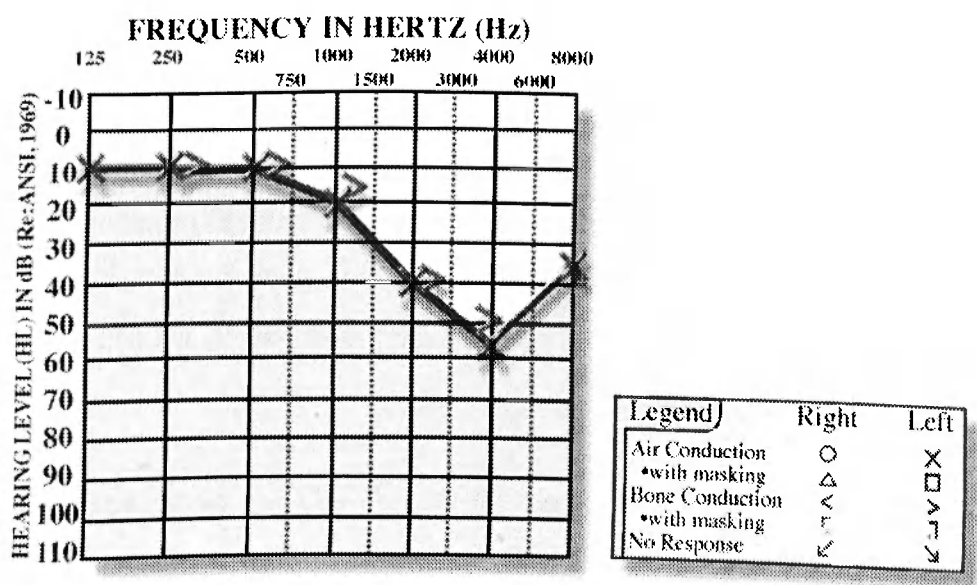


Fig. 20 Audiogram of a person with a Sensorineural Hearing Loss on the left ear  
 Source: <http://www.audiologyawareness.com/hhelp/conduct.htm>

**Hearing Aids:** A hearing aid is an electronic, battery-operated device that amplifies and changes sound to allow for improved communication. Hearing aids receive sound through a microphone, which then converts the sound waves to electrical signals. The amplifier increases the loudness of the signals and then sends the sound to the ear through a speaker.

*Hearing aids do not restore normal hearing but do offer substantial benefit to most persons with hearing loss.*

An audiogram taken with a hearing aid is known as an Aided audiogram.

**Cochlear Implants:** A cochlear implant is a surgically installed electrical device that stimulates the nerves in the inner ear (cochlea). In addition to the implanted device, the child wears a computerized transmitter to relay sound. An implant does not restore hearing. It is not a transplant. It is a sophisticated technological device designed to provide information about sound in the form of electrical impulses to individuals who do not benefit from traditional hearing aids.

By 'deaf', I mean all categories of hearing disabled including hearing impaired, the deafened, the partially deaf and the congenitally deaf children with various degrees of hearing loss from mild and moderate to profound deafness. This is because residual hearing is one of the factors deciding the success of inclusion.

I have also included children with verbal and non verbal means of communication in this research so that the findings will help identify who can be included with more ease. People with hearing loss use oral or manual means of communication or a combination of the two.

**Oral communication** includes speech, lip-reading and the use of residual hearing. **Manual communication** involves signs and finger-spelling. **Total Communication**, as a method of instruction, is a combination of the oral method plus signing and finger spelling.

## **Appendix: B**

### **Questionnaire**

#### **Covering letter for parents' and head teachers' questionnaire**

Dear

My name is Rebecca Isaac and I am presently doing my MA in Special Needs in the Charles University.

As part of my present studies, I am conducting a study that analyses the factors that are likely to influence successful inclusion. As ..... is now studying inclusively in the .....school, I would be delighted if you will consent to this child participating in my project. Towards this, I request you to fill in the enclosed questionnaire.

Studies such as this contribute towards our understanding of inclusion. Any significant information obtained through these studies will modify our understanding and future implementation of inclusion. This will in turn lead to the betterment of education for deaf children.

If you agree for your child to participate in this study, I assure you that any information obtained will be held entirely confidentially. Your child's information will not be used for any purpose other than this study. As informants you will also have access to any information or records that I hold on the child.

Looking forward to your reply,  
Yours truly,

Rebecca Isaac

## Questionnaire No 1

### Questionnaire for the parents

All the information in the questionnaire will be kept strictly confidential. You may send your questionnaire in a sealed envelope

Full Name of the child: \_\_\_\_\_

Age: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Sex: \_\_\_\_\_

Average Hearing loss: \_\_\_\_\_ db. Hearing aids / Cochlear Implants used:  
\_\_\_\_\_

Address: Residence: \_\_\_\_\_

Tel. No. \_\_\_\_\_ E-mail: \_\_\_\_\_

Name and address of the school presently studying in:-----

-----

-----

Q.1. Since when does your child suffer from the hearing loss?

A.1. -----

Q.2. When was the hearing loss first detected?

A.2.-----

Q.3 When was the child first fitted with the hearing aids/implants?

A.3. -----

Q.4. On an average, how many hours per day does the child wear the hearing aids?

A.4. -----

Q.5.Has your child ever studied in a special school?

A.5.Yes----- No-----



Q.6.If yes, for how many years?

A.6.-----

Q.7.At what age was your child mainstreamed?

A.7.-----

Q.8.Are you happy with your child being mainstreamed?

A.8. Yes --- No---

If 'no', please explain

-----  
-----  
-----  
-----  
-----

Q.9. Which schools (Special School and Mainstream) has the child attended so far? Please give names and no. of years.

A.9. -----  
-----

Q.10. Does the child have additional help? Tic [ x ] where applicable.

A.10. a) Regular teacher ----- b) Special educator ----- c) Parent -----  
d) Speech therapist ----- e) Any other (specify) -----

Q.11. How do you help your child cope in a regular school?

A.11. -----  
-----

-----  
-----

Q.12. Which are the specific areas where your child finds difficulty in coping in inclusive set up? Tic [ x ] where applicable

A.12. Particular subjects (specify) -----

Communicating with others -----

Social and emotional adjustment -----

Any other (specify) -----

Q.13. What are the special provisions made by your child's mainstream school, to help your child integrate?

A.13. -----  
-----  
-----  
-----

Q.14. In your opinion, what other extra facilities should be given to such children in regular schools?

A.14. -----  
-----  
-----

Q.15. What is it about the school that your child does not like and wish that it would change?

A.15. -----

-----  
Q. 16. Does your child suffer from any illness or other disability? If yes, write details.

A. 16. -----

-----

-----

Q. 17. Your views / suggestions on inclusive educational setup that you may wish to share with us.

A. 17. -----

-----

-----

-----

## Questionnaire No 2

### Questionnaire for class teacher in regular school

All the information in the questionnaire will be kept strictly confidential. You may send your questionnaire in a sealed envelope

Full Name of the child: \_\_\_\_\_

Name of the school: \_\_\_\_\_ Std: \_\_\_\_\_

Name of the teacher: \_\_\_\_\_

Tel No: \_\_\_\_\_ E-mail: \_\_\_\_\_

Q. 1. Since how long have you been teaching the child?

A. 1. ----- years ----- months.

Q. 2. How many hours is the child with you in the classroom everyday?

A. 2. ----- hours.

Q.3.How many other children are there in your class?

A.3.-----

Q.4.How many of the other pupils have special needs? (Please mention other kinds of special needs in children that you might be teaching e.g. visual impairment)

A.4.-----  
-----

Q.5.What kind of special provisions have you been given to help teach children with special needs (please tick as appropriate)

A.5.A one time training in special need-----

Consistent refresher courses to help update your knowledge-----

Special input and liaison from the child's Speech Therapist, Audiologist etc-----

Special resources-----

A special staff who co-ordinates provisions to children with special needs and advise you when required-----

Q.6.For how many years has inclusion been practiced in your school?

A.6.-----

Q.7.Do you find it more challenging to teach with children with special needs in your class?

A.7.-----

-----

-----

Q.8.Do you feel you receive appropriate help and support from the government to help you teach the child?

A.8.-----

Q. 9. What is the mode of communication used by the child? Tick as appropriate

A. 9. Only verbal ----- Verbal with gestures / signs ----- Only signs -----

Q. 10.Does the child have difficulty in communicating with you? Tic [ x ] the correct Answer.

A. 10 Never----- Rarely----- Occasionally----- Frequently----- Always---

Q. 11. Which are the specific areas that you find most difficult to teach? Specify.

A. 11. Particular subjects -----

Communication -----

Social skills -----

Any other -----

Q. 12. What is it that you would like to change to make learning easier for the child?

A.12. -----

-----

-----

Q. 13. Does the child mix with other children and participate in group activities? Tick as appropriate

A. 13. Never----- Rarely----- Occasionally----- Frequently----- Always-----

Q.14. What are your expectations from the parents to help the child cope in regular school and learn better?

A.14 -----

-----

-----

Q. 15. Your views / suggestions on inclusive educational setup that you may wish to share with us.

A. 15. -----

-----

-----

-----

### Questionnaire No 3

#### Questionnaire for Special Educator / Speech Therapist / Resource Teacher / Support Teacher

All the information in the questionnaire will be kept strictly confidential. You may send your questionnaire in a sealed envelope

All the information in the questionnaire will be kept strictly confidential. You may send your questionnaire in a sealed envelope

Full Name of the child: \_\_\_\_\_

Name of the school: \_\_\_\_\_ Std: \_\_\_\_\_

Name of the teacher: \_\_\_\_\_

Tel No: \_\_\_\_\_ E-mail: \_\_\_\_\_

Q. 1. Since how long have you been teaching the child?

A. 1. ----- years ----- months.

Q. 2. How many hours is the child with you in the classroom everyday?

A. 2. ----- hours.

Q.3. How many other children are there in your class?

A.3.-----

Q.4. How many of the other pupils have special needs? (Please mention other kinds of special needs in children that you might be teaching e.g. visual impairment)

A.4.-----

-----

-----

-----

Q.5.What kind of special provisions have you been given to help teach children with special needs (please tick as appropriate)

A.5.A one time training in special need-----

Consistent refresher courses to help update your knowledge-----

Special input and liaison from the child's Speech Therapist, Audiologist etc-----

Special resources-----

A special staff who co-ordinates provisions to children with special needs and advise you when required-----

Q.6.For how many years has inclusion been practiced in your school?

A.6.-----

Q.7.Do you find it more challenging to teach with children with special needs in your class?

A.7.-----  
-----  
-----

Q.8.Do you feel you receive appropriate help and support from the government to help you teach the child?

A.8.-----

Q. 9. What is the mode of communication used by the child? Tick as appropriate

A. 9. Only verbal ----- Verbal with gestures / signs ----- Only signs -----

Q. 10.Does the child have difficulty in communicating with you? Tic [ x ] the correct Answer.

A. 10 Never----- Rarely----- Occasionally----- Frequently----- Always---

Q. 11. Which are the specific areas that you find most difficult to teach? Specify.

A. 11. Particular subjects -----

Communication -----



Social skills -----

Any other -----

Q. 12. What is it that you would like to change to make learning easier for the child?

A.12. -----

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Q. 13. Does the child mix with other children and participate in group activities? Tick as appropriate

A. 13. Never----- Rarely----- Occasionally----- Frequently----- Always-----

Q.14. What are your expectations from the parents to help the child cope in regular school and learn better?

A.14 -----

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Q. 15. Your views / suggestions on inclusive educational setup that you may wish to share with us.

A. 15. -----

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## **Appendix C**

### *Excerpts from open-ended questions*

#### **Parents of sample children in the UK**

##### **Q: How do you help your child cope in a regular school?**

“We talk to her a lot at home. Otherwise she is well supported in the school “

“With regular reviews .....

“We do whatever is necessary for CUK1 to keep up and catch up – homework, extra time as required; extra time learning songs and words for assemblies and performances, whenever gaps in her learning become apparent help to fill these areas etc

“Quite good, I want his literacy to improve as he only has two years before secondary school.”

#### **Parents of sample children in the Netherlands**

“By communicating with her and the school. I am always alert for possible difficulties”

“I coach my child at home to catch up”

“I check her home work regularly and fill the gap in her understanding”

“I gave a speech in her class to tell the other children what ‘deafness’ means to her and what situations might occur”

“I don’t think my son could cope up. So I’m planning to put him in a vocational school”

#### **Parents of sample children in the Czech Republic**

“I meet the teachers quite often and help my son to cope up with the hearing children.””

“Now he is in a higher class. So I can’t help him much in his studies. However I got some sponsorship to buy him a good hearing aid which helps him to listen much better in the class”

“He is quite intelligent and so he manages very well”

“My son needs a support teacher and I am fighting for that. Hope I will succeed.”

“I resigned my job when I came to know that he needs to be given more attention.”

“I learnt sign language to help my child.”

“I leave some papers with him in the class so that his teachers can write when he doesn't understand verbal explanation.”

(One of the children has lost his father and the mother is not well. His sister who also has hearing problem helps him with Maths. However the teacher says that he is dyscalculia and so he is weak in his Maths”)

“One of my daughters couldn't cope up in the mainstream school. So I have changed her back to the special School. Before my second daughter entered into the same school, I met her classmates, their parents and the teachers and gave them an awareness lesson. So she settled down well. ”

“I don't help him since I am not highly educated. His father has left us when he was small. So he has to learn on his own. Somehow he manages to get average marks.”

**Q: In your opinion, what other extra facilities should be given to such children in regular schools?**

#### **Parents of sample children in the U.K.**

“Children with hearing aids must be given a separate room where they could listen better.”

“Opportunities to reinforce what has been taught in case he did not hear.”

“Happy with current provision, cannot say what she may need in the future, perhaps laptop for notetaking (cannot lipread and write at the same time)”

“To have some small group work outside of the class as not enough support from one learning support assistant for whole class.”

#### **Parents of sample children in the Netherlands**

“Extra amplification facility”

“Teacher must encourage other children to speak to her. She feels lonely”

“There must be microphones for other children so that he could hear what they say during the discussions”

“The teachers must have some training to teach the deaf children.”

“Smaller classes”

### **Parents of sample children in the Czech Republic**

“My child needs an assistant.”

“Sometimes my son doesn't hear the verbal announcements. So the teacher must remember to write it in his diary. Sometimes he goes to school without knowing that there is a test. Once after going to the school we found out that his class was declared a holiday since he went on an excursion the previous day.”

“The class must be less noisy. “

“There is one assistant for all such children in the school. It would be better if there is one support teacher for my son as his problem is greater than the others.”

“The teacher should arrange for programmes in such a way that these children feel that they are one among them. They often feel left out.”

“The teacher's attitude must be changed. She thinks why she should take extra efforts to teach my child.”

“The teachers must remember to teach with a lot of visual aids. They must be provided with extra support for that.”

**Q: What is it about the school that your child does not like and wish that it would change?**

### **Parents of sample children in the U.K.**

“My child says that she would like the playground to be more nicer, cleaner etc.”

“He does not like the bullying at school”

“But some children are difficult with him. Maybe he keeps it inside. I know they pull his ears sometimes.”

“Stop children teasing him otherwise happy with all the teachers.”

### **Parents of sample children in the Netherlands**

“Teachers who forget to speak loudly. Teachers must repeat the questions that other children ask. The teacher must not walk while speaking”

“Some times the classes are too noisy that he can not hear any thing and he develops head aches.”

“She is the only deaf child in the school and she wants another deaf girl to have an intimate friend.”

“She feels that the other children are better and faster. Therefore she feels left out. She wants to be a part of the group.”

#### **Parents of sample children in the Czech Republic**

“Not anything particular.”

“Though she speaks very well she can’t follow every thing said in the class. Especially she misses the jokes. Quite often she doesn’t know why the class laughs.”

“My son has many friends. But he doesn’t have an intimate friend.”

“His classmates are kind and help him. But they are not real friends to share all their joys and sorrows.”

“With his hearing aids he could hear well and so his speech is intelligible. However his understanding is slow. If there had been an assistant to explain the lessons little more he may learn better.”

**Q: Your views / suggestions on inclusive educational setup that you may wish to share with us.**

#### **Parents of sample children in the U.K.**

“My son is able to be integrated. The process of statementing took far too long but I don’t have any problems now.”

“We are very lucky in that this school is linked to our church so my child knew many children before she started which has helped her enormously. Also it is a small school. The Teacher of the Deaf has visited her regularly at school since she started and it has been extremely important that she has worked so closely and frequently with my child. The LSA is also there to support her with her work in the initial stages of a task although it is important that she has been allowed to work independently to increase her confidence.”

“The school teacher is ok but I would like to see more learning support interaction provided by the school for supporting his deafness.”

#### **Parents of sample children in the Netherlands**

“See that the other children treat them properly. They go to inclusive school for social connections”

“At Primary level it was o.k. But in Higher classes many teachers handle the class and it is difficult to lip read different people.”

“Somehow make the other children realize how difficult it is to try to listen with poor hearing.”

“The deaf child can only adapt to the situation whereas the hearing children could change the situation. But they don’t bother. This attitude should be changed.”

### **Parents of sample children in the Czech Republic**

“Inclusion is not possible with every child.”

“My child felt miserable in an inclusive school. If I hadn’t taken her out she might have faced serious consequences.”

“Hearing aids play an important role in inclusion. I compromise with so many things to see that my son has a very good one which helps him to listen to the maximum with his residual hearing.”

“They must have contacts with the other Hearing Impaired peers. If not they may not have an identity. They also must have role models.”

“Many like to be in a mainstream school because it has a better syllabus.”

“Signing is important if they can’t speak intelligibly. So there must be special provision for teaching sign language in mainstream schools too. It will be very difficult for them to learn to sign when they grow big.”

“The Government can’t spend money on support teachers. Without support teachers and sign interpreters inclusion is difficult.”

“All the children can’t be included. They must be intelligent, capable of hearing spoken words, must speak legibly and must be social. Otherwise life in a mainstream school will be miserable.”

“If it doesn’t work well there is a danger of the included child becoming Psychic.”

## **Teachers and support teachers:**

**Q: What are your views on inclusive education you wish to share with us.**

### **Teachers and support teachers of children in the UK**

“Still believe should be room for segregated assistance. Talk of providing in the mainstream, more provision (but for now) it is just talk.”

“CUK 1’s success in mainstream does not correlate with her audiogram of a profoundly deaf child. She is an exceptional child in terms of her nature and attitude towards managing her hearing loss. She is an inspiration to others. I think she has a good bond with her twin sister and the rest of her family and this is a large part of her having a good relationship with herself so she is able to manage in a school. The class teacher also has a positive impact in her life amidst a school where there is a challenging catchment area and many children with additional needs. To summarise I sense the success of a child in mainstream is not only down to sufficient support levels from the local education authority via teacher of the deaf and learning support assistant hours but the personalities of the child, family, head, class teacher, SENCO special educational needs coordinator etc so it is very much down to personalities.”

“I am a SENCO, special educational needs coordinator, for this school and xxx’s inclusion would be better if other children in the class had the time and resources that are necessary for them too.”

“All inclusions may not be positive.”

“She would definitely benefit from having peers who are deaf and signing but at signing unit they do not have Meghan’s level of signing or understanding in the curriculum so that is not a best fit either.”

“She has such competency in BSL so finds developing English language all the more of a challenge. It is counter intuitive for a child not to be able to learn as much if not more from her peers so this again will be monitored carefully. Their signing is improving steadily although she had more proficient signers at her nursery. Fortunately she is very much part of the Deaf community so she has a strong sense of identity and has age appropriate peers she can communicate with at ease there.”

“Good to have but need to be really supported and have resources on top.”

“Megan is a gift to the school in terms of showing a determined spirit can overcome any of the factors associated with a hearing impairment. She is not disproportionate in any respect to behaviour or learning despite having a cochlear implant at one as profoundly deaf after meningitis.”

### **Teachers and support teachers of children in the Netherlands**

“I guess that it is better when she is in a special school for children with hearing impairment. Then she will be able to improve her social skills and learning abilities. The older the children get larger the difference will be.”

“Success depends on how much time and energy the child wants to put in learning and developing communication skills. He has to put more energy and time than his hearing peers and that should not discourage him. No doubt he is going to live in a world competing with hearing counterparts.”

“Regular teachers must change their attitude and they must be provided with financial and professional support to make inclusion successful. Age, intelligence, residual hearing and physical health (because they have to work harder) are necessary to make inclusion successful.”

“Inclusion is not suitable to every child. Some of them have to learn in special schools with special coaching and a simplified syllabus.”

“It is better the deaf children enter into mainstream school through the special school that prepares them for normal school. Then the mainstream school will prepare them for a normal society.”

### **Teachers and support teachers of children in the Czech Republic**

“Inclusion is a good idea. It is extra work. It is nice if it succeeds. So such children should be chosen – not those with profound hearing losses”

“The heads of schools admit the children without the consent of the concerned teacher. That could be avoided. The teacher’s competency should be considered for admission. Inclusion of a child with manual communication is stressful to both the teacher and the child.”

“Normal children learn how to communicate with a deaf child. This helps them to develop a well adjusted inclusive society.”

“Inclusion is successful if parents are supportive. Including intelligent deaf children is easy. They adapt quickly.”

“I don’t want to comment on inclusion because it differs from child to child and we can’t say that inclusion will be always successful.”

“Though inclusion is a good idea, it doesn’t work in every single case. There are many failures and the child’s study is discontinued in some.”



## Appendix D

### Excerpts from semi-structured interviews

#### Excerpts from semi-structured interview with Head Teachers of the inclusive school

#### Q. How did you get the idea of including special children?

##### U.K.

“Ours is a Christian school and we want to teach the normal children to be friendly and kind to the special children.”

“We get extra funding if we include special children.”

##### *Netherlands*

“We reframed the school policy to make the school an inclusive one because many special children were traveling long distances for their studies.”

“Being the parent of a special child I could very well understand the desire of other parents who wish to see their in a normal school.”

“There is only a primary school for the deaf in this locality. So I have to admit the children in my school when they pass out of that school.”

“There is good support for the teachers and the children. So inclusion is not stressful.”

“Some teachers are interested in having special children in their classes.”

“Sometimes the parents pressurize us.”

##### **Czech Republic**

“I got the idea several years ago even before the government made it a policy. I was inspired by a movie of a deaf child that I watched when I was young.”

“This is a village and ours is the only school. If I don't admit these children they will have to be in residential schools.”

“The mother of a child approached me for admission. In the mean time I also got a teacher of the deaf. So I thought I could go ahead with that request.”

“The request came from the parents and NGOs and the Government funds for extra facilities.”

**Q: Are all the deaf children admitted successful? Do you think that all the special schools can be closed in course of time?**

**U.K**

“They manage. However I’m sure special schools must be there for those who need it.”

“It depends on various factors.”

**Netherlands**

“We choose to admit the children who can cope up. Our school does not simplify syllabus for the sake of any special child. We don’t want the other children to be affected by the admission of children with special needs.”

“We admit the children if only we are sure that we get proper support. We like inclusion not at the cost of the standard of normal children.”

“We take the children if only they have age appropriate language.”

“We arrange for parents meeting (it is mostly conducted after school working hours) in which the parent of the deaf children (disabled children) explain to the other parents what exactly is the problem of their children and how they should be handled.”

“Generally the parents are very co operative and they take care of their studies at home.”

“It will go on very well if the special support is provided.”

“The result will be seen only after practicing for quite some time”

“It very much depends on the learner’s capacity and willingness.”

“Some discontinue and go back to special school if they can’t cope up. If all the special schools are closed where will they go? So it is important to have the special schools for such children who need only that system”

**Czech Republic**

“Only one teacher is provided with ‘in service training’ to teach the deaf. One of the parents of a deaf child took initiative and gave information about deafness, the needs of a deaf child, how to communicate with them and the deaf child could fully understand the teacher. Hope her inclusion will be successful”

“One of the parents who thought that his child needed special support had arranged for a teacher assistant who visits the school bi weekly through a voluntary organization.

Otherwise teaching him will be difficult because his language skills are good enough to learn on his own”

“I don’t know whether all the teachers like to teach a deaf child. But so far nobody had refused and one of the teachers has already started to learn Czech sign language to help the deaf student in his class who is better in manual communication!”

“However the deaf children who have verbal communication settle down quickly and have hearing friends.”

“All the deaf students (7) admitted are better in signing than in verbal communication. So we have appointed a sign interpreter. She comes for the teaching classes and paid on hourly basis. It is very expensive. However we could manage as they are in two classes 4 in one class and three in the other. Government provides a small amount.”

“The Government did not provide the support teacher. It is one of the voluntary organizations that arranged for one.”

“There are various factors that determine successful inclusion of deaf children. The first and most important one is the language skills. Signing alone may not help. Deaf children should be well trained to lip read and listen. They must have regular speech therapy and auditory check up outside the school as these facilities are not available in mainstream schools. As interpreter services are very expensive schools can not arrange for interpreters. In the smaller classes inclusion is easier because there will be a single teacher who the child has to lip read. It is very stressful in higher classes when the teachers have to speak faster. Teachers also must be ready to receive a deaf child with the basic knowledge of deafness, hearing aids, and if possible signing. The Director can make the class small by dividing it into two. I admit disabled children in my school. But every single case is not successful. Even from the same family one can cope up whereas the other does not.”

### **Excerpts from semi-structured interview for the main streamed children aged above 17 years (Netherlands and Czech)**

**Q: Do you like this school and why?**

#### **Netherlands**

“I like this school because here I feel more normal.”

“Most of my childhood friends (my neighbours) are studying here. So I like this school better than the special school.”

“I am a day scholar now.”

“I don’t like this school because everybody speaks fast and it is very difficult to follow.”

“I am alone. I have no friends. So I don’t like this school very much.”

### **Czech Republic**

“They teach more here. I like all my class mates. I have my intimate friends in the special school though.”

“I am normal as long as I have my hearing aids on. If I don’t hear anything properly, I will ask my desk mate. All the students in the school are my friends.”

“I lost my hearing when I was six. I don’t want to identify myself with the Hearing Impaired. If the teachers speak loudly I can hear very well. My parents help me at home. I like this school very much.”

“My parents want me to be here. They help me in my studies. I don’t have friends here. But everybody is nice to me. I don’t remember how it was in a special school. I still visit my childhood friends.”

“My boy friend is a hearing person and so I want to be in a hearing school too.”

“I have a few friends here. If I don’t understand anything they will repeat it for me.”

“Earlier I went to basic school for the normal children. The children were nice but the teachers didn’t like us. (She and her friend were there together) Then we went to another school. We had the same problem there too. My parents are also deaf. So I didn’t get much help from them. They could not communicate with the teachers because they sign. So I went back to the school for the deaf. In this school three of us are studying together in the same class and a sign interpreter interprets everything taught in the class. So learning is not a problem. However the other students don’t treat us as one in their group All the three of us remain together. We don’t have any hearing friends.”

“My twin sister and I attended another normal school earlier. There was no one to sign. We couldn’t speak to any one. Nobody wanted to talk to us. My sister had gone back to the school for the deaf. I like this school because there is some one to sign.”

“I like this school mainly because of the sign interpreter. Even at home I speak manually. I have a brother who is also deaf. He tries to find a job. Nobody likes to appoint him because he can’t communicate verbally. As my father is also deaf and my mother passed away two years ago, I live in a hostel with hearing girls. I feel very lonely there. At least here I have friends to talk to.”

**Excerpts from interview with those who have discontinued mainstream school and went back to the school for the deaf (in Czech Republic)**

**Q: Why did you not continue in the mainstream school?**

“The teachers were very fast in explaining the concepts and I didn’t follow a word there. The other children were not very friendly. They were hesitant to speak to me because they didn’t know how to communicate with me.”

“I had to learn lot more than what I learn here. It was difficult. So I came back.”

“I like to stay in a hostel rather than staying at home because there I feel left out. Normal school made me feel worse. I want to be with my deaf friends.”

“I am fluent only in signing. There was absolutely no one to sign in a normal school. Though my class mates tried to help me, they couldn’t be a friend of me.”

“First year in the normal school I had a very good friend. He used to repeat everything the teacher and others spoke. He left the school because his father moved away. After that I couldn’t cope up in that school.”

“I feel happier here because I have good friends.”

“Reading the lips of so many teachers the whole day was exhausting. One teacher used to walk while teaching making lip reading impossible. Some teachers speak writing something on the black board. I could neither hear nor lip read.”

“When I went to the normal school, I lost touch with my deaf friends. I was not accepted in any group in the normal school. They were already in groups. I had terrible loneliness. I felt I was no good. I had to go to the doctor for treatment.”

**Q: What was your experience in your mainstream school?**

1, “My schooling started directly in a mainstream school. So I don’t know how a special school looks like. I never had any contact with deaf people. Now I have a few deaf friends though. My mother is a teacher. As soon as she found my problem, she resigned her job. She fitted me with very good hearing aids and so I never used signs. I could follow 75% of whatever the teachers spoke and I could listen to my class mates in a quiet background. However I didn’t have good hearing friends. My mother used to teach me all the lessons before the teachers do in the class. So I used to answer all the questions and my teachers thought that I was very bright. But if it were a lesson not taught by my mother I felt stupid. I read a lot because there was no one to speak to me. So I developed good language skills. Now I have a good job and I am happy too.”

“However I don’t think every deaf child could be integrated. Every mother can’t do what my mother did. I always had good, powerful hearing aids and I think my I.Q is one of the factors that made my inclusion successful.”

2, “I have deaf parents. I had my primary education in a special school. But I was a day scholar because my parents live in Prague. As I was one of the best students there, I was admitted in a normal school along with a friend of mine.”

“I liked the high standard of education. But I found it very difficult to understand any subject without hearing anything said in the class. I don’t use hearing aids as I don’t get any benefit from them. There was a teacher in the mainstream school who was hard of hearing. She understood my problem and started teaching every lesson after school hours. I managed to pass and go to the University from there I went to Gallaudet University in the U.S.A. My life there was enjoyable because we were signing. I was one of the best students there. Now I am a English teacher in a school for the deaf and I teach language manually.”

“My view about Inclusion is that it does not suit everybody. The main attraction in a school is ‘friends’ and a deaf child in a mainstream school may not get intimate friends. This will depress a person. Parental support is another important factor for successful inclusion. There must be somebody to help the included children in a mainstream school. The child should be intelligent and smart. My school days in an inclusive school were not happy.”

3, “I didn’t enjoy my school days in a mainstream school. I simply used to copy whatever was written on the black board without understanding anything. In a special school I was considered to be very intelligent. But in the normal school I was a slow learner. I liked Maths because it didn’t need much verbal explanation. Somehow I passed all the subjects. I never had a friend though the whole class was kind to me.”

“Now I am married with two deaf children! Will I mainstream them or put them in a Special School for the deaf? Hard decision to make!”

## Appendix E

### Semi structured observation checklist

Name of Child	Preferential Seating	Participation during lessons	Participation during class group activities	Interaction with peers during off class activities.