Comparative analysis on the typical Cases of the Social Supports for the school-age hearing-impaired 's

Liu Yongping, jiang Arui, tang ziwel, liu qiuxia, chen Feng
Huaibei Normal University School of Education

Abstract: by the comparative analysis, the paper discussed the social supports for the School-age hearing-impaired N’s family education in different study environments involving the ordinary schools and special education. According to the results, longing for the social supports, both the School-age hearing-impaired children’s Family LY education in different environments, however, obtained extremely little social supports. The social supports for the School-age hearing-impaired Children’ family education’ should is consistent to some extent; However, more difference

Keyword: School-age hearing-impaired children; family Education; social supports

1 Research issues

People often call the family the beginning of life. Each family has its own "" Home education, Home Schooling as a family member's education and influence procedure ,is an important part of national Education, is schooling and social education The base of the . [1], hearing impairment (hereinafter called Deaf) Child due to hearing impairment, vs outside Difficult communication, home Education more important.

Social support for family education for school-age hearing-impaired children-social for school age hearing-impaired Children Family education Services, guidance, helps parents smooth, effectively Implementing Home Education, Helping school age hearing-impaired children Health, fully grow. this Study the family education of two children with hearing impairment in different environments condition comparison analysis, To explore the family education of children with hearing impairment in different environments the social support of the is consistent with the differences..

2 Research Object

early in this study to the general education school ( Hereinafter referred to as General School ) and special education Yukon School ( below special school ) investigation, Collecting school age hearing impaired children family education Basic situation of social support for education, and through interviews, The determines the small A and small B

Education ManagementFund Projects: Education Science in Jiangxi Province Twelve-Five Planning key Topics social support for children with hearing impairment in family education (Project approval number: ZD 084 Results a Author Introduction: Liu Yongping (1974 |, female, Master, Associate Professor, Director of the Special Education section, Research Direction for special education, Sign Language.

analysis of these Comparison two typical cases. Select the main for the two typical cases for reasons see table 1. consists of the table 1 Know, age of these two typical cases, Hearing Loss level near, but their home environment, How to communicate with people, Learning Environment, get auditory Social support for speech rehabilitation is quite different from the.

3 Research Tools

This study uses the case study method, In several ways, multiple angles, View Check, Understanding Research.

Copyright ©
This is an open-access article distributed under the terms of the Creative Commons Attribution Unported License (http://creativecommons.org/licenses/by-nc/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Objects. The home of the research object of this study, School for interview, and recording with parental consent.
This study also uses the self-compiled questionnaire Social support for family education for children with school age hearing impairment questionnaires to investigate, to ensure accuracy and effectiveness of the results of the questionnaire. The expression used in the questionnaire is as easy as possible, Remove sense of distance, and investigating The explains the investigation issue

4 Research results and analysis

4.1 Basics of communication between parents and hearing-impaired children

Healthy (abbreviation listen to health) by them with the small A communicate using spoken. After interview learned, Small A When hearing impairment is detected in more than 10 months of birth, To wear hearing aids in time; small A mom also decided to quit the job, insists on its own small A perform auditory speech rehabilitation training. From this, Small A the is well spoken. show.

consists of the table 2 also visible, Small B the mom and dad of are deaf, Small B with mom mom spend most time with, communicate with mom and dad using sign language. After interview learned, Small B on 3 wearing a hearing aid, Accept auditory speech at Rehabilitation Center Rehabilitation Training 3 year, Because of the small B mom and dad deaf, They cannot understand the small B " training ", Does not work with training. small B read a special school, School Special Both school and home are language-oriented communication environments, third grade, small B no longer the wear hearing aids, completely relies on sign language communication, give up spoken communication.

shows, Family communication environment and communication methods for children with hearing impairment. The Social support effect of the court room education has a certain effect..

4.2 Parents Guide children with hearing disabilities into social situations

consists of the table 3 Know, Small A because in the spare time parents often guide them to the Various social activities, He's naturally fit into society. small B due to abort spoken communication, There are no peers near home that can communicate in sign language, Parents also do not have have boot small B participate in social activities, So it's not natural to integrate into society.

shows, Home Environment, Parents’ proper guidance for children's spare time and the way children communicate, Having a certain impact on the social integration of hearing-impaired children ring.

4.3 Parents think hearing impaired children read, Writing, communication, etc.

is small A Learning at the General school, parents will be listening to the children of the same age as the general school to compare. From table 4 to see, Small A spoken better, communicate with the listening and health person is better overall; Read, painting, It's better to do things like sports; Writing worse; Math Difference. Via interview, small A second year, number Learning begins to work hard, But school does not give corresponding support. small A Mom once tried to help children learn math, but with deepen the difficulty of the course, Her work is very busy, could not help small A effectively improve math level.

is small B Learning in special schools, Parents more will she with special The school's peer-deaf children are compared. From table 4 to see, small B parents think small B Read, Writing, Math, painting, and so on The face is better. small B using sign language communication, vs. hearing-person poor communication.

shows, Small A Although able to communicate in spoken language, But because of hearing impairment, Unable to adapt to the teaching methods of the Purdue University independently, forced the needs to be given corresponding social support. small B more adaptable to make Education content and teaching of special schools based on sign language communication method, But poor social integration, parents also want small B to communicate better with the listening person, want the appropriate club will support.

4.4 parents’ difficulties in implementing family education

consists of the table 5 Visible, Small A The parent job of is busy, There is no time to control the child's learning,
often worry little A The learning level of is more than the difference between listening to the children of the same age. Greater, also want to listen to the health of children more understanding and support, accept them, via interview learned, parents who are small a are particularly worried about whether they will understand in the future. support, Accept children, small introverted character, Parents often do not understand small B psychological status, is also very anxious, and small B Love drawing, Parent cannot be supplemented guide, and can't find appropriate tutor. so, small A Parents for and small B On The difficulties encountered in the family education process are quite different, the side that solves the difficulty is different, Social support needs are different.

4.5 Social support for family education

consists of the table 6 to see, The family education of two hearing-impaired children is rarely received Social material, social support for money, has not been given family education guidance and Social support for training. small A studying in general school, parents have no access to other listening Children's parents, The knowledge of family education for hearing-impaired children comes mainly from books and network; Small B enrolled in special schools, parents with more contact with hearing-impaired children, access to family education knowledge for hearing-impaired children except the book, TV, movie, also have parent exchange. small A and small B parents are desperate to get children with hearing impaired reason, psychological knowledge, knowledge of family education methods; Small A because the general primary school has higher learning requirements, Parents also urgently need to tutor their children to learn, technical Qiao.

shows, Social support for school-age hearing-impaired children in different environments hold very little, in a state of craving for social support.

5 Discussion and recommendations
In an interview with this study, The mother of two hearing-impaired children is talking about hearing impaired Child Family education loneliness and helplessness can not help but weep, They're particularly thirsty ask for social support, but with different environments, required social support consistent, more different from.

5.1 the social support of family education for school age hearing-impaired children in different environments a to place

Whether the home environment is a spoken or a sign language environment, The learning environment is General School or special school, The following aspects of family education for school age children with hearing impairment social support for face:

5.1.1 Establish a complete network information file for children with hearing disabilities
relevant government departments should include the basic information of children with hearing impairment, Home base For information, Rehabilitation and education information continuously enters its network information file. constant entry time span should be 0-18 old.

5.1.2 Parenting knowledge Training for parents of hearing-impaired children
Family Education training for parents of school-age hearing-impaired children can have four ways path:

① Special training course, knowledge of family education, Content sub-topic parents training, making it possible for parents to talk to hearing impaired educators face-to-face, can also to Exchange family education experience with other parents.

② Network remote education, Parents learn about family education through the internet, This is an increasingly widely used form of. For example: China Special Education Network (http://www.spe-edu.net/), Shanghai Special Education Resource Database (http://sser.sherc.net/) Web sites with education related to hearing impairment knowledge, Some sites also have hearing impaired education experts and parents to conduct network interaction, for parents,.

③ School Class, parents regularly attend school classes, with teacher Exchange, on the one hand, Parents Learn about hearing impaired children; On the other hand, teach Learn more about family education for children with hearing
impairment, family Education for parents Education Guidelines, Make the school education and the Family education form the joint effort.

④ Parent Exchange Group. Parents can establish parent communication Group through network, also can communicate on a regular face-to-face basis, ask questions in a timely manner, Troubleshoot problems.

5.2 Social support for family education for school age hearing impaired children in different environments difference

The environment for the two typical cases in this study is significantly different: Small A, Parents are listening to the health, growing in a colloquial environment, Learning Uppe School ring border; small B, All parents are deaf, Growing up in the sign language environment, learning Special Environment. so, small A vs. small B Home Education needs of the Society the supports a significant difference.

5.2.1 colloquial Environment General school age-deaf children's home Social support for education

More and more hearing-impaired children and small A - ; hearing speech

Enroll in general School after recovery, Their home schooling is very much needed.

Auxiliary and support, enables them to adapt to the learning rhythm of the general school.

This kind of environment of school-age hearing impaired children's family education most urgent need sublimated to a true patriotic youth. He's like the same age cartoonist, , waving brushes, active join " anti-Civil War " Fight for Democracy The Democratic Revolution movement of, Borrow a brush to make a difference " Whips Social evils " exposing political gloom ⑴. in this group of works, the young painter, Kim Jia-qi, has a strong patriotic feeling. Bosom, Sincere's innocence, slavishness Fighting spirit World Rise and fall, Horse Husband's responsibilities " " Scholar's strength of character, after year we reread the, can still be deeply shock.

The main social support for is the following:

① General School actively accepts hearing-impaired children. General School Hearing impaired children and teaching Division, Hearing-healthy children live together for a long time, General School becomes the most severe for hearing-impaired children The learning environment for is. General School Teachers, listening to healthy children's acceptance to them will directly affect the development of self-consciousness and personality of hearing-impaired children, and then affect Its learning effect. ⑲, so, children with hearing impaired parents are particularly interested in teachers in general school, Child Children and parents are able to take the initiative to accept hearing-impaired kids, make home education and school teaching Fertility direction consistent, Children with hearing impairment are equally integrated into the general school.

② Parents participate in the individualized education of the general school. 1975 year, USA Federal Government cloths 94-142 Public Law, that is Education for all children with disabilities, is required for each Children's Individualized Education Plan, provide them with free proper teaching Yukon, and because parents know the needs of their children, medical history, preferences and daily life move, is considered IEP An important member of the individual education planning team. ⑲ inaudible deafchildren through auditory speech rehabilitation, Although able to communicate in spoken language, But because the Hearing Disabled, still not able to adapt to the teaching means of collective education in PU School, urgent need To give individualized education to the social support, from the actual needs of hearing-impaired children departs, develop a reasonable individualized education plan, and effectively implement individualized education schedule. entire procedure, Parents must participate in it ,make family education and learning School Education to form a force, to make the advantage and potential of the children's hearing impaired to mining, defect and deficiency compensated, to go smoothly with a child who listens to children Learning and Living.

5.2.2 Sign Language Environment special schools school-age hearing impaired children's family Education Society supports

There are also some hearing-impaired children and small B - like, home Environment, learning environment sign language for communication, All parents have hearing impairment, School -age hearing impairment in this
environment the Most pressing social support for children's family education is the following: face:

① Parental participation in individualized education. Current, China Special School Hearing impaired children Education is still more a form of collective education, ignoring a child with a deaf body difference. Special schools should also start from the actual needs of children with hearing impairment, giving hearing impaired Social support for child-specific education. Parents are also required to participate in the special school individualized Education. The formulation and implementation process of the education plan, make school-age hearing-impaired children in special schools Potential and potential to be mined.

② To develop barrier-free home exchange activities. Because deaf parents do not know the same as How to guide children with hearing impaired social integration, partially hearing-impaired children slowly turn themselves closed in home, in the small space of the special school. Government, Community, Special schools should create more multiple barrier-free home Exchange Events allow hearing-impaired Children's families to participate to various activities, Learn more about listening to the family through activities, Make more listening to friends, Natural social integration.

References