

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

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**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 Fami 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

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## 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 .<sup>[1]</sup> , 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

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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 .

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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 Bmom 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 courtroom 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 BRead , 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 B 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://ssec.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 <sup>1</sup>. 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 . <sup>[2]</sup>,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 . <sup>[3]</sup> 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 childrendeparts , 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 .

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