



ELSEVIER



Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 209 (2015) 188 – 194

Procedia
Social and Behavioral Sciences

International conference “Education, Reflection, Development”, ERD 2015, 3-4 July 2015,
Cluj-Napoca, Romania

Parents' involvement in supporting education of hearing impaired children in Israel

Galia Taller-Azulay^a, *Alina Simona Rusu^b

^a*Gordon College of Education, Tshernihovsky 73, Haifa, 3570503, Israel

^bDoctoral School Education, Reflection, Development, Babeş-Bolyai University, Sindicatelor 7, Cluj-Napoca, 400059, Romania

Abstract

This article aims to investigate the psycho-pedagogical variables associated to the parents' involvement in the special education of the hearing impaired children in Israel. It is generally acknowledged that parents of disabled children often go through a grieving process after the birth of their children. We assume that there is a difference between parents in regards to their gender and to the individual coping mechanisms with the birth process of a child with hearing impairment. All these differences are expected to be reflected in the level of parental involvement in the special education of their children.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Scientific Committee of ERD 2015

Keywords: hearing impaired children, coping strategies, parental involvement in special education.

1. Introduction

The Israeli society is currently undergoing a process of change in general attitudes towards the formal and informal education system, whereby parents express their desire to become more involved and to be continuously updated regarding the education of their children at school (Friedman & Fisher, 2003). The objective of this research is to examine the level and strategies of involvement of parents of hearing impaired children in the education delivered by the special education schools, from the pedagogic, social, and emotional perspectives. In addition, we

* Corresponding author. Tel. +40 746566311

E-mail address: alina.rusu@ubbcluj.ro

aim to characterize in a qualitative manner the individual perception of the level of involvement of these parents at school from the aforesaid three psycho-pedagogical perspectives. This research will examine if there is a gender-biased difference in the coping strategies of the parents (i.e. fathers and mothers) regarding the birth and the decisions regarding the special education of their hearing impaired children.

1.1. Literature Review

Hearing is the sense through which a person or animal is aware of sounds, which provides us with the privilege of communicating with one another and the option of understanding and being understood. Hearing impairments are generally divided into two main categories: hard of hearing and deafness (Bronski & Zaichick, 2001), while the causes of these impairments fit into the following types: conductive hearing loss, sensorineural and mixed hearing loss.

"The ability to communicate effectively is critical for the healthy development of children. Effective communication supports cognitive development as well as social development, including the ability to develop positive relationships with others..." (Decker, Vallotton et al., 2012).

Hearing impairment may influence the language acquisition, quality of communication, the accomplishment of learning potential, the development of social skills and abilities, emotional development and self-confidence, identity development and the development of other social, cognitive and emotional skills (Bronski and Zaichick, 2001). Hard of hearing is a condition of a mild to medium level of decreasing in hearing, which disrupts a person's ability to communicate with his/her surroundings, whereas deafness is considered a hard to serious decrease in hearing (Plaut, 1994). Besides the speech therapy programs that are addressing the ability to communicate of the hearing impaired persons, other methods, such as the cochlear implant, are currently made available in the market, addressing the direct functionality of the hearing system.

In the beginning of the '80s, the method of cochlear implant has started to be used as a revolutionary solution for re-establishing of the ability to hear of hearing impaired persons. Even though the cochlear implant is still seen as an innovative solution, debates are still going on regarding the crucial decision parents have to made upon the usage of this method in the case of their hearing impaired children, since the cochlear implant involves an invasive procedure, i.e. the surgery of the ear. The implant does not increase the sound but rather processes the sound information from the environment and converts it into an electric signal, which stimulates the auditory nerve (Mair and Sandler, 2004). The implant itself consists of two parts, i.e. an internal magnet and a transmitter. When the topic of the cochlear implant is brought up to the attention of the families of hearing impaired children, parents are faced with a new facet of their coping process with the disability of their child, and the decision upon cochlear implant can be analysed in relation to their level of acceptance of the disability and the management of the condition of their child.

The Israeli society is in the midst of a process where parents are trying to exercise and impose their rights in order to influence in a positive manner the education provided to their children at school, especially in the cases of special education schools. As part of this process, one can notice that, in Israel, the relationship between the education system and the parents has deepened and widened, which has led to several studies regarding the parents' involvement in school (Shamai, 2008). Optimal communication between parents and teachers is an important part of involvement, as it is pointed out by the literature (Shamai, 2008). In the past, it appears that parents' involvement was not always present in hearing impaired children's classes or at all in the Israeli society.

The literature in the field of Special Education indicates that the process of parental involvement in the formal education of their children started to be officially recorded in the beginning of the 20th century, in community schools in UK and USA, and several researchers have started to investigate the relationships between parents – students – teachers and the effects of parental involvement upon the academic performance and psycho-social development of the children. The Flauden Committee Report (Fridman, 1990) pointed out that in UK, in 1967, the relationship between parents and school personnel was characterised by mutual respect and common goals, i.e. developing responsible and educated citizens. In US, Fridman (1990) indicated the year 1930 as the beginning of schools' opening for various community-oriented activities in the afternoons, in which parents had the chances to get involved in the education of their children, besides the family environment. Despite the differences in timing

Download English Version:

<https://daneshyari.com/en/article/1108496>

Download Persian Version:

<https://daneshyari.com/article/1108496>

[Daneshyari.com](https://daneshyari.com)