

Prof. Grażyna Dryżałowska Ph.D.

Warsaw University

### **Deaf people at general and special schools**

History of education of deaf learners dated back to the XIX century. Admittedly some attempts were made by J. B Graser and F. Hill in 1821, and also by professors from the Royal Institute of Deaf and Mute in Paris were not succeeded. Later on in XX century in the Soviet Union in 1950s, Brasil, and in Poland<sup>1</sup>. However it brought some evidence for common education of audible and deaf learners.

On the 1st of September in 1986 with general consensus of Ministry of Education in Poland started the educational experiment. 9 deaf children started learning at ordinary school. It was the first after many year in Poland official form of educational integration. In 1993 there was barely 26 kindergarten units and also some integrated classes where there were children with hearing impairment. But in school year 2005/ 2006 there were more than the 3000 pupils with hearing impairment and the number of them still increase. Undoubtedly the statement of Polish Ministry of Education<sup>2</sup>. exerted significant influence on it and also modern medical technology.

Modern medical technology gives new chances for disabled. Modern hearing aids, implants, technical aids supporting individual hearing appliances create new environment for language development and also scientific researches of newborn and early diagnosis allow to speed up intervention process.

In many cases rehabilitation activity is possible to be taken up in sensitive period for language development. Observation of these cases let us consider that preconditions to activate language development program were done. And however reconstruction of mechanism of assimilation language is still unknown, but at present time we are sure that there is mechanism of assimilation language in total silence and we know that source of it is not material, tangible world ... Material induction is not enough to obtain essential idea about reality ... „ Eyesight

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<sup>1</sup> K.Kirejczyk, Nauczanie dzieci głuchych razem ze słyszącymi. Warszawa 1970.

<sup>2</sup> Cz. Kosakowski, Oblicza normalizacji warunków życia osób niepełnosprawnych- wielość problemów. W: Cz. Kosakowski, A. Krause A.: (red.) Normalizacja życia osób niepełnosprawnych. Olsztyn 2005.

doesn't create language". It creates by clear-out language transmission<sup>3,4</sup>. „To active the whole your scientific potential children unraveling the language one condition should be done. They must have an access the whole „chaos” and reality unprepared native language. This is possible under unequivocal rule of language transmission. This demand can be met only by general and integrated schools. The environment of non disabled peers bring various experience and ‘language avalanche’, unprepared, clear expressed, cleared form to pupils with hearing impairment.

Polish special school does not meet any of these requirements; but on the contrary special school environment brings together ‘contradiction between natural children’s program and syllabus of language teaching’. Learner at special school start learning not language, but on language and learn other use of language in writing and reading. Except that, non disabled child passed 3 year period of discovery of the language and 4 year period of language experience. Child with hearing impairment has not such kind of experience. She/he starts education without any basic skills, even module language, so that why education become completely ineffective.

Results of such kind of education are quite obvious to all surdoeducators. Deaf pupil graduates from special primary knows about 1500 words in native language school, but non disabled child knows almost 3000 to 4000 words at the beginning of school. Graduates from secondary knows about 2500 words. Apart this we have common illiteracy in terms of comprehensive reading, low level of intellectual function and low level of knowledge. That’s why we ask about legitimacy of this kind of schools, their future, educational integration. Its positive aspects in terms of the teaching of pupils with hearing impairment should be transform into positive effects to special school environment. What kind of conversion is necessary to change popular sympathy of traditional surdopedagogy for longlasting failure of pupils with heating impairment. Dziemidowicz<sup>5</sup>.

Nowadays we have two forms of education of pupils with hearing impairment: integrating<sup>6</sup>. We are sure that non disabled environment bring disabled with hearing impairment stimulators in order to reconstruct mechanism of assimilation of language and use their intellectual potential.

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<sup>3</sup> Observation of development of children with hearing impairment

<sup>4</sup> Cz. Dziemidowicz, Dziecko głuche i język ojczysty. Bydgoszcz 1996, p. 126

<sup>5</sup> Cz. Dziemidowicz, Dziecko głuche i język ojczysty. Bydgoszcz 1996, p.p.57

<sup>6</sup> Integrated schools, general schools, special schools for deaf children and for children with hearing impairment.

Also integrated education practice indicates that integrated and mass schools can be better prepared to adopt children with hearing impairment to new environment. That is the proof of positive effect of integrated education at mass and integrated school. It's represented by:

- language development very close to non disabled
- higher level of school knowledge – the index is more and more number of people with hearing impairment graduated high school and passed matura exam and went to the university<sup>7</sup>.
- higher level of social competence
- better adaptation to social life – higher, self-reliance, activity and personal independence
- higher social status , measured by prestige, income, quality of family life.

These positive changes in development and life function are result of stimulation by non disabled peers and availability to valuable social position.

Education in open education system makes available to disabled both of the role as learner as well as a friend. The role of learner of mass school is better than role of learner of school for deaf or children with hearing impairment. But this availability seems to be limited. Most of them in spite of correct relation with peers:

- achieve low social status<sup>8</sup>.
- very low self-assessment
- show higher fear and need for social acceptance.

Results confirm that non segregative education decrease negative segregation effects.

So the nearest future for education are ordinary and open school for children with hearing impairment.

Integrated education is dedicated to social integration for disabled. Full involvement to social environment should be done for disabled<sup>9</sup>. To work out the concept of special education and to specify aims of such kind of school seems to be the most important task for special pedagogy in future.

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<sup>7</sup> After integrated and general schools.

<sup>8</sup> Without colleagues, friends.

<sup>9</sup> All aspects: national, language, etc.

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