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Educational Ways of Disabled in Prospect of Social Inclusion

Key words

Social stratification of hearing impaired people, identity crisis, family interaction, mass school towards identity of hearing impaired people, New and old problems of deaf people in social life, efficiency of educational ways of hearing impaired youth in prospect of integration. Situation of people who recovered hearing.

Introduction

Law regulation, determined rules of educational requirements of disabled learners, seems to be encourage social inclusion of this group. A detailed analysis of problem show that educational way not fully and not as a main factor decide about inclusion individual to main current of social life. It is not also the main factor, which influences the change of human perception of disabled, done by non disabled. In social perception area and autoperception, the rudiment of self qualification as a 'own' or an 'alien' also in disabled environment and non disabled environment, it is essential what kind of disability they have. Social formed concepts influences on individual, features of family, origin, economical status, cultural status, attitude towards disabled child, school experience. Educational way collect influences of all factors. These above determine kind of school – mass school or special school and show the route of social inclusion and form it. The role of educational background is present especially around identity estimation of disabled people, their social preferences to disabled or non disabled World, to live amongst people similar to them or aliens, to be at the border of two worlds. We show pointed problems, given an example of deaf graduates of universities and colleges. We also pointed the results of early rehabilitation for social set of deaf people. It also shows effects of influences of parents and school environment for forming social orientation and identity of people with impaired hearing and their social preferences.

Before and now

Time ago everything was simple. Deaf pupil went to special school. He/she graduated from vocational school. He/she met deaf or hearing impaired partner. He/she learnt sign language professionally or amateur and became of cell of deaf subculture, considered as alternative culture.

Later on the time of change was coming. The voice of discrimination was appeared. And movement for disabled participation in main current of social life and education. Medical and technical progress in area of rehabilitation gave the chance to hearing impaired people and their families for new life without stigmatize of otherness and conception of less valuable person. And really a lot of people thanks to early use of hearing aid start hearing and speaking. Nowadays hearing impaired learners are qualified to group aimed at inclusion and they are able to educate with. At the first look it does not need elimination barrier: architectonical barriers, (especially handled) and financial support. The more it is considered by society as competent with good prognosis, the little social distance /Hebda-Czaplicka 2006/. The first condition is early, systematic, long-term rehabilitation. It consist of medical rehabilitation, stimulation of language development and equipment and technical support. It needs taking interaction between people with impaired hearing and their parents, other

elements of social environment, and of course the school. Is it enough to create processes of relationship amongst people in their grown-up life? How is the identity created? And social allocation of the new hearing impaired? To answer these questions we made an attempt to do research on many hearing impaired proteges of center of early intervention. We focused on people with high level of education from college or university as a sample of efficiency of formal activities in the area of rehabilitation.

New hearing impaired – old problems.

Study on development of children with impaired hearing under early rehabilitation treatment and children from mass school has been carried out for the last 10 years. This does not give any answer to these questions. Parents' observe and their experience in involving education of children with impaired hearing show more the creation of new challenges and imply New processes, never taken into consideration before in the area of thinking of common effects in education of disabled and non disabled children. These problems reveal as to be no-named somewhere in the margin.

Outwardly everything seems to be all right. The learner is the same like others, move by herself or himself in the similar way, sometimes thanks to early rehabilitation he/she can see and can even speak. The only education of children with impaired hearing in mass school gives formally, a lot of advantages and positive effects. Many hearing impaired graduates from mass schools and then go to universities or colleges. More of them are present at different departments, where they can use sometimes unconscious skills. These choices are often apt and bring a lot of advantages in future - better job according to level and field of study. Mostly they choose surdopedagogy and economy. It often also happens that they choose architecture, or other technical studies. But only the education and employment is not enough. What happened beyond official zone of regulation and formal programmes of equalization of chances. Is mass school and integrated school able to create conditions to shape feeling of community for hearing impaired with society of non disabled people? And how this influences identity and rooting in non disabled environment of peers?

History of lives told by hearing impaired graduates of integrated schools shows that not. School, its environment non disabled teachers and peers create the picture of 'situation somewhere in between'. From one point of view requirements are similar or identical like in case of non disabled pupils. This allows hearing impaired learners to be united behind the class society.

The same tasks, requirements, the way of handing down the knowledge, competition in scoring, often fuelling by Parents let us suppose that hearing impaired learner becomes similar to his peers. There is no visual difference.

But from other side he/she is not fully accepted by non disabled society. Lack of friends, extremely rarely contact with non disabled pupils after school, non-availability of valuable role in school life seem to be proof of this thesis. Loneliness during breaks, yearning for the first love. One girl asked for friends replied: 'I have a lot of them, every wall is mine'.

It is not surprised that tendency to strengthen ties with the same people in various institution and turning rehabilitation down. Under circumstances in the area where society select for informal directional and non-directional contact probably it is a defensive reaction. In spite of estimation is not clear defined, the distance towards people is easy to get noticed. Segregation is hidden, but exists. There is asylum for new generation – centres of rehabilitation and early intervention. They are indispensable. They were created on hearing impaired people and their families own initiative. They have specific tasks – they have to prepare hearing impaired to join the non-disabled world.

Parents

From the rehabilitation point of view and future lot of person with impaired hearing is essentials: cultural and economical status of the family and their place of living. It impinges on level of engagement of parents and generally in everyday's activities and attitudes of parents. In many respects it is easier to work with parents with lower level of education and living in the country. It is worthy to notice that families with one first deaf with inborn defect child is rather single-parent family mostly leaded by mother. Taking into account attitude parents to deafness of child there are two categories of parents: approval and rejecting parents.

Amongst approval parents were parents fully accepted child with his/her disability. They know how to effectively work with child. They have active orientation, high level education, financial support, but not always significant, feeling of impact and internal control. They give them moral and emotional support. They were made happy of children's progress. They give children a piece of freedom. As result of this treatment children can obtain their identity. Hearing impaired children talking to non-disabled parents showed higher level of disability, because of attitude of parents towards disability, especially mothers. These mothers feel more hurt than mothers of non disabled children, they were hypersensitive. Mothers of disabled never find themselves as mothers of deaf children. Their engagement in maternity was inversely proportional to communications efficiency with their children. It is the one subcategory of parents.

The second group was parents rejecting not especially children, but their disability. They have non disabled child. They can not discover any progress. They create their own picture. They encourage to achievement, they struggled to. In spite of difficulties and cost children are obliged to make a carrier. It is mirror identity or postponed identity.

There is also two group of rejecting parents. One – parents turn down the child, but they pay every material debt and financial support, and satisfy every material needs of child. They have limited resources. They had more than one disabled child and they were lower educated. Another group were ridiculous parents, who ridicule their children. It is diffused identity and children are endangered of negative identity.

The most important is: level of disability, stage of life, when was diagnosed and language competence. What is important to the family: if she/he is able to understand what they talk to each other. In this case it is ours, not alien. It is better when the disability is acquired. The children was ok. for some period, and the superparent is ok. also. Parent looking for doctor's help is sure that He/she is competent and deserve to pay social tribune to him/her.

Teachers

Presence of child with impaired hearing in mass school needs special treatment and special preparation of teachers, especially in terms of cognitive, communication skills of deaf learner. And that is the problem, because very few teachers want to use training programmes in practice, even if it is free of charge. A lot of them think that hearing aid is enough, especially when he/she know about learners problems and necessary equipment for teacher. If a pupil can follow the requirements teachers send them to special school. A lot of teacher never control transfer of messages. The sentences are too long and complicated. Many times parents have to replace teachers in maths, history, geography, chemistry, and physics. Teacher do not know the learners' needs. Sometimes parents agree for such kind of sentence of Fortune. Child never will be anybody important. They enjoy the progress. They agree for otherness in their activity. They accept their child. Teachers do not take any activities oriented to disability.amongst non disabled. That is why non disabled feel worse, non equal treatment, harmful.

Only very few teachers are able to imagine difficult situation of hearing impaired children. They are real support and help. Even in case activities in the field of tolerance there are some barriers in after school life, especially during growing up period. In informal group there is enough space for disabled people, especially intimate relationship. And now time for question about sense of such kind taking the trouble to do that? Barriers are not in formal law regulation but in non disabled people and their mentality. The phenomena is still increasing, especially when graduates from school start looking for Job.

Hearing impaired

Nowadays it is easy to find the increasing stratification . Because of : various level of communication skills, availability of early rehabilitation, ways of education, schools, level of education. These factors allow us to find out two groups of people with impaired hearing: the new ones and old fashion. Every group has its own problems

New hearing impaired people had early rehabilitation period. It is oriented for non disabled. Thanks to parents. If he/she is only the one hearing impaired person, where nobody know alternative techniques of communication. He/she was born in non disabled world. His parents have usually high level or college education. Nobody let deaf to be deaf./ see. Lane 1996/. Numbers of children in family is limited. Grandparents take active part in rehabilitation. New deaf is bilingual. He graduated from college or at east high school. During period of growing up experienced isolation. He was forced to be reoriented in social relationship. He is in touch with hearing impaired people and learn how to live with disability. His identity is mobile. Sometimes is linked with hard competence: education, employment. (Former period moratorium). They have more possibilities to choose, but have new problem with non disabled.

New hearing impaired people are divided into a few groups:

- hearing impaired with high level education, they look for non disabled partner (often with lower social status),
- hearing impaired with high degree level degree, using sign language, oriented individually,
- hearing impaired with high level from the borderland „disabled- non disabled”, using sign language, with directional relationship with disabled, sociocentric oriented. Proof of competence. They promote the group of hearing impaired people.

New problems of hearing impaired

Job at special school (graduates from surdopedagogy) gives experience on barrier problem. There is no tradition to live with hearing impaired disability and social environment with this dysfunction. Sometimes even amongst disabled learners. Hearing impaired teachers are not authority for hearing impaired learners. Disabled learners prefer non disabled teachers , using sign language. Non disabled teachers involve into hearing impaired environment. To learn sign language is their own choice, they find love and friendship here.

Being amongst hearing impaired is helpful for joining the environment but not guarantee. There is also some barriers there: history of life, degree of disability, emotional resistance, interests, personal activity. Choice are more accurate

Every situation gives more benefits and allocate somewhere in the borderland. It is borderland disabled and non disabled with low social status.

Old fashioned hearing impaired

They come from families with inborn deafness. Deafness was tamed. Children went to special school. They have knowledge, protection, stable social orientation, they were proud of themselves amongst disabled. They have stigma of otherness, but they liked it.

Summary

History of some lives and rooting of disabled let us to summarize and to conclude:

1. There are still barrier exist in the institutional area. People are closer if they can communicate. The same disability is not enough to communicate.

. 2. New situations, New crisis of identity. They need help of non disabled.

3. Multilateral form identity of achieved, motoral, mirror and diffused. They need:

- Complex and long term support of former hearing impaired people
- Early rehabilitation ,
- To form competence and trying to be non disabled ; they need approval of non disabled.
- Parents support in the area of acceptance of hearing impaired child and solving his/her problems.

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