

HARD-OF-HEARING

REFERENCE	TOPIC(S)	SUBJECTS	ASSESSMENT TOOLS	COPING STRATEGIES/ PROBLEMS	CONCLUSIONS
<p>Meadow-Orlans K, Mertens D, Sass-Lehrer M, Scott-Olson K. Support services for parents and their children who are deaf or hard of hearing: a national survey. <i>Am Ann Deaf</i>. 1997; 142(4): 278–88.</p>	<p>Excerpt from <i>Parents and their deaf children: the early years</i>, which reports results of Gallaudet's National Parent Project.</p> <p>Book Reference: Meadow-Orlans, KP, Mertens, DM, Sass-Lehrer, MA. <i>Parents and their deaf children: The early years</i>. Gallaudet University Press: Washington, DC.</p>	<p>Responses of 404 parents of 6–7-year-old deaf and hard-of-hearing children to wide-ranging questions about their early experiences; focused on follow-up interviews with 80 parent respondents.</p>	<p>Survey: Gallaudet's National Parent Project</p>	<p>Many parents of children with mild and moderate hearing loss felt their children were overlooked and neglected by professionals during the early years.</p> <p>Children with minimal hearing loss were identified on average at 28.6 months compared with deaf children identified on average at 14.5 months.</p> <p>Delay in diagnosis created feelings of guilt for parents and worrisome behavior and lack of self-esteem in children.</p> <p>8% of children in the survey were identified as having behavioral problems.</p> <p>Parents of hard of hearing children did not feel as well served as parents of deaf children; services to parents were lacking (support groups, communication options, legal rights, behavioral development, school choices, etc.).</p> <p>Positive coping skills developed by hard-of-hearing children sometimes contributed to their difficulties.</p>	<p>Children with mild and moderate hearing loss were often overlooked and considered to be "not deaf enough." This subjected children and their parents to unnecessary disadvantages.</p>

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<p>Pudlas K. Self-esteem and self-concept: special education as experienced by deaf, hard of hearing and hearing students. <i>British Columbia Journal of Special Education</i>. 1996; 20(1): 23–39.</p>	<p>Rationale behind the inclusion model of education.</p> <p>Studies that evaluate the results of inclusion in the classroom.</p>	<p>Deaf and hard-of-hearing students in British Columbia, Canada.</p>	<p>In spite of the theoretical defensibility of current inclusive approaches to special education, teachers and students are placed at risk in the absence of supportive services.</p> <p>Students with special needs might be more likely to develop a negative self-concept and perceive themselves as less likely to be accepted.</p>

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Ross M. Don't ignore the hearing of hard of hearing students. <i>Odyssey</i> . 2003; 4(2): 14–17.	How to increase the "hearing" for hard-of-hearing children.	<p>Identify and manage hearing loss early.</p> <p>Use early amplification to foster the relationship between auditory input and vocal output.</p> <p>Implement a developmental rather than a remedial approach to management of hearing loss; expose children to language as early as possible.</p> <p>Ensure that all personal and classroom amplification systems provide an optimal amplified signal.</p> <p>Control the acoustics in the educational environment.</p>	The focus needs to be on what can be done to aid residual hearing for children with mild and moderate hearing loss in the educational environment and shift the focus away from the hearing ability the child has lost.

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<p>Vesey K, Wilson B. Navigating the hearing classroom with a hearing loss. <i>Odyssey</i>. 2003; 4(2): 10–13</p>	<p>Discussed the struggles that hard-of-hearing students face in a mainstream educational classroom.</p>	<p>Personal account from two hard-of-hearing students.</p>	<p>Sitting in the front of the classroom makes it difficult to obtain information that comes from the middle and back of the room.</p> <p>It is difficult to be different and children will often suffer while trying to hide their disability.</p> <p>Students must learn to be an advocate for their education and this can be difficult or awkward when trying to fit in with their peers.</p> <p>Lip-reading and listening are stressful and exhausting for children with hearing loss.</p> <p>Isolation and trying to understand what community a hard-of-hearing individual fits into is also stressful.</p>	<p>Teachers need more information about hearing loss and should be willing to try different strategies to accommodate their students.</p> <p>Teaching other students about hearing loss is also important.</p>