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School Counselors in the Mainstream Setting: A Tool for Working with Students with Hearing Impairments in the Public School Environment.

by

Andrea Lynn Niekamp

An Independent Study
submitted in partial fulfillment
of the requirements for the degree of:

Master's in Sciences in Deaf Education

Washington University School of Medicine
Program of Audiology and Communication Sciences

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Abbreviations

IDEA – Individuals with Disabilities Education Act

IEP - Individualized Education Program

LRE – Least Restrictive Environment

ASL – American Sign Language

Literature Review

Today's public schools are very diverse. There are many children of different cultures and ethnicities. Public schools also support children of with different academic levels and backgrounds. For example, some students in public schools have disabilities and some do not. High school counselors work with many, if not all of the students in the school. Among the students counselors work with, there may be one student or several students who are deaf or hard-of-hearing. Working with students who are deaf and hard-of-hearing may require more knowledge or specific skills about deafness or issues that may be associated with deafness when in the regular school setting.

In 1975, the Education of All Handicapped Children Act was passed to allow children with disabilities to be placed in the "least restrictive environment" (LRE). (Nowell & Innes, 1997) This law required children who were disabled to be placed in the environment that provided the most support with the least restriction. Today, this act is known as the Individuals with Disabilities Education Act (IDEA). IDEA encourages the social interaction between disabled and non-disabled students, including the interaction between hearing and hearing-impaired students (Johnson, 1994). Due to this act, more children who are deaf or hard-of-hearing are placed into public school classrooms (Nowell & Innes, 1997).

As shown in the graph below, the transition from residential schools for the deaf to regular education schools have changed a great deal in the 17-year period recorded. This data was taken from the Annual Survey of Hearing-Impaired Children and Youth done by the Center for Assessment and Demographic Studies in Galluadet University's Research

Institute. The data shown below was thought to account for approximately 60-65% of all children who are deaf or hearing-impaired. (Johnson, 1994)

Figure 1

	1975-76	1985-86	1992-93
	N=43,780	N=43,906	N=43,817
Residential School for the Deaf	42%	26%	22%
Day School for the Deaf	12%	10%	8%
Local, Not Integrated	25%	20%	19%
Local, Integrated*	20%	44%	51%
TOTAL	100%	100%	100%

Although the table does not show the current trends in residential or regular education schools, it gives an indication of the changes that have happened in the past few decades.

Due to IDEA more children who are deaf or hard-of-hearing, a low incident disability, are being placed into regular education settings (Nowell & Innes, 1997). These students have several placement options when attending a mainstream school. A student's Individualized Education Program (IEP) will indicate what inclusion option is appropriate for the child (Nowell & Innes, 1997). They may be fully mainstreamed with their hearing peers and only receive services from an Itinerant or they may be placed within a self-contained classroom, which is a classroom serving children with disabilities who may need individualized attention or help all day. Another option is attending a resource room. The resource room allows the child to attend regular education classes throughout the day, but go to the resource room during classes he may struggle with or need more individualized

help. Due to the increased number of students with hearing-impairments in the mainstream setting and placement options within that school, any professional who works with the student must be aware of the needs and accommodations they are entitled to in the classroom or resource room setting. Not only must the teachers and the administrators in the building be knowledgeable, the school counselors working with the student must be knowledgeable too.

School counselors work individually with students in the regular education setting. Duties of a school counselor include, but are not limited to the following:

~ Conducting individual and group counseling with students experiencing personal, social, behavioral, or family problems (Himelein, 1999)

~ Consulting with parents, teachers, school administrators, or social workers regarding student adjustment issues (Himelein, 1999)

If a counselor understands and knows the typical social, behavioral, personal, and family issues of the typically developing student, he may be able to provide better services for that child. For those school counselors who are working with students who are deaf or hard-of-hearing, they must be aware of and understand the issues these students face in their daily lives, in and out of the school setting that are often different from their hearing peers.

In 1975, Marie Curtis conducted the first ever national survey of school counselors who work with deaf and hard-of-hearing children. Her findings were published in the *American Annals of the Deaf* in 1976. In her survey, she "attempted to ascertain the importance of school counseling in the lives of deaf children, the responsibilities of counselors in the schools, and the issues facing counselors in their daily work with deaf

children" (Ziezuila & Harris, 1998, pg 1). In a 1995 follow-up/comparative study, Zeizuila and Harris' (1998) completed a more comprehensive review of the demographics and the role of the counselors. Zeizuila and Harris (1998) mailed out 327 questionnaires to programs serving students who are deaf or hard-of-hearing. Two hundred ninety one surveys were returned; 270 were labeled acceptable for use.

When comparing the results from the 1975 and the 1995 studies, it can be said that counselors today feel more prepared and able to work with students who are deaf or hard-of-hearing. Several of the points made in the comparison of the studies were determined. First, in 1975, only 50% of counselors rated their communication skills as adequate, in comparison to the surveyed counselors in 1995 where 83% rated their communication skills as adequate. Secondly, in 1975, only 50% of surveyed counselors had knowledge or expertise in the area of deafness, in comparison with the 67% in 1995. Thirdly, in 1975, 50% of counselors felt their skills in counseling students who were deaf or hard-of-hearing was poor. In the study done in 1995, only 20% of counselors rated their counseling skills with students who were deaf or hard-of-hearing as inadequate. (Ziezuila & Harris, 1998)

Although these statistics appear promising, the 1995 survey found that 49% of counselors who work with deaf or hard-of-hearing students requested additional training and 42% had requested their work with deaf and hard-of-hearing students be better supervised. This shows a significant portion of those counselors who have knowledge or expertise in the area of deafness wish to be further educated or trained (Ziezuila & Harris, 1998).

The 1995 survey found the top 15 problems/issues of deaf students counselors worked with during this year. The counselors labeled these as the most common issues or problems discussed when they worked with students who were deaf or hard-of-hearing. The issues ranked as follows:

1) Peer Relations
2) Decision Making
3) Self-Esteem
4) Social Relations
5) Aggressive Behavior
6) Teaching
7) Parental Relations
8) Communication
9) Interactions with hearing people
10) Career Decisions
11) Sexual
12) Dating
13) Sexual Abuse
14) Suicide
15) Withdrawal

Many of the issues that were listed in the Zeizuila and Harris (1998) study were also prevalent in other articles used in my literature review. However, during my literature review, I also came across several other issues and helpful information that school counselors may need to know and understand when working with students who are deaf or hard-of-hearing (Polat, 2003; Harris& Vanzandt, 1997; Colarossi, Kluwin, & Stinson, 2002; Danermark, Strom-Sjolund, & Borg, 1996).

Deaf Culture

When working with students who are deaf or hard-of-hearing, counselors need to be aware that many of these students may be a part of a different culture than that of their hearing peers. Understanding the involvement of the student in Deaf culture or Deaf community may help the counselor better understand other issues or situations that affect the student's life.

As stated on the Hands & Voices website, "deaf culture is a view of life manifested by the morals, beliefs, artistic expression, understandings and language (ASL) particular to Deaf people. A capital "D" is often used in the word Deaf when it refers to community or cultural aspects of Deafness." Being part of the Deaf community refers, in part, to people who identify themselves with a group that have the same common language, which is the a major component of the Deaf culture. (Hands & Voices, 2005)

Being part of Deaf culture or being involved in aspects of Deaf culture can play a role in student's views and their integration into the regular education setting. Not only is their common language, American Sign Language (ASL), different from that of their hearing peers, but their social behavior and educational needs may be different from most of their classmates or peers. (Harris & Vanzandt, 1997)

When hearing people communicate, they are often conscious of the way in which they appear to the person with whom they are conversing. Particular characteristics hearing-impaired people sometimes use when communicating, may be seen as rude or abrasive to hearing people. For example, people who are deaf or hard-of-hearing tend to be more direct in their thoughts and may not pick up on some social issues. This may be

seen as intrusive or overly personal for those who are not familiar with Deaf culture. (Harris & Vanzandt, 1997)

Some of the hand or body movements made by deaf or hard-of-hearing people during conversation may be perceived as tics, uncontrollable movements, or problem behaviors. Depending on the context of the information being communicated or the feelings that are needing to be portrayed in the message, these 'tics' or uncontrollable behaviors may be nothing more than body language and the mannerisms a fluent signer uses during their manual communication. (Harris & Vanzandt, 1997)

Counselors in the mainstream setting may not be aware of the effect of one's culture on their education and social experiences but must try their best to educate themselves about those differences. "To provide a safe and nurturing counseling environment, the sensitive counselor is also aware that students who are deaf and hard-of-hearing bring their culture's special aspects with them as well, such as deaf attitude, support from and connections to deaf social and political organizations, and unique language" (Foster, 1987).

Peer Relations

How a student interacts with his or her peers can be very important in the school setting. There are those students who 'clique' with a large portion of the school and then there are those students who do not relate to their classmates or peers at all. For a counselor in the regular education setting, it is important to understand the importance of peer interaction among students and how a positive or negative interaction can affect a person greatly. The same is true for counselors who work with students with hearing-

impairments, where peer interactions may be challenged. "Peer relationships contribute to the development of social skills that reduce the likelihood of social isolation; to the acquisition of attitudes, values, and information for mature functioning in society; and to the promotion of future psychological health" (Johnson, 1994).

In the Zeizuila and Harris' (1998) study, 'peer relations' was listed as the number one issue facing hearing-impaired students reported by counselors. The term 'peer relation' can contain several different aspects or characteristics. For the purpose of this literature review, this term will refer to the interactions between hearing and hearing-impaired students and between one hearing-impaired student and another.

Peer relations can be affected by the placement of the student during the school day. An article published in the *Journal of Deaf Studies and Deaf Education* entitled "Social Processes and Outcomes of In-School Contact between Deaf and Hearing Peers" the author described how the placement can affect peer relations (Colarossi, Kluwin, & Stinson, 2002). There was a correlation between the amount per day the deaf students were mainstreamed with the ratings they gave themselves in terms of participation with hearing peers. The more the students were mainstreamed into the regular education classes, the higher they rated themselves in terms of participation with their hearing peers. Conversely, the less the students were mainstreamed, the lower their participation rating. In general, the article found that students who were deaf or hard-of-hearing tend to interact more with deaf peers than with hearing peers if they have a chance. (Colarossi, Kluwin, & Stinson, 2002)

Counselors must keep in mind that the more a student who is deaf or hard-of-hearing is mainstreamed into the regular education classes, the more they may interact with

their hearing peers. If a student is primarily in the self-contained classroom all day, the likelihood of them interacting with their hearing peers is decreased. Counselors also need to understand that there may be interactions between hearing and hearing-impaired students but hearing-impaired students often find that interaction less than satisfying (Colarossi, Kluwin, & Stinson, 2002).

Social Issues

Social relation was listed as the number four issue reported by counselors working with hearing-impaired students in the Zeizuila and Harris study (Zeizuila & Harris, 1998). Many students in the high school setting report loneliness. However, hearing-impaired students report loneliness about twice as frequently as hearing students in the mainstream setting (Danermark, Strom-Sjolund, & Borg, 1996). This indicates that students who are deaf or hard-of-hearing feel more isolated or lonely than their hearing peers. In an article in the *American Annals of the Deaf*, it is stated, "It is well known that social support and social networks play a vital role in psychological well being" (Danermark, Strom-Sjolund, & Borg, 1996).

In an article written by Colarossi, Kluwin, and Stinson (2002), it revealed that many deaf or hard-of-hearing students prefer to interact with other students who are deaf or hard-or-hearing. Generally, students who are deaf or hard-of-hearing report that they favor or desire interactions with peers who are like themselves. Considering this, if there is only one student in the school who is deaf or hard-of-hearing, that student may likely feel isolated from others who have a similar experience as themselves. (Colarossi, Kluwin, & Stinson, 2002)

Social isolation/loneliness can be caused by factors other than the general preference of socializing with other hearing-impaired peers. A study done by Susan Foster at National Technical Institute for the Deaf reported that the increased challenge in academics and the inability to communicate in large group settings were also causes for isolation/loneliness in the mainstream setting. One respondent in the study stated that the pressures of the schoolwork were so great: he did not have time so socialize or make many friends. (Foster, 1987)

Due to the challenges of schoolwork required in the mainstream setting, other hearing-impaired students stated that they were unable to participate in extracurricular activities. Many people can recall the importance of participating in extracurricular activities such as clubs, sports, or organizations during high school. Foster stated that a great deal of socialization in high school revolves around these types of extracurricular activities (Foster, 1987). Therefore, for those who are not able to participate and desire that social interaction, this may lead to a feeling of isolation.

Although extracurricular activities account for a large portion of large group activities, this is not the only instance when hearing-impaired students are isolated or alienated. Due to the multiple turn taking during group conversations, students who are deaf or hard-of-hearing may have difficulties following along with all that is being said. (Foster, 1987) Those who participate in group conversations know there are times when more than one person is talking and multiple people may comment quickly within a short period of time. The structure and dynamics of this environment may cause challenges for hearing-impaired students.

Although not all students who are deaf or hard-of-hearing may feel isolated or lonely in the mainstream setting, it is important for counselors to understand that this is an important issue for some students. Counselors must understand that there are many dynamics to the feelings of loneliness and isolation. If counselors can attempt to understand these complex feelings, they may be able to better support or guide their students.

Social Maturity

Although there is not a great deal of literature that discusses the maturity levels of hearing-impaired students, some information was found that may help counselors better understand one aspect of their student's behavior. Social maturity is defined as 'those behaviors that are associated with performing competently, functioning independently, relating well to others, and acting responsibly' (Colarossi, Kluwin, & Stinson, 2002).

In a paper entitled "Counseling Needs of Students Who are Deaf or Hard of Hearing" Zeizuila and Harris stated that social maturity is affected by the language levels of the students. Due to some students' language deficiencies, their maturity levels may be lower because of societies' lower expectations for social achievement at the appropriate age (Harris & Vanzandt, 1997).

In a study done by Kluwin and Stinson (1993), the maturity level of deaf students who were in self-contained classes were compared to those of deaf students who were in the mainstream setting. They found hearing-impaired students in the self-contained classrooms in the regular education setting were less socially mature than hearing-impaired students in the mainstream. It was also found the students who were deaf or hard-of-

hearing in the mainstream setting were less socially mature than hearing peers in the same environment (Colarossi, Kluwin, & Stinson, 2002).

Social maturity is an important factor in relationships among high school students. Counselors must understand that hearing-impaired students may be less mature than their peers and therefore their relationships may be affected because of their level of maturity.

Behavior Problems

Aggressive behavior was listed as one of the top fifteen issues that counselors discuss with their hearing-impaired students. (Ziezuila & Harris, 1998) There was a very limited amount of literature on the behavior of hearing-impaired students at the middle school or high school level.

In a study published by F.A. Cooper in 1979, he found that "prelingual deaf children showed more behavior and personality problems compared with postlingual deaf children" (Cooper, 1979). A link between communication ability and behavior problems may be present. "Problems in communication are basic to an understanding of a deaf child's behavior, emotional and social development." (Polat, 2003)

Behavior problems are likely to be an issue counselors of hearing-impaired students may have to address. As mentioned above, a lack of communication can affect a deaf child's behavior, along with their social and emotional development. The counselor may have to determine the cause of behavior and find a way to work with those problems. (Polat, 2003)

Conclusion

Mainstreaming students who are deaf and hard-of-hearing into the regular education setting can be very rewarding and challenging for the students and for the faculty working with them. As stated in an article by Harris & Vanzandt (1997), "working with students who are deaf and hard-of-hearing and included in regular public school classrooms may be the ultimate challenge, requiring exploration of the nature of the relationship between thought and language and between the communication of thought and the development of personal identity".

Shown in the study done by Zeizuila and Harris, only 67% of the counselors who worked with deaf or hard-of-hearing students felt that their knowledge or training in deafness was adequate. The study also showed that 20% of the counselors felt their counseling skills with student who were deaf or hard-of-hearing were inadequate. (Ziezuila & Harris, 1998)

This study suggests that a majority of counselors feel they are knowledgeable enough to work with deaf and hard-of-hearing students and a majority feel they can adequately counsel students who are deaf and hard-of-hearing. However, there are still counselors who do not feel they are able to adequately counsel deaf students or feel they know enough about working with deaf students. (Ziezuila & Harris, 1998)

As more and more counselors work with students with hearing-impairments, the need for information and expertise in working with these students will likely increase. A list of resources about the issues discussed is needed to help the counselors become more

familiar and prepared to work with the students who are deaf and hard-of-hearing on their caseload. This list includes resources addressing behavior problems, Deaf culture, social issues, and social maturity of students who are deaf and hard-of-hearing.

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Appendix A

Dear _____,

Hello, my name is Andrea Niekamp. I am a graduate student at Washington University in St. Louis and I am currently in my last semester of the Program of Audiology and Communication Sciences. Upon graduation, I will have received my Master's degree in Education of the Deaf and Hard of Hearing.

As part of this program, we are asked to complete a semester long project of our choice. The project I have chosen to research the social issues students who are deaf and hard of hearing face in the regular education system. I would appreciate it if you could help me with my project. Enclosed, you will find a few questions that will help me determine what issues these students struggle with in the regular education setting. It would be greatly appreciated if you could answer the questions as thoroughly as possible and return them to me. If you feel uncomfortable answering these questions, please do not feel obligated to return any portion of this letter. If you have any questions please feel free to email me at niekampa@msnotes.wustl.edu or call me at (314) 747-0105. Thank you for your time.

Sincerely,

Andrea Niekamp

Appendix B

Dear _____,

My name is Andrea Niekamp and I am a graduate student from Washington University in St. Louis, Mo. I will graduate in May with my teaching certificate in Education of the Deaf and Hard of Hearing.

I am attempting to find what social issues high school students with hearing impairments face most in the regular education setting. When I find what issues are most prevalent, I will try to gather books, journal articles and other published materials to make a resources list. I want to provide high school counselors with a list of resources they can use when working with students with hearing impairments.

I am asking for your help in my research. I have provided a few questions. If you have time, I ask that you please answer any or all questions you feel comfortable with. If you feel like elaborating on any, please do so. However, if you do not feel comfortable answering these questions, I understand. No personal information will be used in my final project. I simply want your feedback. If you have any questions please feel free to email me at niekampa@msnotes.wustl.edu or call me at (314) 747-0105. Thank you for your time.

Sincerely,

Andrea Niekamp

Appendix C

Interview Questions for the Professional

1) What are the main social issues students with hearing impairments face in the regular education high school setting?

2) How were these issues different from those of their hearing peers?

3) Before working with children with hearing impairments, how much knowledge or education had you received about working with children with hearing impairments?

4) Are there any aspects about working with students with hearing impairments you wish you would have known before meeting with those students?

5) How did the student's problems come to your attention? Did the students contact you themselves or did a third party contact you (parent, teacher, classmate…)?

Interview Questions for the High School Graduate

1) What issues did you deal with in high school that you do not feel your hearing peers dealt with?

2) What was the most difficult part of high school for you that was a direct result of your hearing impairment?

3) Is there anything you wish your counselor would have understood about your hearing impairment that they did not?

4) Did you feel you could have gone to your counselor with problems you faced during high school?

5) Is there anything you think guidance counselors should know before working with students with hearing impairments?

Book List for Counselors Working with Deaf and Hard-of-Hearing Students in the Mainstream.

The List of Books Cover
The Following Topics:

- Deaf Culture
- Self-Esteem
- Social Relations
- Behavior Problems
- Maturity
- General topics of Educating Students who are Deaf or Hard-of-Hearing

The following is a list of books that may help counselors better understand the needs of students who are deaf or hard-of-hearing on their caseload. This is not a comprehensive list but it may be useful for those who are not familiar with working with deaf or hard-of-hearing students. Although not all the following books are written specifically for those working with students who are deaf or hard-of-hearing, other disabilities often share the same social characteristics of deafness.

Deaf Culture

For Hearing People Only: Answers to the Most Commonly Asked Questions about the Deaf Community, Its Culture, and the "Deaf Reality"

By Matthew S. Moore and Linda Levitan
Published September 1993

This book is written for those who do not have much experience or knowledge of the Deaf culture. It is a quick glimpse into the aspects of deafness and topics associated with it. It provides over a hundred different questions and answers to help explain topics such as sign language, Deaf culture, and other important aspect of deafness.

Inside Deaf Culture

By Carol A. Padden and Tom L. Humphries
Published October 2006

This book written by Carol Padden and Tom Humphries, both of whom are deaf, describes the history and future of deafness. The history of deaf education has changed and molded the lives of people who are deaf or hard-of-hearing. It also discusses the present issues in the world of deafness and the possible future developments or issues**.**

Deaf Culture: A to Z

By Walter Paul Kelley (Author)
Tony Landon McGregor (Illustrator)
Published June 2003

Going through the 26 letters of the alphabet, this book covers letter by letter an important part of Deaf culture. Using each letter, the book describes and colorfully illustrates aspects of the Deaf Culture and what is important to those who are deaf and hard-of-hearing.

Deaf in America: Voices from a Culture

By Carol Padden and Tom Humphries
Published September 1990

Deaf in America: Voices from a Culture is a book written by Carol Padden and Tom Humphries, two deaf adults. In this book, the authors bring insight into the Deaf culture and the history surrounding it. In explaining deaf culture, they discuss what it is, what it takes to be a member, and how deaf people interact with the world around them. The authors use jokes, folktales, poems, and other materials to help better understand this culture and how it differs from that of others.

Self Esteem

Feeling Good about Yourself: A Guide for People Working with People Who Have Disabilities or Low Self-Esteem

By Gloria Blum, and Barry Blum
Published October 2004

This book is intended to help professionals use practical and enjoyable materials and techniques to help a person with a disability gain self-esteem and other important characteristics in their lives. This book includes information for professionals and parents who work with students with disabilities and provides tools and activities to help them explore certain aspects of their lives. The book covers the following aspects, self-esteem, friendship, love relationships, gender roles, expression of feelings, self-awareness and sexuality issues.

Enhancing Self-Esteem: A Self-Esteem Training Package for Individuals with Disabilities

By Nick Hagiliassis and Hrepsime Gulbenkoglu
Published May 2005

This package is designed for people working with adults with disabilities. Due to low expectation, lack of opportunities, and negative perceptions, adults with disabilities may have a lowered sense of self-esteem. Self-esteem is an important part of a person's life and can affect a way a person feels or thinks about the world around them.

This package provides a resource to professionals working the adults who have self-esteem issues. It is designed to be used in 10 two-hour sessions and instructions for the professional are included.

The contents of the book contain the following.

1. What is self-esteem?
2. What makes us feel special?
3. Feeling good.
4. Healthy thinking.
5. Accepting who we are.
6. Speaking up for ourselves.
7. Communicating well.
8. Handling problems.
9. Reaching our goals.
10. Putting it all together

    Handouts

    Self-esteem evaluation sheets.

Ready-to-Use Self Esteem Activities for Secondary Students with Special Needs

By Darlene Mannix, Tim Mannix (Illustrator)
Published October 1997

This book is a guide for activities for students grades 4 and up. The activities are used to develop better self-concept and more self-esteem. Included in this book are 62 lesson plans and approximately 200 activities.

Social Relations

It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success

By Richard Lavoie, Rob Reiner, Mel Levine, & Michele Reiner
Published October 2006

It's So Much Work to Be Your Friend is a book written by Richard Lavoie, an individual who has worked with and lived with children with learning disabilities. In the book, Lavoie provides practical instruction for working with children ages six to seventeen who have a learning disability. He has provided methods and instructions on helping these children through social situations such as dating, choosing friends, participating in conversation, understanding body language, overcoming low self-esteem, and other particular situations that may be a challenge in the child's life.

Working with Secondary Students with Language Difficulties

By Mandy Brent
Published April 2004

Working with Secondary Students with Language Difficulties was created to help professionals work with individuals with language difficulties. Language difficulties may make a huge impact on students in the high school setting, causing difficulties with academics and social interactions. The book may help the professionals identify these students and help them learn how to overcome challenges in the classroom and how to modify curricula in the school to better fit the child's abilities. The book provides timesaving resources that can be photocopied to use for several students.

Practical Strategies for Including High School Students: Behavior Disabilities

By June Stride
Published 2004

Practical Strategies for Including High School Students was a book written by June Stride, a long time special educator. For students who are in the regular education high school setting, socialization and interaction may be difficult. It may even be more difficult for those students who have emotional or behavioral disabilities. The book discusses the implications of students being placed into the regular education setting. The author created this book to help professionals use practical strategies and techniques to help these students and staff within the district.

Identities, Groups and Social Issues

By Margaret Wetherell
Published August 1996

The textbook Identities, Group, and Social Issues by Margaret Wetherell discusses social interaction among humans. The book covers topics such as social influence, group dynamics and other human interactions from multiple countries. Along with these topics, the textbook discusses recent research in the understanding of the social nature of humans.

The Psychological and Social Impact of Disability

By Arthur E. Dell Orto & Paul W Power
Published April 2007

The Psychological and Social Impact of Disability is a book that provides a practical view of what life is like with a disability. It discusses the research, concepts, theories, and intervention associated with disabilities. In addition, this book provides personal accounts from individuals living with disabilities and what it is like on a daily basis. The book is written for those who work closely with individuals with disabilities and discusses rehabilitation practices for increasing the quality of life for those individuals.

The books sections include the following topics:

Part I. Historical and Current Perspective on Illness and Disability
Part II: The Personal Impact of Disability
Part III: Family Issues in Illness & Disability
Park IV: Interventions and Resources
Part V: New Directions: Issues and Perspectives

Behavior Problems

Anger Management: An Anger Management Training Package for Individuals with Disabilities

By Hrepsime Gulbenkoglu and Nick Hagiliassis
Published May 2006

This package of materials was created for professionals who work with people with disabilities. Anger and frustration may often accompany a person who struggles with a disability. This training package provides information to allow professionals to help these people with their anger issues. In a 12 sessions, the program provides content on learning about feeling and anger to understanding what is helpful not helpful when trying to control that anger. Although this program is designed for professionals working with people who have intellectual disabilities, it can also be acceptable for professionals working with people who have a physical disability.

Curriculum Strategies for Teaching Social Skills to the Disabled: Dealing with Inappropriate Behaviors

By George R. Taylor
Published December 1997

Curriculum Strategies for Teaching Social Skills to the Disabled was created to help disable students determine what is socially acceptable in the society. The book provides information to professionals understand the behavior and social impact of having a disability. The book covers topics ranging from the theories of social learning to intervention techniques of teaching social skills**.**

Handbook of Services for Deaf and Hard-of-Hearing: A Bridge to Accessibility

By John W. Adams and Pamela Rohring
Published September 2004

This book is a handbook for those who provide services for people who are deaf or hard-of-hearing. This book was written by a deaf and a hearing author to provide both perspectives. Along with discussing Deaf culture and American Sign Language, the book goes into the influence being deaf or hard-of hearing my have on a family or and individuals life within a community. The chapters of this book contain information such as research and practical information about deafness, offering community involvement to those who are deaf or hard-of-hearing, a resource section and much more. This book can be used by a variety of professionals that encounter the deaf and hard-of-hearing population.

The Child Left Behind: Brian Inefficiencies = Learning Disabilities and Behavior Problems

By Daniel K. Shirey Ed D.
Published April 2006

In this book, the author Daniel Shirey explains the possible problems within our schools today. She had written this book to make teachers and parents aware how specific brain inefficiencies can cause unseen problems with a child's academics, behavior and social achievement. She believes that grades and report cards are not always accurate when determining the academic achievement of these children. Though this book may not specifically discuss students who are deaf or hard of hearing, the knowledge and insight may be used to help better understand the lives of those students who are.

Discipline in the Secondary Classroom: A Positive Approach to Behavior Management

By Randall Sprick
Published 2006

Discipline in the Secondary Classroom may help teachers and administration design and appropriate and affective behavior management plan for students at the secondary level. This book provides step-by-step guidance on how to implement certain strategies or approaches within the classroom environment. Along with preventing behavior problems, this book helps teachers respond to them in a calm, effective manner when they do arise.

Maturity

Psychological Development of Deaf Children
By Marc Marschark
Published February 1997

This book examines the psychological development of deaf children, primarily those who have non-signing parents. The author discusses the differences of social and cognitive development between children who are deaf or hard-of-hearing and hearing children.

General

Deaf Students in Local Public High Schools: Backgrounds, Experiences, and Outcomes
By Thomas Kluwin and Michael Stinson, Ph.D
Published August 1993

The book Deaf Students in the Local Public High School examines the education of deaf students in the public high school setting. Along with discussing the great changes in deaf education itself, the book covers topics such as a deaf student's interaction with hearing peers and the social development of deaf and how social development affects them within this environment.

Deaf and Disabled, or Deafness Disables? (Disability, Human Rights, and Society)

By Mairian Corker
Published December 1997

Deaf and Disabled, or Deafness Disables is a book written by Mairian Corker, a deaf author. This book examines the misconceptions of deafness and disabilities by society. In this book, the author searches for an understanding of how deafness and disabilities play a role in our culture and how having a disability is a form of oppression in today's world.

Nonverbal Learning Disabilities at School: Educating Students with Nld, Asperger Syndrome and Related Conditions

By Pamela B. B. Tanguay, Sue Thompson
Published April 2002

Nonverbal Learning Disabilities at School is a book that delves into issues present with children with a nonverbal learning disability. The main portion of this book discusses specific teaching strategies for children with these disabilities and the curricula that may help them succeed. Topics also covered in the book range from explaining what a nonverbal learning disability is and social skills associated with this disability to tips within specific curricula to help the child in the classroom.

Easy for You to Say: Q and A's for Teens Living with Chronic Illness or Disabilities

By Miriam Kaufman
Published August 2005

Though this book does not speak specifically about students who are deaf or hard-or-hearing, it does speak of teenagers who are struggling with a disability or chronic illnesses. This book is written to help answer many questions teenager may have about living with this in their lives. The book covers topics such as family relationships, relationships with friends, dating, and working with doctors and other medical professionals. This book is written, written by a physician, for teenagers with a disability or chronic illness but may be helpful to those working closely with them.

The Challenge of Educating Together Deaf and Hearing Youth: Making Mainstreaming Work

By Paul C. Higgins
Published March 1990

After many years of research, the Paul Higgins has developed a book that explains the five major challenges students who are deaf or hard-of-hearing may face in the mainstream setting. The author suggests that changes from professionals in the field working with the child can create a successful experience for everyone.

Sections in the book include the following.

1) Controversial Mainstreaming
2) Placement
3) Enhancement
4) Relations
5) Identity
6) Monitoring

Teaching Students with Communication Disorders: A Practical Guide for Every Teacher

By Jim Ysseldyke and Bob Algozzine
Published March 2006

Communication disorders are common among students in the public school. This book brings forth information about language impairments, reducing problems due to communication and decreasing the negative association people have of those with communication disorders. Among the topics covered in this book are the criteria for identifying speech and language disorders, the characteristics of typical communication disorders, intervention and teaching strategies, and issues with the services for treating communication disorders.

Alone in the Mainstream: A Deaf Woman Remembers Public Schools

By Gina Oliva
Published April 2004

The book Alone in the Mainstream: A Deaf Woman Remembers Public Schools was written by Gina Oliva. Gina Oliva was the only hard of hearing child in the public school she attended. In this book, she explains the challenges and hardships she faced in the mainstream setting. She compares her experiences to the research she conduced of deaf or hard-of-hearing students in the mainstream setting.