

資料

QUESTIONNAIRE SURVEY ON SESSION FOR UNDERSTANDING HEARING HANDICAP IN ORDINARY PRIMARY SCHOOL

Masayuki D.S. SATO and Kazushige SHISHIDO

The National Institute of Special Education, JAPAN

ABSTRACT

The aim of this paper is to clarify details of a questionnaire conducted on teachers who provided sessions to promote understanding of hearing handicap among children. The results suggested that we should take into consideration how children with hearing handicap communicate and the concrete details of how they listen through their hearing aid in developing appropriate teaching materials for such sessions.

1. INTRODUCTION

In Japan, the resource room program represents a style of special educational service for children with hearing handicap enrolled in a mainstream ordinary primary or lower secondary school class. Children are withdrawn from ordinary class for resource room programs, according to the nature of their handicap. The number of these children is about 1200.

In recent time, the sessions to promote understanding of hearing handicap is often carried out in the class period for integrated study in ordinary primary school, because most of children with hearing handicap who are mainstreamed are the only child with hearing handicap in the ordinary class. Although teachers who manage the session to promote understanding on hearing handicap specialize in hearing handicap, they find it difficult to present knowledge on individually different hearing handicap each child possesses(Reese,1998,Lynas,1997).

In addition, hearing peers in ordinary classes have difficulty communicating with the mainstreamed children with hearing handicap. Then, it might be thought as ground_ that we have difficulty explaining the feature of hearing handicap (e.g. hearing handicap is not apparent) and teachers who carry out the session to promote understanding on hearing handicap cannot experience the actual listening experience of a hearing handicap child(Cambra,1997).

The aim of this paper is to clarify details of questionnaire survey conducted on teachers concerning sessions to promote for understanding on hearing handicap.

2.PROCEDURE

The questionnaire survey was divided into the following sections;

That is,

- 1) Topics which are taken up in the session to promote understanding on hearing handicap
- 2) Materials which are insufficient in such sessions
- 3) Difficulties in the session for understanding hearing handicap
- 4) Requests concerning the development of teaching materials
- 5) The understanding of individual hearing handicap

The subject of this questionnaire were teachers of school for the deaf, special units for hearing handicap in ordinary primary school with experience in session to promote understanding of hearing handicap in a class of ordinary primary school . 48 teachers returned the questionnaire with answers.

Each question was answered by free description and subjects were permitted to make plural answers on each question. The percentage of different answers to each question was calculated with the number of subjects (n=48) as its population.

3.RESULT AND DISCUSSION

3.1. Topics which are taken up in session to promote understanding of hearing handicap

On topics which are taken up in session for understanding hearing handicap it was indicated that the percentage on communication of children with hearing handicap was 90%, their listening 85%,hearing aid ,cochlear implant and assistive listening devices 56%, their education 29%, their life 23% and others 8%.

3.2. Materials which are insufficient in session to promote understanding on hearing handicap

As shown in Table 1, the material on listening of children with hearing handicap showed the highest percentage.. That is, it was shown that materials which present adequately on listening of children with hearing handicap, because children with hearing handicap carry various personal conditions. The material on hearing aid and cochlear implant with a percentage of 35% was in the second place. Then, it is thought that the material which is explained on specific effect of hearing aid and cochlear implant are insufficient on session for promoting understanding in hearing handicap.

The communication with children with hearing handicap with a percentage of 16% was in the third place. Teachers find difficulties in explaining the communication with the children with hearing handicap.

The percentage for trouble in daily life was 10%, psychological problem 8%, education for children with hearing handicap 8%, trouble which is based on misunderstanding with hearing handicap 4%, interaction with them 4%, language development 4% and others 27%.

Table 1 Materials which are insufficient on session to promote understanding on hearing handicap

<i>Material</i>	<i>Percentage</i>
Listening	50%
Hearing aid and Cochlear Implant	35%
Communication	16%
Trouble in daily life	10%
Psychological problem	8%
Education	8%
Trouble(misunderstanding)	4%
Interaction	4%
Language development	4%
Others	27%

3.3 Difficulties on session for understanding hearing handicap

As shown in Table 2, the difficulty of explaining the listening of children with hearing handicap showed the highest percentage of 44%. The answers included not only difficulties on the explanation on listening, but also on explanation on listening in various scenes, so-called “hard to listen” and “not listen to all”. It is suggested that teachers (subjects) are difficult to explain, because they can not actually experience “to listen” or “hard to listen” on children with hard of hearing.

Difficulty of explanation on the communication with children with hearing handicap showed a percentage of 35% was second to the highest.

Other answers included psychological problems which was 15% , lack of accessibility 13%, gap of comprehension depending on age 8%, compassion to children with hearing handicap 8%, equality 4% and others 29% .

Table 2 Difficulty on session for understanding hearing handicap

<i>Difficulty item</i>	<i>Percentage</i>
Listening	44%
Communication	35%
Psychological problem	15%
Lack of accessibility	13%
Gap of comprehension	8%
Compassion	8%
Equality	4%
Others	29%

3.4 Requests concerning the development of teaching materials

As shown in Table 3, requests on the demonstration video tape on the listening of children with hearing handicap held the highest percentage at 44%. That is, this result is reflected in the results on question 2 indicating the insufficiency of material on listening and question 3 indicating teachers` (subjects) difficulty in explaining the listening of children with hearing handicap.

The request concerning the development of teaching materials on communication with children with hearing handicap had a percentage of 29% which was second to the highest. And, case on trouble with communication have a percentage of 8% was in

third place. Then, it is suggested that subjects request the material for hearing peers which aim to discuss on the regard to children with hearing handicap.

In addition, hearing aid and cochlear implant was 6%, manual on session to promote understanding on hearing handicap 4%, works of children with hearing handicap 4%, and others 21%.

Table 3 Requests concerning the development of teaching materials

<i>Teaching Material</i>	<i>Percentage</i>
Demonstration tape on listening	44%
Communication	29%
Case of trouble	8%
Hearing aid and cochlear implant	6%
Manual on session	4%
Works of children with hearing handicap	4%
Others	21%

3.5 The individual understanding hearing handicap

As shown in Table 4, answers concerning communication held the highest percentage of 52%. It is suggested that teachers (subjects) explain on communication methods which are suitable for each children with hearing handicap and take the discussion how to communicate with them who are enrolled in class.

The answer that children with hearing handicap was involved in the construction of session had a percentage of 23% which was second to the highest. That is, the child with hearing handicap who is enrolled in ordinary class talk about himself(herself) in order to promote understanding among his/her peers.

In addition, regard to children with hearing handicap was 21%, understanding listening of children with hearing handicap 17%, support for accessibility 13%, hearing aid 10%, comprehension language 6%, and others 13%.

Table 4 The individual understanding hearing handicap

<i>Answer</i>	<i>Percentage</i>
Communication	52%
Construction of session	23%
Regard to children with hearing handicap	21%
Understanding listening	17%
Individual children with hearing handicap	13%
Support for accessibility	10%
Hearing aid	6%
Comprehension language	6%
Others	13%

4. CONCLUSION

The aim of this study was to analyze the details of the answers to a questionnaire survey conducted to teachers on sessions to promote understanding on hearing handicap.

The main findings were as follows:

1. It is difficult to present knowledge on hearing(listening) and communication concerning hearing handicap with appropriate terms, because children with hearing handicap carry various personal conditions .
2. On the understanding of individually different hearing handicap, it shows how hearing children should communicate with children with hearing handicap on individual cases and that children with hearing handicap participate on the construction of sessions to promote understanding on hearing handicap.

These findings suggest that we should take into consideration how children with hearing handicap communicate and the concrete details of how they listen through their hearing aid in developing appropriate teaching materials for such sessions .

REFERENCES

- Cambra,C (1997) The attitude of hearing students towards the integration of deaf students in the classroom. *Deafness and Education* ,21,2, 21-25.
- Furnham ,A. and Lane,S.(1984) Actual and perceived attitudes towards deafness. *Psychological Medicine*,14,417-423.
- Lynas,W., Lewis,W., and Hopwood,V.(1997) Supporting the education of deaf children in mainstream schools. *Deafness and Education*,21,2,41-45.
- Monkman,H. and Baskind,S.(1998)Are assistants effectively supporting hearing-impaired children in mainstream schools? *Deafness and Education*, 22,1,15-22.
- Reese,A.(1995)Hearing teachers and their hearing impaired Pupils : A study of the views of mainstream primary teachers before and after teaching hearing impaired pupils. *Journal of British Association Teacher of the deaf*, 19,1,1-6.