

Hearing Impaired Children in General Education. Inclusion vs. Exclusion?

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Background & Experience

- *History*
- *Bachelor's degree in Special education*
- *Master degree in Management*
- Lecturer at **University of Applied Sciences**
- Head of division at **Educational Center for Deaf and Hard of Hearing of Lithuania**





Experience

- **National centre of special needs education and psychology**
- **National and international projects:**
 - “LangSEN” (ECML)
 - “Assessment in Inclusive Settings” (EADSNE)
 - “Prevention of drop-outs from schools”
 - “Development of special educational materials”
 - “Methodology of vocational rehabilitation of hearing impaired people”



Content

- Concepts and definitions: inclusion, integration, mainstreaming, segregation, hearing impairment, hearing process, CI
- Conditions for inclusion
- Situation in Lithuania





Inclusion

- What does inclusion actually mean?
- What does it look like?
- Is it the same as full inclusion or mainstreaming?
- What is wrong with special education the way it is now?
- What changes would need to be made to adopt a more inclusive approach for special education services?
- Are there some children for whom "inclusion" is inappropriate?
- What are the pros and cons?



Inclusion

- Inclusion is not a new concept in education. Related terms with a longer history include mainstreaming, integration, normalization, least restrictive environment, deinstitutionalization, and regular education initiative.
- *the aim is to restructure schools and classrooms in order to respond to the needs of all children*



Concepts and definitions

Inclusion

- all students, regardless of handicapping condition or severity, will be in a regular classroom/program full time. All support services must be taken to the child in that setting.
- the student with special education needs is attending the general school program, enrolled in age appropriate classes 100% of the school day.

Integration/mainstreaming

- refer to the selective placement of special education students in one or more "regular" education classes.



Concepts and definitions

- Special education inclusion signifies the participation of special education students in regular education classrooms and provision of support services to these students.
- The main objective of inclusion education is that all students in a school, regardless of their strengths and their weaknesses in any area, become part of the school community.
- Every student develops a feeling of belonging with other students, teachers, and support staff.



INCLUSION vs SEGREGATION

INCLUSION

- Children learn to accept individual differences in inclusion education and this would lead to the development of new friendly relationships.
- Inclusion education also enables active participation of parents in their child's education.
- most regular education teachers are willing and able to teach students with disabilities;
- the law supports inclusive practices

SEGREGATION

- children will not learn how to function in a non-disabled world.
- teachers who have only low-ability students have lower expectations;
- segregated programs tend to have "watered-down" programs;
- students in segregated programs tend not to have individualized programs;
- students in segregated programs tend to stay in segregated programs



INCLUSION vs SEGREGATION

INCLUSION

- segregated special education services are too expensive, disjoint, and inefficient;
- many who have been identified as being disabled are actually not disabled at all.

SEGREGATION

- special education teachers have higher expectations for their students;
- special education curricula are appropriate for their intended students;
- individualization is more likely to occur in smaller classes with specialized teachers than in the regular classroom;
- regular teachers do not want special needs students in their classrooms;
- students with disabilities have never been well-served in regular education, and there is nothing to indicate that teachers are any more able to deal with them now than they were previously.



Concerns?

- that inclusion, as it all too frequently is being implemented, leaves classroom teachers without the resources, training, and other supports necessary to teach students with disabilities in their classrooms?
- the disabled children are not getting appropriate, specialized attention and care, and the regular students' education is disrupted constantly?



Concerns:

- 1) in general, the tension between, on the one hand, the pressure for better outputs of schools and, on the other hand, the position of vulnerable pupils, is increasing. There is a growing attention in the society for the outputs of educational processes (schools/countries ranking according to the assessment and achievement results)

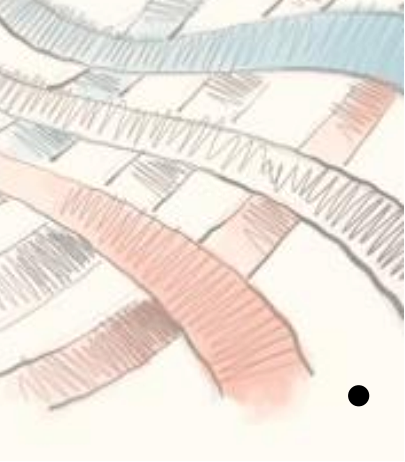


- 2) market thinking is introduced in education and parents start to behave as clients. Schools are made 'accountable' for the results they achieve and there is an increasing tendency to judge schools on the basis of their outputs. It presents some dangers for vulnerable pupils and their parents. First, parents of children who are not identified as having special needs could tend to choose a school where the learning process is efficient and effective, and not hindered by slow learners or other pupils who need additional attention. Generally, parents want the best school for their child.



The resources needed in implementation of inclusion:

- enough services and support for the students,
- individualized education programs that are well structured,
- professional training of both special and general teachers,
- enough time for teachers to meet, plan, create and evaluate students performances,
- collaboration between teachers, administrators and parents,
- enough funds for skill development,
- proper skill development in areas such as peer tutoring, cooperative learning and adaptive curriculum.



- What do you know about hearing impairment?



5 myths about hearing impairment

- Hearing problems happen rarely
- Hearing problems happen only to elderly people
- When people do not hear well it means they are getting older
- If you shout loud enough a hearing impaired person will understand you well
- Hearing aids help to hear 100 %



- Stand in a line according to your birth date (year, month, day)



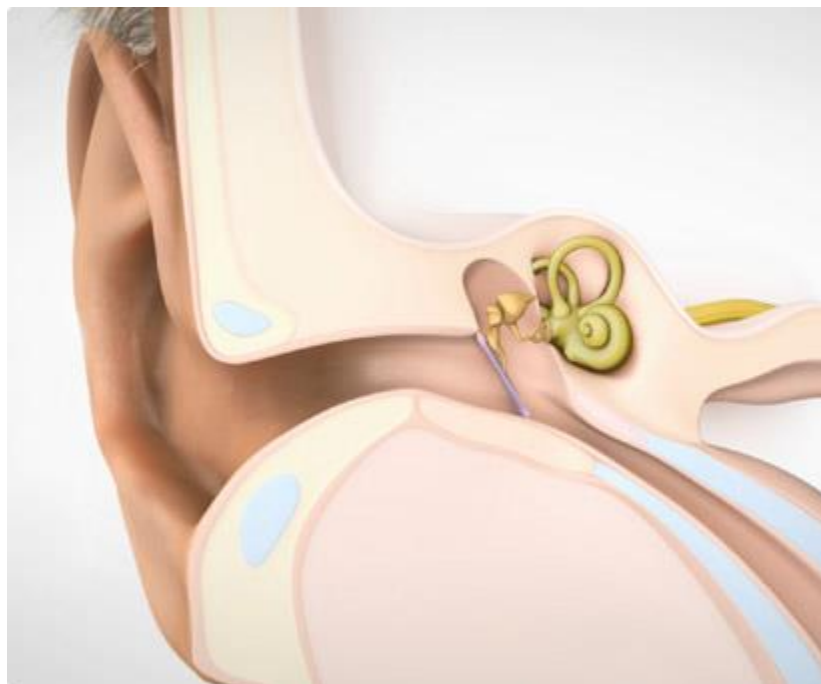
Hearing and sound

- **Hearing** – is the ability to perceive sound by detecting vibrations, changes in the pressure of the surrounding medium through time, through an organ such as the ear.
- **Sound** – is a vibration that propagates as a typically audible mechanical wave of pressure and displacement, through a medium such as air or water.
- **How do we hear? With?**



The ear

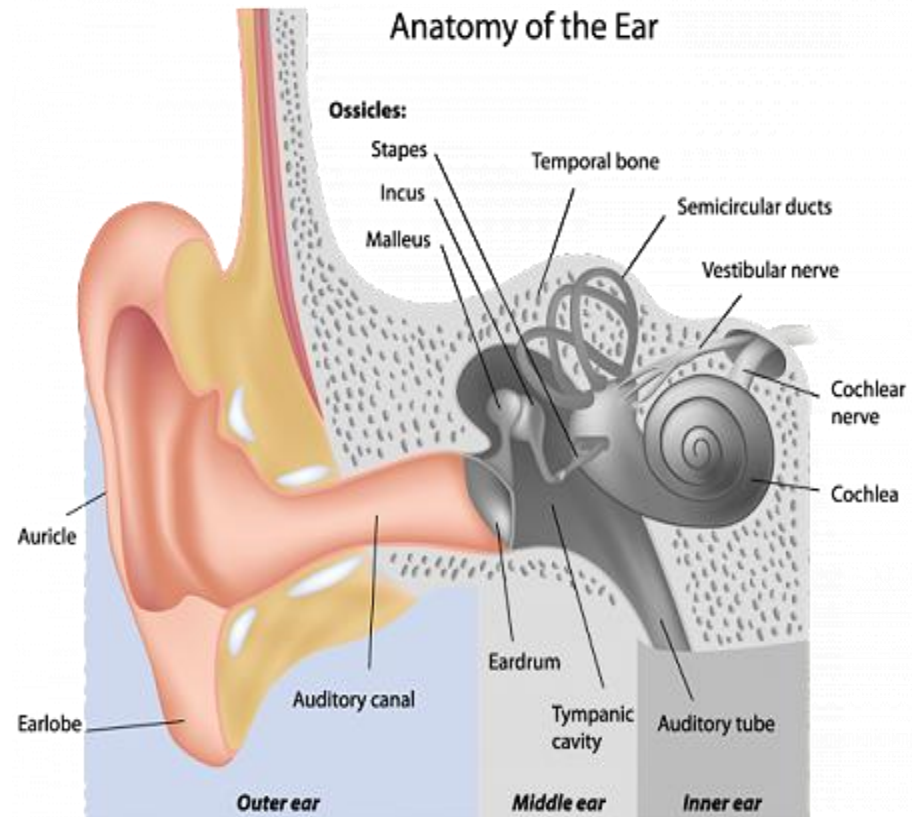
- Outer ear
- Middle ear
- Inner ear



The outer ear

- Ear flap/auricle, pinna
- Outer ear canal

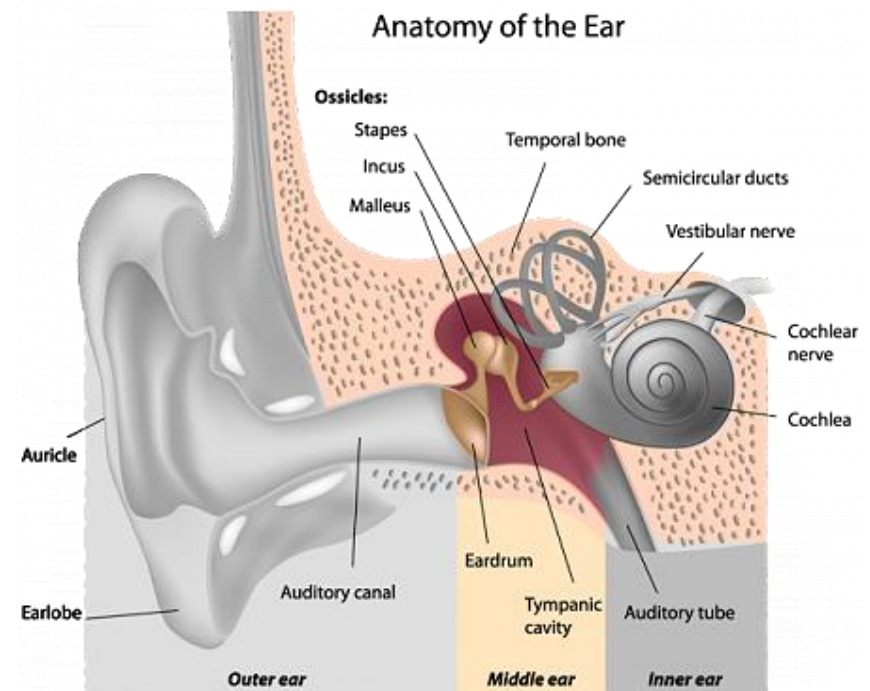
The outer part of the ear collects sound. Sound travels through the auricle and the auditory canal, a short tube that ends at the eardrum.



The middle ear

- Eardrum
- ossicles (3 tiny bones that are attached: anvil, hammer and stirrup)

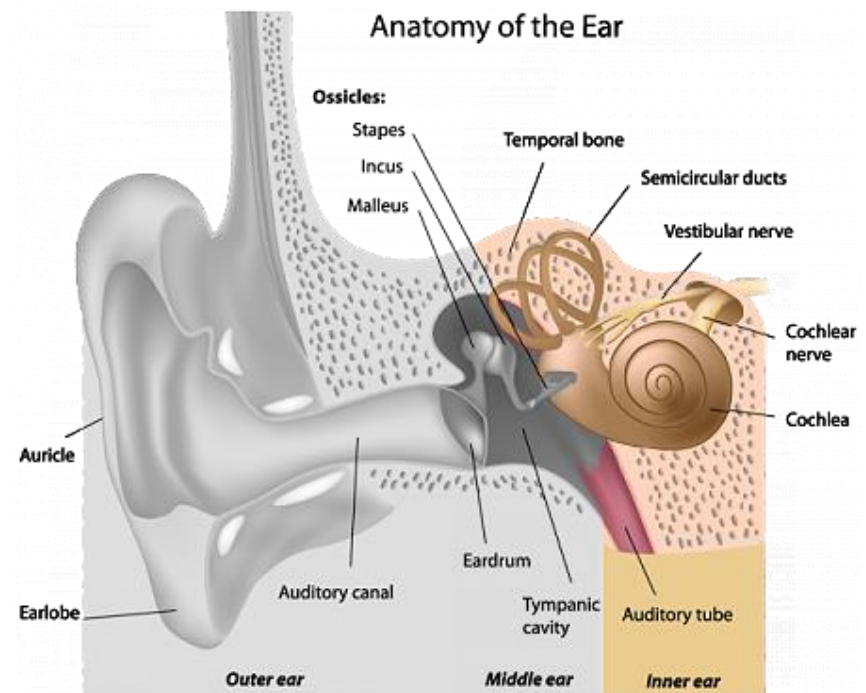
Sound entering the outer ear travels through the middle ear and causes the eardrum and ossicles in the middle ear to vibrate. As it travels, it amplifies (becomes louder) and changes from air to liquid.



The inner ear

- cochlea
- Semicircular canals (involved in balance)
- Auditory nerve

The cochlea takes the fluid vibration of sounds from the surrounding semicircular canals and translates them into signals that are sent to the brain by nerves like the vestibular nerve and cochlear nerve.



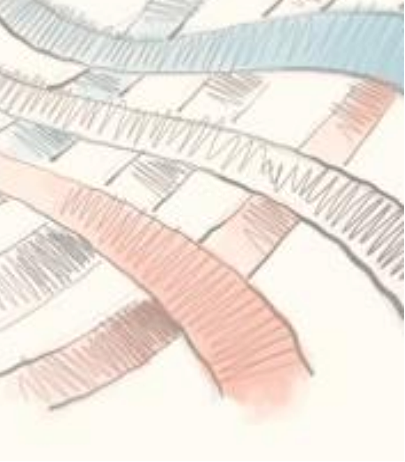


How the hearing works?

The brain and auditory system work together to control how we hear and how we balance ourselves.

Sound can be detected whether a person is on land, underwater or in the air. Hearing is our ability to perceive sound by detecting vibrations that travel through our ears.

The main purpose of the ear is to turn sound waves from the air into electrical signals that are interpreted by the brain.



How the hearing works?



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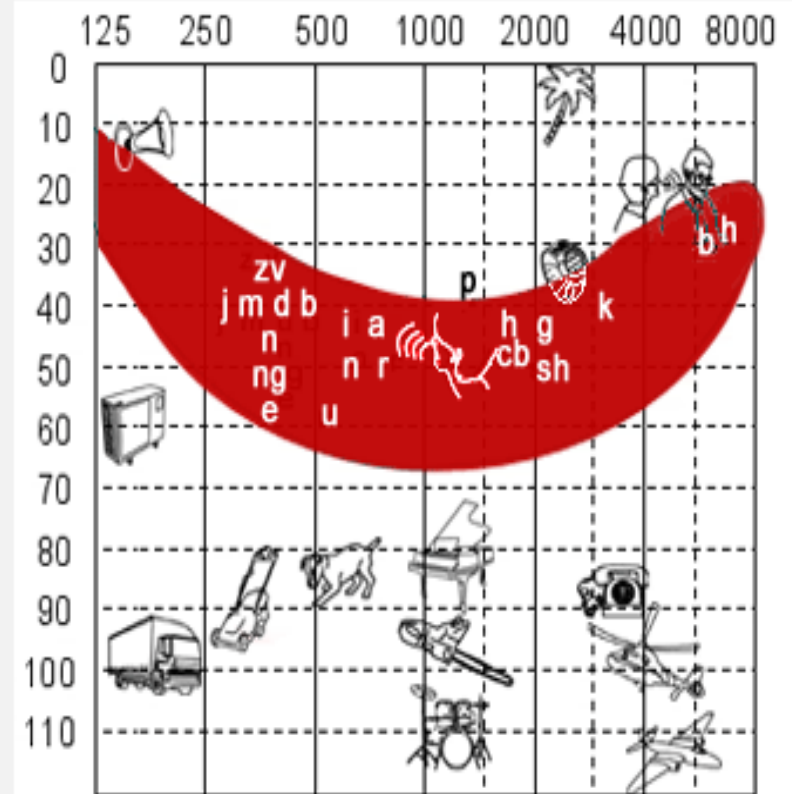
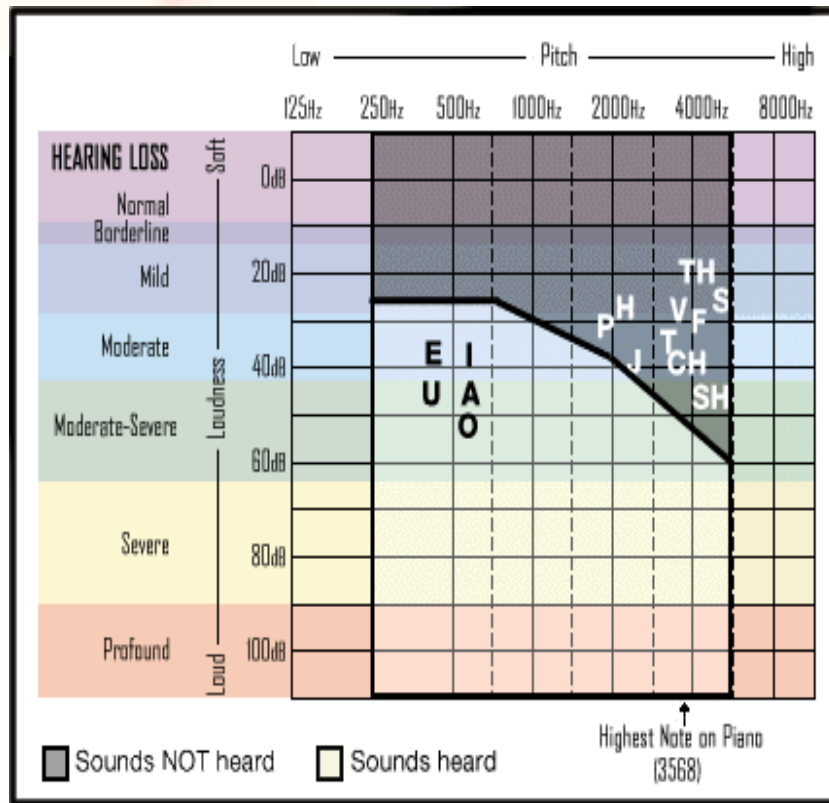
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An abstract pattern of overlapping, wavy lines in shades of blue, red, and orange, resembling a textured fabric or a stylized landscape.

Types of hearing loss

- Conductive
- Sensorineural
- Mixed

Audiogram



An abstract pattern of overlapping, wavy lines in shades of blue, red, and orange, resembling a textured fabric or a stylized map.

Hearing loss

- Pre-lingual (to 2 years)
- Post-lingual (after 2 years)
- Congenital
- Acquired



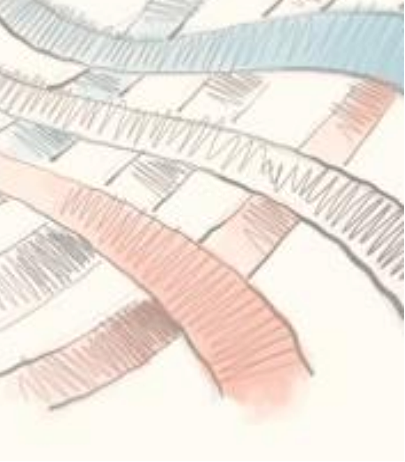
- When hearing aids can't help - help cochlear implants (CI)





Cochlear implant

- A **cochlear implant** (CI) is a surgically implanted electronic device that provides a sense of sound to a person who is profoundly deaf or severely hard of hearing.
- Cochlear implants may help provide hearing in patients who are deaf because of damage to sensory hair cells in their cochleas.



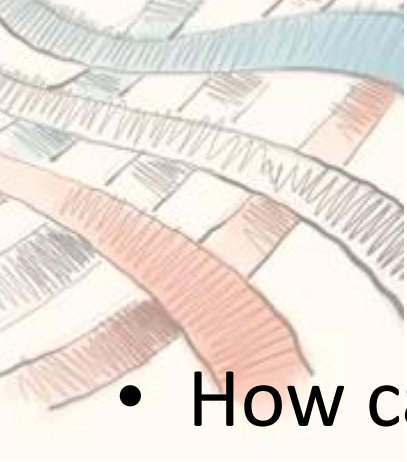
How does the CI work?



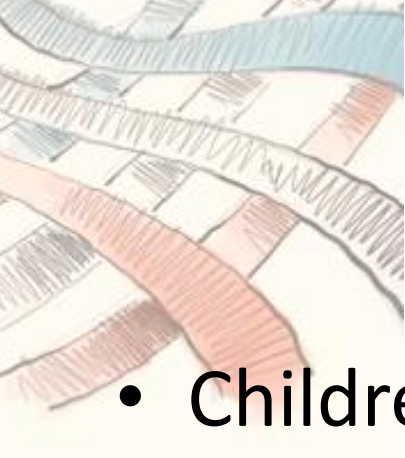
- **Hearing aids –**
amplify sound
- **Cochlear implants –**
create sound



- Every year about 25 children with hearing impairment (from mild to profound) are born in Lithuania



- How can we support those children and their families?
- What education we suggest to them?
- What environment is the best for them?
- What methods we apply?



- Children with hearing loss are not able to learn to speak and perceive the language independently.
- They need special environment and professional assistance



Legal basis

- The law on Social Integration of Disabled People, 1996
- The law on Education, 2011



Legal basis

Rules of Schools' Implementing Formal Education Programs Networking (2011)

- Special Class – a class for pupils with extensive or very extensive special educational needs (SEN) due to congenital or acquired disorders of.
- General education schools for SEN pupils - with large or very large level of special educational needs due to congenital or acquired disorders of.



Legal basis

Procedure of determining the types and special educational needs into levels of pupils with special educational needs (2011)

II. Groups of SEN pupils:

.....

3.1.3. Hearing impairment:

- mild;
- moderate;
- moderately severe;
- severe;
- profound;

3.1.4. Cochlear implants



Legal basis

- Procedure of psychological assistance, (2011)
- Procedure of special assistance at schools, (2011)
- Procedure of special educational assistance, (2011)
- Procedure of pupils' assessment of special educational needs (excluding those on the exceptional abilities) in pedagogical, psychological, medical and social aspects and appointment of special education, (2011)



Education

General curricula for deaf and hard of hearing:

- Lithuanian language, Lithuanian Sign language, Math, World's in-sight for primary education, 2008
- Lithuanian language, Lithuanian Sign language, English for basic education, 2008
- Lithuanian language, Lithuanian Sign language, English for upper secondary education, 2011
- Recommendations for curricula



Education

- According to General Curricula
- Specific subjects: musical rhythmic, subject related practical activity, Lithuanian Sign language, individual speech and language training.
- Foreign language (English) from the 5th year.



Education

- According to General Curricula
- 70.1./221.1. pupil due to his/her hearing impairment (except mild) and cochlear implant (....), may start studying foreign language later, may study one foreign language or start learning of the second foreign language later;
- 70.2/221.6. pupil due to his/her hearing impairment (except mild) may not study music;
- 227.4. if school is not able to provide pupil/-s with services of teacher of the deaf /blind the pupil may receive from 2 to 4 hours/week of special education teacher assistance .

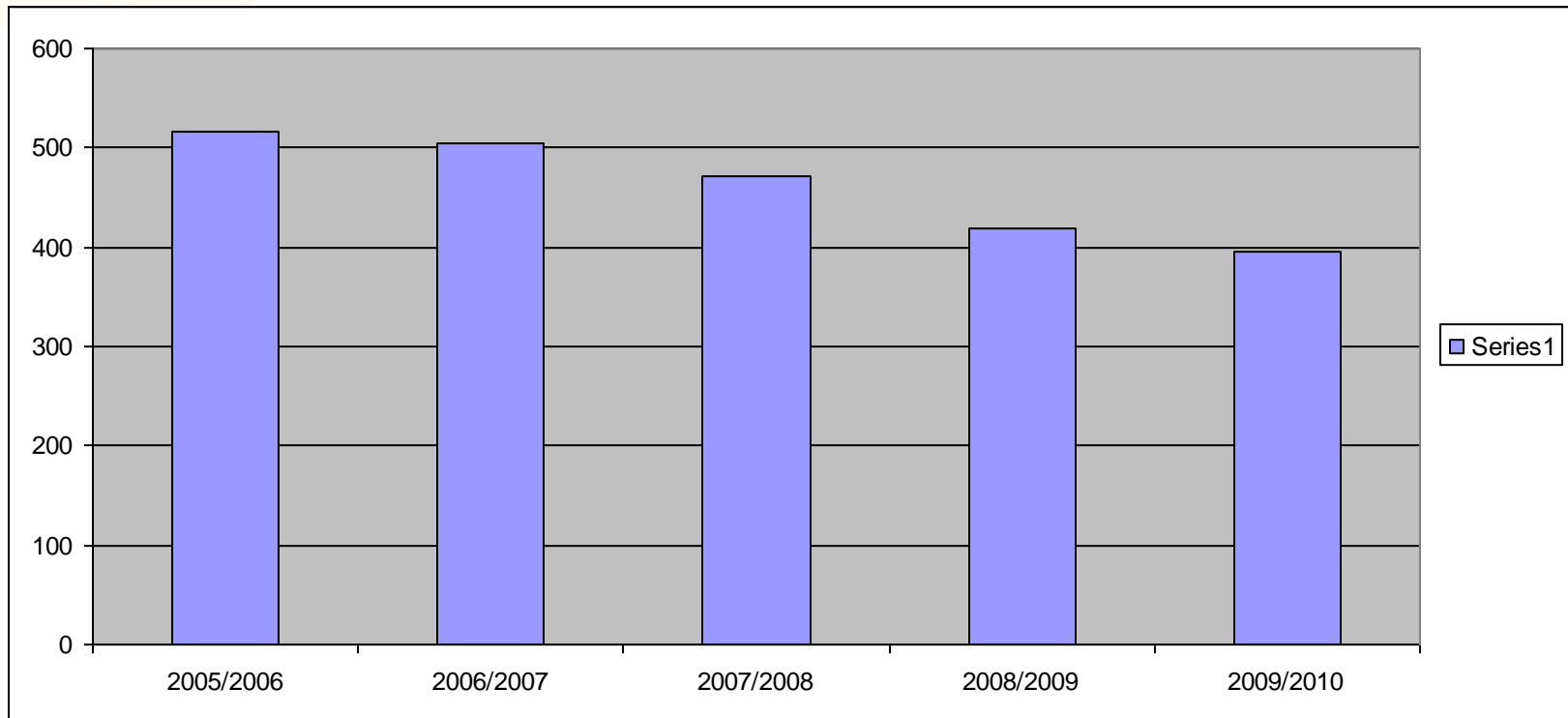


Education

Matura exams

- Time is extended by 25%;
- School exam of Lithuanian language for deaf and hard of hearing;
- No listening part in foreign language exam;
- Presence of Sign language interpreter;
- Separate room for exam;

Number of hearing impaired students in specialized schools



Kaunas kindergarten “Klausutis”

Pre-school education centre for hearing impaired children of Lithuania

Kaunas rehabilitation centre for deaf and hard of hearing children “Lingua

Telšiai deaf school

Bendrojo lavinimo mokyklos, kuriose integruoti ugdomi mokiniai su klausos sutrikimais

Negauti duomenys apie integruotai ugdomus mokinius su sutrikusia klausa arba tokių mokinių nėra

Specializuotos bendrojo lavinimo mokyklos vaikams su sutrikusia klausa

Mokymosi metų	II p. pradžios grupė	III p. pradžios grupė	IV p. pradžios grupė	V p. pradžios grupė
I	11	9	8	7
II	10	8	7	6
III	9	7	6	5
IV	8	6	5	4
V	7	5	4	3
VI	6	4	3	2
VII	5	3	2	1
VIII	4	2	1	0
IX	3	1	0	0
X	2	0	0	0
XI	1	0	0	0
XII	0	0	0	0

Apskričių centrai bei rajoniniai švietimo įstaigos

Švietimo įstaigų pavadinimai ir adresai

Alksnis
Kaunas
Klaipėda
Marijampolis
Panevėžys
Siauliai
Tauragė
Telšiai
Utena
Vilnius

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X	2	0	0	0
XI	1	0	0	0
XII	0	0	0	0

Apskardžių centrai bei būklės
Centres of Regions Centres & Villages with Kindergarten

Alytus	Kaunas	Klaipeda
Marjampolis	Panevezys	Siauliai
Taurage	Telsiai	Utena
Vilnius		

Kaunas kindergarten “Klausutis”

Pre-school education centre for hearing impaired children of Lithuania

Kaunas rehabilitation centre for deaf and hard of hearing children “Lingua

Telšiai deaf school

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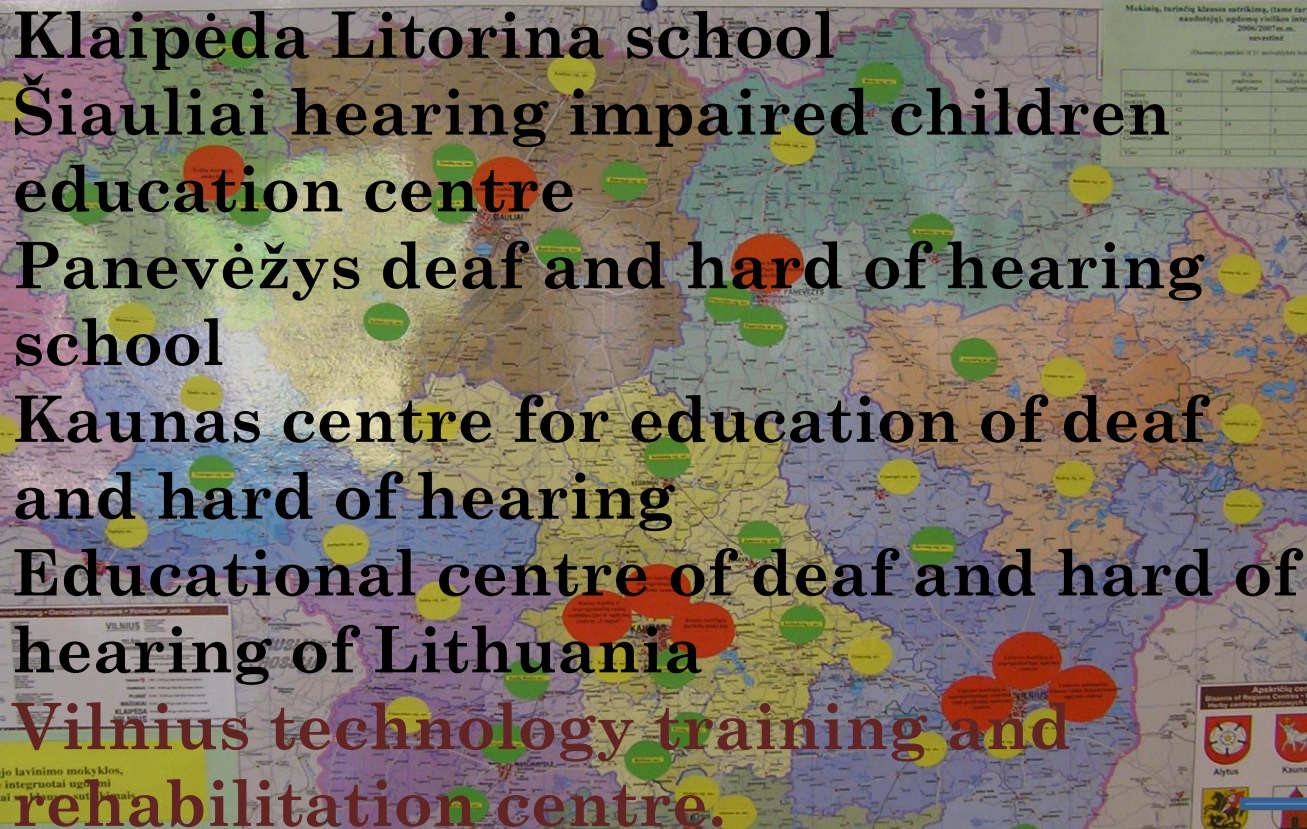
Specializuotos bendrojo lavinimo mokyklos vaikams su sutrikusia klausa

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VIII	4	2	1	0
IX	3	1	0	0
X	2	0	0	0
XI	1	0	0	0
XII	0	0	0	0

Apskardžių centrai bei būklės
Centres of Regions Centres & Villages with Kindergarten

Alytus	Kaunas	Klaipeda
Marjampolis	Panevezys	Siauliai
Taurage	Telsiai	Utena
Vilnius		

Schools



A map of Lithuania is shown with numerous colored dots (red, green, yellow, blue) indicating the locations of various schools and educational centers. The dots are distributed across the country, with a higher concentration in the central and southern regions. The text is overlaid on the map, listing specific institutions.

Klaipėda Litorina school
Šiauliai hearing impaired children
education centre
Panevėžys deaf and hard of hearing
school
Kaunas centre for education of deaf
and hard of hearing
Educational centre of deaf and hard of
hearing of Lithuania
Vilnius technology training and
rehabilitation centre.



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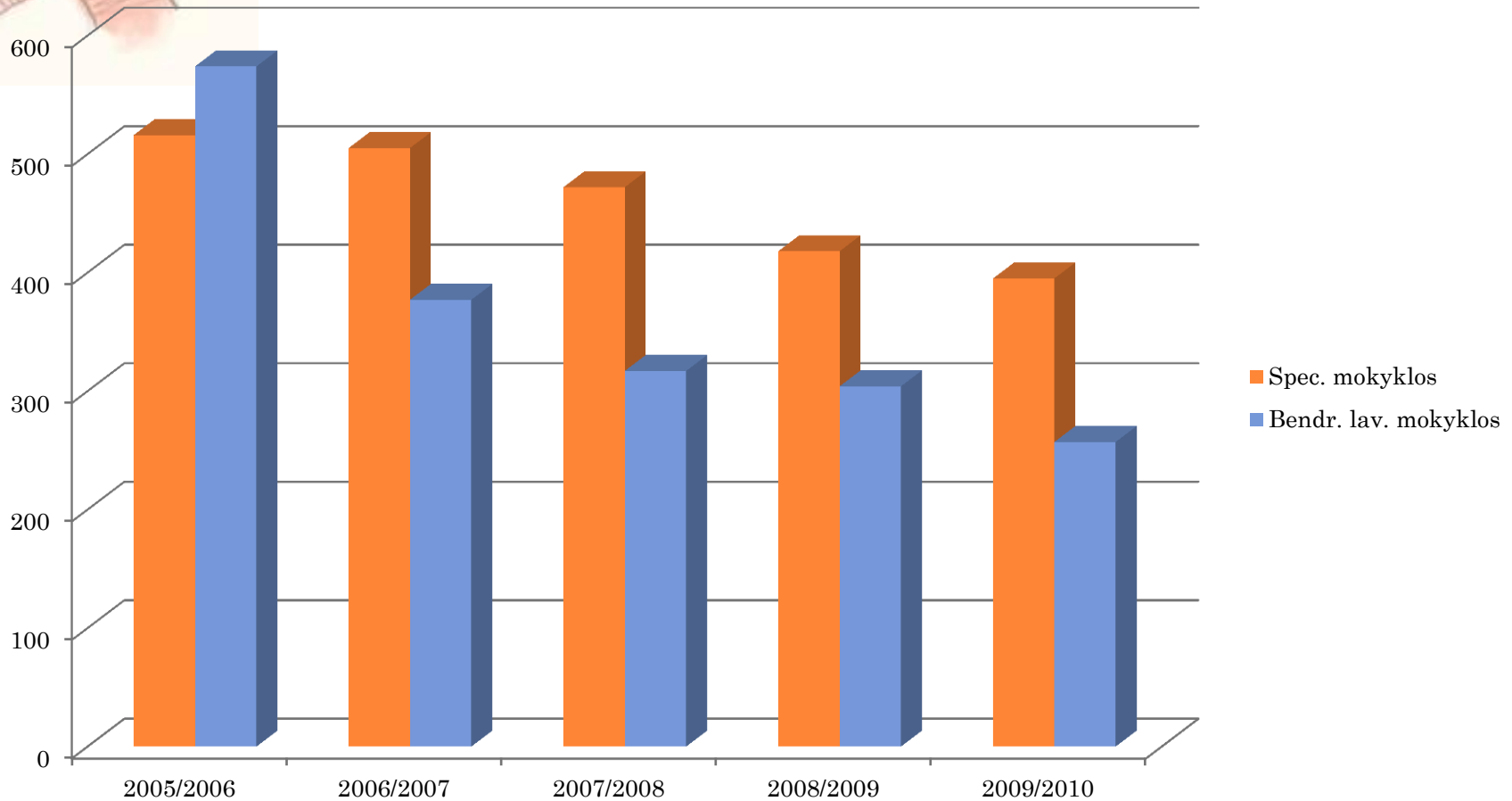
DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD

Reasons?

- Decreasing birth rates?
- Cochlear implants?
- Emigration?
- Inclusion?



Number of hearing impaired students in formal education



Education

METHODS:

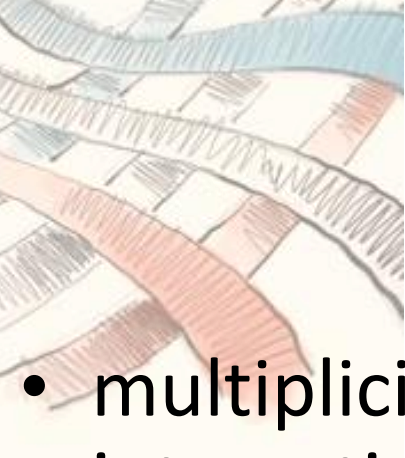
- Oral
- Total communication
- Bilingual?



???????????

- Integration
- Segregation
- Inclusion





- multiplicity of approaches to integration/inclusion therefore it belongs to the European "multi-track" countries.
- does not offer one single solution (integration or mainstreaming with the support of many different services) or a choice between two options (mainstream or special education), but rather a variety of services between these two systems.



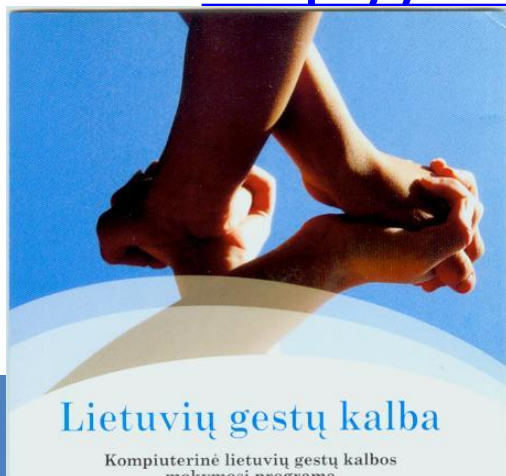
Support

- Assistance for Educational psychological services in assessment of SEN of hearing impaired children/pupils
- Consulting of parents and teachers/visiting the schools
- In-service trainings for teachers
- Development and dissemination of special educational materials to schools

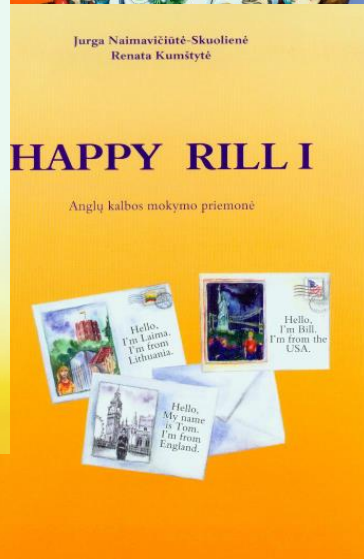
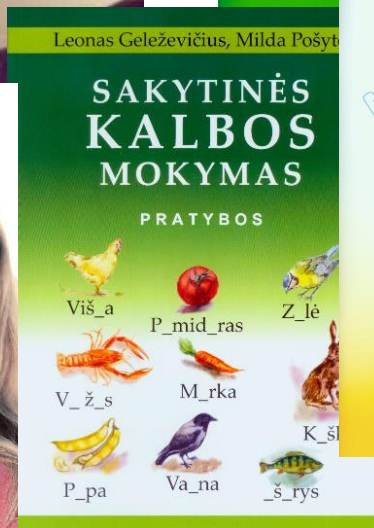
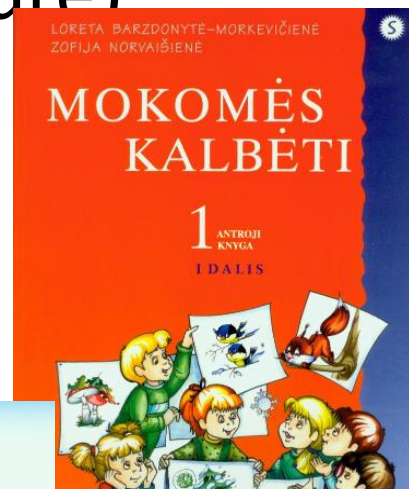
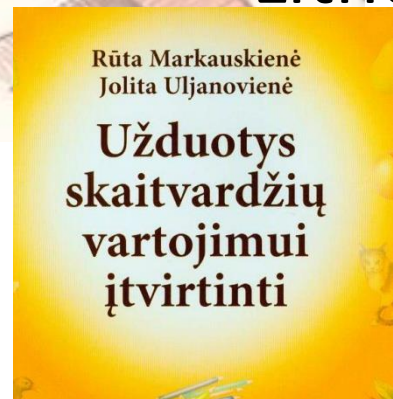


- Lithuanian Sign language dictionary
 - <http://gestai.unriis.lt:8080/>

- LSL lessons for hearing people (beginners and advanced learners)
- <http://www.unriis.lt/gvmp/gestai/index.html>

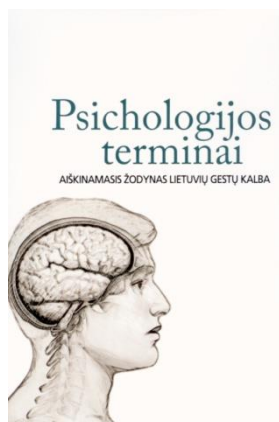


27 educational materials for language (LSL, Lithuanian, English), history, literature)



16 bilingual subject dictionaries in Lithuanian and LSL

<http://unriis.lt/gvmp/gestai.unriis>





Support for families

- Individual speech and language trainings for children/families when hearing impairment is diagnosed and before/after CI:
- Ridas
- Augustas
- Milana



- Lithuanian Sign language was recognized as a mother tongue for the deaf
- Gymnasium for deaf and hard of hearing
- Right to choose educational institution
- Newborn babies hearing screening
- Binaural cochlear implantation
- Sign language interpreter study program
- Development of special educational materials
- FM systems



Problems

- Episodic involvement of the teacher of the deaf in CI team;
- Rehabilitation and education before/after CI operation
- Lack of support system for the family after diagnosis
- Lack of knowledge about education of hearing impaired children at schools
- Sometimes lack of/episodic support at schools
- Unclear financing procedure for hearing aids



Problems

- Lack of professional services of the teachers of the deaf in municipalities
- Deficit of sign language interpreter services in universities
- Decreasing number of pupils ?
- More?????

Thank you

