

Sociocultural Influences

De Filippo, C. (2004). Reflections on quality of life as a college concern to facilitate success of students who are deaf. *TCT Education of Disabilities*, 3(1), 11-22. [AN 1838]
Quality of life is an area of nonacademic influence to which college programs can contribute significantly. It is proposed that a satisfying quality of life can enhance college success by increasing degree of academic engagement, regardless of a student's hearing status. A study of the quality of life of 200 deaf and hard-of-hearing students on a mainstream college campus is summarized as an example of how to define and measure baseline wellness using paper surveys and interviews. Life domains were defined through statistical analysis of students' responses. The most satisfying domains were Community Well-Being and Overall Life Satisfaction. Physical Well-Being was least satisfying. Intermediate were Social, Psychological, and Academic Well-Being. Although students acknowledged the educational benefits of their campus experience, they put more emphasis on intra-personal and interpersonal experiences, consistent with findings on other campuses. College programming that can promote connections to the campus environment, thereby enhancing students' perceived quality of life, include pre-college orientation, a freshman seminar course, learning communities, and non-academic programs that focus on campus life outside the classroom. It remains for future research to determine the extent to which attention to quality of life can affect academic engagement and enhance academic success.

Finton, L. (2004). Living in a bilingual-bicultural family. In Cecilia M. Shore (Ed.), *The many faces of childhood, Diversity in development* (pp. 41-51). New York, NY: Pearson. [AN 1820]
This chapter discusses the author's thoughts and feelings about her experience of living in a bilingual-bicultural family.

Foster, S. (2001). Examining the fit between deafness and disability. In Barnartt, S.N. and Altman, B.M. (eds.), *Exploring theories and expanding methodologies: Where we are now and where we need to go* (pp. 191-224). JAI Press: Amsterdam. [AN 1637]
This paper discusses the issue of whether or not deafness should be considered a disability, and the ramifications for those who believe that it is a cultural difference, rather than a disability.

Foster, S., & Kinuthia, W. (2003). Deaf persons of Asian American, Hispanic American, and African-American backgrounds: A study of intra-individual diversity and identity. *Journal of Deaf Studies and Deaf Education*, 8(3), 271-290. [AN 1843]
This article explores the ways in which deaf college students who are members of minority racial groups think about and describe their identities. In-depth, semistructured interviews with 33 deaf students of Asian American, Hispanic American, and African American background were analyzed for themes regarding the self-reported identities of respondents. Results suggest that each person is a constellation of many parts, some of which are stronger than others but any of which can be drawn out in response to a particular set of circumstances, resulting in a contextual and interactive model of identity. Four factors are described as central to this "intraindividual" model: individual

characteristics, situational conditions, social conditions, and societal conditions. Additionally, the model includes a biographical component reflected in changes in identity that occur over time. Findings are discussed as they relate to identity theory. The article is concluded with recommendations for further research, as well as considerations for educators and counselors of deaf minority students.

Foster, S., & MacLeod, J. (2003). Deaf people at work: Assessment of communication among deaf and hearing persons in work settings. *International Journal of Audiology*, 42 (Suppl. 1), S128-139. [AN1845]

This paper focuses on the assessment of communication among deaf and hearing persons within work settings. The paper is organized into two sections. In the first section, findings are presented from an ethnographic study of deaf professionals who have achieved relative success in their employment. The results from this study provide the foundation for a model of communication in work settings, presented in the second section of the paper. This model uses an ecological approach, focusing on assessment of communication at the individual level as it occurs within the broader context of organizational culture, influenced by national trends regarding legal rights, technological advances, and social awareness/attitudes towards deafness.

Foster, S., Mudgett-DeCaro, P., Bagga-Gupta, S., de Leuw, L., Domfors, L-A., Emerton, G., Lampropoulou, V., Ouellette, S., van Weert, J., & Welch, O. (2003).

Cross-cultural definitions of inclusion for deaf students: A comparative analysis. *Deafness and Education International*, 5(1), 1-19. [AN 1830]

Definitions of inclusion, as well as models for how best to implement the agreed-upon definitions, may vary from one country to another, reflecting the unique characteristics of the society and culture. On the other hand, elements of inclusion may be universal, reflecting similar goals, functions, and experiences across countries. The purpose of this paper is to open a dialogue on cross-cultural meanings of educational inclusion for deaf students. The opportunity to explore this topic was the result of participation by the authors in 'Project Inclusion', an international course on educational inclusion of deaf students. As course instructors, we met regularly to design the curriculum of the course and have offered the course twice. Using our instructor team discussions of inclusion as a starting place, we discuss how educational inclusion is practised within each of the four partner countries. The paper concludes with reflections about the ways in which inclusion is embedded in the philosophy, values, culture, politics and history of each country.

Lang, H. (2003). Perspectives on the history of deaf education. In M. Marschark and P. Spencer (Eds.), *Oxford handbook of deaf studies, language, and Education* (pp. 9-20). New York: Oxford University Press. [AN 1728]

This chapter studies the educational history of deaf people from 360 B.C. to current times. It's a study of societal and cultural change that has implications for parents and educators today.

Parasnis, I. (2000). Cultural and language diversity and identity: Implications for deaf education. Congress CD ROM Proceedings of the 19th International Congress on

Education of the Deaf and 7th Asia-Pacific Congress on Deafness (pp. 1-17). ICED 2000 APCD Secretariat, Sydney, Australia. [AN 1731]

The sociocultural model of deafness views deaf people as a bilingual-bicultural minority group in America. The advantages and limitations of this model are reviewed here. The increasing ethnic and linguistic diversity among American deaf people suggest that a multicultural approach to deaf education that takes into account factors such as parental ethnic and linguistic background, race, and socio-economic status will provide deaf people with optimal access to language and information. The impact of diversity on the development of the self-identity and group-identity of deaf people is discussed. How to incorporate issues related to diversity in the educational experience of deaf people and the role teachers can play as agents of change are also discussed.

Parasnis, I. (2000). Deaf ethnic-minority students: Diversity and identity. Congress CD ROM Proceedings of the 19th International Congress on Education of the Deaf and 7th Asia-Pacific Congress on Deafness (pp.1-7). ICED 2000 APCD Secretariat, Sydney, Australia. [AN 1732]

The perspective that deaf people should be regarded primarily as a cultural and language minority group rather than as individuals with an audiological disability is gathering support among educators, linguists and researchers involved in deaf education. It becomes clear that the experiences of many American deaf people are quite similar to those of other bilingual minority groups of America.

Parasnis, I., Samar, V., & Fischer, S. (in press). Deaf college students' attitudes toward racial/ethnic diversity, campus climate, and role models. *American Annals of the Deaf*.

Abstract: Deaf college students' attitudes toward a variety of issues related to racial/ethnic diversity were surveyed by contacting all racial/ethnic minority deaf students and a random sample of Caucasian deaf students attending the National Technical Institute for the Deaf, Rochester Institute of Technology. Thirty eight percent completed the survey. Although racial/ethnic groups were similar in their perception of the institute's commitment and efforts related to diversity, they were significantly different on some items related to campus climate and role models. Furthermore, the racial/ethnic minority groups differed from each other in their perception of campus comfort level, racial conflict, friendship pattern, and the availability of role models. Educational satisfaction was positively correlated with campus comfort level and both correlated negatively with perception of discrimination and racial conflict. The qualitative data analyses supported the quantitative data analyses and provided rich detail that help interpret the experiences of deaf students related to racial/ethnic diversity.

Samar, V. , & Parasnis, I. (2001). A review of the Opinions About Deaf People Scales. In B. S. Plake, & J.C. Impara (Eds), *Fourteenth mental measurements yearbook* (pp. 856-860). Lincoln, NB: The Buros Institute of Mental Measurements of the University of Nebraska-Lincoln. [AN 1849]

This document is a scholarly review of a commonly used paper-and-pencil instrument for measuring a person's attitudes toward deaf people and their abilities.

Stinson, M., & Foster, S. (2000). Socialization of deaf children and youths in school. In P. Spencer, C. Erting, and M. Marschark (Eds.), *The deaf child in the family and at school* (pp 151-174). Mahwah, NJ: Lawrence Erlbaum Associates. [AN 1659]

This chapter is divided into three sections. The first section, Elements of Socialization, describes those key processes that are essential to the social development of deaf and hard of hearing youths in school settings. The second, Educational Practice and Socialization, describes those educational practices that either promote or inhibit the development of optimal conditions for socialization in schools. The chapter concludes with recommendations for future research and innovation practice regarding the personal and social development of deaf and hard of hearing persons in school settings.

Stinson, M., & Whitmire, K. (2000). Adolescents who are deaf or hard of hearing: A social psychological perspective on communication and educational placement. *Topics in Language Disorders*, 20, 58-73. [AN 1660]

This article examines the key issues of motivation, peer relationships, and identity as they pertain to adolescents with hearing impairments. These issues are discussed within the framework of the social and psychological development of adolescents who can hear, and are then connected to pertinent research that has been conducted with adolescents who are deaf or hard of hearing.