Sociocultural Influences

Brooks-Gunn, J., Schley, S., & Hardy, J. (2000). Marriage and the baby carriage: Historical change and intergenerational continuity in early parenthood. In L. Crockett & R. Silbereisen (Eds.), *Negotiating adolescence in times of social change: Cross-national perspectives on developmental process and social intervention* **(pp. 36-57). New York: Cambridge University Press. [AN 1882]**

Results from two studies that consider the timing of parenthood from an intergenerational perspective are presented in this chapter: The Baltimore Study of Teenage Motherhood and the Pathways to Successful Adulthood Study. The developmental transition to parenthood in the context of historical change is explored, with a primary focus on adolescent mothers.

Implications

All role transitions have variability in timing as a central feature. Individual (each family member's life course), family (the interweaving of individual members' life courses), and historical time (patterns in social and historical context) are three characteristics relevant to the study of role transitions. In the US, becoming a parent during the teenage years is usually considered to be early or "off-time" vis-a-vis becoming a parent during young adulthood. In different historical periods and in nonindustrial societies, teenage parent-hood was normative and would not have been perceived as off-time. In Western nations, the age of childbearing has risen in the last century (with historical exceptions—e.g., the post-World War II period). These trends are believed to have been influenced by lower fertility and infant mortality rates as well as increased proportions of young women completing high school and entering the work force. The historical context has changed considerably from the early 1960s to the early 1990s. The rate of adolescent childbearing in the US is almost two times as high as Britain, four times as high as Sweden and Spain and seven times that of the Netherlands and Denmark. Rates are still much higher if we only look at the fertility rate of White girls in the US. Thus, the high rates are not due to the ethnic diversity of the US. In conclusion, considerable continuity in the timing of parenthood is seen across generations. Furthermore, this persistence is seen in the face of large cohort changes. These analyses yield evidence that historical time and family time provide a context for teenage childbearing.

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. [AN 1845]

This paper focuses on assessment of communication among deaf and hearing persons within work settings. Findings are presented from an ethnographic study of deaf professionals who have achieved relative success in their employment. Results from this study provide the foundation for a model of communication in work settings.

Implications

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 toward deafness. This model is grounded in research with deaf professionals educated at NTID/RIT. Researchers who conduct similar interviews with other deaf adult workers will no doubt add new dimensions to this model by including data from other sectors of the deaf adult working population, which the authors encourage.

Foster, S., & Kinuthia, W. (2003) Deaf persons ofAsian American, Hispanic American, and African American backgrounds: A study of intraindividual diversity and identity. *Journal of Deaf Studies and Deaf Education, 8*(3), 271-290 [AN 1843]

This paper explores ways in which deaf college students who are members of minority racial groups think about and describe their identity(ies). In depth, semi-structured interviews with 33 deaf students of Asian-, Hispanic-, 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 "intra-individual" model: Individual, Situational, Social, and Societal. Additionally, the model includes a Biographical component, reflected in changes in identity that occur over time.

Implications
These findings have implications for curricula and counseling of deaf students in school environments, particularly as regards individuals with diverse backgrounds. Deaf minority students may have difficulty verifying both their deaf and racial or ethnic minority identities, and as a result experience stress and conflict. Teachers of younger students may want to design learning activities that incorporate recognition and support for the additional "self-meanings" expressed by these students. Teachers of older students should consider framing lessons in sociology, psychology, history, and political science in terms of the ways these disciplines shape students' individual and group identity(ies). Those who administer educational programs that separate deaf students from the general school population and/or from their local neighborhoods must consider the unintended consequence of distancing deaf minority students from their parents' cultures. Separate or special schools should provide information and support for the diverse cultures represented in their student populations, and find ways to increase the involvement of parents from Asian, Black, and Hispanic cultures in school events and programming.

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, function, and experience 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 offered the first section in 2001 to a group of 23 students representing four countries (Greece, The Netherlands, US and Sweden). Using our instructor team discussions of inclusion as a starting place, we explored how educational and social inclusion is practiced within each of the four partner countries.

Implications

The primary implication of this exploration is that the practice of inclusion is embedded in the individual makeup of each country. As international collaborations move forward in this area, the following factors should be considered for each partner country: social history, politics, geography, family structure, language(s), resources, technology, and core cultural and social values (including social attitudes towards education and disability). These factors interact with one another to produce educational philosophies, contexts and practices for deaf students, and over time their balance may change in ways that produce dramatically different trends for deaf persons. For example, resources may be devoted to the development of services to support culturally deaf persons in society (interpreters, relay services, etc.). However, as medical science and technological research advance, even more resources may be directed (or even diverted) toward the development of interventions to remediate or eliminate deafness as a condition (cochlear implants, gene therapies). Decisions regarding resources are influenced by the history of the country, the extent of the resources available (cost/benefit ratios), and the attitudes of the society toward deaf persons.

Hintermair, M. & Albertini, J.A. (2005). Ethics, deafness, and new medical technologies. *Journal of Deaf Studies and Deaf Education, 10*, 184-192. [AN 1883]

In the last 50 years, several new technologies have become enormously important within the Deaf community and have helped significantly to improve deaf people's lives in a hearing world. It is argued here, however, that preoccupation with deafness as a disability and with finding a "cure" focuses public attention on medical technologies that promise to solve "the problem" of being deaf. Pressure on parents to make quick and early decisions and a lack of adequate information about alternatives often leave them unprepared for the consequences of these decisions. To help families make more informed decisions, it is suggested that professionals adopt inclusive and individualizing ethics.

Implications

Professionals, it is argued, should place their educational action in the context of those lives affected. This means endeavoring to understand the cultural context of parents, children, and deaf adults and working with them to construct their own pathways to education. The professional should take into account the psychological state of those affected before recommending a new technology. Lastly, the professional should avoid an "either/or" approach and approaches associated with "collectivistic ethics," that is, approaches that are good for the group. Instead, it is suggested that professionals take an inclusive "both/and" approach, discerning what is best for the individual.

Parasnis, I. (2004). Diversity and identity: Implications for deaf education. In S. Bradaric & V. Ivasovic (Eds.), *Sign language, deaf culture, and bilingual education*

(pp. 101-110). Zagreb, Croatia: Faculty of Education and Rehabilitation Sciences, University of Zagreb. [AN 1884]

This chapter discusses the need for a multicultural approach to deaf education and the impact of diversity on the development of identity of deaf people. The concept of hearing and deaf professionals as allies is introduced and its implications are discussed. Taking the perspective that the experiences of deaf students are similar to the experiences of other bilingual-bicultural minority group members has many implications for deaf education which are discussed in the chapter.

Implications

In multicultural education the concept of an ally is often discussed in facilitating communication between different groups. Utilizing this concept in deaf education can facilitate communication among those who differ in their hearing status, race/ethnicity, and Deaf cultural background. The educational experiences of deaf students can be enhanced with a sociocultural perspective regarding deafness that respects racial/ ethnic diversity.

Parasnis, I., & Fischer, S. D. (in press). Perception of diverse educators regarding ethnic-minority deaf college students, role models, and diversity. *American Annals of the Deaf* [AN 1885]

In this qualitative study, the researchers documented perceptions of deaf and hearing ethnically diverse university faculty and staff regarding issues related to the education of ethnic-minority deaf college students. These experienced educators commented on the importance of ethnic-minority role models for deaf college students, the academic preparedness of ethnic-minority deaf students, these students' level of comfort on campus, and the success of institutional efforts to increase awareness regarding ethnic diversity. The insightful reflections of these diverse educators can be informative in improving the educational experience of ethnic-minority deaf students.

Implications

By documenting the perceptions of experts involved in serving deaf students regarding issues related to the education of ethnic minority deaf students, this research provides valuable information that can have a significant impact on educational policy and practices regarding deaf education. The findings suggest that educators and administrators need to be aware of the cultural differences and provide appropriate role models and services to ethnic minority deaf students. Greater retention and success of ethnic minority deaf students can result from making the campus climate more inclusive than it is at present.

Parasnis, I., Samar, V. J., & Berent, G. P. (2003). Deaf adults without attention deficit hyperactivity disorder display reduced perceptual sensitivity and elevated impulsivity on the Test of Variables of Attention (T.O.V.A.). *Journal of Speech Language Hearing Research, 46*, 1166-1183. [AN 1762]

The Test of Variables of Attention (T.O.V.A.) is a continuous performance test used widely to help diagnose attention deficit hyperactivity disorder (ADHD) in both hearing and deaf

people. The T.O.V.A. previously has been normed only on the hearing population. The T.O.V.A. performance of 38 prelingually and severely-to-profoundly deaf young adults and 34 hearing young adults who did not have ADHD was examined in this study. Deaf and hearing participants did not differ on the T.O.V.A. omission variables. However, deaf participants had significantly lower d' scores than hearing participants, indicating reduced perceptual sensitivity to the distinction between target and distractor stimuli. Consistent with the existing literature on attentional reorganization in the deaf population, this result was interpreted as indicating a deafness-related reduction in attention to centrally presented stimuli. Deaf participants also showed two to three times more commission errors than hearing participants and displayed a higher incidence of anticipatory errors. These results suggest a deafness-related increase in impulsivity at the time of response initiation. Beta score analysis confirmed that deaf participants adopted an overall less conservative (more impulsive) response criterion that contributed to their total elevated commission errors. However, a portion of the commission errors was secondary to their reduced d', not to increased behavioral impulsivity. Separate factor analyses of the standard T.O.V.A. variables revealed highly similar factor structures for deaf and hearing participants, indicating similar construct validity of the T.O.V.A. for both groups. The evidence for increased inattention and impulsivity in a non-ADHD deaf sample are interpreted in the context of an adaptive attentional reorganization due to deafness. Along with the factor analytic results, these considerations suggest that separate T.O.V.A. norms must be developed for the deaf population to avoid overdiagnosis of ADHD in deaf individuals.

Implications

This research shows that appropriate assessment of ADHD in the deaf population is necessary to avoid overdiagnosis of ADHD in deaf individuals. One implication of this research is that improved assessment of ADHD can occur for the deaf population when separate norms for the deaf population are developed. The second implication is that tests of ADHD translated into sign language are needed to make the tests accessible to the deaf population.

Parasnis, I., Samar, V. J., & Fischer, S.D. (2005). Deaf students' attitudes toward racial/ethnic diversity, campus climate, and role models. *American Annals of the Deaf, 150*, **47-58. [AN 1886]**

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.

Implications

As college campuses across the Unites States become more and more racially and ethnically diverse, it is important to address issues related to diversity in order to enhance the educational experience of all students. This research documents the perceptions of deaf

students regarding diversity, campus climate, and role models and suggests that educators need to focus their efforts on increasing the awareness regarding cultural diversity to improve the campus climate.

Schley, S., Brooks-Gunn, J., & Hardy, J. (2001). Intergenerational similarities in achievement. In Gerris, J.R.M. (Ed.), *Dynamics of parenting* (pp. 347-362). Leuven: Garant Publishers. [AN 1887]

This paper focuses on the experiences of two different generations during the middle childhood years. The sample consists of 184 families where both the parents and the children were assessed on cognitive and academic dimensions at the age of 8 years; the parents were assessed between 1960 and 1965, and their 8 year old children (n=202) were assessed in 1992. Two questions are addressed. First, are overall and cross-sectional rates of cognitive and academic achievement similar in the two generations, when both were age 8? Second, what are the predictors of educational success and developmental pathways in the third generation?

Implications

Implications for social policy development and planning are clear. Parental resources at birth as well as throughout the child's life effect child outcomes in both generations. The specific effects vary somewhat when comparing between those third generation children whose parents tracked in the sample were mothers versus fathers. Other factors to be considered include whether the mothers and fathers are living with these children—while almost all of the mothers in the dataset lived with their children, only about two-thirds of those with fathers lived with these fathers. Any model of support and resources and their impact on children's development should take into account whether such support comes from within the home directly. But we have found interesting differences in looking at third generation children's outcomes depending on whether such support came from second generation mothers in the sample or from second generation fathers.

Note: [AN XXXX] represents a local NTID publications designation. Please include when requesting copies of these publications.