Sociocultural Influences

Antia, S., & Stinson, M. (1999). Some conclusions on the education of deaf and hard of hearing students in inclusive settings. *Journal of Deaf Studies and Deaf Education*, **4(3),246-248. [AN 1749]**

Future research on, and implementation of, inclusive practices should focus on both process and product, on short-term and long-term outcomes, on teachers, students, classrooms, families, and communities. Inclusion should not be condemned by our field as impractical and impossible, nor should it be viewed as appropriate only for certain kinds of children, because diverse models of inclusive practices are emerging to support students with varied characteristics.

Foster, S. (1998). Communication as social engagement: Implications for interactions between deaf and hearing persons. *Scandinavian Audiology*, **27(49), 116-124. [AN 1617]**

Communication involves sending and receiving signals. However, it is also a form of social engagement. Constraints on communication between deaf and hearing person often results in strained interactions as well as loss of full information. In this paper, a meta-ethnographic approach is used to describe the impact of spoiled communication on social engagement between deaf and hearing person.

Foster, S. (submitted). Examining the fit between deafness and disability. In F. Rusch & P Devlieger, (Eds.). *Similar and different.- Core concepts and the coming of disability studies*. **Ann Arbor, MI: University of Michigan Press. [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., Long, G., & Snell, K. (1999). Inclusive instruction and learning for deaf students in postsecondary education. *Journal of Deaf Studies and Deaf Education* **4(3), 225-235. [AN 1670]**

This article explores how students who are deaf and their instructors experience mainstream college classes. Both quantitative and qualitative procedures were used to examine student access to information and their sense of belonging and engagement in learning.

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 the 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 (pp. 1-17). CD ROM: Proceedings of the 19th International Congress on Education of the Deaf and 7th Asia-Pacific Congress on Deafness. 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. (in press). Cultural diversity, technology and deaf education. In K. S. Sitaram and M. Prosser (Eds.), *Civic discourse, Volume 3: Communication, technology, and cultural values.* **Stamford, CT: Ablex Publishing Corporation. [AN1662]**

How to provide an optimal educational environment in which a deaf child can thrive is an ongoing concern of professionals involved in deaf education. Acknowledging the cultural diversity of deaf children and the complexity of their psychological experiences is the first step toward the development of educational programs that meet the needs of individual deaf learners and help them realize their full potential. Using technology and the Internet optimally will enhance the delivery of these educational programs. Designing and testing educational programs that integrate the use of technology and the diverse characteristics of deaf learners will lead to fresh insights, new thinking, and innovative approaches to deaf education. Such efforts will ensure that the education of deaf and hard of hearing students will become inclusive and accessible, and will prepare them optimally to meet the challenges of entering the workforce in the 21st century.

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

This 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. ft becomes clear that the experiences of many American deaf people are quite similar to those of other bilingual minority groups of America.

Parasnis, I. (1998). On interpreting the deaf experience within the context of cultural and language diversity. In I. Parasnis (Ed.), *Cultural and language diversity and the deaf experience* **(pp.3-19). New York: Cambridge University Press. [AN 1556]**

This chapter discusses the editor's perspective on interpreting the experiences of Deaf people within the framework of cultural and language diversity and presents a historical and sociocultural context in which to examine the idea that Deaf people are a bilingual group.

Stinson, M. (1998). Schooling. *Disabilities Studies Quarterly, 18(2),* **91-97. [AN 1700]**

Three issues important to the schooling of deaf and hard-of-hearing individuals are (a) the type of setting in which to place the students for their education, (b) the method of communication and the language for instruction, and (c) socialization for eventual membership in deaf or "hearing" cultures. As used here, students who are deaf or hard of hearing are those with sufficient hearing loss to participate in special education services designed specifically for this group.

Stinson, M., & Antis, S. (1999). Introduction: Considerations in educating deaf and hard-of hearing students in inclusive settings. *Journal of Deaf Studies and Deaf Education,* **4(3),163-175. [AN 1698]**

This article provides an overview of key issues pertinent to an inclusive approach to the education of deaf students in order to establish a context for interpreting and integrating the articles in this issue of the Journal of Studies and Deaf Education. It discusses definitions of inclusion, integration, and mainstreaming from placement-related, philosophical and pragmatic perspectives.

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., & Liu, Y. (1999). Participation of deaf and hard-of-hearing students in classes with hearing students. *Journal of Deaf Studies and Deaf Education, 4(3),* **191-202. [AN 1669]**

This project identified key issues concerning participation of deaf and hard-of-hearing students in regular (mainstream) classes. In one study, qualitative data were collected from 40 participants in focus groups consisting of interpreters, teachers of the deaf, and note takers. In a second study, repeated field observations were made of four elementary-level D/HH students who were participating in small-group learning activities with hearing classmates.

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.

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