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ABSTRACT

Parry, Helen Mary Farquhar

The Social Adjustment of Hearing-Impaired Children in Ordinary Schools

A study, by a hearing-impaired individual, of hearing-impaired children integrating into the mainstream in a north east of England education authority.

The research involved the observation of two hearing-impaired children one day a week over a six week period. In addition to this there was background investigation done in this authority and one in the south east of England. The children were interviewed and observed so as to enable the investigator to give a more informed interpretation of the formal classroom observations.

In particular the study looked at the social skills of the children, how the children coped in the ordinary classroom and those aspects of teaching styles which help or hinder hearing-impaired children in the success of their integration.

It was an important aspect of this piece of research that the hearing-impaired children were aware that the investigator shared the same handicap.

It was concluded that some hearing-impaired children need to be trained in social skills in order to increase their chances of being accepted by their normally hearing peers. Also more constructive work needs to be done to help teachers to be aware of what aspects of their teaching styles are of benefit or otherwise to the hearing-impaired children integrating in their classes.

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THE SOCIAL ADJUSTMENT OF HEARING-IMPAIRED
CHILDREN IN ORDINARY SCHOOLS

Helen Mary Farquhar Parry

Thesis submitted for the Degree
of Master of Arts (Education).

University of Durham

School of Education

1990



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DECLARATION

No material contained in this thesis has been submitted for a degree in this or any other university.

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CHAPTER ONE

INTRODUCTION

Statement of the Problem

There has been an accelerating trend in education for the integration of children with special educational needs. This trend has been recognized in the 1981 Education Act which stated that:

"It shall be the duty of the authority, if the conditions mentioned in sub-section (3) below are satisfied, to secure that he (the child with special educational needs) is educated in an ordinary school."

(Sub-section 2)

As will be seen later, the placement of such a child in an ordinary school does not mean that he will be automatically integrated. Therefore there is a need to be aware of the factors which are going to increase or diminish a child's chances of successful integration. An individual does not act in isolation but in response to the environment, events and people around him. Therefore, when looking at integration one needs to understand how the child with special needs responds with the world around him, bearing in mind his perception of his disability. Knowledge of what it is really like to have a particular difficulty may make it easier to determine the best way to integrate a child with special educational needs.

In the literature there is very little on how the child sees his handicap and what his perceptions of his situation are. The information, which has been used to assess how well a child is integrating, comes from adults with whom the child interacts, so since this information is second-hand and qualitative it is to a certain degree subjective and based on supposition.

This study has attempted to include a greater child perspective. Hearing-impaired children who were integrated into the mainstream of

education were chosen, because the investigator shared the same handicap and education when she was a child. In her search of the literature the investigator was unable to find a study by a hearing-impaired researcher concerning the integration of hearing-impaired children. Therefore the investigator felt that she might be able to add another dimension on the integration of such children.

The assumption was made that the children would be more open if they knew they were interacting with someone who shared similar experiences.

The theoretical framework of the study was bound round Goffman's model of "stigma" (1963). A stigma is an attribute which a person can possess, but which is not part of the set attributes that society has laid down as the norm. Goffman suggested that society reacts to the stigma in a particular pattern and that there is also a pattern of responses that the stigmatized person may have to cope with his particular stigma.

The areas the study looked at were:

1. The social skills which the hearing-impaired children have acquired, in the belief that the children need these in order to successfully integrate.
2. The devices used by the hearing-impaired children to cover or pass the difficulties caused by their hearing loss.
3. The effect of teacher styles and methods upon the hearing-impaired children in the class.
4. The stereotypic views which the teachers hold.
5. The examples of peer acceptance between the normally hearing and the hearing-impaired. Also examples of the opposite.

The review of the literature looked at integration, Goffman's

model of "stigma", the development of the definitions of the terms related to hearing impairment and methodology used in the study.

Then there followed a description of how the study was carried out, namely the observation of hearing-impaired children in an ordinary secondary school and additional information obtained from the hearing-impaired children in the study. A description was given of how the investigator extended her background information of the subject area of the study.

There are problems of reliability and validity when an investigator is working on her own and so this had to be addressed when it came to collecting, analyzing and presenting evidence and so there was a discussion of this in the study section.

The results ~~include~~ case studies of the children who were observed in the classroom so as to give the reader a picture of them to carry when they read the results of the observations.

The results of the observations were divided up into the areas which were being addressed by the study and each of these sections contained background information and a brief summary before being presented for the reader to draw his own conclusions.

Ending the chapter on the results there was a discussion on the questionnaires which had to be abandoned at the piloting stage as the teachers had very little knowledge of the handicap of the hearing-impaired children in their class. The hearing-impaired children had language and communication difficulties which led the investigator to believe that valid results could not be obtained by such an approach.

The final chapter on discussion and conclusions looked at each of the areas of the study in turn. To summarise, the main conclusions drawn were that there is a case for some hearing-impaired children to be taught social skills in order to give them a greater chance of successfully integrating into the mainstream of education. Secondly,

there are aspects of teaching styles which favour and disfavour successful integration and . . . as part of teacher training teachers should be made aware of them.

CHAPTER TWO

REVIEW OF THE LITERATURE

Within the review four areas will be looked at, namely

1. The concept and development of integration in this country;
2. Definitions of the terms related to hearing impairment and their development;
3. Goffman's model of 'stigma' on which this study has been modelled;
4. Methodology in relation to the approach used in this study.

I. Concept and Development of Integration

a) Historical Concepts

Warnock Report (1978) defines the term "integration" as the principle of educating the handicapped and non-handicapped together. In the United States, the term "mainstreaming" is used to describe the same thing (Warnock, 1978, p. 99). The Snowdon working party (1976) on integrating the disabled gives a wider and more detailed definition,

"Integration for the disabled means an absence of segregation, social acceptance, being able to be treated like everyone else, the right to work, to go to cinemas, enjoy outdoor sport, to have a family life, a social life, a love life, to contribute materially to the community, to have the usual choices of association, movement and activity, to go on holiday to the usual places, to be educated up to university level with ones unhandicapped peers, to travel, without fuss, on public transport."

(Snowdon, 1976, p. 7)

The Snowdon report is saying that the handicapped have a right to be full members of society. This definition shows the many facts on integration and implies that segregation between the handicapped and non-handicapped in the areas mentioned does not help this process. Integration does not just mean being in close proximity, but also genuine acceptance. If society accepts the handicapped and allows them full participation, this could in turn act as a reassurance to the parents of handicapped children. McGown, discussing his findings from

his advisory service for parents with handicapped children, says that many parents come because they need someone to talk to about what they are facing. McGown found that a parent's ability to cope depended upon, amongst other factors, the reactions and thoughts of others (McGown, 1982, p. 296).

During the nineteenth century, special schools were established and boards were permitted to raise funds for the handicapped. It was not until the Education Act of 1902 that authorities had the duty to make provision for the handicapped, though there was an act in 1893 which allowed for provision for the deaf and blind (Tomlinson, 1982, p. 26). The establishment of special schools led to the development of a segregated system (Hegarty, S. et al, 1981, p. 8). The organisation of education reflected the view held on handicap at this time, namely that a child's handicap was an unalterable characteristic and therefore the handicapped were different in kind from other children (Hegarty, S. et al., 1981, p. 8). Barton and Tomlinson (1984) cite evidence of another reason for the provision of education for the handicapped; they refer to the introduction to the Egerton Committee Report (1889) which says,

"The blind, deaf and educable class of imbeciles, if left uneducated become not only a burden to themselves, but a weighty burden on the State. It is in the interests of the State to dry up the minor streams which must ultimately swell to a torrent of pauperism."

(Barton and Tomlinson, 1984, p. 67)

Bristol Local Education Authority, in 1907, led the way for the partially deaf, by setting up an establishment for them (Tomlinson, 1982, p. 32). They were soon followed by the London County Council (Warnock, 1978, p. 17). By 1913 London had separate provision for the partially hearing, but this died out (Watson, T.J., 1969, p. 14). In Scotland, the west had separate provision commencing in 1908; whilst in the east there was lesser provision, but this did not happen until

1936 (Watson, T.J., 1969, p. 14).

In 1929, the Wood Committee, which had been looking into the education of the feeble-minded and retarded, argued that special schools should be brought closer in line with the ordinary schools. Later in 1938, the committee of inquiry into children with defective hearing reported. In their document they stated that they did not feel able to recommend the establishment of special classes for grade IIB (35-60dB loss in the better ear, who are unable to make satisfactory progress in ordinary classes in ordinary schools) children in conjunction with or as an integral part of ordinary schools (Board of Education, 1938, p. 62). Part of their reasoning for this was that grade IIB children had already failed in ordinary schools (Board of Education, 1938, p. 60). They further supported their point by reference to the fact that London County Council had tried it and failed and had then gone on to develop a separate school for the partially deaf (Board of Education, 1938, p. 62).

The Report stated that since partially deaf children should not be educated in ordinary schools, because they had failed in the past, they should be regarded as deaf within the terms of the 1921 Education Act Section 69. Previous to this report the partially deaf were educated in ordinary schools as the Act only covered the blind, deaf and defective (Board of Education, 1938, p. 74).

The Board of Education pamphlet No. 4, 4th Edition (1942) laid down that the local education authorities were required to provide suitable education in special schools for deaf, blind, physically defective, mentally defective and epileptic children (Board of Education, 1942, p. 29).

The 1944 Education Act opened up the possibility of integration for in clause 33(2)

"[they] shall so far as practicable, provide for

the education of pupils in whose case the disability is serious in special schools appropriate to that category, but where that is impracticable, or where the disability is not serious, the arrangements may be provided for the giving of such education in any school."

During the debate on this act the parliamentary secretary, Mr Chuter Ede, said,

"May I say that I do not want to insert in the Bill any words which make it appear that the normal way to deal with a child who suffers from any of these disabilities is to be put in a special school where he will be segregated. Whilst we desire to see adequate provision of special schools, we also desire to see as many children as possible retained in the normal stream of school life.'"

(Warnock, 1978, p. 33)

On the contrary, this move towards integration did not really materialise. There have been a number of explanations put forward to suggest why this was the case. Firstly, the framework of the Act was not conducive to either the broad conception of special education treatment or its positive development in ordinary schools. Clause 33(2) above does not positively bend towards either segregation or integration. The wording, itself, does not reflect the intentions voiced by Chuter Ede, that integrated education should be favoured. Another factor may have been one based on practicality. There was a shortage of teachers so there could be no reduction made in the pupil: teacher ratio to allow for children with special needs to come into the classroom (Warnock, 1978, pp. 33-34; Hegarty et al, 1981, p. 9). The number of children in ordinary schools meant that the schools were already full and there was not money for new school buildings, not that the regulations allowed for it either (Warnock, 1978, p. 33).

Since there was no definition of what a serious handicap was as compared with a less serious one, it was a matter of judgement what the Act meant. Since the Act laid down that, unless it was impracticable, the seriously handicapped should be educated in special schools, this

did not call for a halt to the development of segregated education. Therefore, with the availability of many large country houses which were being sold cheaply (Warnock, 1978, p. 34) segregated provision was again favoured.

The issue of integration became more prominent when the concepts of handicap began to change and also there was a reaction against segregative mechanisms associated with categories and learning (Hegarty et al, 1981, p. 10). There are a number of factors which brought this about: economic, political and a move by the disabled themselves. The explanation given by the government for not implementing the 1976 Education Act, which would have meant placing children with special needs in ordinary schools unless this was impractical, was that they did not have the money available to do this properly. A later government decided that circumstances had changed and the 1981 Education Act subsection 2 states that it is the duty of the local education authority to secure the education of a child with special needs in an ordinary school, under certain conditions. The views of the parents should be taken into account and the decision should be compatible with an efficient use of resources, efficient education for the other children with whom the pupil will be educated and the availability of the special education help he needs (Education Act 1981, HMSO, Subsections 2 and 3). The question is raised why integration could now successfully happen with no extra money. One explanation could be the impact of the Warnock report into children with special needs and reactions to it. Warnock treated integration as an accepted principle (it expected Section 10 of the 1976 Education Act to be implemented) and concentrated on how integration could be put into action (DES (Warnock), 1978, p. 100). The literature that was published as a reaction to the Warnock report did not question the issue of integration, but rather continued the debate on how

integration could be put into practice. For example, the Times Educational Supplement published a series of articles in the light of the report, including one by Geddes entitled "Warnock: it's not where but how" (TES, 19 May 1978) which was followed the next week with one by Taylor, B. called "Back into the Mainstream" (TES, 26 May 1978). Therefore the Government was faced with a mood which was very much in favour of integration. Ministers could not ignore this even on financial grounds and so were pushed into producing legislation, whilst still not having the money they felt was needed to do the job properly. Another argument to explain this turnaround is suggested by Sally Tomlinson and concerns finances. The cost of special education was increasing with more handicapped children in the special schools (Tomlinson, S., 1982, pp. 52-3). Therefore, by saying that children should be educated in ordinary schools where possible a means was created for reducing the cost of educating those with special educational needs. At the beginning of this section on integration a quotation is given from the Snowdon report. This report is basically the disableds' point of view written by the disabled, and reflects a mood amongst them that they should have the same rights and provisions as the non-handicapped.

Integration has been categorised in three forms by Warnock: situated on the same site as the ordinary school (locational), social integration and full integration (Warnock, 1978, pp. 100-101). Though there was an increase in the number of special schools from 1019 in 1971 to 1672 in 1980 and the number of children in them has increased between 1971-1980 from 90,361 to 133,557, this does not mean that integration has not been developed. There are a number of children who are nominally on the special school roll, but who attend ordinary schools (Hegarty et al, 1981, p. 37). Warnock says that up to 1 in 5 children require special educational provision at some time in their school career (Warnock, 1978, p. 41). This would be approximately 20

per cent, though not all of these would be stated. The percentage in special schools in 1980 was 1.4 per cent (Hegarty et al, 1981, pp. 34-35). Also, the level of integration has increased for some handicaps but decreased for others. For example, there has been an increase in segregated education for the maladjusted and a decrease for the hearing-impaired (Hegarty et al, 1981, p. 39). It should also be remembered that there has been an increase in the number of handicapped babies surviving.

Legislation, which is often a reflection of the views prevalent within society, has moved more towards integration. Section 10 of the 1976 Education Act stated that pupils should only be educated in special schools if they could not be efficiently educated in ordinary schools or if the cost would have caused unreasonable expenditure (Tomlinson, 1983, p. 55). This Act was superseded by subsequent legislation (Hegarty et al, 1981, p. 59), because the government elected in 1979 considered it to be too expensive to implement at that time (Tomlinson, 1983, p. 55). The government reasoned that the 1976 Act gave no opportunity for parental preference and was too narrowly concerned with merely placing the handicapped in ordinary schools. It did not take account of individual needs nor of the implication for finite resources (DES Special Needs in Education, 1980, p. 13).

In 1981 another Education Act was passed. Sub-sections (2) and (3) of this Act have been laid out earlier in this chapter.

This differed from the 1944 Act on its emphasis on education in ordinary schools wherever possible. The 1944 Act said that if a disability was serious special school provision should be made, but that in less serious cases education could be provided in any school. The 1981 Act also provided specific criteria to ensure that social as well as locational integration occurs. For example, it laid down that it is the duty of the local education authority to ensure that the integrated

child with special needs engages in the same activities as those children without special needs (Education Act 1981, Section 7). It also attempted to make sure that education in the ordinary school is the first option by saying that only if education in the ordinary school is impracticable should the authority, in consultation with the parents, arrange for another form of education (Education Act 1981, section 3). The 1981 Act reflected a new attitude which has developed since 1944, namely that there are a great number of special educational needs and that the particular needs of an individual child can alter over a period of time. The Warnock Committee stated that

"The needs of individual children change over time and no assessment can be regarded as final."
(Warnock, 1978, p. 64)

Further on it recommended

"that the progress of a child should be reviewed at least annually, and that the headteacher of his school, whether an ordinary or special school, should be responsible for initiating the review."

(Warnock, 1978, p. 65)

Following this the 1981 Act said that it was the duty of the local education authority to ensure that all arrangements should be kept under review (Education Act, 1981, Section 4).

b) The Arguments for Integration

It is necessary to put the case for integration so that the reasons for the debate about the process can be appreciated. Legislation has of course now accepted the principle of integration. The benefits of integration can be seen as being twofold. Firstly, it benefits the child with special needs. As such, a child is initially limited in his environmental experience by the very nature of his handicap. By allowing the handicapped child to integrate with normal children one is helping him to develop those shared understandings which enable members of a community to stay together. Fraser,

describing his model of the factors which are acting against the handicapped child, said that such children have reduced opportunities for developing these shared understandings and so have a limited personal environment (Fraser, 1980, pp. 83-84). Therefore there is a need for society to give the handicapped greater opportunities for these shared understandings to be developed. Lynas, discussing the beliefs of the educators of the deaf as to the best method to "normalise" deaf children, says that it is believed that through educational integration the deaf child will be helped to acquire language, come to understand the nuances of everyday life and develop a self-concept that he is "normal" (Lynas, 1984, p. 129). Since education has amongst its aims social survival (Edwards, 1975, p. 43), integration in schools seems to be an appropriate means to use. This point is further reinforced by the fact that one of the principles of comprehensive education is that it should serve the needs of "all-comers" in the local community. Therefore Lynas suggests that integration is a natural extension of this principle (Lynas, 1984, p. 129). Perhaps if a handicapped child is excluded from aspects of our society then he may develop understandings and values which are at odds with that society. With this in mind Cameron says that the handicapped should not be denied the chance to adapt and change their values (Cameron, 1979, p. 21). Gorman claims that the potential and actual attainments of many handicapped people are limited much more by socially imposed restrictions than the handicap itself (Cameron, 1979, p. 21). Those handicapped people in higher education, who featured in Chamberlain's survey of such students in Great Britain, said that they felt that they had benefited from attending ordinary rather than special schools (Chamberlain, 1975, p. 178). Taking hearing-impaired children as an example, a headteacher said that he believed from his experience of the integration of the hearing-impaired child and other

general sources that,

"Put them in the mainstream with the layman
and they should rapidly improve in language
and communication."

(Hegarty et al, 1982, p. 182)

Placing hearing-impaired children in society appears to improve their spoken language as Follwell's (1943) study showed. He looked at hearing-impaired school leavers who had received special education. He found that after two years they had made rapid gains in language and communication skills (Hegarty et al, 1982, p. 182).

The second benefit of integration can be for the non-handicapped. If the handicapped are excluded from aspects of society, this results in the non-handicapped being unable to gain a real understanding of handicap and it also prevents them from getting to know a handicapped individual and experiencing interactions with such an individual. Therefore integration enables the non-handicapped to produce his own view of the handicapped rather than rely on stereotypes. This in turn may lead to a redefinition of the term handicap and its consequences.

The child with special educational needs is one who has difficulty in reaping the full benefits of an ordinary classroom situation without some form of specific help. The reasons for this may be purely physical or be caused by emotional factors or a mixture of both. Without knowledge and understanding of the special educational need it is difficult for the teacher and the other children to make minor changes which can enable the individual with special educational needs to overcome some of his difficulties in an ordinary classroom.

c) Implications of Integration for the Handicapped

In order for this redefinition to occur through integration there needs to be more consideration of the factors involved than just the technical problems. Brattgard (1974, p. 8), in his discussion of the social and psychological aspects of the situation of the disabled, said

that as a result of his investigations he had come to the discovery that most people look on integration as being a question of technical problems. He said that this was a failure on the part of some people to see that the psychological process is an important part of integration. He concluded that integration does not come from the provision of technical aids alone. Cameron quoted the conclusion of De Salle (1976),

"We have learned that successful mainstreaming involves attitudes as well as competencies."
(Cameron, 1979, p. 26)

Evidence supporting this statement is mentioned below.

As stated earlier, a disabled child has certain limitations by the very nature of his handicap. Therefore, as Kershaw (1974, p. 206) pointed out, the child when entering school has probably had limited social experience as a result of his handicap, the school activities are based on the assumption that every school entrant has an average range of performance, and the child may have a disability that specifically impedes learning. Apart from these considerations one also has to take into account that each child needs individual consideration when it comes to integration, because though a child may share the same medical diagnosis or educational grading as another child their individual problems, reactions and family circumstances are all different (McGown, 1982, p. 295). Taking all this into account it is clear that ordinary schools should be remodelled so that they can provide for a wider range of pupils. McMichael (1971) did a survey of physically handicapped children and their families (these included some hearing-impaired children) and came to the conclusion that it is not that these children should be transferred to ordinary schools from special, but that the ordinary schools should be modified to cope with more than the average range of child.

Any attempt, however well planned, towards integration will fail

if there is not committed support from the teachers in the school. This is a conclusion shared by the Warnock Committee (1978, p. 227), looking at children with special educational needs, Cameron (1979, p. 27) in her study of 40 hearing-impaired children in ordinary schools, and the DES report by the Plowden committee (1967, p. 300). One cannot simply place handicapped children in a class and expect integration to work. Force (1956, p. 107) studied 63 handicapped children and 361 normal children in 3 Michigan schools and came to the conclusion that psychological integration cannot be achieved by the mere presence in a mixed group. If teachers want children with special needs to succeed in their classrooms they will usually have a heightened awareness of the difficulties, and strategies which can be used to overcome them.

Finally, when integrating, it is important not to try and absorb too many handicapped children in a class as this will defeat the object (Force, 1956, p. 107).

Despite all that has been said in favour of integration it should be remembered that there are some children for whom this is not the best course of action. As Edwards (1975) found in his study of children with special needs in secondary schools in Great Britain, there are some children for whom the special class can give a secure base with a consistent, sympathetic and skilled regime. There are also children who would demand a great deal of the teacher's time and as Lynas (1979) said, with reference to hearing-impaired children,

"Teachers can only devote more time to the hearing-impaired child in their class by devoting less time to their other 'deserving case', such as the 'slow learner', the 'average pupil' or the very bright child."
(p. 15)

The above does not mean to say that hearing-impaired children should not be integrated, but that there are some individuals for whom integration is not appropriate and that even when integration does take place it should be fair to all the children in the class. For example,

a hearing-impaired child with poor language and lip reading skills may find more benefit in a special unit where the specialist skills are available to improve his communication ability, before transferring him to an ordinary class at a later date. If such a child were placed straight into the ordinary class not only would the hearing-impaired child be in danger of being isolated, by being unable to follow what is going on, but also the teacher would have to devote a lot of time to that child, using different communication channels than she would use with the rest of the class. In these circumstances the hearing-impaired child ~~would have~~ an unfair proportion of the teacher's attention.

d) Putting Integration into Practice and its Effects

Northcott (1971) described the results of the integration programme for pre-school deaf children run in the State of Minnesota where the conclusion was drawn that,

"The degree of deafness is not by itself an adequate predictor of success in an integrated setting. Evidence suggests that perhaps one should investigate equally the presence of a supportive home environment, creative teaching, and the personality and intrinsic motivation of the child."

(Northcott, 1971, p. 31)

Looking first at the home environment, research has shown that this can be a contributor to the success or failure of a handicapped child's integration. Parents of a handicapped child have to cope with society's attitude and ignorance concerning handicap. Philp and Duckworth, reviewing the literature on disabled children and their families, found that parents can feel isolated because of the community's ignorance of their child's handicap (Philp et al, 1982). The effect of the stereotypic views (these will be mentioned in more detail later) that the parents held prior to them having a handicapped child may lead to their not fully accepting this child. This, the

Warnock committee said, can be the source of problems when it comes to integration (Warnock, 1978, p. 107). Sometimes the difficulties can arise when their understanding of the full impact of the handicap is incomplete, for as the DES stated,

"[the parents] who in spite of being aware of the severity of the impairment did not realize the degree of retardation which was impeding progress."

(Rimmer, 1974, p. 260)

The parents' ability to cope depends on,

"their personal understanding, attitudes and resources - emotional, physical and financial; on the responses of the affected child; on the support they receive from their other children, extended family, neighbours and friends, and from all the professional advisers, both sought and unsought, who become concerned with their problems."

(McGown, 1982, p. 296)

The above comes from McGown's paper on guidance for parents with a handicapped child.

Fraser (1980, p. 89), reviewing the literature on parents with handicapped children, said that studies suggest that parents adopt different child rearing practices with the disabled and non-handicapped sibling respectively. One aspect of different child rearing practices may be overprotection which can lead to a dependent child who is characterised, by Durning (1951) as being lacking in confidence, educationally backward, having the temperamental traits of slowness and uncertainty, lacking in effort and initiative and tending to be dreamy. Fraser (1980, p. 90) sees the result of overprotection as a reduced opportunity for cognitive and social experience. If this is the case the disabled child may enter school at a lower stage of development than his peers.

Once in the school there are other factors which come into play, namely, the school itself, the teachers and other pupils.

i) The school

The school is an institution created by society and so tends to reflect the views of society. Therefore the school is equipped physically and socially in such a way as to meet the needs of its members. Since it has been the practice to exclude the handicapped from fully society membership, for the reasons given earlier in this chapter, the school has not been constructed to meet their special needs.

Now that the attitudes are changing, as reflected in the Education Acts of 1977 and 1981, it is necessary to remodel schools to accommodate them. For children are not going to succeed in the ordinary school if it remains the same as when the children were not initially put into it because it was unable to cope with them.

Bradfield et al (1973, p. 384) made this point clear. In their North Sacramento Model programme, the objective was to return the majority of the educable retarded and educable handicapped children to the regular classroom. The initial project involved placing six such children in one regular class. The classroom was modified to accommodate the children. It was done to provide more effective individualised instruction for *all* the children in the class.

As the arrangement of schools involves the members of it, who often have little knowledge and experience of the handicapped, this task can be difficult. Chamberlain found, from his survey of universities and polytechnics in Great Britain, that most institutions lacked knowledge about handicap and dealt with it as it occurred rather than doing forward planning (Chamberlain, 1975, p. 177). In the Warnock report there was an indication that this situation is changing, but that it needs to become more widespread (Warnock, 1978, p. 215).

Also, the very fabric of the building may not be conducive to the integration of certain handicaps, but with some rearrangement things

may be improved. For example, hearing-impaired children have difficulty hearing if there is a lot of background noise. In classrooms with lofty ceilings and uncarpeted floors this background noise may be increased. By carpeting the floors, the sound of moving feet and chairs would be reduced and general noise would be 'deadened' by it. As Cameron pointed out, educational efficiency depends partly on the facilities that are present (Cameron, 1979, p. 30).

ii) Teachers

The move towards integration means that most if not all teachers will have a child with a special need in their class at least once during their careers. To cope with this it is necessary, as Warnock (1978, p. 127) pointed out, that the identification and teaching methods for such children should be included in initial teacher training. It has come through time and again in research the important role teachers have to play in the success of integration. Anderson (1973, p. 291) from her study into the integration of disabled children in primary schools felt that the teachers could do a great deal to further the acceptance of the handicap. The teachers can do this by preparing the class and the school for the arrival of a child with a disability.

Fisher (1971, p. 172), a county psychologist, discussing the hearing-impaired children he had studied in ordinary schools, said that a good deal could be done by teachers regarding adjustment education. Warnock (1978, p. 107) wrote that without the wholehearted commitment of teachers to the reception of children with disabilities, the most successful planning was unlikely to be successful.

Forst (1975, p. 165), discussing the integration of handicapped children into secondary schools, said there must be a willingness on the part of every member of staff to accept handicapped children.

Moreover, they must have an understanding of the handicap and the problems associated with it. Finally, Kershaw's essay on handicapped children in ordinary schools said that the most important element for success with coping with any handicapped child in an ordinary school was the perceptiveness and understanding of the teacher. He added that too little was being done to stimulate and develop these qualities (Kershaw, 1974, p. 215).

The points of the last two authors show up the major weakness teachers possess. For there needs to be more than just willingness to accept a child with special needs. The Ministry of Education, looking at about 35 children with impaired hearing who had been transferred from special to ordinary schools, found that teachers were generally ready to accept hearing-impaired children, but they possessed very little knowledge about the handicap. This led to them being unaware of the severe nature of the handicap, because some of the children had fluent speech. The hearing aid was seen as being the answer to all problems (Ministry of Education, 1964, p. 22).

Hegarty, who took part in a review and study into integration, said in a paper discussing the questions which need to be asked about integration that it was not enough for the teachers to have the right attitude, they needed the appropriate knowledge and skills too (Hegarty, 1980, p. 9). Therefore, this reinforces the point that teachers in ordinary schools need to be educated about the nature and consequences of individual handicaps.

As was mentioned earlier, people possess stereotypic views and this, Morgan (1975, p. 7) said, could affect their attitudes towards the education of the handicapped. For example, a child with impaired hearing may be viewed as not being able to hear very much. During a previous small-scale study, by the present author (unpublished, 1981), a unit teacher and a child described an incident that happened to the

child whilst in an ordinary class. The child had a mild hearing loss of about 30dB. At the end of this lesson the teacher went up to the child and said very loudly, distinctly and slowly,

"You can put your coat on now",

miming the action. This may have been an isolated incident with an exaggerated reaction, but it shows that people can possess views of handicap which are inaccurate.

It is a fact that the handicapped do possess features which are capable of making it difficult to participate in all aspects of life within a society, and this is something normal and handicapped alike have to understand. This assertion is based on the definition of handicap. This does not mean that the handicapped should not receive the same opportunities. As Morgan, quoting the comment of an athetoid male with a severe speech impediment, holding a responsible teaching position, said,

"Why do we want to be accepted like other people? Why not aim to be accepted as we are, which is different from other people."

(Morgan, 1975, p. 9)

Therefore teachers need to take into account the social consequences of integrating a handicapped child. O'Moore (1980, p. 335) found, as a result of his study of 9-11 year old children, who had visible handicaps which affected movement and school attendance, in Edinburgh and neighbouring authorities, that if the teachers had received instruction about the social isolation of disabled children this would have been of some benefit. For example, a hearing-impaired person has to see the lips of the teacher in order to lip read, so if the teacher wanders round the class this makes things difficult for the child who is trying to lip read (Levine, 1960, p. 460).

Dale gave a list of instructions to teachers in ordinary classes which contain hearing-impaired children. This list included: not

speaking with one's back to the class, having adequate light shining on one's face and speaking clearly at a moderate speed (Dale, 1984, p. 132).

Another problem which occurs is the teacher's attitude towards handicapped children which may make them relatively unreceptive to instruction about handicap. Hegarty et al (1981, p. 460) found that though teachers generally accepted the presence of children with special needs they did not take them seriously for education purposes. Horne's (1983, p. 93) study into the attitudes of elementary classroom teachers in the United States towards mainstreaming referred to the fact that in his review of the literature done in 1979, he found that the teachers appeared to hold negative attitudes towards students with special needs, and their competence to provide appropriate intellectual, psychological or emotional growth experiences could not be assumed. In his study Horne looked at the attitudes of teachers toward a variety of integration issues. Teachers seemed to perceive mainstreaming as involving changes in curricula and classroom procedures that they were not necessary willing to make. The responses to the questionnaire showed that the teachers demonstrated a lack of confidence in their ability to work with children with special needs and they were not really familiar with the research evidence concerning the concept of the least restrictive environment nor was their understanding of the legislation clear (Horne, 1983, p. 96). Loxham gave a questionnaire to the teachers in three schools which had hearing-impaired units; of these 49 per cent answered. He found that many of the teachers were unwilling to change their approach as they felt this would affect their rapport with the class. Also, the ordinary class teachers did not often use techniques that are used in special schools, such as clear articulation and good use of the blackboard (Loxham, 1982, p. 170). Also, Lynas observed and interviewed 40 teachers who had a hearing-

impaired child in their class and found that they fell into one of four types:- (1) accepted child, but is not prepared to give special help; (2) gave limited positive discrimination (the majority); (3) gave considerable positive discrimination (25 per cent); (4) gave excessive positive discrimination (2 teachers). She also found that more teachers would have been interested if they had had a greater awareness of the implications of hearing loss (Lynas, 1981, p. 13). If they were given this greater self-awareness, plus information as to how a hearing-impaired child's difficulties could be overcome, this would ease the feeling of incompetence that Hegarty et al, referring to Butler and Gottlieb, describe and so would produce more positive teacher attitudes as well (Hegarty et al, 1981, p. 465). Hegarty et al, looking at case studies of 12 partially hearing to profoundly deaf children integrated on an individual basis in ordinary schools, stated that in each case there was a support teacher to provide back-up for the child (Hegarty et al, 1982, p. 188).

iii) The other pupils

The main determinants of a handicapped child's acceptance or rejection in an ordinary school seem to be the normal children in the class. This is a finding supported by Force (1956, p. 132). He states that the attitudes of the normal children tend to be a reflection of adult attitudes. Warnock also recognises the influential part the peers play in the success or otherwise of integration (Warnock, 1978, p. 107). The work of Richardson et al, looking at a disabled child's perception of himself, which used 107 handicapped children and 128 non-handicapped of white, negro and Puerto Rican backgrounds, came to the conclusion that it appeared that for children of 10-11 years old (study used 9-11 year olds) direct experience in social interaction was a pre-requisite for the full development of perceptual categories

dealing with human relationships (Richardson et al, 1964, p. 906).

The peers find some handicaps more easy to accept than others. Thomas in his book on the social psychology of disability said that there were six factors which influence acceptance and these were:- visibility of affliction, interference with communication process, prognosis, social stigma, extent of incapacity, and degree of difficulty in adjusting to daily life (Thomas, 1978, p. 49). Anderson, using the Rutter-Graham procedure (1966), found that there was a greater acceptance problem for neurological abnormalities than for purely physical disorders (Anderson, E.M., 1973, p. 291).

An important point, which was touched upon earlier, is the effect of integration upon the normal child. It would be wrong to integrate handicapped children if this had an adverse effect on their normal peers. Bradfield et al found that the modifications that were used in their project, where 6 handicapped children were integrated with 22 normal children, benefited both groups of children (Bradfield et al, 1973, p. 384).

The child with a handicap in an ordinary school is by definition an individual who finds some aspects of life difficult to cope with. Therefore he can be under more pressure than the normal pupil. Philp and Duckworth, in their review of the literature, found that there was a recurring theme that disabled children are particularly susceptible to social and emotional problems associated directly or indirectly with their experience of disease, disorders and disablement (Philp et al, 1982, p. 47). Kershaw's studies indicated that handicapped children in ordinary schools were more vulnerable to stress (Kershaw, 1974, p. 205).

Loxham, on the other hand, suggested that the hearing-impaired child from a unit who is in an ordinary classroom may feel less vulnerable as he has been freed from the one:one situation of the unit

(Loxham, 1982, p. 168). Though most of the research suggested that there is stress for the handicapped child in the integrated situation, there is also evidence that he is happier in the ordinary school. Chamberlain (referred to earlier) and Dale (1976, p. 217-219), referring to hearing-impaired children, came across such evidence.

The social and emotional adjustment of the handicapped child is important if he is going to succeed; as Schonell (1957) said,

"Progress is dependent as much upon emotional
as upon intellectual factors."

(Edwards, 1975, p. 46)

Force's study revealed that few physically handicapped children have enough positive factors to offset the negative effect of being labelled as handicapped by their normal peers (Force, 1956, p. 107). If a child is highly accepted he possesses many socially desirable traits and relatively few negative traits of behaviour patterns (Force, 1956, p. 107). Anderson found that social knowledge scores were related to intelligence level rather than severity or type of handicap (Anderson, E.M., 1973, p. 292). This suggests that perhaps the more able child has more potential for achieving social acceptance. Cameron feels that a child can only gain a sense of security if he is unconditionally accepted for what he is (Cameron, 1979, pp. 30-31). This is something which may be difficult for the child from the overprotective home, for as was stated earlier overprotected children tend to have reduced social experience.

If the child finds it difficult to become accepted, especially in the early days, then he is likely to experience feelings of isolation. Chamberlain's survey showed that the question of social isolation came up more frequently than the questions of access or aids (Chamberlain, 1975, p. 175). The Ministry of Education found that,

"The children's loneliness was an accepted part
of their lives. It was part of their handicap.
Because of their insecurity at school, few of

them were members of any group or gang of hearing children and few had enough courage to join school clubs. Wherever possible, they spent their leisure time with deaf or partially hearing friends with whom they could be completely relaxed."

(Ministry of Education, 1963, p. 28)

One is bound to feel a sense of loneliness if one is in a situation where those around one do not understand one's disability and so do not react towards ~~one~~ in the same manner as they would with normal people. Overcoming isolation, which was observed by Philp and Duckworth to be the commonest form of poor adjustment among children with a congenital impairment (Philp et al, 1982, p. 48), needs to be a two-way process. Handicapped children are likely to have underdeveloped social skills (Philp et al, 1982, p. 49), but this does not mean that the problem will be resolved if they are taught these skills, because the problem of the normals not understanding the handicapped's situation still remains. Certain handicaps have additional problems to overcome in order to gain acceptance, particularly if the handicap results in difficulties in communication. Hegarty et al (1981, p. 469) found in their large study that communication ability is important in integration. They also found that language becomes more important as a mode of communication as children grow older (Hegarty et al, 1981, p. 466). In a later book, related to case studies of integration in action, by the same authors, they stated that good communication skills are valuable assets in the integration of hearing-impaired children (Hegarty et al, 1982, p. 185). Thomas also named communication as being one factor that can affect acceptance (Thomas, 1978, p. 132).

If a handicapped child is going to succeed in an integrated setting, without the education of his normal peers and teachers, he needs to have a very strong personality. The Ministry of Education laid down the following characteristics as a result of their survey into hearing-impaired children who had been transferred to ordinary

schools:- good IQ, strength of character to withstand loneliness, insecurity and bewilderment in the early months, determination to succeed, single minded tenacity of purpose in the pursuit of success, understanding of hearing problems and the confidence to tell the teacher his problems, and knowledge of the value of books (Ministry of Education, 1963, p. 29).

The situation of loneliness can lead the handicapped child into becoming very aware of his disability even to the point of developing an exaggerated view of it, the aids used to ease his difficulties, and views of others towards his disability. Johnson's study of hearing-impaired children in ordinary schools in the north-west of England found that these children tended to have an exaggerated view of the reactions of other people towards their handicap (Johnson, 1962). Another reaction to handicap is to make use of it to help gain the ends one desires (Morgan, 1957, p. 2). Levine gives yet another strategy which reflects poor adjustment, namely denying the presence of a handicap (Levine, 1960, p. 272).

Integration concerns the normal people who make up society as well as the handicapped who they are trying to include within that society. Without the commitment and education of both groups the ultimate aims of integration cannot be achieved. Education should include the development of a deep understanding of practical difficulties, emotional and social situation of each party. Though a handicapped individual is different insofar as he has a disability that makes it difficult for him to adapt to all aspects of the society into which he has been placed, underneath it all he is still a human being like the rest of the members of a society.

2. The Development of the Term "Partially Hearing"

The literature uses a variety of terms to describe those children

whose hearing is impaired, but who can still hear some sounds.

Different terms have been more prevalent at different moments.

When the Board of Education (1938, p. 44) set up a committee of inquiry into the problems related to children with defective hearing they used the term "partially hearing" or "grade II". The grade II hearing loss was within the 35-60dB range in the better ear. A decibel is a logarithmic ratio unit which indicates by what proportion one intensity level differs from another (Casey, 1981, p. 8).

Eight years later, the Ministry of Education described "partially deaf" pupils as,

"... pupils whose hearing is so defective that they require for their education special arrangements or facilities but not all the educational methods for deaf pupils."
(Ministry of Education, 1946, p. 5)

This definition shows a recognition that the needs of the partially hearing are not exactly the same as those for the deaf. Their needs are not so much seen as being different, but as less.

By 1953, this definition had altered, so that the School Health Service and Handicapped Pupils Regulations defined "partially deaf" as

"those who have some naturally acquired speech and language but whose hearing is so defective that they require for their education special arrangements or facilities though not necessarily all the educational methods used for the deaf."
(Watson, 1967, p. 12)

This modified description indicates that people were aware that the "partially hearing" child is functioning in an auditory manner, since he is able to acquire a certain amount of speech without special tuition. Thus there is an awareness of the difference between "partially hearing" and deaf children.

In 1962, the amending regulations substituted the term "partially hearing" and defined it as

"pupils with impaired hearing whose development of speech and language even if retarded, is

following a normal pattern and who require for their education special arrangements or facilities though not necessarily all the educational methods used for the deaf."

(Watson, 1967, p. 13)

By changing the term from "partially deaf" to "partially hearing" the emphasis was altered from a lack of hearing to the fact that the child does have hearing. The definition showed a realisation that the language development did follow the same pattern as for normal children albeit at a different rate. There had developed by this stage a belief that "partially hearing" children were not like deaf children as they still functioned auditorily, but there was also a recognition that some of the techniques used in the education of deaf children were beneficial to the "partially hearing".

By 1967 the Department of Education and Science defined "partially hearing" as a flat loss between 30 and 90dB (DES, 1967, p. 16). Also, that children with a hearing loss within this range should be able to develop speech and language in a natural way provided they had an efficient hearing aid which was consistently used in good conditions, with skilled help (DES, 1967, p. 16). This definition seemed to ignore the fact that there was and is a great deal of difference between what a child with a 30dB flat loss and a child with a 90dB loss can hear. The former child can hear most of the sounds about him whilst the latter will hardly be able to hear a thing.

It was suggested by Bowyer et al (1963, p. 87) in the conclusion of their study into the relative personality adjustment of severely and partially deaf children, using the non-verbal Lowenfeld "World" and "Mosaic" pattern with consideration of the features in the Draw-a-Man test (Goodenough), that it may be that the partially hearing by the nature of his handicap is a "marginal man" who neither fits into deaf nor hearing groups of children.

At present hearing loss is divided into two basic types,

conductive and sensori-neural. A conductive hearing loss is caused by a dis-function of the outer or middle ear, but a normal inner ear. In other words, the loss is due to a faulty conduction of the sound to the inner ear, which is an analyzer. Most acquired hearing losses are of this type (Newby, 1979, p. 62), and are usually the result of catarrh (Hamilton, 1981, p. 81).

A sensori-neural (perceptive) loss is due to pathology in the inner ear or along the nerve from the inner ear to the brain (Newby, 1979, p. 83).

When a child's hearing is tested using pure tone audiometry the responses are recorded as an audiogram. The audiogram of a child with a conductive loss will show almost equal losses at all frequencies with possibly greater ones at lower frequencies. The sensori-neural loss is often characterised by an audiogram which displays greater losses at higher frequencies (Newby, 1979, p. 152).

The lower frequency sounds in spoken English language tend to be the vowel sounds. The consonants are mainly at the high frequency end. Therefore a child with a sensori-neural loss is missing out on different sounds than one with a conductive loss.

Johnson (1962, p. 49) in his study of hearing-impaired children in ordinary schools found that the majority of the children, in his survey, with hearing losses exceeding 30dB had a noticeable speech defect, and that a child with a sensori-neural loss is highly unlikely to have normal articulation, particularly with consonant sounds. Therefore many of the children with this type of hearing loss who are in the integrated situation are likely to have a speech defect. In such a case it may be difficult for the child to maintain a 'discreditable'* stance with his peers, and so he would be in the situation where he would have to decide how best to handle interactions rather than be concerned about how to disguise his handicap. Until the development of

* The term 'discreditable' is explained on p. 47.

the "behind the ear" aid, the partially hearing child was easily recognisable to all if he wore an aid because it was worn on the chest and was easily visible. Therefore such a child would be immediately discredited on sight.

There is also a difficulty in that the hearing aid which is worn amplifies all sounds, though they can be adjusted to pick up some frequencies better than others. If one does a recording in a classroom one finds that the background noise appears more exaggerated. This effect occurs in a hearing aid too. As a result a hearing-impaired child is faced with the problem of discerning relevant noise from irrelevant.

Fisher (1965, p. 5) studied the voice levels in classrooms and found that the average intensity level of teachers' voices in an infant classroom is 74dB, in a junior classroom 64dB and 67dB in a secondary classroom. Whilst the background noise levels were:- infants, 69dB; Junior, 59dB and secondary 62dB.

For the partially hearing child, who is able to remain in the discreditable position and who is willing to remain in this state, there is the stress of maintaining this stance and the lesson to be learnt of being able to laugh at one's mistake. This latter aspect is caused by the child being placed in a situation where he is torn between two attachments. The integrated child who wants to succeed socially in the ordinary school belongs to the group with impaired hearing, but he also wants to be accepted within the normals group. Goffman said that

"presumably he will suffer feelings of disloyalty and self-contempt when he cannot take action against 'offensive' remarks made by members of the category he is passing into against the category he is passing out of."

(Goffman, 1968, p. 109)

Another problem facing the child mentioned above is the difficulty of asking for help when one is unable to grasp something, because of not being able to hear. Rosie, a hearing-impaired individual talking

from personal experience, felt that hearing-impaired children should be encouraged to ask questions if they do not understand (Rosie, 1980, p. 98). In order for a child to have the courage to do this, he may need to overcome two feelings, firstly that of the fear of possibly disclosing his handicap and, secondly, the fear that others may think that he is unable to cope in the ordinary school. The Ministry of Education gave the desire to succeed as one of the attributes needed if transfer to ordinary school is going to be more likely to be successful (Ministry of Education, 1963). This suggests that there may be a conflict for the child where he has to decide either to ask the questions and seek the help and succeed academically, or be more reticent about asking for help in order that he may be more socially acceptable by not highlighting his handicap and so reduce the risk of those with whom he interacts feeling uncomfortable. As Goffman stated, the stigmatized individual who is seen as well adjusted is one who is willing to withdraw from those situations where it is difficult for normals to comfortably accept him (Goffman, 1968, p. 146). Custer et al looking at 15 handicapped and 15 non-handicapped children found evidence that social rejection is one of the most critical problems faced by mainstreamed handicapped students (Custer et al, 1983, p. 173). If Goffman's statement is correct then it is inevitable that the hearing-impaired child in the normal school will find himself experiencing moments of social isolation. This isolation can be twofold for a child with this type of handicap as by the very nature of his disability he is unable to hear all sounds. This situation particularly begins to tell in the secondary school because Hegarty et al (1981, p. 467) found that as children grow older the place of verbal interaction becomes more and more important.

The handicapping nature of the disability will be partly dependent on the child's intellectual ability. Fisher found that hearing-impaired

children tended to have a lower verbal ability compared with other intellectual abilities than would be expected in normally hearing children. He also found that there was a correlation between a high non-verbal ability and better adjustment (Fisher, 1965, p. 79). The Ministry of Education's survey found evidence that if a child could read well he tended to be more successful in the ordinary school (Ministry of Education, 1963, p. 29). Also, secure pupils tended to produce the written work of high quality (Ministry of Education, 1963, p. 23). A more able child is able to guess from the context the word or sound he has missed. This is more difficult for the less able child. In the study there will be a discussion on intellectual ability and its effect on the disability.

As far as adjustment is concerned the age at which the deafness is diagnosed can be a crucial factor. For the child who is diagnosed late or becomes hearing-impaired after babyhood the sudden stigmatization can be painful. This painfulness, said Goffman, can come not from the individual's confusion about his identity, but from him knowing too well what he has become (Goffman, 1968, p. 158). Presumably this pain is greater the older the child is, as the younger child is still very egotistical and less aware of the social attitudes around him. If it occurs during adolescence it will happen at a time when Argyle gave evidence that a child feels a great urge to feel one of the crowd amongst his peers (Argyle, 1978).

3. Handicap as a Stigma in Society

It needs to be considered why there are any difficulties when trying to integrate the handicapped into our society. One theory to explain and describe this was given by Erving Goffman. His theory encompassed social minority groups and socially unaccepted groups (such as prostitutes) as well as handicapped people. He suggested that all

these groups of people share the same situation of not being able to meet up to the demands that have been laid down by their society. He referred to all these people as having a 'stigma'. Society lays down categories for people and a set of attributes that it deems defines normality. Heider, who laid out attribution theory, defined an attribute as a cue given by a stranger which leads a person to attribute certain qualities to that stranger (Heider, 1958). With this definition in mind Goffman defined 'stigma' as

"an attribute that is deeply discrediting but it should be seen that a language of relationships, not attributes, is really needed. An attribute that stigmatizes one type of possessor can confirm the usualness in another, and is therefore neither creditable or discreditable as a thing in itself."

(Goffman, 1968, p. 13)

This definition reflects the fact that a 'stigma' is culture-based. As Fraser pointed out, when discussing the factors which make a disability handicapping, a handicap is characteristic of a particular society (Fraser, 1980, p. 87).

When a handicapped child is integrated in an ordinary school the teachers in the school will know that he has a handicap, some of his peers may not have been informed of this fact, so if the handicap is not very visible, they may not realise that they are interacting with an individual with a stigma. The first instance would lead the handicapped child to be termed 'discredited' and the latter 'discreditable' by Goffman (1968, p. 14). A 'discredited' individual will be in a situation where those with whom he is interacting know that he has a stigma. The 'discreditable' individual is in the position that those about him do not know about his 'stigma', but he might make a slip so that they realise the true state of affairs, which would then make him 'discredited'. Therefore the child, in the integrated situation, is viewed by his teachers and possibly his peers

as not being quite normal. This view is supported by Hegarty et al's finding, from their large-scale study, that a child's handicap is an unalterable characteristic that he possesses and so all handicapped children are different in kind from other children (Hegarty et al, 1981, p. 8). Foster et al carried out a study to see if Dunn's (1968) statement, that labelling a child 'handicapped' reduced the teacher's expectancy for him to succeed, was correct. They used 38 trainee teachers in the 7th week of a 10 week course, all of whom had been exposed to the work of Rosenthal and Jacobson (1968), and split them into two groups, one was the normal expectancy control group while the other was the low expectancy group. The results of their study give support to Dunn's statement (Foster et al, 1975, p. 470).

As the possession of a handicap is not considered normal, the handicapped individual can feel a sense of shame. Keogh, in his discussion of the social and ethical assumptions made about special education, suggested that the labelling of a child through special school placement may lead to an objective confirmation for the child of the poor self-perception he has built up about himself (Keogh, 1975, p. 10). A similar point was made by Jones, who, in his study of educable mentally retarded, culturally disadvantaged and culturally deprived children, found that the educable mentally retarded child who was labelled whilst at school did not erase this experience from his consciousness, following graduation from school or school termination (Jones, 1972, p. 562). As well as the stigmatized person having these feelings, Goffman (1968) suggested that even if an individual learned to correct his 'stigma',

"what often results is not the acquisition of fully normal status, but a transformation of self from someone with a particular blemish into someone with a record of having corrected a particular blemish."

(pp. 19-20)

Therefore this would suggest that the child with a special need in the

ordinary school is very aware of his 'stigma', especially as he is surrounded by normality. There does not appear to be a study which has looked at this supposition, which might explain why the Ministry of Education's survey showed that many of the hearing-impaired children reverted back to their hearing-impaired friends out of school rather than make friends in the ordinary school. With their hearing-impaired friends they would relax and not worry about exposing their handicap (Ministry of Education, 1963). The awareness of stigma may be increased due to the reactions of others to errors, for example, when allowances are obviously made and when the stigma lets one down.

Within the ordinary school the handicapped child has to decide how to manage the tension when with those with whom he is discredited and how to control information when with those with whom he is in the situation of being discreditable. It is also possible that he lands up with a situation that results in additional strain such as a mixed situation where he is discredited with some and discreditable with others.

Firstly, take the position of being discredited. Goffman said that the person with the 'stigma' is in a contradictory situation, as he defines himself as being no different from other human beings, while at the same time he and those around him define him as someone set apart (Goffman, 1968, pp. 132-133). This means that he still has the normal human feelings and reactions as those around him, but is aware that he possesses something that makes him different from others. The person with a stigma is in a difficult situation, because he has to be careful to draw a balance between trying to be totally normal and showing up all the negative aspects of his disability. For a child this is difficult, especially as the very nature of his handicap can give him limited experience of the social skills and awareness required (Fraser, 1980, p. 85). Goffman said that normals see good

adjustment as requiring,

"that the stigmatized individual cheerfully and unself-consciously accept himself as essentially the same as normals, while at the same time he voluntarily withholds himself from those situations in which normals would find it difficult to give lip service to their similar acceptance of him."

(Goffman, 1963, p. 146)

This indicates that society dictates how the person with a handicap should act and that the person whom it concerns does not have a say. This is a point also made by Levine when he says that the problem of social adjustment is that society has views as to how the disabled should behave (Levine, 1960, p. 123). An analogy to this would be to view society as a club which has laid out its set of rules and it is up to the aspiring member to agree and conform to it or else he will be denied membership. A change in the rules normally has to take place from within, not without. This suggests that if one wants to cause a change one has to initially conform in order to gain membership before being able to do anything; but this is a gamble as the club can refuse to change and instead opt to expel the dissenting member. Therefore one needs to build up support before one acts in order to increase one's chances of success. Relating this back to the handicapped child in the ordinary school, if that child is going to be accepted by his peers and teachers he has to behave in a way that is acceptable in their eyes and sense of time. This may mean isolating himself from certain occasions where the normals find it difficult to cope with his handicap and it could mean that he has to behave in a manner that is more difficult when it comes to practically coping with his handicap. By the nature of society's view of good adjustment this may lead to a restriction of the handicapped child's environment which is a point which was made by Fraser in his paper (Fraser, 1980, p. 88). Also, the enforced isolation may limit personal experience so that it is difficult for the hearing-impaired child to feel a member of a group

(Dalladay, 1980, p. 92). Therefore, as Thomas stated,

"The handicapped has limitations placed
on him by society."

(Thomas, 1978, p. 44)

This situation where the handicapped is only accepted under certain conditions may explain the evidence found by Casey when reviewing the literature that the handicapped students in the regular classroom have relatively lower self-esteem than their normal peers (Casey, 1981, p. 40). Dalladay also refers to loss of self-esteem as one of his experiences of hearing impairment (Dalladay, 1980, p. 92).

Goffman suggested that strangers are particularly subject to reacting in a stereotypic fashion (Goffman, 1963, p. 68). If this is true, a discredited child may experience stereotypic responses during social contacts when he initially enters an ordinary school. Cameron's study of hearing-impaired children in ordinary schools produced evidence that there was more interaction between the teacher and the hearing-impaired children than there was between the teacher and the normal children (Cameron, 1979, pp. 208 and 210). This interaction was teacher initiated. The content of these interactions is not given, so it is not known whether it had a stereotypic element to it. Goffman continued that there is a popularly conceived notion that as a relationship develops and becomes closer a realistic and sympathetic assessment develops, but,

"familiarity need not reduce contempt."

(Goffman, 1968, p. 70)

In Burbach's analysis of the labelling process he said that stereotyping can be seen as a process that begins with the public creation of definitions as to what it means to be physically and mentally disabled and proceeds to the point where these meanings are internalised by those to whom the definitions are said to apply (Burbach, 1981, p. 369). Bond, discussing the results of his study into hearing-impaired adolescents, suggested that stereotypic deviancy model views frequently

lead to unjustified subjective and superficial attempts at explanation of the hearing-impaired's behaviour. In other words, the behaviour is seen in relation to the handicap rather than to other factors (Bond, 1981, p. 42). Fisher showed that an unawareness of the limitations of a hearing aid, because of the stereotypic view of the effect of an aid, led to a lack of understanding by the teachers (Fisher, 1965, p. 5). The Ministry of Education's survey showed a similar teacher attitude, namely that the teachers saw the aid as solving all the hearing problems (Ministry of Education, 1963, p. 22). This aspect will be discussed further later.

The child who is being integrated enters the school with a biography of his life, handicap and abilities. This being the case Goffman states that,

"In general ... [the] biography attached to documented identity can place clear limitations on the way in which an individual can elect to present himself."
(Goffman, 1963, p. 79)

Hargreaves, in his essay on the reactions to labelling, refers to the statement made by Becker (1963) that the deviant pupil is denied the ordinary means of carrying out the routines of everyday life (Hargreaves, 1976, p. 204). If this is the case then the integrated child could be in a situation where it is difficult for him to start afresh and be viewed, initially at least, as being normal. This being so the child with special needs enters the school (primary) with a history which may have given the teacher preconceived ideas about him.

Though a child with a handicap may be known to the teacher, it is possible that his normal peers may be unaware of his disability; and thus the handicapped child finds himself being in the situation of being discreditable, in which case he has to decide whether to disclose his handicap and become discredited or try and cover it up. Which option to go for may be partly determined by the visibility of the handicap.

Goffman said that the visibility factor must be distinguished from its "known aboutness" and from one of its bases, obtrusiveness. Also, visibility has to be considered from its 'perceived focus' (Goffman, 1963, pp. 65-66). Therefore he concluded,

"In general, then, the decoding capacity of the audience must be specified before one can speak of the degree of visibility."
(Goffman, 1963, p. 68)

A child with a hearing aid, which is visible (not so often the case nowadays), can have adverse attention drawn towards him, as Casey found in the evidence in the literature (Casey, 1981, p. 27). Today the hearing-impaired is one of those categories of children with a 'stigma' who could be in the situation of being discreditable rather than discredited, especially as most of the hearing aids worn are of the 'behind the ear' variety and the radio receivers have been modified so that they can be worn under the child's clothing and so it would be difficult to tell whether the child was hearing-impaired or not from physical appearance. If this child elects to pass and try and remain discreditable this can place a great strain upon him. This is an assumption which Goffman said may in some cases not be present because we are misled by our folk conceptions of human nature (Goffman, 1968, p. 109). When an individual passes he is attempting to keep his social identity from being the same as his personal identity (Goffman, 1968, p. 95). In other words, trying to make others believe he is someone he knows he is not. A situation could arise where the discreditable person is in effect or by intent passing, but it is apparent to the person with whom he is interacting that he has got a stigma even if he only knows that person as a stranger. Dalladay described the embarrassment that he has experienced due to the misconceptions or mistakes he has made during interactions (Dalladay, 1980, p. 92). An example of such a situation would be a hearing-impaired person who mishears an instruction and does the wrong thing. If this was a one-off incident the observer

may not be very suspicious, but may be if it happened again. For the hearing-impaired person who is trying to hide his handicap the incident could be very distressing and place him under greater fear of being discredited and may lead to an undermining of his belief that he is able to keep his secret from others. Rimmer's paper on the hard of hearing in this country suggested that when a hearing-impaired person tries to maintain an image of normality the disparity between the effort and apparent normality may undermine the individual's self-image (Rimmer, 1974, p. 260).

Kershaw's work with handicapped children in ordinary schools has led him to suggest that the handicapped child has a below average resilience. So, if such a child experienced a stressful situation such as that given in the previous example, it would take him longer than the normal child to regain his confidence and equilibrium (Kershaw, 1974, p. 209).

If a stigmatized individual tried to pass in the presence of fellow sufferers he would find himself in the situation of having observers who will recognise the techniques he is using. This is a situation which can again shatter the passer's world as the knowing observer may make a comment which reveals to the passer that his front is not impenetrable. Goffman gave an example of such a situation:

"'Why don't you try a chiropractor?' she (a casual acquaintance) asked me, chewing corned beef, giving no slightest indication that she was about to drop the bottom out of my world. 'Dr Fletcher told me he's curing one of his patients of deafness.' My heart skittered, in panic, against my ribs. What did she mean?"

"'My dad's deaf,' she revealed. 'I can spot a deaf person anywhere. That soft voice of yours. And that trick of letting your sentences trail off - not finishing them. Dad does that all the time.'"

(Goffman, 1968, p. 107)

This particular example shows that it is possible that an integrated

child may meet up with someone who, though he does not share the handicap, has a close experience of it because a relative shares the handicap. Returning to fellow sufferers, O'Garra, in his study of 38 physically handicapped children in two urban day schools for the physically handicapped, found evidence which drew him to the conclusion that an interaction with someone, who is perceived as being similar to oneself, and who possesses certain qualities which are not looked upon favourably by society, may be viewed as threatening to one's ego structures (O'Garra, 1980, p. 85). This point is repeated by Wright who said,

"... a person who wishes to conceal his disability will notice disability-revealing mannerisms in another person."
(Wright, 1960, p. 139)

Therefore there may be times when it is necessary not to disguise one's handicap but be open.

In order to maintain the disguise of his disability an individual may need to retreat to repair his disguise or to rest from the strain of keeping it up. Goffman refers to this as the "Cinderella syndrome" (Goffman, 1963, p. 112). This means that the discreditable person maintains a position from which it is possible for him to retreat. Levine uses the term 'camouflage defence' to describe the same thing where a child restricts his life experience to areas where he can cope and where he can appear to function normally (Levine, 1960, p. 68).

Studies of handicapped children have shown that they can see those devices, which are supposed to ease their handicap, as stigma symbols, particularly if they wish to pass. Therefore Goffman said that there will be a desire to reject using the device (Goffman, 1963, p. 115). Fisher (1965, p. 5) and Johnson (1962, p. 67) both produced evidence of hearing-impaired children reacting against the hearing aid. This sort of behaviour is seen by some workers as a failure on the part of the individual to accept his handicap. Levine is one such worker as he

saw the refusal to wear a hearing aid as a sign of non-acceptance of the disability (Levine, 1960, p. 284). *However such a refusal might indicate not acceptance of the disability itself, but the child's belief that he could not cope without an aid.* If a child is in a situation where he is not naturally accepted, but wishes to be so, the presence of a visible aid may make the task more difficult. If this were to be the case it could perhaps be argued that the desire for acceptance socially is greater than the personal need to accept one's handicap openly. Therefore one may be faced with an inner conflict to which there are positive and negative points to each decision, which could lead to continual inner tension whatever the decision taken. In other words, one may accept that one has a disability which one has got to live with, but the need to be accepted by one's peers is greater than the need to show that one is not unduly ashamed of one's handicap. Also, it could be suggested that avoidance of the overt signs that one has of a handicap and trying to pass it, reflected an unselfish and perceptive attitude towards one's peers as it prevents the feeling of discomfiture by the peers.

A second strategy laid out by Goffman was that of presenting signs of their stigmatized failing as signs of another attribute. For example, Frances Warfield, a hearing-impaired individual, described one ploy along these lines that she used,

"... I had never even felt faint, really just a sickish little ball of panic in the pit of my stomach sometimes when I wasn't hearing and was afraid someone was going to say, 'What's the matter - cotton in your ears?' The dressmaker who was making my wedding dress had kept mumbling and mumbling, down on the floor with her mouth full of pins. Several times during the fittings I'd pretended to feel faint to explain my not answering her. Feeling faint was a good alibi."

(Wright, 1960, p. 23)

The above example is one to be used when coping on one's own. Sometimes it can be easier to inform close friends of one's handicap so they can

act as allies in situations when it is difficult to cope on one's own. This disclosure may come as a natural result of the development of a closer relationship, because Goffman stated that

"intimate relations with others, ratified in our society by mutual confession of invisible failings, cause him either to admit his situation to the intimate or to feel guilty for not doing so."

(Goffman, 1968, p. 94)

The intimates can then

"not only help the discreditable person in his masquerade but can also carry this function past the point of the beneficiary's knowledge: they can in fact serve as a protective circle, allowing him to think he is more fully accepted as a normal person than is in fact the case. They will therefore be more alive to his differentness and its problems than he will himself."

(Goffman, 1968, p. 120)

The other people who help are those who share the same stigma as each can rely on the other to give mutual aid.

One of the major obstacles in the way of a child with a special need in the ordinary school is how others view all his actions.

Goffman quoted from a description given by a blind person which shows how he believed the outsider interpreted the handicapped's behaviour,

"His most ordinary deeds ... are no longer ordinary If he performs them with a finesse and assurance they excite the same kind of wonderment inspired by a magician who pulls rabbits out of hats."

(Chevigny, 1962; Goffman, 1968, p. 26)

With this view being present, when a handicapped individual makes a mistake fussing may be administered as the incident is seen as being caused by the handicap rather than another cause. A one-legged girl's experience illustrates this point,

"Whenever I fell, out swarmed the women in droves, clucking and fretting like a bunch of bereft mother hens. It was kind of them, and in retrospect I appreciate their solicitude, but at the time I resented and was greatly embarrassed by their interference. For they assumed that no routine

hazard to skating - no stock or stone -
 upset by flying wheels. It was a foregone
 conclusion that I fell because I was a
 poor, helpless cripple."

(Goffman, 1963, p. 27)

Therefore Goffman said that a minor failing is seen as a direct expression of the stigmatized differentness (Goffman, 1963, p. 26). Rosenhan's study, where he placed eight pseudopatients in mental institutions, produced evidence that the supposed mental illness was seen by the doctors as related to other incidents in the individual's life (Rosenhan, 1973, p. 25). The work of Hegarty et al showed that teachers tend to highlight the differences of the handicapped (Hegarty et al, 1981, p. 458).

The differences that teachers observe, such as Casey's findings that teachers find hearing-impaired children as being less original and unreflective (Casey, 1981, p. 83) and Cameron's evidence that the forty hearing-impaired children that she observed used more non-verbal interactions, were non-involved and distracted more and teachers initiated and sustained contact more often (Cameron, 1979, pp. 226-227), may be seen as a covering technique. Goffman described a type of covering up of a handicap involving

"an effort to restrict the display of those
 failings most centrally identified with
 the stigma."

(Goffman, 1963, p. 126)

Therefore the stigmatized child may not display his full range of behaviour and ability as he is afraid that he might show up his weakness.

If the child, possessing a stigma, can achieve conformance in acceptable and status norms, such as academic success (though this depends on the school sub-culture norms) then, Goffman suggested, he will presumably start to see himself in non-stigmatic terms, although in some contexts the opposite may be true (Goffman, 1963, p. 131). For instance, if the people with whom the child interacts respond to the

child's success in terms of achievement that has come in spite of the difficulties, then the child has not achieved the normal, but has done something special. Casey, writing about academic achievements of hearing-impaired pupils in the mainstream, referred to the fact that Kifer (1975) supports Joiner et al in the contention that academic experiences of success or failure are important concomitants of positive or negative personality characteristics (Casey, 1981, p. 42). Despite the possibility that the stigmatized individual can start to see himself in non-stigmatic terms, Goffman stated that the individual

"can neither embrace his group nor let it go."
(Goffman, 1963, p. 132)

The problem for the integrated child is that, though the normals also have their failings, when it comes to certain situations, he has to wear his failing like a label hanging round his neck. The normal is seen as somebody who is ordinary, who has made an odd slip-up. The observers of the stigmatized's slip-up are able to see to the heart of the predicament. This, Goffman said, implies that it is not the different we should look at to understand differentness, but the ordinary (Goffman, 1963, p. 152). This is because the normal person with his slight differentness will feel the same fear and stress that the stigmatized person experiences more frequently, because of others' general reaction towards him and his behaviour.

The children in the present study are viewed as having a 'stigma' given to them by society and therefore are believed, in terms of Goffman's model, not to be seen as normal or in normal terms. The integrated children recognise this and so in the presence of normals they are aware of their differentness, as well as their underlying normality.

4. Review of the Methodology

Observation has been used in studies relating to children with disabilities. ~~Examples include~~, Custer et al (1983) who conducted an investigation into whether social acceptance could be improved through training and Cameron (1979) who looked at hearing-impaired children in ordinary classrooms.

There are a number of observational methods which involve coding particular behaviours beforehand. These behaviours are either coded individually, "sign system" or grouped into categories "category system" (Cameron, 1979, p. 84). The problem with this kind of approach is that the observer enters the classroom with pre-conceived ideas of what he expects to see. There is also the danger of seeing the individual behaviours as isolated events, which is unreal. Behaviours have their causes and effects and so to look at them in isolation as unique events is blinding the investigator to alternative explanations than those he has hypothesized. For example, an observer may be recording the number of interactions initiated by children in the classroom. The results may show that hearing-impaired children initiate less frequently than their normal hearing peers. The conclusion that could be drawn is that hearing-impaired children initiate an interaction less frequently than their normal hearing peers in the situations where the investigator was observing. There is no evidence to suggest explanations as why this is the case. Were the hearing-impaired given less opportunity because of the classroom organization? Was the level of peer acceptance for the hearing-impaired children lower than that of the other children in the class? These are but two questions which arise.

Coding methods have been used, particularly when repeated observations have been possible and more than one observer is involved, thus allowing reliability of observers to be developed. Where such

conditions exist one can have a valid tool in one's investigation. Developing a valid tool when there is only a single observer is a problem and this will be discussed later in the chapter on the conduction of this present study.

The solo observer also has a problem over reliability. Good and Brophy said that one needs to code with at least one other person in order to obtain reliability and that this needs to be checked periodically (Good and Brophy, 1978, p. 590). To overcome this problem the lone observer has to make more detailed observations, not merely based upon recording what one is looking for in terms of the areas of study. The reason for this is that it allows an outsider to look at what the observer saw and agree or disagree with his results and conclusions.

Finally, by coding before observations in a classroom one is in danger of ignoring the fact that lessons are unique events (Eggleston et al, 1975, p. 57). Also, one is predetermining the variables which can result in the omission of relevant ones.

Studies such as Flanders (1980/1965) use time sampling techniques where observations are made at specific regular time intervals. There is a danger in this approach of becoming too bound by time to the detriment of recording the events that have occurred. In Flanders's (1980/1965) study he recorded categories of behaviour at three second intervals. Behaviour can occur over longer and shorter periods than this so a wealth of data can be lost by using such a method. Also, it divorces the simultaneous and sequential variation into single isolated variables (Barker and Wright, 1971, p. 199). Keeping a check on time during the course of an observational period can prevent this isolation of behaviours.

When it comes to analyzing the data obtained during the course of a study there is a danger of only looking for the evidence in favour of

one's hypothesis. As Pollock's (1983) research into child rearing practices, in Great Britain and the United States of America between 1500 and 1900, showed in her review of the literature into this subject there have been a number of investigators, in that field, who have only looked for evidence to support their hypothesis that parents prior to the nineteenth century were cruel. In doing so they ignored contrary evidence of which there was very much more in the same documents that they had found evidence of cruelty.

Therefore, by looking for evidence for and against one's hypothesis one may be able to form a more balanced judgement of the evidence. It would certainly be more valid.

CHAPTER THREE

THE CONDUCTION OF THE STUDY

a) Introduction

This section describes the investigations carried out by the writer into the integration of hearing-impaired children with particular reference to the specific issues outlined earlier. It is organized into four sub-sections: methodology, analysis, data collection and results.

The specific issues covered in this study were:

1. The social skills which the hearing-impaired children have acquired, in the belief that the children need these in order to successfully integrate.
2. The devices used by the hearing-impaired children to cover or pass their difficulties caused by their hearing loss.
3. The effect of teacher styles and methods upon the hearing-impaired children in the class.
4. The stereotypic views which the teachers hold.
5. The examples of peer acceptance between the normally hearing and the hearing-impaired. Also examples of the opposite.

b) Methodology

It is difficult for an observer, who only obtains evidence from the observable behaviour and what the subject chooses to reveal, to understand how the subject feels on the inside. Therefore, there is an innate difficulty in conducting a valid reliable study into the social behaviour of hearing-impaired children, their teachers and peers. There is a great danger of bias by the investigator. This can occur when the investigator bases his interpretations of the evidence upon the events

and reactions he has experienced. As far as this study is concerned, the aspects involving hearing-impaired children were particularly in danger of bias from a hearing-impaired investigator.

While bearing in mind these dangers, a method of investigation had to be found which would provide evidence for the five issues the investigator wished to cover. One method was observation. Since this study wished to look at hearing-impaired children in the ordinary school these observations needed to be done within this environment. In order that observations were not totally dependent upon the investigator's interpretation there was a need to record the comments of the children and teachers about the environment and different events.

However, if the children or adults do not analyze the situation in which they are placed, in a verbal form, what is the validity of interviewing them and relating their comments or a lack of them to an hypothesis?

Particularly with the hearing-impaired children, who by the nature of their disability do not hear all sounds, how can you be sure that the response you receive is a reflection of an understanding of what the investigator wants to know or whether there has been a misconception about what information was being asked for? Therefore it was decided to use a combination of classroom observation, interview and discussion.

i) Observation

Having decided that observation was to play a part in this study, the question arose as to how this was to be carried out. The final format was to attempt to record the events in the classroom rather than go into the classroom to look for evidence for or against the issues being looked at. A time check was kept so that an understanding of how

long interactions occurred and how frequently could be approximated. The investigator sat in a position where she could see and hear and avoided eye contact with anyone in the classroom. This position was at the front of the class at the side furthest away from the teacher. This afforded a good view of the teacher and the faces of the children in the class and also gave the hearing-impaired investigator the best opportunity of hearing.

Relating back to the mention of keeping a time check above, this was done by periodically making a note of the time. The time check was not rigidly regular for the reasons given in the discussion in the review of the literature. The time element was used for giving a clearer picture of what was happening in the classroom, by indicating roughly how long patterns of behaviour took to occur.

The number and ranges of behaviours in a classroom are too varied, numerous and overlapping or simultaneous for a lone observer to record them all. Therefore the priorities for observation were the hearing-impaired children and the teacher. Next priority was the children working in close proximity to the hearing-impaired children and finally the other children in the class. An attempt was made to record as much as possible of what the teacher and children were doing and how others reacted.

The notes on observation were written up as soon as possible after the lessons while the general impression of the lesson was still fresh in the mind. The observers in Flanders's (1980/1965) study did this in order to add in any pertinent evidence which was not recorded and write a general description of the lesson, in order to help in the interpretation and recall later (Flanders, 1980, p. 3). This is important to do as our memories are unreliable (Cartwright and Cartwright, 1974, p. 55).

The record sheet was divided into three columns. In the narrow

one on the left was the record of the time. The other two columns were of equal size and took up the rest of the paper. The first contained observations from the classroom and the second was used for notes and references during the analysis of the observations.

In this study the investigator was caught in the dilemma of limited periods of access to the school and opportunities to make observations. The longer the observation period the more reliable the results. This is because over a longer period more behaviours are going to occur so it is easier and more valid to draw out patterns. However, if one is recording the same kinds of lessons and the same time periods are used the sample becomes non-representative (Cartwright and Cartwright, 1974, p. 63). This criticism could be justified in respect of this study. However, a day was selected where the spread of lesson types was varied: a practical domestic science lesson, English and Mathematics, ~~so~~ there was an opportunity to detect patterns in different kinds of lessons. But because all the lessons took place in the same order and time period it could not be determined whether other variables were coming into play. Other variables could have been tiredness, the effect of the atmosphere of one lesson type upon another and the fact that Mathematics was always the last lesson of the day.

ii) Additional evidence/information

As stated earlier, there was a need to obtain more evidence than observations alone. The purposes of this additional evidence were to broaden the basis for analysis, to support and extend the findings from observations and to offer additional evidence for discussion not assessed by observation. Originally the study was designed to contain questionnaires for teachers and hearing-impaired children. The aim of these was to find out how teachers saw the hearing-impaired children in their class and how they coped with them. The hearing-impaired

children's questionnaire was to ascertain their reactions to the integrated situation. These questionnaires were to provide some form of standardized results to relate to the classroom observations. In order to avoid putting ideas into the respondents' minds the questions were kept open ended which can make standardizing more difficult. However, after piloting the original questionnaires it was hoped to be able to produce multiple choice style questionnaires to use in the study. For example, in the pilot teacher questionnaire question (3) asked:

"Are there any overt consequences of his hearing loss?

Yes/No (delete as necessary)

If 'yes' please expand."

It was from the responses to the latter part of the question that the investigator hoped to develop some multiple choice options.

The results from the piloting led to the abandonment of questionnaires and the reasons for this will be discussed later in the results.

Over the six week period, when the observations took place, the investigator got the chance to talk with the teachers of the observed lessons on an informal basis and to be responsive to the information volunteered by them. These opportunities arose each week en route with the teacher to and from the classroom and in the staffroom during morning and afternoon breaks. The information from these discussions could not be recorded simultaneously, but was done as soon as possible afterwards. As there was a delay in recording these reports are not as accurate as the classroom observations.

As far as the hearing-impaired children were concerned additional information was received from their visits to the unit before, after and during the observation period. Also, there was an additional opportunity while on two holidays for the partially hearing and sighted

children in the authority, when the investigator was one of the adults looking after them. Other evidence came from the teacher in the unit during visits to the unit and on two occasions in the staff room. All this information helped to build up a picture of the hearing-impaired children and give a better understanding of their behaviour in the observed lessons.

c) Analysis of the Evidence

The data obtained in this study was examined in terms of the five issues being specifically looked at. The analysis involved searching for evidence which related to a consideration of each issue. There is a great danger of only looking for evidence in favour of one's hypothesis, as was discussed in the review of the literature.

It was decided to present the results as they stood in the observations with additional information so that the reader could read and draw his own conclusions before reading the investigator's own discussion and conclusions. This allows the reader to consider the investigator's conclusions from the evidence.

However, there is the problem about tabulating the results in this way in that the observations are shown as isolated incidents and not in their whole context. The weakness of this approach was given earlier. However, the volume of data was too great to allow this whole context approach. Therefore the investigator has of necessity selected examples which illustrate and illuminate each of the issues considered.

d) Data Collection

As stated earlier, the time and access for this study were limited. The observations took place on one day a week (always the same) in a comprehensive school in the north-east of England. A third year mainstream class was observed in three double lessons: Domestic

Science, English and Mathematics. One hearing-impaired child was present in all three subject lessons, whilst a hearing-impaired boy was only present in Mathematics. The two children involved knew the investigator from two holidays for hearing-impaired and partially-sighted children organized by the authority. The children also met the investigator in the unit before, during and after the study.

During the study the investigator did go to the staffroom and had the opportunity to converse casually with staff. The staff were aware that the investigator was carrying out a study concerning hearing-impaired children, but they were not told anything about the aspects of teachers' styles and behaviours being included. This was done so that the teachers did not feel they were being watched or judged. It would have been damaging to have excluded the teacher dimension when analyzing the results as teacher behaviour is a crucial component of the instructional environment. The ways in which teachers behave have important implications for the learning that occurs or does not occur (Cartwright and Cartwright, 1974, p. 160).

Also, it was important to get to know the teachers before starting the observations so that they felt they had control over the preparation for the commencement of observations. This is a procedure that Good and Brophy advocated in their book on looking in classrooms (1978).

In order to extend the investigator's background knowledge into hearing-impaired children and their education she visited and observed in a school for the deaf in the north east of England, other units in that area and fully integrated children in ordinary schools in the company of a peripatetic teacher. These observations and visits were repeated in an authority in the south east of England.

CHAPTER FOUR

THE RESULTS

I) Hearing-Impaired Children Observed in the Mainstream

The two children, Janice and Issac, observed in the integrated setting, had spent most of their school careers attached to a unit. In terms of Goffman's concept of 'stigma' they were both discredited. Goffman used the term 'discredited' to describe those people whose stigma is known to others. As the teachers and other children in the class knew that the hearing-impaired children had a hearing loss and were in the partially hearing unit, they were therefore 'discredited'.

In this sub-section there are case studies on each of the hearing-impaired children. Information for these comes from the children themselves, class and unit teachers and observations in the mainstream class and on the holidays. The aim of the case studies is to give an overall picture of the children which can be borne in mind when reading the results of the observations as they cover each of the five issues.

Janice

Date of birth: 4 April 1968.

Deafness was the result of meningitis when she was a baby. This gave her a hearing loss of 60-85dB in her right ear and a loss of 65- over 100dB in the left. When she catches a cold this loss is greater. She has found that she copes best with two Bell hearing aids. At the time of this study this type of hearing aid was the least powerful of the NHS range.

The siblings in Janice's family have a large age range. Janice became an aunt at the age of nine. She has an older brother and sister. The family live in a council house, where they have lived for a great number of years. At the time of the study the parents were

thinking of buying their own house, especially since there was soon to be a rent increase. The council was installing central heating in its houses in Janice's area. As part of this installation process the wall between the bathroom and toilet had been knocked down so that both areas could be heated. The bathroom and toilet are upstairs.

Janice was considered to be a 'tomboy' when she was small. She still enjoyed playing football.

She was a lively chatty child outside the classroom. Also, she was very friendly. In the classroom her liveliness seemed to disappear and she was fairly quiet and did not stand out in the same way that she did on holiday and in the unit. She concentrated hard and was not observed joining in classroom disruption.

Education

She was at a primary partially-hearing unit prior to coming to the comprehensive unit. Mr. B. taught her there and now is her teacher again. Her attendance was good. She was clean and well dressed.

Janice was fifteen years old when she was observed in a class of fourteen year olds. However, she had been with this group all the time at secondary school as she did an extra year in the primary unit. Janice did not know whether to stay on at school or not. Technically, as she was a year behind her chronological age, she could leave at the end of the fourth year. When she said this the unit teacher told her she did not need to think about that until next year.

She integrated for all subjects except French and Science. The reason for this was that the unit teachers in the authority felt that these subjects were the most difficult for hearing-impaired children. Language is difficult for the hearing-impaired as it requires auditory channels and therefore the acquisition of a language which is not the child's natural one is not easy if the auditory channels are faulty.

The technical language in science can be difficult to get across

to hearing-impaired children with limited language as the words to describe the meaning of these technical terms may not be within the children's experience.

Janice was more frank and open about what she thought of her lessons when talking than when she gave a written opinion. Her written comments were as follows :-

Cookery

I am alright in cookery most of the time. I sometimes find it difficult when the teacher dictates notes and I can't see her lips or hear her. Then I have to rely on someone else to tell me what she said or look at their books.

English Grammar

I have no difficulty with this subject.

Maths

Sometimes in Mr. M's lesson it is a bit noisy and I can't really follow what he is saying. In Mr. G's class I am okay.

R.E.

Although I don't like this subject very much I haven't any problems.

English Literature

The teacher sometimes asks other children to read I can't really follow them unless they have a loud voice.

P.L.

Okay.

Art

Okay.

Biology

Okay.

Geography

Okay.

Music

Okay

History

Not my favourite subject but I can follow it quite easily.

Needlework

Okay

During a visit to the unit during the observation period, Janice told the investigator that she found English boring as the teacher speaks for three quarters of an hour and gives them work for a quarter of an hour (her expression). She said that she could hear him "all right". She did not know whether the rest of the class found it boring too.

She found Maths very noisy and as a consequence did not think much of her teacher.

She found the dictation of notes difficult in Domestic Science as the teacher wandered around the class when she did this. Therefore she copied from friends.

Janice said that she watched the teacher's lips, especially when she was deafer because of a cold. Usually she heard what teachers said.

The teacher of the unit was present when Janice made these verbal comments. He commented that she was being more open than usual about her lessons. To which she replied that the investigator knew what the lessons were like so it was safe to say what she thought.

Isaac

At the time of the study Isaac had just got new hearing aids. He had a noticeable speech impediment, but was not difficult to understand, especially once one got used to hearing him.

At home and in the unit Isaac had been described as being

difficult to manage. The unit teacher said that his parents gave him the upper hand by giving in to his demands. Cameron (1979, pp. 30-31) said that if the home is overprotective the child may find it more difficult to cope emotionally and socially in a large school and may need the security of a more intimate school community.

When observed on holiday it was noted that Isaac was rather a loner even among other partially hearing children. Though he did join in their games, and was accepted by them, there were times when he wandered off by himself. He did not talk much and as such contrasted starkly with Janice. His manner could be gruff and unfriendly, but the investigator felt that this was not always meant. The reason for this assertion concerns an incident on one holiday when a child asked the investigator a question she did not hear properly. On seeing her difficulty Isaac repeated it. Though his manner was brusque he was happy to repeat the sentence to her and make sure she understood. On the first day of observation, when the investigator was gathering her things after observing an English lesson, which he did not attend, Isaac came passed and popped his head round the door and gave a big smile when the investigator saw him and responded towards him in a friendly manner.

During the second holiday (which was after the observations), Isaac was given some responsibility by the leader of the party. He arrived the evening before the rest of the children. Another boy, Andrew, from the same unit, and two normally hearing girls came early too. Isaac, Andrew and Richard were put in charge of the boys. Isaac took his responsibility seriously and made sure that the other boys fell into line, though he could be rather authoritarian in his approach. The adults were very impressed with his behaviour as he was not usually the best behaved child on these trips nor in the unit. Isaac seemed to be responding well to favourable attention.

On this second holiday Isaac found a girlfriend. She was one of the normally hearing and sighted children. She had been Andrew's girlfriend on the previous trip.

It was commented by a unit teacher a few months after the observations, when the unit had been transferred to another comprehensive school, that Isaac looked for children with whom he could be aggressive (7.10.83). Whether this was a reaction to his failure to make friends was not known.

His appearance was not as tidy as Janice's, but he was clean. Isaac tried to follow fashion trends and the bottom half of his hair was coloured blond. While on the second holiday, he wore bright red trousers rather than the jeans most of them wore.

He lived in a house with five bedrooms.

Education

Isaac had attended a primary unit before entering the secondary unit. He did not integrate as much as Janice, and was considered by the unit teachers not to cope as well as her. This comment was also made by the Maths teacher whose lessons were observed. It was not known whether his lack of academic success was due to lack of intellectual ability, his absences, difficulties due to his impaired hearing, other unknown factors or a combination of these.

In the ordinary classroom Isaac did not appear to be a lonely child by choice, as he was often observed trying to get the attention of the normally hearing boys in the class. On one occasion, Isaac was talking to the boy behind him when he was poked by the boy diagonally behind him. Isaac grimaced as this happened, appearing not to like it, but he soon turned round and looked over his right shoulder and talked with this boy. His eyes appeared to look at the child with whom he was interacting and he smiled as he talked. Isaac was often rejected by others in the class (as will be shown in the results of the

observations) so this reaction may have been initiated by having a favourable response.

He was considered by teachers to be generally well behaved in the class. Evidence did appear during observations that this might have been due to his rejection by his normally hearing peers, so that he did not receive support for his pranks.

II) The Observations

Introduction

In this sub-section will be found the references from the observation records which relate to the five issues being covered in this study. Each of the issues is dealt with in turn. As there was a strong inter-relationship between issues (1) and (5), namely the social skills which the hearing-impaired children have acquired and the *examples of . . . peer acceptance and rejection between the normally hearing and impaired hearing children in the class, they are discussed together.*

Apart from an introductory paragraph to each issue there is little other comment on the references. This is to allow the reader a chance to draw his own conclusions before reading the investigator's discussion and conclusions. The reason for this is that this study was done by a lone investigator as discussed earlier.

During the period of six weeks Janice was observed in double periods (each period lasts thirty five minutes) of Domestic Science, English and Mathematics; Isaac in Mathematics.

Over the observation period Janice was observed in :-

6 Domestic Science lessons

5 English lessons

6 Mathematics lessons.

Isaac was observed in 5 Mathematics lessons.

The results in each section are recorded in chronological order

and the references indicate the issue, lesson and which point it is numerically. The abbreviations used in the referencing are as follows:

SS - Social skills of the hearing-impaired and peer acceptance and rejection.

T - Teacher styles and methods which favour or disfavour the hearing-impaired child.

S - Stereotypic views of the teachers.

C - Devices used by the hearing-impaired children to enable them to cope in the ordinary classroom.

DS - Domestic Science

E - English

M - Mathematics.

Examples of the observation sessions are given in appendix II.

Social Skills of the Hearing-Impaired Children and Peer Acceptance and Rejection

Introduction

Goffman (1963) stated that a person with a 'stigma' is only accepted as long as he behaves according to the rules laid down for him by society. Therefore society's acceptance is conditional. It is necessary to know those rules to be accepted. Therefore it may be that the class is willing to accept children with a 'stigma' if they do not push themselves forward. On this assumption Janice has learnt the rules and Isaac has not. It is interesting to recall from Janice's case study that her behaviour, with her peers, in the unit and on the holidays was different from that in the mainstream classroom.

By chance the two children who were observed in the ordinary classroom experienced different levels of acceptance amongst their normal hearing peers. Janice appeared to be accepted in a passive

manner. Isaac was observed to experience some active rejection in the class, though he was the one who actively tried to join in the activities of his normal hearing peers. Janice adopted a passive role in the classroom and was not observed to push herself into a group.

The mathematics teacher saw Isaac's lack of acceptance as being due to the fact that he did not integrate as much as Janice. Also he felt that girls were more accepting than boys, which was another factor, in his view, why Isaac was not accepted.

It was interesting to note when looking at the class seating arrangements that the girls tended to sit together and the boys did the same, though some interaction between them was observed. Blyth (1959-1960) did a study into this aspect and found that sex cleavage is high among schoolchildren.

Janice was also in the situation of being the only hearing-impaired child in the class. Dale (1978 in Hegarty et al, 1981) said that acceptance is more likely with one hearing-impaired child in the class than two or more.

The results show those instances in the observation records where examples of social skills or their absence were considered to favour or disfavour peer acceptance.

a) Favour acceptance

Janice

Week 1. During a practical domestic science lesson Janice was doing her washing up whilst another girl was doing her drying up. There was no apparent communication between the girls. The other girl finished her drying up and wet a cloth in the sink where Janice was working. The other girl smiled at Janice but did not talk to her.

DS1SS1

Later in the lesson, when Janice was one of six girls sitting at the tables in the room, having finished the practical work and tidied up, she chatted along with the other girls.

DS1SS2

After a discussion on meal planning, the children had to copy the work from the board, Janice was one of those who worked conscientiously at the table, and did not join in the chatter being carried out by some individuals. DS1SS3

The teacher took a long time to come and check whether Janice's crumble was ready. She became bored and wandered off to join a group of three girls and started chatting to them. DS1SS4

Week 2

In the following week's domestic science lesson Janice was working beside Joanna (last week this girl did not do the practical as she had forgotten her ingredients). Joanna was one of the girls who during the periods of observation appeared to dominate the class. As they worked Janice and Joanna talked quietly to one another. DS2SS5

About fifteen minutes later Janice and Joanna shared a cutter to cut out their pastry. When Janice managed to grab hold of it first Joanna just carried on rolling her pastry a bit longer. DS2SS6

During the English lesson later on the same day Janice was sitting next to Joanna (this had not happened the previous week). There was co-operation between the two girls as they shared crayons whilst doing the exercise set by the teacher.

E2SS7

Week 3 In the English lesson on the same day Janice was sitting next to a girl whom she had not sat with in previous observed lessons. The teacher had set some work and was wandering around the room. Janice talked quietly to her neighbour. The conversation appeared to amuse both of them as they smiled at one another. Janice helped the other girl by providing some ideas for the letter they were supposed to be writing, she also lent her ink rubber. E3SS9

A short while later, when the class was doing some work using dictionaries at the back of their text books, Janice was observed to be working with her neighbour rather than independently. E3SS10 The teacher showed no objection to this co-operative work.

In the following lesson, which was Mathematics, Janice's neighbour was no longer present, instead Janice sat with Joanna, Anna and Nina. The teacher moved Janice and Joanna away from Anna and Nina, possibly because Joanna and Anna usually talk to one another a lot in this particular lesson. Shortly after this the teacher told the class to open their books at a new double page. When this comment was made Janice and Joanna both looked at Anna and Nina and smiled. M3SS11

It was interesting to note that though Janice was sitting with children who tend to be disruptive in this subject lesson, she did not join in. For example, Joanna and Anna started fighting with their rulers. Janice ignored them and got on with her work.

Week 4 In the domestic science lesson in the fourth week, Janice was observed initiating an interaction with her peers. After

completing the practical work Janice moved to the back of the classroom. Whilst she was there she showed the other children, at her table, her arms. DS4SS14 Why is not known but she may have been showing off a sun tan.

Later that day in the Mathematics lesson Janice came into the room before Joanna and Anna and sat in the same area as she did the week before. When Joanna and Anna came in they decided to sit in the two desks which were directly in front of the teacher's desk. Janice noticed this and as the teacher had not entered the room yet, picked up her things and moved to sit at the desk just across the aisle from the other two girls. M4SS15 Janice appeared to show preference for these two girls. The two girls in question did not show any objection to her move.

While Janice was working co-operatively with the girl on her right, Isaac threw something across the room to another boy. M4SS17

Week 5 In the domestic science lesson of week 5, Joanna remembered her ingredients and so worked by Janice. The teacher had put out a pile of greaseproof paper for the girls to roller their shortbread out on. Joanna collected two pieces and on her way back to her place she met Janice going towards the pile. She told Janice that she had got a piece for her, then Janice turned and walked back to her place with her. DS5SS20

The co-operation between the two girls continued, for after they had got a bowl and a sieve, Janice got a saucepan for each of them. DS5SS21

The two girls continued to work with each other rather than

independently. Joanna had trouble making her shortbread pastry, so the teacher gave her an electric beater to use. A short while later Joanna asked Janice if she thought that it was alright now. Janice replied in the affirmative.

DS5SS22

On checking the syrup she was making for the fruit salad, Janice discovered that something was not right. The teacher came over to see and ask what had happened. DS5SS23

When it came to tidying up, Joanna told Janice that she would do the washing up. Janice then got rid of the fruit peel and proceeded to do the drying up. DS5SS24

In the English lesson the same day the teacher spent the first half hour in talking to the class and leading discussion; towards the end of this time several children, including Janice, had lost attention. When the teacher started distributing paper round to each member of the class some chattering started. Janice exchanged a few words with her neighbour until she received her piece of paper. E5SS25

About five minutes later, when the teacher had made the class settle down to their work, Janice and her neighbour compared what each had written. Joanna (who was sitting just across the aisle) leant over to Janice and whispered to her. The teacher noticed and stood watching them, but did not say anything. After a few seconds he moved off. The girls did not give any indication that they knew they had been spotted by the teacher. Joanna returned to her work, but Janice and her neighbour did not and the teacher noticed and wandered up to them and told them quietly to, "Come on". E5SS26

This lesson was noisier than other observed subject lessons and many children were chattering, Janice was one of these.
M5SS28

Week 6 The domestic science lesson in week 6 was a practical exam so there was far less interaction between Janice and Joanna, but they did share the task of washing up, with Joanna washing and Janice drying, though they did not look at one another. DS6SS32

Isaac

Week 4 Before the teacher called the class to order at the beginning of the lesson, Isaac was observed to turn and talk to one of the boys who had teased him in last week's lesson. M4SS16

Week 5 Isaac was again present in the Mathematics lesson. As the teacher was going through examples on the board there was a lot of chatter and Isaac was watching some boys who were sitting behind him. It seemed as though he was trying to catch their eyes and show that he approved of what they were doing (they were misbehaving). This idea was reinforced by that he often broke out into a smile. M5SS27

A short while later Isaac became stuck with his work and turned to ask the boy sitting behind him. This boy was one of the quiet, well-behaved members of the class who was always smartly dressed. Isaac seemed to get the answer he wanted and returned to his work. M5SS30

b) Those which disfavourJanice

Week 3 The domestic science lesson in week 3 contained an incident where Janice had finished her practical work and was sitting at the back of the room. There were two girls at the same table, talking. Janice just watched but did not join in. DS3SS88 As she was suffering from a cold that week, which was adversely affecting her hearing, it may be that she did not join in because she was having difficulty hearing rather than not wishing to force herself into an interaction which was already in progress.

Isaac

Week 3 Isaac was present. At one stage in the lesson he was teased briefly by two boys who were sitting in front of him. M3SS13 This was the first observed instance of Isaac experiencing unaccepting behaviour.

Week 4 He joined in the misbehaviour going on in the class. There was chattering going on in the class and some children were not getting on with their work. The teacher made sure that everyone had got a new sheet at this point. There was no reaction to Isaac's behaviour from his peers. A short while later there was still a lot of chatter and lack of work going on by some members of the class. Isaac had his hand up to gain the teacher's attention to get some help with his work. He attempted to join in the misbehaviour, but the exchange of looks between Anthony (the boy sitting behind him, who teased Isaac in the last lesson) and Brian (the boy Isaac threw something at earlier in the lesson) seemed to suggest that

they thought Isaac was odd and a bit presumptive trying to join in their pranks. M4SS18

Isaac received help from the teacher but soon got stuck again and this led him back to watching his peers. M4SS19

Week 5

When Janice settled down to her work again, Isaac and the boy in front of him had some small form of disagreement. The boy challenged Isaac to hit him by showing him the side of his face and pointing to it. Isaac did not take up the offer and seemed a bit uncertain how to react. The teacher turned in their direction so the boy quickly turned to face the front again. M5SS29

During this lesson an incident occurred where the teacher experienced his first difficulty with Isaac, though it was known that other teachers had had difficulties with him, including the unit. As Isaac left the lesson early, in order to catch his taxi, he tapped the head of the girl who was Janice's neighbour and then proceeded towards the door. The teacher noticed and shouted out Isaac's surname a couple of times so he had to respond. The teacher told Isaac to come over to him and then asked him in an annoyed voice why he had tapped the girl's head and would he like it if someone did that to him. Isaac just smiled broadly back at the teacher and made no response. The teacher allowed him to leave, presumably as he had got a taxi to catch. He pulled a face as he left. The class noticed and told the teacher, who in turn told the class that he would see him in the morning. M5SS31

Week 6

In the last observed Mathematics lesson Isaac was again sitting on his own. It was an observed difference between the two hearing-impaired children that Janice generally sat with another child while Isaac was always on his own. Isaac, who often had difficulty with his Mathematics in the observed lessons, stopped working and turned round and watched the two boys talking behind him. A few moments later Isaac talked to the boy behind him. The boy diagonally behind poked him. Isaac did not like this and grimaced as it happened, but he soon turned and looked over his right shoulder and talked with this boy. The expression in Isaac's eyes changed and he smiled as he talked. M6SS34

Ten to fifteen minutes later the teacher told off the boy sitting at the back of the class. Isaac turned to watch, none of the rest of the class turned to follow suit. M6SS35

When Janice and Isaac left the lesson, Isaac did something to one of the boys. The teacher shouted at Isaac to come back. Isaac and the boy laughed. The teacher strode over to his desk and got a double sheet of paper and told Isaac to write out his ten tables on the paper. Then Isaac left. M6SS36

On the same day while the observer was walking with the English teacher an incident was observed concerning Isaac. Two girls put out a bag to trip him up as he came passed. Isaac went flying on to the floor, but got up smiling and went towards the girls beaming almost as if he thought they were being friendly towards him. SS37

The Styles and Methods of the Teachers which Favoured or Disfavoured
Hearing-Impaired Children

In order for the stigmatized person to feel less segregated from the rest of the class and release some of the pressure from being 'discredited' there is a need to reduce the handicapping nature of the 'stigma'.

This is a reason for looking at aspects of teachers' behaviour in this light.

Therefore the investigator went through the observation notes and looked for incidents where the teacher's behaviour was making it easier or more difficult for the hearing-impaired children to cope with their disability. For example, hearing-impaired children need to be able to use visual cues to help them work out the sounds they are not hearing. Therefore, if the teacher is talking with his face turned away from the hearing-impaired children that is not going to help them. If on the other hand he is standing with the light shining on his face as he talks this will make it easier for the children.

The styles of the teachers in the observed lessons were different. When studying the observations in terms of teaching style, it was the specific behaviours that were looked at not each individual teacher's overall style. The reason for this was that, as can be seen from the observations, no style is without both positive and negative characteristics. Therefore the investigator felt it would be more constructive to take this approach and draw out those behaviours the investigator believed had the potential to favour or disfavour the hearing-impaired children in the class.

- a) Those teacher behaviours which favour the hearing-impaired child based on previous research on this aspect

Week 1 Domestic science, the teacher gave a concise instruction in

a clear voice. DS1T38

The teacher made sure that she had got order and attention before going on with the lesson. DS1T39

English. The teacher stood in front of the room to give his criticisms, thus ensuring that Janice could see his face and therefore had a better chance of understanding what he was saying. E1T40

Mathematics. The teacher indicated where the name was supposed to go on the graph books as well as saying, thus giving the hearing-impaired children an extra cue. M1T41

The teacher insisted that the children should put their hands up if they wished to answer a question and not call out.

M1T42 This gave the hearing-impaired children a greater chance to know where in the class to look for the speaker.

Week 2 Domestic Science. The teacher put the information on the board to be copied rather than dictating it which would be hard for a hearing-impaired child to follow. DS2T43

The teacher called out, "Right", before going on with what she wanted to say. DS2T44 This gave Janice the chance to switch her attention to the teacher before the teacher commenced her question.

English. The teacher wrote on the blackboard, while the children were working, so when he came to discuss it he was not writing and talking at the same time. E2T45 The hearing-impaired child cannot see a teacher's face if he is talking while writing on the blackboard. Also, the sound is going away not

towards the child. Therefore, in this situation the hearing-impaired child could easily read what the teacher had written and the teacher was facing the front of the class when he was talking so he would be easy to lip-read.

Mathematics. The teacher came to the child when he or she needed help. M2T46 Therefore the hearing-impaired child could be in close proximity to the teacher and hence hearing was easier and lip-reading, if this was needed.

Week 3 Domestic Science. The teacher wrote some keypoints, related to the practical work on the blackboard. DS3T47 Thus giving the hearing-impaired child a visual cue in case she had not heard, though the writing may really have been done so the children can remind themselves of the points they have got to remember whilst doing the activity.

English. The teacher kept the noise level in the class-room low. E3T48 This would make it easier for the hearing-impaired child to hear the sounds she needed to hear. For example, hearing the instructions from the teacher.

Mathematics. The teacher was strict about the children being silent during a mental test along the lines of that which they would experience in their C.S.E. next year. After the lesson he gave the reason to the observer that the noise made by one child may prevent another child from hearing the question. M3T49

Week 4 Domestic Science. The teacher repeated her question to the hearing-impaired child when she did not hear the first time. The teacher did not raise her voice on the second time.

DS4T50. Thus the sound was maintained at a comfortable level for the child (Levine, 1960).

Mathematics. The teacher cued the children in to where he wanted them to look, in this case the blackboard. M4T51 The hearing-impaired children knew that the information they needed was in a visual form and they did not have to rely totally on verbal cues from the teacher.

The teacher wrote as well as talked as he gave a hearing-impaired child help on an individual basis with his work. M4T52 The visual cues could help in the understanding of what the teacher was saying.

Week 5 Domestic Science. The teacher demonstrated what to do with different kinds of fruits. DS5T53 She did not merely verbalise instructions.

English. The teacher repeated instructions about what he wanted done. E5T54 Thus giving the hearing-impaired child a second chance to hear instructions just in case they were not heard the first time.

Mathematics. The teacher reacted when one of the hearing-impaired children exhibited anti-social behaviour, by tapping a girl on the head as he left the room. M5T55 The teacher reacted in the same way as he would towards a normally hearing child who had exhibited unacceptable behaviour.

b) Those behaviours which disfavour the hearing-impaired child

Week 1 Domestic Science. The teacher talked as she was bent over an apple peeling it. DS1T56 This meant that her lips were not

clearly visible for lip-reading.

The teacher allowed the children to volunteer answers without them being asked by name when to answer. DS1T57 This gave no time for the hearing-impaired child to turn her attention to the child talking.

English. The teacher, though having a clear audible voice, tended to talk quickly. E1T58 This gave the hearing-impaired child less time to process the auditory information.

Mathematics. The teacher did not wait for silence before commencing what he wanted to say. M1T59 If there is a lot of background noise it is more difficult for the hearing-impaired child to hear, especially if he wears a hearing aid, as an aid amplifies all sounds not just those she wishes to hear.

Week 2 Domestic Science. When telling the class, who were dispersed around the room doing practical work, that there was a jug of milk on the table for glazing she did not give a lead in. DS2T60 Therefore the teacher did not ensure that she had got the attention of the hearing-impaired child before giving her announcement.

Week 3 English. The teacher reads a letter to the class giving no visual clues. E3T61 The hearing-impaired child was only being given one chance to gain the information in the passage.

Week 5 English. The teacher talked for a long time (about 25 minutes) and the attention of the hearing-impaired child and other members of the class had waned. E5T62 Listening can be a strain for hearing-impaired children, and they tend to tire

from it more easily than normally hearing children. This is known as the "listening effect" (Fisher, 1971).

The teacher issued an instruction to the class to put their pens and everything down. He did this while standing at the back of the class facing the backs of the heads of the children. E5T63 In such a situation the hearing-impaired child is receiving no visual cues.

Janice's notes Janice in her notes to the observer said that when the teacher dictated notes and she could not see her lips or hear, she had to rely on someone else either to tell her or let her look at their book. In one subject she found the lessons rather noisy and she could not really follow what the teacher was saying. In English Literature, when children read who had not got loud voices, she could not hear. T64

Stereotypic Views of the Teachers of the Hearing-Impaired Children's Handicap

Goffman (1963) asserted that people react in a stereotypic way to a 'stigma'. However, there is evidence that these stereotypes are broken down with personal experience and understanding of a particular stigmatized individual.

This proved to be a difficult issue to cover through classroom observation. On the whole the teachers adopted a whole class attention though they did give individual help as it was needed during the lesson. The teachers observed did not appear to treat the hearing-impaired any differently from the rest of the class. There was only one incident where it might be claimed that the hearing-impaired child received a less severe reaction from the teacher than that normally observed with

the normally hearing children in the class. When the teacher experienced his first misbehaviour from Isaac this was his response:

"[Isaac] then gets up and goes over to the girl, who was Janice's neighbour, and taps her on the head and then proceeds towards the door. The teacher notices and shouts out Isaac's surname a couple of times so Isaac has to respond. He tells Isaac to come over to him and then asks him in an annoyed voice why he tapped the girl's head and would he like it if someone did that to him. Isaac just smiles broadly and makes no response. The teacher allows him to leave, presumably because he has got a taxi to catch. He pulls faces as he leaves. The class notices this and tells the teacher, who in turn tells the class he will see him in the morning." M5S65

The following week, when Isaac did something to a child as he left the classroom, the teacher reacted in a way he usually did with a normally hearing child:

"She [Janice] is followed by Isaac who does something as he passes Gavin. The teacher shouts at him to come back. Gavin laughs and so does Isaac. The teacher strides over to his desk and gets a double sheet of paper and tells Isaac to write his ten tables on all the paper. Isaac then leaves the room."

M6S66

In an earlier lesson, when the teacher was doing a mental test in the

C.S.E. form, he warned the class they would have to behave as in a real examination. Those children who disregarded this warning were kept back at the end of the lesson.

"Brian argues with the teacher about the injustice, in his eyes, of the punishment. The teacher shouts at him about the C.S.E. system and that he is learning for next year. Each of the four of them is given paper and told to write four sides of lines, saying, 'I must follow instructions carefully.' The four then leave."

M3S67

The first quotation deals with the first trouble the teacher said that he had experienced with Isaac, so he might have been less severe as this was the 'first time'. The children usually punished in the class were the same ones the teacher was often reprimanding in the class. Secondly, as stated in the same quotation, Isaac had a taxi to catch and so the teacher knew that he did not have much time to deal with the situation and also it is not known what happened the next day when the teacher saw Isaac.

The second incident was punished in a similar way as the misdemeanours of the other children in the class, as can be seen from the other two quotations.

Devices Used by the Hearing-Impaired Children to Cope with their Handicap in the Ordinary Classroom

By reducing the handicapping effects of a 'stigma' the person is going to feel less conscious of his/her 'stigma'. *So he* is more likely to feel capable of maintaining a 'discreditable' identity as opposed to a 'discredited' one. The term 'discreditable' was used by Goffman (1963) to describe someone with a 'stigma' which is not known to others.

Though there is always a danger of being discredited if a discreditable stance is taken; it does mean one does not have to comply with the rules for the stigmatized as laid down by others.

The observations were looked at to see if the children used any modes of behaviour or interactions, which the investigator felt helped them, or otherwise, to cope successfully in an integrated situation. The investigator's shared handicap may have enabled her to be more aware of the behaviour which helped the children to keep up with the flow of communication in the classroom. However, there is a danger in this because the investigator may focus upon those groups of behaviour she herself used when she was a child in an integrated situation. By being aware of this possible bias, in the interpretation of the interpretation of the observations she may have averted this danger to a certain extent.

In the results there are examples where Janice and Isaac used a variety of visual cues and some instances when they failed to use them to supplement what they were hearing. Janice displayed behaviour where she used her peers to help her.

Week 1 Domestic Science lesson, the teacher then spoke generally to the class, telling them that they should be finishing the apple by now. Janice turns to face the teacher when she hears her voice. DS1C68

It is easier for a hearing-impaired child to hear what is being said if it faces the speaker (Wright, 1960).

As visual cues can help a hearing-impaired child to follow the flow of verbal information, it can be important for them to concentrate on the speaker.

Janice concentrated on the teacher as he talked. E1C69

Later in the same lesson Janice got out her glasses,

cleaned them and put them on. She watched the teacher while she was doing this. E1C70

About fifteen minutes later, Janice got her pen out of her pencil case but as she did so she still kept an eye on the teacher. E1C71

In the next lesson, the same day, Janice behaves in a way which does not help her understanding of what the teacher is trying to put across.

As the teacher was explaining how to do graphs, Janice turned round to Isaac and said something to him. M1C72
As the level of noise was high at that moment she may not have been able to hear what the teacher was saying and so it made little difference whether she spoke or not, though the teacher was giving non-verbal cues as well as verbal.

Week 2 English. Janice was trying to concentrate on what she needed to hear and attempted to ignore unnecessary noises.

Joanna whispered to Anna, but Janice continued to concentrate on the teacher (Janice was sitting next to Joanna). E2C73

The strain of concentrating on the teacher can become too much. The teacher had been talking for about twenty minutes when it was observed that.

Janice got out her glasses. She looked through them to see if they were clean and then put them down on her desk. She started to play with her pen and did not seem to be very interested in the teacher. E3C74

There were other children in the class who had lost concentration too.

Some minutes later, while the children were doing a piece of work for the teacher, the teacher started to write part of a poem on

the blackboard.

Janice watched for a few seconds and then returned her attention to her work. E2C75

By doing this Janice was maintaining an awareness of what was going on in the classroom and was therefore less likely to miss out when something important occurred. She was also giving herself a chance to be more prepared when the teacher went on to discuss the poem later on in the lesson.

Week 3 Domestic Science. The teacher wheeled the blackboard, on which she had written the method for the fruit fool, round to the demonstration area. She told the class to gather round, which they all did, with the exception of the five who were doing written work. Janice placed herself so that she was standing opposite the teacher and had a good view of the teacher's face. DS3C76

Where there is an opportunity to decide spatially where to position oneself it may be considered advisable to be where the chances of understanding are at their best. So being able to work out the optimum position for picking up available cues may be seen as an important ability. Sometimes, especially in language work where hearing-impaired children often have a lower ability than normally hearing children (Fisher, 1965) a co-operative approach may prove more advantageous. In the English lesson such a situation occurred.

Janice and her neighbour were doing a co-operative effort in a piece of work. The teacher showed no objection to this. E3C77

Also, if a hearing-impaired child is working closely with a normally hearing child the strain of keeping an eye on what is going on round the room may be reduced as the child can depend on the normally-

hearing individual's reactions to indicate if something has occurred to which she must turn her attention.

During one observed Mathematics lesson there was a mental arithmetic test and Janice adopted the following strategy.

She looked at the teacher the first time the question was read, glancing down at her paper as she wrote down the relevant numbers. The second time Janice looked at her paper. M3C78

As attention was centred on Janice it was not observed what Isaac's tactics were, but when one looked at his paper afterwards,

one saw he only got the first question right, but he did attempt all the questions and got an idea of the units. He was weak at maths so his mistakes may be due to this rather than his hearing. (Information from the teacher)
M3C79

Week 4 Janice did not adopt a passive role towards her acceptance by the class. The following incident happened in the Mathematics lesson.

Janice sat ... presumably so she could sit with Anna and Joanna when they arrived. Anna and Joanna came into the room. The teacher was still absent. Two boys came in shortly after the girls. Anna and Joanna decided to sit at the two desks in front of the teacher's desk. Janice decided to move near them. She spoke to Joanna and then sat at the spare desk next to theirs across the aisle.
M4C80

Isaac tried to interact with his peers too,

Isaac talked to Anthony who was sitting at the desk behind him. M4C81

Yet Isaac was observed not to have any friends in the class. A short while later Janice and Isaac were seen to react to the same incident in different ways,

The teacher told off some children for misbehaviour, Isaac watched them during the reprimand. Janice tended (as she did in this case) to look at the teacher during such episodes. M4C82

Janice appeared to have a greater concentration span than Isaac in Mathematics lessons. Whether this was general for all subjects the observations were unable to provide the necessary evidence. Janice achieved more in Mathematics than Isaac and her greater attention span may be due to her greater understanding of what the teacher was teaching the class. Concentration is not so easy to sustain when one does not understand what is going on.

Janice continued to work conscientiously as did the other two girls she was sitting with. Isaac just sat watching the others. The teacher touched Isaac's shoulder and said his name to try and draw his attention back to his work.

M4C83

Week 5 Janice displayed a willingness to help others, at least those with whom she interacted. In the Domestic Science lesson,

Janice helped Joanna to check her shortbread. DS5C84

Isaac and Janice seemed to have different strategies for doing work from the blackboard.

Isaac copied the questions from the board. Janice appeared to be doing each question as she copied from the board.

M5C85

Later,

The teacher went to the board. He wrote up the word

'homework' and then wrote down ten questions. Isaac and Janice copied. Isaac put it down in his prep book and Janice directly into her maths book. M5C86

Week 6 In the domestic science lessons Janice gave the impression of being a careful and methodical worker. For example, in the last observed lesson she,

Finished the drying and started to put the things away. She wiped the flour shakers with a damp cloth before putting them away. DS6C87

By taking care she may make less mistakes.

Janice appeared to have a greater ability to ignore irrelevant things going on round the classroom than Isaac,

Janice worked steadily, but Isaac was easily distracted by all the noise and activity going on round the room.

M6C88

Referring back to the case study of Janice, there was a section where Janice wrote about the problem of dictation when she could not see the teacher's lips or hear her,

Then I have to rely on someone else to tell me what she has said or look at their books. C89

This sub-section illustrates some of the devices and characteristics that Janice and Isaac displayed which were helping or hindering them in coping with the ordinary classroom. Janice displayed that she made use of the other children in the class to help her when her hearing let her down. This needed a certain level of social acceptance by her peers. This is something which will be explored further in the discussion and conclusions.

III) The Questionnaire

The teachers' questionnaire comprised thirteen questions. There were open and closed questions - see appendix III. The questionnaire was administered orally with co-operating teachers in a comprehensive school which had a unit. It was discovered that the teachers were unable to answer the questions related to details of the hearing-impaired children's hearing losses and in most cases did not understand terms such as high-frequency loss (an explanation of this term is given in the review of the literature). There appeared to be a lack of awareness of the hearing-impaired children's presence in the class and their apparent difficulties or lack of them.

As a result of this piloting, it was felt that the level of teacher knowledge of the hearing-impaired children integrating in their class made a questionnaire to find out their views of how the hearing-impaired children coped in their class and how they affected their teaching was not going to be a viable option.

The hearing-impaired children's questionnaire was designed to get a view of their side of the picture in the ordinary classroom. However, during piloting it was found that the level of language proficiency among the unit children varied considerably and the wording had to be varied from child to child. In some cases the wording had to be altered to such an extent that the investigator could not be certain of the child's level of understanding of the question. Also, the definition the investigator may have had of words used by the child may be different from that used by the child and vice versa.

Therefore it was felt that a questionnaire for the hearing-impaired children would not produce valid results. Also, it would be very difficult to produce a standardized questionnaire to use as part of the study.

CHAPTER FIVE

GENERAL DISCUSSION AND CONCLUSION

The investigator felt that it was important that a particular point of view was put. She asks if the reader would bear it in mind while he reads the rest of the chapter.

In Goffman's model of 'stigma' he said,

"The nature of 'good adjustment' ... requires that the stigmatized individual cheerfully and unself-consciously accepts himself as essentially the same as normals, while at the same time he voluntarily withholds himself from those situations in which normals would find it difficult to give lip service to their similar acceptance of him."

(Goffman, 1963, p. 146)

and that the general formula for the stigmatized individual was, --

"... to act so as to imply neither that his burden is too heavy nor that bearing it has made him different from us; at the same time he must keep himself at that remove from us which ensures our painlessly being able to confirm his belief about him."

(Goffman, 1963, p. 147)

These points being true, then it is difficult for a stigmatized investigator to maintain a label of being 'well adjusted' if she highlights some of the realities of a particular stigma and some inappropriate reactions of those who do not share it. This is because she may upset the equilibrium by applying a different set of definitions or interpretations.

For example, by describing how a stigmatized individual achieves a well-adjusted state, she may reveal a different strategy from that of the non-stigmatized individual. The non-stigmatized individual may see this alternative strategy as being 'abnormal' behaviour. A stigmatized person can dispute this claim by suggesting that the strategy is merely a shifting of weight from one sense to another (e.g. hearing to sight) to achieve the same end, in this case good adjustment, and that the

behaviour is not abnormal. Furthermore, the non-stigmatized person could use the same strategy to achieve the same conclusion. Those in the majority do not like to hear that their strategy is not necessarily *the* best and that there are others which may be just as good. Their defence seems to be to maintain their belief that their strategy is the best and to show admiration for someone coping another way rather than accept that they may just as easily be achieving the same goal.

The hearing-impaired child who finds an alternative strategy to achieve a particular end is still viewed as having a stigma. He may be interacting in the situation as comfortably as the non-stigmatized, but is still not considered to be one of them. This can lead the hearing-impaired child into the frustration of being able to cope and compete in a situation, with probably the same ease as a non-stigmatized individual, but not be considered as a normal person. It appears to be a "no win" situation in which an individual with a 'discredited' identity cannot get out however successful he/she might be.

The stigmatized researcher is in danger of falling into the following trap described by Goffman,

"He who adheres to the advocated line is said to be mature and to have achieved a good personal adjustment; he who does not follow the line is said to be an impaired person, rigid, defensive with inadequate inner resources."

(Goffman, 1963, p. 140)

In a later study this is a point which might merit further investigation from the angle of a stigmatized child who could be trapped within it. Also, worth further study is how non-hearing-impaired individuals could be helped to alter their attitudes and accept things as they are and not see them in terms of their own experiences. The hearing-impaired by the nature of his handicap has different experiences and different dimensions of experiences.

Even if a hearing-impaired child has been taught skills which

enable him to cope in the normal world, he should not be viewed as needing respect for achieving a goal which non-hearing-impaired people also generally attain.

Hearing-impaired children in the ordinary classroom often have to cope with difficulties which are the direct result of the handicap and develop strategies to overcome them. They learn to overcome the social and emotional consequences of their handicap. They learn their lessons and deal with the normal aspects of school life. Handicapped children by the very nature of their handicap are unable to cope naturally with all aspects of living within society.

(1) Social Skills of the Hearing-Impaired Children and Peer Acceptance and Rejection

The results revealed that Janice's behaviour with her peers showed more accepting responses than Isaac's. Furthermore, there were occasions when Isaac was actively rejected and there were no recorded instances of this happening to Janice.

Force (1956) was one of the researchers reported in the review of the literature who suggested that the physically handicapped child, who was highly accepted by a peer group, possessed many socially desirable traits and relatively few negative (Force, 1956, p. 107).

In order for co-operative work with another child to occur, it could be suggested that there is a need for handicapped children to be in a situation of at least not being actively rejected. In every observed lesson, where Isaac was present, he was sitting on his own and so was not in a position to gain much help from his peers when he was having difficulties. Also, it was observed that though Isaac attempted to join in with the interactions of his peers he was often unsuccessful. Therefore, he may have been sitting alone because he had been rejected or alternatively he may have chosen of his own free will to do so. In

support of the latter statement it is written in Isaac's case study that on the two holidays there were times when Isaac preferred to go off on his own rather than join in the games of his peers.

Janice was able to use her peers as extra cues, as can be seen in her case study and the results in the previous chapter. When the investigator visited other schools and hearing-impaired children she came across a fully integrated 15-year old boy (Kevin) who did the same thing. Kevin, when asked if he found his friends a help, said that they would help him but that the need for this rarely arose. When he talked about taking part in the school's opera production, he said that he kept his eye on the other pupils in order to know when and what he should be singing.¹

This ability enabled Janice and Kevin to cope with academic life more easily as they were missing out on less of the information that was being produced during the course of the lesson.

Isaac was observed to be in a more isolated position where he was not drawing information from his peers to aid his understanding. Whether this was from choice or rejection by peers cannot be definitely stated, but the observations suggested to the observer that the latter was the case.

The review of the literature revealed that though social skills are positive factors in the success of integration there is no suggestion that these skills should be actively taught. The skills for coping in a small unit class are different from those in the ordinary class situation. Therefore there is a big social jump from the unit to the ordinary class. Isaac's primary unit did not have much integration with the main school. The children only rarely mixed, apart from assemblies, P.E. and playtimes. A unit class is, on the whole, a lot smaller than an ordinary class and so there is far more teacher:pupil time, therefore less waiting and dependence and co-operation with peers.

This being correct, then there is an argument that certain specific skills are very useful acquisitions for hearing-impaired children, if not all children. For example, knowing how to go about developing a relationship with another child. In the observations there was evidence that Isaac had not achieved this. If this is the case, then there would be a reason for actively teaching children social skills if these are lacking. The question arises as ~~to how these~~ can be taught and this would need further investigation. One method would be to place the child in the integrated situation working with a group of children with a support teacher guiding the group. The groups could be changed in size and composition and with the support teacher gradually drawing back as the hearing-impaired child becomes more competent in his social skills.

Another approach could be done in the segregated situation either with a group of hearing-impaired children in a unit or a group containing the hearing-impaired child and mainstream children withdrawn from the classroom. Within the group the teacher can teach social skills. For example, ~~how one can~~ be a good listener/talker. How to share a conversation. The work should be practically based and opportunity should be given for children to be observers as well as participants in the learning process.

a) The location of units and the effect on social integration

Unit children are in the situation where they are with others who share the same disability. In the case of the children in the authority where the observations took place, they also had the opportunity to go on holiday together twice a year. This gave them a lot of opportunity to become friends and removed the imperativeness to form friendships with their normally-hearing peers. Fully integrated children are forced to a certain extent, by their circumstances, to make friends amongst



their normally-hearing peers, as there are no other hearing-impaired children with whom they can interact. This idea is supported by Cameron's findings that the fully integrated children are challenged, despite their disability, to interact with their normally-hearing classmates and accommodate as far as possible to be normal. They appeared to perceive themselves as belonging to their class as did their teachers and peers (Cameron, 1979, p. 261).

Another problem faces unit children. Both in the case of the authority where the observations took place and in a different authority where the investigator did another study, the children were brought from a wide catchment area to the school where the unit was attached. This is almost inevitable, since the number of children with this handicap is small, so the provision of units at their local schools is a totally unrealistic policy. The result of this distance between home and school means that the children themselves can live considerable distances apart, thus social interaction outside school hours can be difficult. For example, the investigator came across two hearing-impaired friends who lived ten miles apart and had to travel by bus in order to see each other outside school time. They provided no evidence that they had friends in their own neighbourhood.

Therefore it could be said that for some hearing-impaired children there are more opportunities for them to interact with their hearing-impaired peers than their normally-hearing, when they are placed in units. The authority, in another study, did have a system which tried to overcome this difficulty to a certain extent. The infant/nursery, middle and secondary units were all situated within the same area so that they stayed with the same normally-hearing peers throughout their school career.

Referring back to Goffman's model of 'stigma', the partially integrating hearing-impaired children can have another disadvantage

compared with those who fully integrate. By being in a unit it is more obvious to normally hearing peers that the hearing-impaired children in the unit have a 'stigma' and so they are in a discredited situation.

~~This was a point~~ discussed earlier. The fully integrated hearing-impaired children on the other hand have the opportunity, depending on the degree of difficulty they are having coping with their handicap, to take a discreditable stance. That is, that they can attempt to cover or pass their handicap. The danger with this position is that there is always the threat that others may discover they have a handicap by a slip-up on their part or exposure by someone who knows their secret. Thus the fully integrated children may be able to form friendships on equal terms with their peers, but there comes a time, Goffman said, when they either reveal their 'stigma' or feel guilty for not doing so (Goffman, 1963, p. 94).

The only observed example of a hearing-impaired child from a unit who made friends with several of his normally hearing peers was Andrew. Andrew was in the same unit as Janice and Isaac, but in the year above. When asked, at one of the holidays for the partially hearing and partially sighted children in the authority, about his new school (the unit had transferred to a new school a few months before), he said that,

"he had got to know a lot of children by
being in the football team."²

Andrew had the advantage over his peers in the unit by having a talent in a high status aspect of school life. This perhaps relates back to Force's (1956) point that a highly accepted child possesses many of the socially desirable traits. Being in the school team meant that Andrew was interacting with normally hearing peers outside school hours. It is interesting to note that though Janice appeared to be accepted by her class peers, she was not observed to interact with them much outside the classroom and she never talked about them with the investigator and

nor was she ever overheard mentioning them to her peers in the unit.

b) Janice within and without the ordinary classroom

At this point it is useful to return to Goffman's (1963) view of the nature of 'good adjustment'

"that the stigmatized individual cheerfully and unselfconsciously accepts himself as essentially the same as normals, while at the same time he voluntarily withholds himself from those situations in which normals would find it difficult to give lip service to their similar acceptance of him."

(Goffman, 1963, p. 146)

From the results it may appear that Janice was well adjusted to her handicap within this definition. As she appeared to blend well with her peers in the ordinary classroom and she did not force herself to their notice, unlike Isaac. The results also showed that Janice had a different status within the ordinary classroom than she did when she was with her hearing-impaired peers. In the classroom, though Janice was accepted, she did not have a dominant role though she associated with some of the pupils who seemed to be more active within it. On the holidays, Janice took on a more predominant role and associated more with the boys than with the girls (it was the other way round in the classroom). She came across as being a bit of a 'tomboy'.

"Malcolm played football with the majority of the boys plus Janice and Valerie."³

She also made sure she got her points across on the holidays, whilst in the ordinary classroom she took a more passive role. Why did this discrepancy occur? Goffman would have suggested that it can be relaxing to be with those who share the same stigma as there is no need to worry in their company (Goffman, 1963, p. 31) and Rimmer suggested that the hearing-impaired are able to gain security with those sharing the same handicap which they cannot get from interactions with normals (Rimmer,

1974, p. 255). In interactions with normally hearing people there could be an increased anxiety caused by an awareness of one's inferiority which may lead to insecurity in social contacts (Goffman, 1963, p. 24). This uncertainty of contact as to whether one will be accepted or rejected therefore leads to a sense of not knowing what others present really think of him (Goffman, 1963, p. 25).

In the case of Janice it should be remembered that she did not spend as much time together with her normally hearing peers as they did with one another. This may have put her at a disadvantage at trying to assert herself with her normally hearing friends. She may have had an anxiety with normally hearing children of her handicap letting her down. It would require further study to ascertain whether this was the case and if it was a common reaction among hearing-impaired children. By knowing where hearing-impaired children's anxieties lay then one would be one step nearer knowing how to overcome them.

(2) Devices Used by the Hearing-Impaired Children to Cope with their Handicap in the Ordinary Classroom

The use of social skills in integration has already been discussed in section (1), this section examines further aspects of classroom response under three headings.

At its most basic hearing-impaired children have faulty auditory channels. As these are important in oral/auditory communication the children may experience communication difficulties. Some children are able to develop other devices to achieve the goal of communication by themselves. Others cannot or only to a limited degree. This is an example of how a particular disability can have different degrees of handicap in different individuals.

a) Hearing-impaired children and communication

From the problems which arose when piloting a questionnaire for the hearing-impaired children in the study, and from observations in the units, it became apparent that some hearing-impaired children have a problem with communication. This problem stems from their inability to hear all sounds and to develop techniques naturally to overcome this. Sometimes they can have difficulty in producing clearly intelligible language and so the problem can be two ways: unable to give or receive information without difficulty. A consequence of this communication difficulty may be a limited spoken vocabulary which can in turn result in the difficulties discussed in the methodology. The question arises as to how this communication difficulty can be overcome. One answer would be to increase the amount of sound which the child can hear. This is where the hearing aid comes in. Many children with a significant hearing loss are issued with an aid, but as has been shown by the comments of some children (referred to in section (6)) and in the literature (Ministry of Education, 1963; Fisher, 1965) the hearing aid is not the ideal solution. A hearing aid amplifies all sounds and only minor adjustments can be made to pick up more of the sounds that a particular individual has difficulty hearing. Therefore the child wearing an aid finds that both the sounds he can hear and those he cannot are amplified. The aid will also pick up unnecessary sounds which may not be normally heard. To understand the difficulty hearing useful sounds from unnecessary background noise, one needs to listen to a recording of a classroom. One finds that it is difficult to pick out the conversation one wants to hear as there are so many other sounds which have been amplified too.

In the results there is a reference to Janice stating that she had difficulty hearing what the teacher was saying in the mathematics lesson, where the noise level is very high. Therefore the use of

hearing aids by hearing-impaired children can mean that the children still have to concentrate hard for the sounds they wish to hear and with the aid have to cope with the additional problem of detecting them from a mass of irrelevant sounds. This means that children with a hearing impairment can still experience difficulties in receiving a communication.

There is a side effect to the straining to hear a particular sound from a mass of sound and this is described by Fisher as the 'listening effect' (Fisher, 1971, pp. 172-173). In the study there was evidence that Janice found listening difficult after a period of time; in discussion with the investigator she referred to one of her subjects being boring as the teacher

"speaks for three quarters of an hour and gives work for a quarter of an hour."⁴

Classroom observations showed that some lessons were noisier than others and there are a number of reasons as why this should be the case:- type of teaching approach, teacher control and child attitude. The observations in the two secondary units showed that in these two instances the hearing-impaired children tended to be integrated into lower stream classes. It may be worth carrying out further investigation to see whether these lower stream classes are quieter or noisier than the higher stream classes. There was an impression from the teachers in the north-east authority school, where the observations took place, that in that establishment the lower streams were noisier.

b) Class situations which can cause difficulties for hearing-impaired children

The observation and interviews indicated that there are a number of school activities which are particularly difficult for children with hearing impairment. These activities seemed to fall into one of two

categories: (1) Those where background and irrelevant noise was high. (2) Where the cues were completely auditory. Hamilton, with respect to category (1) said that reduction of background noise is needed in the ordinary classroom and this should be done in terms of chair scrapings rather than conversation (Hamilton, 1981, p. 84). In another study the investigator interviewed Andrew and Christopher, who were two children in the same primary school where they were both fully integrated into the ordinary classes. They were interviewed together. During a conversation with the investigator about the use of hearing aids they said that they found the noise of the cutlery and plates came across on the hearing aid rather than the voices of other children.⁵

With regard to category (2) there was nothing found in the literature which stated directly that it is difficult for hearing-impaired children to cope with auditory cues alone. Nevertheless, there are references to the use of cues other than auditory being of benefit to hearing-impaired children (e.g. Board of Education, 1938; Dale, 1984).

c) Techniques of hearing-impaired children to enable to integrate more easily

From the results it was apparent that there are a number of ways in which hearing-impaired children can make their ability to cope in an ordinary classroom easier. Some examples from the observations included working co-operatively with another child, copying another child's notes when one cannot hear, watching the teacher and being accepted by one's normally hearing peers. The literature contains examples of personality characteristics and skills (Hegarty et al, 1982; Hodgson, A., 1984; Ministry of Education, 1963) but specific examples of techniques that hearing-impaired children can utilise could not be found. If the present move towards educating the hearing-impaired in

the mainstream is maintained then this is an important area, especially for the children in the partially hearing category.

A local authority which the investigator visited had changed to a policy of not placing the severely and profoundly deaf children in special schools until at least the age of nine years. Such a policy means that more of the less deaf children will be fully integrated and, unless they have a support teacher, will be left to cope for themselves most of the time. The hearing-impaired children in the mainstream should be able to take advantage of non-auditory cues. The reactions of other people in the room can enable integrated children to have a general idea of what is going on and can provide the children with the clues they need to work out the auditory cues they have missed. Also, there are situations where hearing-impaired children cannot rely on depending on auditory information, such as when they are at a distance from the speaker (for example, on a playing field), then it is important to watch the reactions of other members of the audience.

Failing that, one has to return to the point of needing social skills, for then one is in the situation where one needs to know how to interact favourably with one's peers to gain the information and perhaps within this process start to educate them, indirectly, to help out without having to be asked. This technique may lead to hearing-impaired children getting themselves into a situation where they are able to pass or cover their handicap to less intimate acquaintances as the friends act as extra ears. Goffman states that a stigmatized's intimates not only help a 'discreditable' person in his masquerade but can also carry the function past the point of the beneficiary's knowledge; they can act in a protective fashion and allow the stigmatized person to believe he is more accepted than he really is (Goffman, 1963, p. 120).

(3) Styles and Methods of the Teachers which Favoured or Disfavoured the Hearing-Impaired Children

Prior to the observations the investigator had had the opportunity to pilot the proposed questionnaire with five members of staff in that school. As indicated earlier the idea of a questionnaire was discarded as there was a lack of knowledge about the degree of handicap of the pupil and its effects. This point was put directly by one teacher who said that he had been given no information about the handicap. This is a disturbing fact if the statement made by Brooks and Bransford is true, namely that,

"From knowledge comes understanding and
from understanding comes acceptance."
(Brooks and Bransford, 1971, p. 259)

There is a need for this sort of situation to be put right. It needs, among other things, a head teacher, with a commitment and understanding of children with special needs, who has the power to introduce a policy where the information on the special needs of children are given to staff. He can also ensure that they are acted upon.

If the teachers were given a picture of the actual difficulties facing the individual hearing-impaired child in their class they would be better equipped to cope with such a child and do their best for them. Since the findings of the Ministry of Education's (1963) survey show that on the whole teachers are willing to have handicapped children in their classes, Hegarty et al (1981) gained similar results. This being the case it may be safe to assume that teachers act on the information they receive, though Loxham (1982) found that some teachers (albeit a minority) feel that they should not have to adapt their teaching styles to assimilate the hearing-impaired individual in their class. Mepsted, in her research into teacher attitudes to the integration of children with Down's Syndrome found that attitudes became more perceptive and

positive when teachers had learned experience of known individuals rather than identification of them as an unknown group. She went on to say that teacher attitudes to children with special educational needs, learning difficulties or handicapping condition depend on knowledge, understanding and experience and that if ~~these are~~ not present there is a low or negative attitude (Mepsted, 1988, p. 15).

The literature abounds with information for the educator about how to help the hearing-impaired children in his class. For example, the writers referred to earlier who gave indirect indications that a solely auditory situation poses difficulties for some hearing-impaired children, suggest providing visual cues, good lip-reading conditions and repeating what is said by other children. There appears to be a readiness to suggest ways in which normally hearing people can help the hearing-impaired, but not how the hearing-impaired children can help themselves. The purpose of education in our schools is to prepare children for life within society, so it can be argued that helping children develop skills to cope with the ordinary classroom situation is an important consideration. In the world outside school there may be people who are not going to provide voluntarily those extra cues to help hearing-impaired children and adults to understand what is going on. It may be a product of integration that society becomes more aware of the difficulties of handicapped people and is more accepting of them. At the time that Goffman wrote his notes on 'stigma', his view of society's reaction to someone with a 'stigma' was,

"We [society] believe the person with a 'stigma' is not quite human. On this assumption we exercise varieties of discrimination, through which we effectively if often unthinkingly reduce his life chances."

(Goffman, 1963, p. 15)

This interpretation of society's reaction had not changed much by the eighties, Hegarty et al from their study referred to the child's

handicap as being seen as an unalterable characteristic of the child and that the handicapped are different in kind from other children (Hegarty, S. et al, 1981, p. 8).

The evidence from observation and interviews suggests that the children are not conscious of their handicap all the time, but it comes into their awareness when they notice that they are experiencing difficulty. This would imply that they do see themselves as 'normal' individuals except when they have difficulties related to the handicap. If this is true then this would suggest that hearing-impaired children are not different in kind from 'normal' children. Goffman said that it had been suggested that the stigmatized person defines himself as being no different from any other human being, while at the same time he and others define him as someone set apart (Goffman, 1963, p. 85). It could be that hearing-impaired children see themselves as the former unless they are placed in the situation where the shortcomings caused by the handicap come into play.

The observations appeared to indicate that the teachers did not have an overt awareness of the presence of a hearing-impaired child in the class, but just treated them like any other member of the class. Within the styles of the three different teachers concerned there were elements which were useful to the hearing-impaired child and conversely there were elements which were unhelpful. Perhaps it would benefit a teacher to have included in the information given, when a child with a handicap enters a class, aspects of their teaching style which are helpful. This may increase their confidence to cope with such a child and perhaps increase their motivation. This would require observation of the teacher in the class in order that these characteristics could be brought to light, which some teachers may be unwilling to undergo.

Perhaps it would be more appropriate and more long term to take a greater look at aspects of teaching style during initial teacher

training. The use of video recording and analysis of a student's teaching style already occurs in some teacher training establishments and this could be extended to take into account the effects of styles upon children with special needs.

The investigator thought that there was a great value in the fact that the teachers treated the hearing-impaired children in the same way as their peers as it meant that the handicap was not being highlighted and the beneficial aspects of their teaching style came into play. The problem with this is the factors in their teaching styles which disfavour the hearing-impaired child in their class. For example, one teacher in the observations displayed the following aspects which were favourable.

- (1) Giving a concise clear instruction in a clear voice.
- (2) Making sure she had got the attention and order of the class before going on with the lesson.
- (3) Writing information on the board to be copied.
- (4) Calling out, "right" before going on with what she wanted to say.
- (5) Demonstrating what to do with different kinds of fruit.

On the other hand, she displayed the following aspects which could be said not to favour the hearing-impaired child in the class.

- (1) Talking as she was bent over an apple peeling it.
- (2) Giving an instruction when the class was dispersed around the room without giving a lead in.
- (3) Dictating notes.

To overcome this paradox a knowledge and understanding of those techniques described by several workers who have researched in this field may prove helpful (Lynas, 1979, 1980, 1981, 1986; Hamilton, 1981, and others), especially as they suggest positive things which can be done.

Another benefit of a teacher knowing what an individual's handicap is that it allows the teacher to assess whether a problem that the child is experiencing is due to the handicap or to other reasons, such as intellectual ability or an aspect of the child's personality. One of the teachers whose lessons were observed voiced this point when he said that there were times when he did not know if a problem had arisen because of the hearing loss or a lack of understanding. Bond (1981) did a study into this danger concerning hearing-impaired adolescents and said there is a tendency amongst teachers to define things in terms of the handicap rather than seek some other cause that would be looked at if the child were normally hearing.

4) The Conduct of this Study

With the benefit of hindsight, it may have added to the quality of the results if there could have been discussions with the two children involved after the period of observation. It would not have been valid to have discussed things with the children during the observations as this could have affected the children's behaviour in the class. The object of these discussions would have been to attempt to discover more detailed background information about classroom events and Janice and Isaac's reactions to them, and to find out their view of what helps or does not when integrating in the mainstream.

The opportunity to have included more hearing-impaired children would have been beneficial, added to the data and provided the opportunity for more definite conclusions.

Classroom observation, though providing the opportunity to see the situation in the ordinary classroom, is difficult for a lone observer. This is because it is impossible to observe and record every interaction within the classroom and also the data and interpretations is very much a reflection of the observer however hard she tries to be

objective and record as much as possible.

5) Areas for Further Research

Earlier in this chapter the teaching of social skills was discussed and approaches were suggested. An investigation into the techniques for teaching social skills and their suitability for particular age groups and types of hearing-impaired children would be beneficial. Such an investigation would need to be longitudinal in order to ascertain the long-term effects of each approach. Account needs also to be taken ~~of~~ the practicality of each approach in terms of the resources and classroom commitments of the teacher, who would have to carry it out.

It would only be a minority of hearing-impaired children who would need to be taught social skills, so the finding of such children and the agreement of their teachers may not be an easy task. In order to extend the sample it may be worth extending to include children with other special needs even though this would add another variable. However, in analysing the results one would be able to take into account the differences, if any, between the different special needs.

The result of this investigation with others like it would be that there is information for teachers of the options available and their suitability for the children in their class who need such training.

This study has come up with some aspects of teachers' styles which the investigator felt either increased or decreased the hearing-impaired children's ability to cope in the integrated situation. It was suggested on page 112 that aspects of teaching styles could be studied at the stage of initial teacher training. Before this could be done a wider study needs to be done exploring different teaching styles employed in the classroom. This would involve observation of teachers in the classroom

situation. One needs to explore the effects of teaching styles upon the consumers, i.e. the children. One cannot look at the style alone to gauge its positive and negative effects upon the children with special needs and their peers.

6) Summary of the Conclusions

- i) Hearing-impaired children need to possess specific social skills if they are to successfully integrate in the ordinary classroom, such as how to initiate and sustain an interaction with another child.
- ii) Hearing-impaired children who attend a unit may be socially disadvantaged geographically as they may live at some distance from their normally hearing peers.
- iii) In order to be accepted by their normally hearing peers, hearing-impaired children may have to adapt their behaviour in line with Goffman's theory of 'good adjustment'.
- iv) Some of the observed lessons were noisier than others. Where there is a high noise level it is more difficult for the hearing-impaired children to hear and therefore they have to concentrate harder and this is more tiring for them.
- v) Normally hearing peers can provide the hearing-impaired children with extra cues to supplement the auditory ones which may not be sufficient in themselves.
- vi) A closer analysis of teacher styles needs to be done as they contain many aspects which help and hinder the hearing-impaired children's ability to cope in the ordinary classroom.

APPENDIX I**REFERENCES FROM OBSERVED LESSONS**

APPENDIX I

References from the Results of Observed Lessons

This section contains all the references in the texts to the 17 lessons which were observed. They are set out in the order of their numerical order. Therefore they are grouped in terms of :-

- A - social skills
- B - teacher style
- C - stereotypes
- D - hearing-impaired child's ability to cope.

Key :-

- DS - Domestic Science)
- E - English) Number following subject code
- M - Mathematics) refers to the lesson
- SS - Social Skills
- T - Teacher style
- S - Stereotypes
- C - Hearing-Impaired Child's Skills to Cope.

A) Social Skills

DS1SS1: As soon as the other girl leaves the sink Janice takes her equipment over to it. The other girl emptied the washing-up bowl, so Janice turns on the taps and goes off to get the washing-up liquid. The teacher tells the class not to talk. There has been a little quiet chatter but no high level of noise. Janice arrives back with the washing-up liquid and starts to do her washing-up. The other girl returns and starts to dry her things, which she left on the draining board. There is no apparent communication between the two girls.

DS1SS2: 10.14 Janice sits down and gets out her glasses, cleans them

and puts them on. She is one of six girls sitting at her table, and all of them start to chatter.

DS1SS3: The teacher sorts out some administrative queries about the work, while the class settles down to doing the copying. Having done this she goes off to the other end of the room. Some of the children start to chatter, but Janice is one of those who works conscientiously.

DS1SS4: 10.28 The teacher then gives a generally directed command for those who have got tidying up to do to do it. In response to this Janice puts her books in her bag. Then she goes to her work area and puts on an oven stole and stands and waits for the teacher. The teacher does not come immediately so Janice starts swinging the stole. The teacher moves from oven to oven checking whether the crumbles are ready or not. Janice becomes bored with waiting so she goes and joins a group of three girls and starts chatting with them.

DS2SS5: Janice and Joanna start sifting their flour into bowls. The two girls chatter quietly to one another. While this is going on Janice is looking at what she is doing and not at the other girl. Peter chats to the girl working opposite him.

DS2SS6: The remaining pastry is then rolled out a third time. Joanna is still only rolling hers for the second time. She appears to be a slower worker than Janice. The girls are using the same cutter so when Janice manages to grab hold of it first, Joanna carries on rolling out her pastry. She does not make any mention about Janice grabbing it before her.

E2SS7: There is a query to the teacher from one of the boys. The

teacher points out what he sees as favourable behaviour, namely that some people are using the dictionaries that he has handed out. The teacher is seen to put out a positive aspect rather than a negative.

Anna and the girl sitting next to her talk. Janice and Joanna share crayons.

DS3SS8: Janice watches the two girls who are chatting at the end of her table but does not verbally participate. The teacher calls the girls round the demonstration table (not the writers). She praises them and tells them that those who have not put lemon juice on their bananas will find that they will go black by the end of the day, because of the browning reaction. Janice stands in front of the teacher as she talks.

E3SS9: Janice and her neighbour talk quietly to one another. Obviously their conversation is amusing as both smile at one another (Janice has not sat next to the girl in a previous observed lesson). Janice helps the girl by providing ideas for the letter, also she lends her ink rubber.

E1SS10: 1.55 The teacher sets the class to work and then wanders around the room. The class settles down to work straight away. Janice uses the dictionary at the back of the text book to help her (this is allowed). Janice is working with her neighbour rather than independently.

M3SS11: The class is told to open books to a new double page. Janice and Joanna giggle across to Anna and Nina. The teacher tells the class to copy from the board please. The room is noisy so the teacher quietens the class, but the noise returns as the teacher starts to

write on the board.

M3SS12: Joanna and Anna fight one another with rulers. The level of chatter is increasing. Gary comes up to Janice to see if he can borrow a pencil, but she does not have a spare one so he goes off and tries his luck elsewhere. Janice gets on with the exercise they have been set to do. Joanna and Anna are still fighting, but the teacher decides to take action and comes up and stops them.

M3SS13: 3.16 Among the children there is a tendency to use normal sound levels when interacting with their friends rather than whispering (this tendency applies to this double lesson only and not other subject lessons observed). Janice puts her hand up. Isaac sits watching the observer for a while. He is stuck too. Adam and Anthony start to tease him (they are sitting in front of him). This teasing soon ceases.

DS4SS14: 10.15 The teacher sits down and works at her desk. Janice finishes putting away her things and comes to the back of the classroom. As she does so she puts the clean jam jar, with its lid on, down on the teacher's desk. Janice sits down and looks at the board. The teacher goes round checking the dishes in the ovens. Janice shows the others at her table her arms, perhaps she is showing off a sun tan.

M4SS15: Anna and Joanna come into the room. The teacher is still absent. Two boys come in shortly after the girls. Anna and Joanna decide to sit at the two desks in front of the teacher's desk. Janice decides to move near them. She speaks to Joanna and then sits at the spare desk next to their's across the aisle.

M4SS16: Isaac talks to Anthony who is sitting at the desk behind him.

The teacher quietens the class, then he goes and brings down the venetian blind by his desk. The teacher then gets silence in the room again.

M4SS17: 3.19 Janice, who has got her glasses back on, and so sits and waits for the teacher to carry on with the lesson. Anna has now untied the string and still does not seem to be working. The teacher hands out another sheet, this has two grids which contain addition sums. He tells them they have to copy the grid and put in the answers to the sums in the relevant spaces.

Isaac throws something across the room at Brian. He is joining in the misbehaviour.

M4SS18: Janice talks to her neighbour concerning some aspect of the work they are doing.

Isaac has put his hand down and is watching what is going on. He attempts to join in the misbehaviour, but the exchange of looks between Anthony and Brian seems to suggest that they think Isaac is odd and a bit presumptive in trying to join in their pranks.

M4SS19: Adam starts to resume work by drawing the grid for the second piece of work. Perhaps he feels he needs to do a bit more work in order to keep up with the class pace as now there are several children doing the grids.

The teacher is still going round the class helping individuals. Isaac sits and watches the "goings on" between Anna and the boys sitting diagonally behind her, and also other interactions in the classroom.

DS5SS20: Joanna is working next to Janice. Joanna collects two pieces

of greaseproof paper from a pile the teacher has laid out for the class. This paper is for the pupils to roll their shortbread out on so that they can lift it onto the baking tray more easily. As Joanna moves away from the pile she meets Janice coming towards it. She tells Janice she has got a piece for her so Janice turns and comes back with her. They get out a sieve and bowl each. Janice gets out a pan for each of them.

DS5SS22: Joanna taps Janice on the arm to gain her attention and asks her if she thinks her shortbread is alright now. Getting a positive response she shouts to the teacher that she thinks it is okay. The teacher tells her to turn the beater off and reminds her not to take the beater out of the bowl until she has done so. The teacher then comes over and has a look and says it is alright.

DS5SS23: Janice moves to the stove and checks her syrup and discovers that all is not well. The teacher comes and looks and tells her to heat it again. Joanna comes over to see what has happened, asking as she comes over.

DS5SS24: Joanna tells Janice that she will wash. Janice takes a knife and chopping board from the draining board, where all the dirty things have been piled. Then she uses the knife to scrape the bits off the surface where she and Joanna have been working onto the board. She puts the bits in the bin. When she has finished she takes the knife and board back to the draining board.

E5SS25: As the teacher goes round the classroom distributing paper to the individual children there is some chattering among the children. Janice exchanges a few words with her neighbour. When Janice receives

her paper she immediately starts to write the title. The chatter continues until the teacher finishes distributing the paper, then he tells them to quieten down and concentrate on their work. He does this in his normal voice and is friendly in his manner.

E5SS25: Janice and her neighbour compare what they have each written. Joanna leans across to Janice and whispers to her. The teacher has noticed and stands watching them, but does not say anything. After a few seconds he moves off. The girls do not give any indication that they know they have been spotted by the teacher. Joanna returns to her work, but Janice and her neighbour do not and the teacher notices and wanders up to them and tells them quietly to, "Come on". The teacher moves off again and wanders round the classroom until he comes to the front again, where he stands watching the class.

M5SS27: Isaac is watching some boys behind him, it is almost as if he wants to catch their eye and show he approves of what they are doing (they are misbehaving). This idea is reinforced by the fact that he often breaks into a smile.

3.03 The teacher reprimands Anna for talking, telling her that he makes the rules so there is no excuse for her talking.

M5SS28: The teacher starts to write the questions on the board. While he is doing so Janice chats with her neighbour quietly. Her neighbour is the girl who was sitting behind Adam last week. Janice is not the only one talking so the volume is high. The teacher stops writing and turns to face the class and orders them to be quiet. The noise of the chatter drops, but someone starts to whistle instead. The teacher does not know who the whistler is, so he just says "Stop that whistling" to the class in general. The whistling does not stop immediately but it

does stop. The teacher does not react because his order has not been obeyed promptly.

M5SS29: Isaac and the boy in front of him have some small form of disagreement. The boy challenges Isaac to hit him by showing him the side of his face and pointing to it. Isaac does not take up the offer and seems a bit uncertain as to how to react. The teacher turns in their direction so the boy quickly turns round to face the front again.

M5SS30: Janice is squinting a bit as she copies from the board. She becomes stuck on a question but after asking her neighbour and Karen she seems to get the right answer and she carries on with her work and does not try to gain the teacher's attention.

3.31 Janice stops working and starts to twiddle her pen. Isaac is working steadily at the moment. Janice resumes copying after this pause. Isaac becomes stuck on a question and turns round to ask the boy sitting behind him. The boy is one of the quite well behaved members of the class who is always smartly dressed. Isaac seems to get the answer he wants so he returns to his work.

M5SS31: After a few seconds the teacher notices Janice and gives his permission and so she promptly gets up and leaves. The teacher asks Isaac if he has finished. Isaac replies that he is on the last question. As soon as he has finished copying he puts his things into his bag and then gets up and goes over to the girl, who was Janice's neighbour, and taps her on the head and then he proceeds towards the door. The teacher notices and shouts out Isaac's surname a couple of times so Isaac has to respond. He tells Isaac to come over to him and then asks him in an annoyed voice why he tapped the girl's head and would he like it if someone did it to him. Isaac just smiles broadly

at the teacher and makes no response. The teacher allows him to leave, presumably as he has got a taxi to catch. He pulls faces as he leaves. The class notices this and tells the teacher, who in turn tells the class he will see him in the morning.

DS6SS32: Janice then takes hold of the tea towel and starts to do the drying up as Joanna washes.

9.53 The two girls do not look at each other while they do their co-operative chore. Janice occasionally glances round the room, especially at the teacher, as she dries up. Perhaps it is important to her to know what the teacher sees as the teacher is the one who is going to decide what her mark is going to be.

DS6SS33: 10.14 While Janice stands and waits, Joanna checks the flan again. Janice surveys the class. After a few seconds she suddenly realises that Joanna will need a knife so she retrieves it from the sink, dries it and puts it by the rack. The sudden movement she made suggests a sudden thought. Having done this she stands waiting again.

Janice notices something (observer did not see what) and looks at the teacher, who is not looking in her direction. She then taps Joanna on the arm and then checks again that the teacher is not looking. Joanna goes to the oven. The teacher comes over and watches while Joanna removes the flan from the oven. It is considered to be okay. Janice may have noticed the smell of a cooked flan or something and knew the dish must be ready. She wanted to transmit this message without the teacher noticing as she might lose marks for interacting.

M6SS34: 3.15 Isaac has stopped working again and has turned round to watch the two boys who are talking behind him. These two boys are talking with David and the other boy at the front. David and his

neighbour are two of the better behaved in the class. Their joining in in the chat shows that they have no great fear about being caught or the consequences.

Isaac talks to the boy sitting behind him. The boy diagonally behind him pokes Isaac. Isaac does not like this as he grimaces as it happens, but he soon turns and looks over his right shoulder and talks with this boy. Isaac's eyes light up and he smiles as he talks. Isaac's apparent lack of self-respect may be the reason he is the subject of pranks and the odd taunt.

M6SS35: After ordering Adam to turn around, the teacher tells off a boy at the back of the room. Isaac turns round and watches this as he is told off. None of the others in this class do this. It seems to be a class rule not to look at the person being rebuked by the teacher. Perhaps this is to minimise the humiliation the child may feel or to indicate to the teacher that the class is not with him in this rebuke. Isaac does not seem to have learnt this rule and so is not indicating to the class that he is one of their group.

M6SS36: Janice gets up and leaves after having caught the teacher's eye. She is followed by Isaac who does something as he passes Graham. The teacher shouts at him to come back. Graham laughs and so does Isaac. The teacher strides over to his desk and gets a double sheet of paper and tells Isaac to write his 10 tables on all the paper. Isaac then leaves the room. In this second recorded incident we see in common with the first that it occurs just as Isaac is leaving the room. Isaac is also insolent in the face of the teacher's response as he just smiles when the teacher tells him off. Isaac seems happy at being punished. Conclusions about these similarities cannot be drawn as they have only happened twice.

B) Teacher Style

DS1T38: Meanwhile at the back of the classroom Joanna and Peter are chattering. The others are doing some work. The teacher notices and calmly comes to the back of the room. She does not march up to them or shout across the room. She calmly tells Joanna to move over to the round table (where the observer is sitting). Joanna does as the teacher says directly and quietly.

The teacher goes and stands close to her desk, and gives some general advice to the class concerning the cooking. What the teacher says is concise and appropriate and said in a clear voice which is easy to follow.

DS1T39: 10.15 The teacher then tells the whole class to sit down. The teacher stands close to her desk facing the back of the room. She tells them to put their pens down and close their books. She goes to the board and then stands watching the children until she has got order and attention. Then she introduces what they are going to do, namely nutrition. This is a topic which they started a few weeks ago. The title, 'Meal Planning', is written on the board. The teacher asks the class for suggestions on what one needs to take into account in order to do this.

E1T40: He stands at the front and gives some general criticisms of the work, mainly relating to concentration problems they have when writing stories. By returning to the front he ensures that Janice can see the teacher's face as he speaks thus increasing her chances of hearing. Also, the teacher can control the class more easily by being in a position where he can see every member of the class.

M1T41: 2.46 Having distributed the books, the teacher returns to the

front of the class and calls for order. There is some response from the children. The teacher does not wait for absolute silence before telling the class that he is going to give them a new graph book. He continues and tells them to write their name and his on the front. As he says this he holds up a book and points to where the names have got to go.

MLT42: The teacher tells the class to be quiet. Then he asks a question and tells them to put their hands up, and not to call out, if they know the correct answer. The teacher asks a boy with his hand up to respond, which he does correctly.

The teacher asks another question. This time there is some calling out, so the teacher sharply tells them to put their hands up. He then asks someone with their hand up to answer.

DS2T43: The teacher moves the blackboard to the back part of the room. As the children finish their clearing up, they gravitate towards the back of the classroom. Janice comes with her exercise book and sits down in the same position as last week.

The teacher writes up the method for Scotch Eggs on the board.

DS2T44: Janice sits in silence while the three girls on her table sit and chat. As the teacher calls out 'right', Janice turns round to face her. By saying 'right' the teacher gives Janice time to cue into her so that she can be ready to hear as soon as the teacher starts to talk. The teacher asks the class why pasties and Scotch Eggs were chosen. Anna replies, "Packed lunches". A discussion ensues about packed meals, but Janice does not join in. Whether this is due to lack of confidence, inability to hear what peers say or lack of knowledge is not known.

E2T45: The teacher gives a general instruction to the class to read through what they have written.

The teacher writes some questions on the board (they make up part of a poem by Carl Sandburg). Janice watches for a few seconds and then returns to her work. The teacher tells the class he will give them another five minutes. If they finish their work within this time, they are to read through it twice. On the second reading they should be looking at their punctuation. He tells the class that he will read the best ones in the next lesson.

M2T46: A boy walks across the room to borrow Anna's sharpener. He does not ask the teacher's permission before doing so. The teacher goes round the class sorting out difficulties. Janice becomes stuck and so sits listening to the teacher talking to the boy behind her. The teacher finishes dealing with the boy's problems and comes to Janice. He talks to her in a gentle voice, whether this is because she is partially hearing or one of the well behaved members of the class is not known, but the latter explanation is suspected.

DS3T47: Janice places herself so that she is standing opposite the teacher and has a good view of the teacher's face.

9.28 As the teacher goes through the method she asks questions and writes the odd note of a key point on the board.

E3T48: The teacher wanders round the class as the pupils work in silence. Janice's neighbour does not know what to write so looks at the teacher, who is standing a short distance in front of her, and catches his eye. He comes over and crouches down beside her and gives some suggestions. Janice looks on. As the teacher moves away Janice gets back to her work.

The teacher continues to wander round the classroom looking at what the pupils are doing. There is a small amount of chatter, but this ceases as soon as the teacher looks up.

M3T49: The teacher shouts at the class to be quiet. He tells them that the test will be done in silence. The teacher warns that anyone who talks before the end of the test will get at least four sides of work to do. If anyone makes a comment he will get twice that amount. The reason for this is that this is an activity which the class will have to do next year as part of their C.S.E. so they have to learn the procedure. Also, if one child makes a noise it may prevent another from hearing a question which is unfair to that child (these reasons were given to the observer by the teacher after the lesson and not to the class).

DS4T50: The teacher goes round the class checking what each pupil is making. Janice is concentrating on what she is doing and not on anything else in the classroom. The teacher goes to her desk and writes a note. The observer thinks she is making a note of what each child is making. Janice is having trouble making her pastry as her mixture is rather sticky, so adds more flour from a shaker. The teacher comes over and asks if there is any liquid in the mixture. She has to repeat her question as Janice does not hear the first time, though she knows the teacher is talking to her. Janice replies in the negative, so the teacher gets the container of flour and adds some and mixes it in. She tells Janice it may be difficult to roll out. She finishes rubbing in the fat into the flour for Janice and then tells her to add the water. The teacher leaves her.

M4T51: The teacher tells the class to put their pens down please. He

answers a query from a child, and then tells the class to watch the board please. Isaac puts his pen out of sight, under his desk, but it is still in his hand when the teacher repeats the order. Isaac looks at the observer as he does this.

M4T52: There is chatter in the room. The teacher goes on to help Isaac. He writes as well as talks to Isaac, thus giving visual cues to aid verbal understanding.

DS5T53: 9.58 Janice continues peeling and putting the wastage in the bag. The teacher notices that one girl is preparing a fruit they have not been shown how to do properly before. The teacher reprimands the girl mildly as she had told the class to let her know when they were ready to do this fruit so that she could show them how to do them. The teacher tells the class to gather round one of the work areas. She asks for examples of fruits. She demonstrates how to prepare such fruits as cherries, apricots and pears. The class is gathered around her. Janice is standing at the teacher's right shoulder.

E5T54: Janice yawns, other members of the class appear to have lost their attention to the teacher. He appears to have been talking too long for them.

The teacher goes over again where on the double sheet he wants the work done.

M5T55: After a few second the teacher notices Janice and gives his permission and she promptly gets up and leaves. The teacher asks Isaac if he has finished. Isaac replies that he is on the last question. As soon as he has finished copying he puts his things into his bag and then gets up and goes over to the girl, who was Janice's neighbour, and

taps her head and then he proceeds towards the door. The teacher notices and shouts out Isaac's surname a couple of times so Isaac has to respond. He tells Isaac to come over to him and then asks him in an annoyed voice why he tapped the girl's head and would he like it if someone did that to him.

DS1T56/57: The teacher starts by peeling the apple. While she does so she asks the children why the different activities are carried out. She does this while watching what she is doing with the apple and knife and not the class. The children volunteer answers but they do not put up their hands and wait for the teacher to ask or point to them to answer. The whole thing was very orderly and the children did not all speak at once, but merely answered the question in hand. The teacher seemed to be very much in control of the lesson and the children knew it.

ELT58: The teacher explains the format of the lesson. This is helpful for the hearing-impaired child in particular as she knows what to expect even if she misses bits of the lesson because of mishearing. The teacher has a relaxed conversational attitude and speaks in a clear audible voice with a local accent (Spennymoor). He speaks rather quickly, perhaps as he is a chatty person and wants to say as much as he can before the children start to lose concentration.

MLT59: 2.59 The children enter the classroom making a lot of noise. The teacher ignores this and wanders round the room handing books back.

2.46 Having distributed the books, the teacher returns to the front of the class and calls for order. There is some response from the children. The teacher does not wait for absolute silence before telling the class that he is going to give them new graph books.

DS2T60: Joanna finishes cutting out her pasties, and gets two bags out of her basket. One contains grated cheese and the other chopped onion. She empties both of these into the same bowl.

The teacher tells the class that there is a jug of milk on the table for glazing the pasties (this is the milk she made up earlier). The teacher does not give a lead-in to this information, so Janice has only got one chance of getting it right.

E2T61: The teacher sits on his desk and tells the class that he will be setting their exam and that it will include a letter. This letter will be to a friend and the teacher commented that even they had a friend. Anna responded to this by quietly, but seriously saying, "cheek", in the hearing of her neighbours.

The teacher says he will read a letter and then ask them what they think is wrong with it. He proceeds to read the letter from a boy to his friend who is in hospital for an operation to remove his appendix.

E5T62: The teacher talks about concentration for the exams and that he will speak sharply to anyone he catches not working today. Janice yawns, other members of the class appear to have lost their attention to the teacher. He appears to have been speaking too long for them. The teacher goes over again where on the double sheet he wants the work done.

E5T63: The teacher appears to realise that this is the case and turns and faces the class (or rather he faces the backs of their heads) and tells them to put their pens and everything down. He moves towards the front of the class and sits on the edge of his desk facing the children.

C) Stereotypes

M5S65: After a few seconds the teacher notices Janice and gives his permission and so she promptly gets up and leaves. The teacher asks Isaac if he has finished. Isaac replies that he is on the last question. As soon as he has finished copying he puts his things in his bag and then gets up and goes over to the girl, who was Janice's neighbour, and taps her on the head and then he proceeds towards the door. The teacher notices and shouts out Isaac's surname a couple of times so Isaac has to respond. He tells Isaac to come over to him and then asks him in an annoyed voice why he tapped the girl's head and would he like it if someone did it to him. Isaac just smiles broadly at the teacher and makes no response. The teacher allows him to leave, presumably because he has got a taxi to catch. He pulls faces as he leaves. The class notices this and tells the teacher, who in turn tells the class he will see him in the morning.

M6S66: Janice gets up and leaves after catching the teacher's eye. She is followed by Isaac who does something as he passes Graham. The teacher shouts at him to come back. Graham laughs and so does Isaac. The teacher strides over to his desk and gets a double sheet of paper and tells Isaac to write his ten tables on all the paper. Isaac then leaves the room.

M3S67: The bell goes so the teacher stops the test though they have only done seventeen out of the twenty questions. The teacher collects in all the papers before allowing the class to leave. When all the papers are in, he tells the class to stand and then dismisses them all bar the four to be given the punishment. The teacher shouts at him about the C.S.E. system, and that he is learning for next year. Each of the four is given paper and told to write four sides of lines

saying, "I must follow instructions carefully". The four then leave.

D) Skills the Hearing-Impaired Children have to Help them Cope

DS1C68: Janice occasionally casts an eye to the stove as she works to check that the pan is okay. The teacher starts to wander around the classroom. The water has heated up in Janice's pan so she removes the pan from the stove and adds the chopped apple to it and then returns the pan to the stove. Then Janice proceeds to peel and chop a second apple. The teacher then speaks generally to the class, telling them that they should be finishing the apple now. Janice turns to face the teacher as she hears her voice. When the teacher has finished making this comment she comes over to Janice's stove and says something to her in a quiet voice. The teacher then picks up the pan and carries it to the draining board where she stirs the mixture before returning the pan to the stove. She then moves off.

ElC69: The teacher goes on to explain what he has done with their project work and that he will hand it back the next day when there is a full class. Janice concentrates on the teacher as he talks. Most of the rest of the class do too, but there are one or two who are looking out of the window.

ElC70: 1.28 The teacher goes round the class handing out sheets with the questions and passage on, to each individual. Whilst this is going on there is some chattering in the class. Janice starts to read her sheet when it is given to her. Having handed out the sheets the teacher stands at the front facing the class. Janice gets out her glasses, cleans them and puts them on. She watches the teacher while she is doing this so that she does not miss anything.

E1C71: 2.06 The teacher tells the class that he wants them to copy their stories into their exercise books. He tells them that they can swap essays and read each others if they wish, but they are not to chatter. Janice gets her pen out of her pencil case, but as she does so she still keeps her eye on the teacher so that she does not miss anything. The teacher stops talking and hands back the exercise books so that the class can get back to work.

M1C72: He tells them to draw two lines on the graph paper and he shows them where to draw them. Again he is giving the verbal and non-verbal cues. The class becomes very noisy as the teacher proceeds. The teacher does not halt it yet but repeats what he has just gone over. Some of the girls start playing with their rulers poking and hitting each other with them. Janice turns round to Isaac and says something to him. Obviously she is not listening to the teacher at the moment. Perhaps she understands what the teacher has said and is bored by his repetition.

E2C73: The teacher discusses problems the class has with its essays. The teacher mentions specific problems which will help the children to know exactly how they can improve. Joanna whispers to Anna, but Janice continues to concentrate on the teacher. The teacher goes on to the vocabulary work and tells them that they are going to think of words related to 'fire'. He says that he wants everyone to contribute.

E2C74: The teacher displays his knowledge of the class by saying that he knows that some of them sometimes find it difficult to think of "lead ins" to the topic 'fire'. Therefore he gives them two suggestions. He tells them he wants their writing to direct to the fire itself with no build up to it. Janice gets out her glasses. She

looks through them to see if they are clean and puts them down on her desk. She starts to play with her pen and does not seem to be very interested in the teacher.

1.43 Janice looks up at the teacher again. The teacher tells the class to get on with their work. As this happens there is a small amount of chatter as pens are found and books are opened.

E2C75: The teacher tells the class they are working quite well and asks them to make their paragraph exciting. The teacher praises his class before making the request. A couple of boys at the back of the class chatter. One shows the other what he has done workwise. The teacher gives a general instruction to the class to read through what they have written.

2.01 The teacher writes some questions on the board (they make up part of a poem by Carl Sandburg). Janice watches for a few seconds and then returns her attention to her work. The teacher tells the class he will give them another five minutes.

DS3C76: The teacher tells the five children with no ingredients to work from the text books. The teacher wheels the blackboard, on which she has written the method for the fruit fool, round to the demonstration area. She tells the class to gather round which they all do, with the exception of the five doing written work.

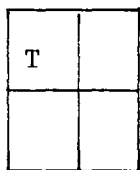
E3C77: The teacher returns to his desk and goes through a pile of luggage labels, distributing those which belong to members of the class. The luggage labels are for those people who are going on the school holiday to Yugoslavia next week, over half term. This teacher is one of the members of staff going with them. He has done this for the past six years. After this he continues to wander around the

room. Janice and her neighbour are doing a co-operative effort in this piece of work. The teacher shows no objection to this.

M3C78: The teacher explained the procedure and said that each question would be only given twice and that no questions could be asked. The children are allowed to do the 'working outs' on the right hand side of the paper. Joanna talks so the teacher pounces on her and tells her that she is getting four sides of work. Joanna leans back on her chair with an expression as if to say it is a typical act by that teacher though she knows she is in the wrong. It is almost as if she was testing to see whether the teacher really meant what he said. There is a silence in the class and the teacher starts the test. The strategy Janice seems to employ is to look at the teacher the first time the question is read glancing down at her paper as she writes down the relevant numbers. The second time, Janice looks at her paper. The questions involve simple addition, subtraction, multiplication and division given in the form of situation problems.

M3C79: Silence still prevails and then Adam attempts to ask a question as he has not heard something, but is given four sides of work to do. Adam sees this as being unjust and goes on strike, but the teacher tells him he will do it tomorrow if he does not do it today. Still Adam will not carry on. He slouches, sitting side-ways on his chair, so that he can rest against the wall. Isaac appears to be finding the mental test difficult to follow. There is a lot of verbage to hear and interpret before he can answer the problem. Looking at his paper afterwards one sees he only got the first question right, but he did attempt all the questions and got the idea of the units. He is weak at Maths so his mistake may be due to this rather than hearing.

M4C80: Ten children come into the classroom with the teacher and the observer. The teacher goes out of the room and the class sits down and quietly chats. Janice sits in the position shown below, presumably so she can sit with Joanna and Anna when they arrive.



2.41 Anna and Joanna come into the room. The teacher is still absent. Two boys come in shortly after the girls. Anna and Joanna decide to sit at the two desks in front of the teacher's desk. Janice decides to move near them. She speaks to Joanna and then sits at the spare desk next to theirs across the aisle.

M4C81: Isaac talks to Anthony who is sitting at the desk behind him. The teacher quietens the class, then goes and brings down the venetian blind by his desk. The teacher then gets silence in the room again. He goes on to explain to the class that he is going through with them the construction of a particular graph.

M4C82: Janice removes her glasses. The teacher writes the names, S. Church (at 0km distance) and North Church (at 80km distance). Janice rests with one elbow on the desk, looking at the teacher. The teacher explains the graphs in the form of questions which Adam answers without being asked. The teacher accepts his responses despite this. Other children make responses too.

The teacher tells them off for misbehaviour. Isaac watches

them, during the reprimand. Janice tends (as she does in this case) to look at the teacher during such episodes. Adam puts his head down on the desk, he taps the desk with his hand. Perhaps he understands what the teacher is trying to get across and so switches off.

M4C83: The teacher is still going round the class helping individuals.

Isaac sits and watches the "goings on" between Anna and the boys sitting diagonally behind her, and also other interaction in the classroom.

3.33 Janice continues to work conscientiously as do the other two girls she is sitting with. Isaac just sits watching the others. The teacher touches Isaac's shoulder and says his name to try and draw attention back to his work.

DS5C84: 10.07 Janice checks the shortbread again. She looks at the teacher who looks at it and says, "yes", so Janice puts the baking tray on top of the stove. The teacher is now standing in the middle of the room near Janice's work area, and she tells Janice to cut the shortbread into pieces before it becomes hard. By this time Janice has returned to chopping her apple, which she continues to do for a few seconds before doing as she is told. The teacher watches her until she responds.

After she has completed the cutting she returns to the chopping. Janice tells Joanna to check her shortbread as the teacher tells the class to keep checking. She tells them to put their hands up if they think it is ready. Joanna puts up her hand, but when the teacher looks at it she tells Joanna it is not done yet, so the shortbread is returned to the oven. Joanna returns to preparing her fruit.

M5C85: The teacher turns back to the board and writes questions where he has erased the writing. There is quiet while he does this, but

Joanna and Anna are being silly. Joanna has taken Anna's book to copy from it. Anna wants to write the questions that the teacher is writing on the board, so she is leaning over Joanna's writing. The two girls find this rather amusing. The teacher notices and sharply tells Joanna and Anna to get on with the questions and do the writing later.

Isaac copies the questions from the board. Janice appears to be doing each question as she copies it from the board.

3.26 The teacher climbs on his chair and opens the window by his desk. As the teacher has finished writing the twenty questions he starts to go round the class giving individual help where needed.

M5C86: After this incident Janice carries on copying the questions, but Isaac shuts his book and starts looking round the class. Janice puts up her hand and tries to get the teacher's attention. Isaac puts up his hand. As the teacher is busy with another member of the class, he does not notice so Isaac puts down his hand and then Janice puts down hers. As she does so she looks at her watch. It is time for her and Isaac to leave to catch their taxis.

After dealing with the boy who needed help while Isaac and Janice had their hands up, the teacher goes to the board. He writes up the word 'HOMEWORK' and then writes down ten questions. Isaac and Janice copy. Isaac puts it down in his prep. book and Janice directly into her Maths book.

DS5C87: The teacher announces to the class, "When you have finished you can sit at the back of the class. Remember you are responsible for deciding when your dish is ready."

Janice looks round at the teacher as she says this, but her expression does not change, but remains serious. She finishes doing

the drying and starts to put the things away. She wipes the flour shakers with a damp cloth before she puts them away. Janice is very careful and methodical. It is not known if this is a reflection of her mother, as she always has everything prepared in the correct quantities when she brings them to school. Or else she has that methodical manner which is characteristic of some hearing-impaired people.

M6C88: The teacher wanders round the class giving help where it is needed. Meanwhile there is a great deal of talking and whispering in the room. Peter starts to sing, "Ba Ba Babaran" in a silly voice. The teacher does not react at first but eventually he says, "We'll have less noise." This is not a very firm and definite statement. Peter ignores this and continues singing.

Janice works steadily, but Isaac is easily distracted by all the noise and activity round the room. The partially hearing find it difficult to ignore the background noises.

References from case studies of the observed children

SS37: 20.6.83 While walking through the cloakroom en route to the English lesson, with the teacher, an incident was observed concerning Isaac. Two girls put out a bag to trip him up as he passed. He went flying, but came up full of smiles and went towards the girls beaming as if he thought they were being friendly to him. Considering how he is rejected by his peers this is possibly the wrong interpretation on his part.

T64/C89: "I am alright for cookery for most of the time. I sometimes find it difficult when the teacher dictates notes and I can't see her lips or hear her. Then I have to rely on someone else to tell me what she has said or look in their books." (Janice)

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APPENDIX II

THREE EXAMPLES OF OBSERVED LESSON RECORDS

APPENDIX II

Three Examples of Observed Lesson RecordsDomestic Science 9.5.83General and background

There are 13 children, 12 girls and 1 boy, in this class of 13-14 year olds.

The teacher says that all these children are capable of doing the C.S.E.

Normally the practical work is done on a Tuesday afternoon, but because of the chaos due to the dispute, the practical is being held in the Monday double lesson.

This lesson is the first of the day and is timetabled for 9.20-10.35.

The children are told the method and what ingredients to bring in the previous Tuesday afternoon lesson.

Today they are going to make apple crumble.

Before the children arrive the teacher prepares to give them a demonstration on how to make the dish.

The teacher is on a temporary appointment to cover a maternity leave. She arrived in January.

Classroom organisation

9.24 The children wait outside the door until the teacher calls to them that they can come in. The voice is confident and one of someone who is in control of the situation.

The teacher stands by her desk watching the children as they come in. Those with baskets place them on their individual work surface without a word and then come to the tables and stools at the back of

the classroom.

One of the girls comes in chewing gum (possibly Joanna or Anna) and the teacher notices, so directly tells the girl to go out and get rid of it. The girl makes no protest and promptly does as she is told.

Another girl stops in front of the teacher as she passes the teacher's desk and tells her that she has forgotten to bring her ingredients with her. The teacher tells her off referring to the fact that the others have remembered. As the children sit down it turns out that another three girls and the boy have also forgotten. It appears that their confusion is due to the practical day being changed. The teacher is firm, but calm when she tells them off. Those who have remembered their things go to their work areas and take their things out of their baskets and put on their aprons. They then put their baskets out of the way. This activity is part of the routine of the lesson so it is done without any instruction or prompting by the teacher.

The teacher goes and stands in the demonstration area while this is going on and tells the class to get stools and come over. The teacher has a chopping board, apple and knife in front of her.

The teacher starts by peeling the apple. While she does so she asks the children why the different activities are carried out. She does this while watching what she is doing with the apple and knife and not the class.^{DS1 T56} The children volunteer answers but they do not put up their hands and wait for the teacher to ask or point to them to answer.^{DS1 T57} The whole thing was very orderly and the children did not all speak at once, but merely answered the question in hand. The teacher seemed to be very much in control of the lesson and the children knew it.

The teacher asked if anyone had brought rhubarb. "Yes", replied a girl (red hair). The teacher asks her to bring a stick of it over

and she would show her what to do with it. The girl replied that it was in a tin. She then giggled eying the rest of the class. The teacher did not seem nonplussed by this reply but merely said that she thought the girl was capable of opening a tin.

The teacher has now finished peeling and chopping the apple so she puts it in a saucepan and then places the saucepan on the stove to heat.

9.33 A motor starts up in the room, possibly something to do with the heating system, and this produces a lot of background noise. The girl on Janice's left talks to the girl on Janice's right. The teacher takes no notice, but continues with her demonstration and the asking of questions.

The girls, marked a, b and c on the previous diagram, start chattering amongst themselves and looking around at the observer, who ignores them. This chattering in whispers seems to increase as the teacher turns round to stir the apple which is in the pan on the stove.

Peter makes an observation which the teacher considers to be inappropriate and replies very curtly to him.

By now the teacher has made the crumble and showed them how to put it on top of the apple.

9.38 The demonstration finishes and those children who have got their ingredients go to their work areas and start to get out their utensils. This causes a fair amount of chatter.

The five pupils who have not got their things return with their stools to the back of the classroom. Three of them (including Peter and Joanna) sit at the table by the window. They sit in close proximity near the end of the table. The other two girls sit at the neighbouring table.

They are told by the teacher to do some work from the text books. They get the books out and chatter instead of settling down to work.

9.45 The teacher goes to the front of the room and switches on the lights as it has become darker because of increased cloud cover outside. The teacher issues the general instruction to the class that their apples should be done before five minutes to ten (9.55). The teacher gets a lemon and goes round the class putting some lemon juice in each girl's dish.

Meanwhile at the back of the classroom Joanna and Peter are chattering. The others are doing some work. The teacher notices and calmly comes to the back of the room. She does not march up to them or shout across the room. She calmly tells Joanna to move over to the round table (where the observer is sitting). Joanna does as the teacher says directly and quietly.

The teacher goes and stands close to her desk and gives some general advice to the class concerning the cooking. What the teacher says is concise and appropriate and said in a clear voice which is easy to follow. DS1 T38

Two minutes later Peter starts to talk to the remaining girl at his table. The teacher does not notice or else she ignores it and gets up and washes the equipment she used while demonstrating how to make the apple crumble. She dries the utensils and then takes notice of the chattering between Peter and the girl so she moves to the back of the room and tells the girl to move to the table in the middle of the room so she is by herself. She says nothing about being quiet. The girl goes without any fuss.

9.51 All the girls who are doing practical work are working quietly and independently of each other. Janice is peeling and chopping an apple. As she moves her pan to the stove the teacher comes over to her and tells her to put the pan with water in it on the heat. The teacher is standing facing the stove as she speaks, but Janice responds to her instruction and returns to chopping her apple.

The teacher moves off and goes and stands near the demonstration table and watches the class. She is making sure that everything is going alright.

Janice occasionally casts an eye to the stove as she works to check that the pan is okay. The teacher starts to wander around the classroom.

The water has heated up in Janice's pan so she removes the pan from the stove and adds the chopped apple to it and then returns the pan to the stove. Then Janice proceeds to peel and chop a second apple.

The teacher then speaks to the class generally, telling them that they should be finishing the apple by now. Janice turns to face the teacher as she hears her voice. DS1 C68 When the teacher has finished making this comment she comes over to Janice's stove and says something to her in a quiet voice. The teacher then picks up the pan and carries it to the draining board where she stirs the mixture before returning the pan to the stove. She then moves off.

9.56 Two girls working opposite each other start chattering. One of the girls doing written work asks the teacher a question when the teacher is facing in her direction. The teacher answers her query in a normal voice.

Afterwards the teacher turns round and tells the girls, who are doing practical work, to hurry up. Janice continues to work at the same rate. The teacher then stands by her desk and checks the register.

9.58 Having done this the teacher wanders round the classroom checking that everything is going well. The teacher says something to the girl working on her own in the middle of the room.

9.59 Janice finishes chopping her apple and removes the pan from the stove so she can place the chopped apple in the pan. The pan

is then returned to the heat. Janice clears away her apple peelings by placing them in a bag (brown paper) in which she brought the apples to school. Then she goes to her sink and washes her hands and dries them on her apron. She gets a bowl out of a cupboard and then puts the ingredients which she brought to school with her, previously measured, in margarine containers. She starts to rub these ingredients together to make a crumble.

The teacher gives another instruction/reminder to the class to take the fruit off the heat as soon as it is hot. She adds that the class should get the dish in the oven as quickly as possible.

Janice does not respond to what the teacher has said. Perhaps she or the teacher has turned off the stove already, as there is no steam rising from the pan.

10.03 When Janice finishes making her crumble she pours the apple from the pan into her dish and spreads it out. Then using a spoon, she sprinkles the crumble over the apple. (While doing the demonstration the teacher told the class that they should not press the crumble down.)

The teacher gives another general instruction to the class to wash up their things as soon as the crumble is in the oven.

The motor sound is still going on in the background.

Janice puts her crumble in the oven and then starts to clear up. She cannot wash her dishes immediately as there is another girl doing her washing up at the sink, so she waits. The two girls do not communicate with one another. While she is waiting, Janice puts her empty margarine tubs back into her basket.

As soon as the other girl leaves the sink Janice takes her equipment over to it. The other girl emptied the washing-up bowl, so Janice turns on the taps and goes off to get the washing-up liquid. The teacher tells the class not to talk. There has been a little

quiet chatter but no high level of noise. Janice arrives back with the washing-up liquid and starts to do her washing up. The other girl returns and starts to dry up her things, which she left on the draining board. There is no apparent communication between the two girls. DS1 SS1

The other girl finishes her drying up and picks up a cloth and wets it in the sink while Janice works there. The other girl smiles at Janice, but they do not talk to one another.

10.10 Janice finishes her washing and starts her drying up. The teacher gets a table cloth from a cupboard at the back of the room which she spreads over the demonstration table. She then says a couple of sharp words to a girl she has told off before for speaking. Afterwards she stands and watches the class, but she keeps the girl within view.

10.12 Janice wipes down her work surface. The teacher tells the class to put up their hands when they have finished clearing up. The teacher then goes over and checks Janice's clean dishes and then tells her to put them away. Janice finishes clearing up and just stands by her work area. She does *not* put up her hand. (The observer does not notice any of the other girls doing so either.) The teacher comes over to Janice and has a quick look and leaves and goes to another work area. Janice then gets her exercise book out of her basket and then stands where she stood before. The teacher notices and stands facing in Janice's direction and says that when they have finished they are to go and sit down with their books. Five girls, including Janice, go and sit down as soon as the teacher has finished speaking.

10.14 Janice sits down and gets out her glasses, cleans them and puts them on. She is one of six girls sitting at her table, and all of them start to chatter. DS1 SS2

10.15 The teacher then tells the whole class to sit down. The teacher stands close to her desk facing the back of the room. She tells them to put their pens down and close their books. She goes to the board and then stands watching the children until she has got order and attention. DS1 T39 Then she introduces what they are going to do, namely nutrition. This is a topic which they started a few weeks ago. The title 'Meal Planning' is written on the board. The teacher asks the class for suggestions on what one needs to take into account when doing this. A suggestion is quickly volunteered and the teacher writes it down,

"1. Likes and dislikes".

There is a pause before another response comes. This one is from Janice. As the teacher writes it,

"2. Time available for preparation and cooking", she says, facing the board, that the comment is a sensible one from Janice.

There is silence again and the teacher says in her normal voice, "Come on, think".

There is another silent pause and then another suggestion is given which the teacher writes on the board,

"3. Type of occasion e.g. whether it is something special or just everyday".

No more suggestions are forthcoming and there is a silence, so the teacher gives a clue and this elicits another suggestion which is written down,

"4. Number of people eating the meal".

Soon another suggestion follows, which is written on the board by the teacher,

"5. Any special diets to be considered".

The teacher expands on this suggestion and talks about different special diets one can have and the conditions which require them (such

as diabetes). She asks for a further point. She waits, but she is just greeted with silence, so the teacher gives one herself which she write on the board,

"Age, sex, work and health of people".

Again the teacher asks for suggestions, but all she gets is silence. She realises that nothing more is going to be forthcoming so she tells them that they can write down the points from the board.

During this section of the lesson the teacher is getting the children to think rather than let them be spoon fed. She helps out when they are having difficulty and she realises when is the best time to stop the exercise.

The teacher sorts out some administrative queries about the work, while the class settles down to doing the copying. Having done this she goes off to the other end of the room.

Some of the children start to chatter but Janice is one of those who works conscientiously. DS1 SS3

The teacher is doing some tidying up in the room.

10.25 The chatter among the children at the back of the classroom continues. The teacher does not intervene at all.

10.26 Janice finishes copying from the board. She coughs. The teacher moves towards her desk at the back of the classroom and as she does so the level of chatter decreases, but it does not stop.

Though Janice has finished she does not join in the chatter, but checks that she has copied correctly from the board. When she has done this she looks down the table listening to the conversation. The teacher in the meanwhile stands by her desk watching the class. The teacher, realising that the copying has been done, sends the three girls, who have not finished their clearing up, off to do so.

The teacher then asks three of the children for their 5p which they did not have last week. Two of them pay, but the third has

forgotten hers. The money is put in a tin which the teacher keeps in a drawer in her desk.

10.28 The teacher then gives a generally direct command for those who have got tidying up to do to do it. In response to this Janice puts her books into her bag. Then she goes to her work area and puts on an oven stole and stands and waits for the teacher. The teacher does not come immediately so Janice starts swinging the stole. The teacher moves from oven to oven checking whether the crumbles are ready or not.

Janice becomes bored with waiting so she goes and joins a group of three girls and starts chatting with them. DS1 SS4

10.32 The group soon splits up and Janice goes to her work area and puts down her stole and then goes and sits at the back of the room as do the three other girls. They do not all sit together at the same table. Janice sits and talks with the girl at the end of her table. The teacher calls, from the middle of the classroom, for the two electric stoves to be switched off. The two girls responsible for each of these stoves go and do so. The teacher walks to the tables at the back of the classroom and tells the class that if they are ready they can pack up. Janice consequently takes off her apron. She goes to her work area and picks up the towels there and puts them on the clothes horse at the front of the room to dry. She returns to the back of the room and puts on her blazer and then sits down.

The girls at Janice's table sit in a huddle at one end in order to chatter, but as soon as the teacher moves to the back they spread out again.

10.35 The teacher checks and removes the dishes from the ovens. The teacher checks Janice's and takes it out of the oven. She then calls, "Alright Janice".

Janice comes and lines her basket with her apron, after removing

the containers from it. She places the dish in the basket and covers it with the apron and then replaces the containers. The teacher comes to her desk and tells Janice to switch off the electric switch for the oven, which is situated on the wall by the window. Janice obeys and then picks up her basket and goes and sits down at the back of the room again. The teacher picks up her mark book and quickly reads through the marks for this lesson's work.

10.37 Having done this the teacher tells the class that they can go. All the children leave immediately except one girl, who finishes her clearing up before doing so. Peter has a quick word with the teacher before he leaves.

English 23.5.83Background

The teacher has got a headache.

23 children present.

The lesson comprises writing a letter to a friend who is in hospital and then doing exercises on vocabulary work.

1.17 The class was already in the room when the teacher and observer arrived. This is unusual as the classroom is usually locked and the teacher unlocks it and lets the children in when he arrives. Presumably the teacher may have unlocked it earlier as he was on duty this week.

The teacher sits on his desk and tells the class that he will be setting their exam and that it will include a letter. The letter will be to a friend and the teacher commented that even they had a friend. Anna responded to this by quietly but seriously saying, "Cheek" to her neighbours.

The teacher says that he will read a letter and then ask them what they think is wrong with it. ^{E3 T61} He proceeds to read the letter from a boy to his friend who is in hospital for an operation to remove his appendix.

Afterwards the children proffer suggestions as to why it is a poor letter. Peter says that the writer talks about himself. Anna says that he is wrong to talk about the operation as a tricky one. A boy says it was not right to say that the person who took his (the invalid's) place in the team was great. Another boy mentions that it was unfair to mention the James Bond film as the invalid could not see it. A final comment was that talk of the child being good for the part of Caesar with the blood and daggers was tactless.

1.25 Then the teacher asked the class what should be said to a friend who is in hospital to have their appendix out. One boy says

that you should tell him you are missing him. A girl comments that you could tell him that you will visit him soon.

The teacher responds to these and previous comments in a positive way. He sums up by saying that one should not write about the good things they are missing, but about the good things they can look forward to.

1.27 Janice seems to be losing her concentration on the teacher. She gets out her handkerchief and then yawns. Then her gaze returns to the teacher.

The teacher tells the class that they must think about the purpose of the letter and since their letter is to an imaginary friend they will have to use a little imagination. He adds that he wants them to think about paragraphs. He draws to a close by saying that he will ask some of the class to read their letters out later. This may give the children the incentive to try their best just in case they have to read their letter out.

1.33 Janice starts to get her things out before the teacher tells the class to start. Janice exchanges a few words with her neighbour as they start. The female neighbour borrows Janice's Tippex. Janice gets out her glasses, cleans them and puts them on. She says a few words to her neighbour but is checked by the approach of the teacher from behind. She settles down to her work.

1.35 The teacher goes round the class distributing text books ('English Now' Book 4 Ridout), Joanna flicks through her copy briefly as she gets it. Janice and the girl sitting next to her talk quietly to one another. They realise that the teacher is close by so they stop. Soon Janice talks to her neighbour again. The neighbour gets out a pink exercise book and writes down her name, etc., on it. Janice watches while she does this. The book is put away again.

The teacher wanders round the class as the children work in

silence. Janice's neighbour does not know what to write so looks at the teacher, who is standing a short distance in front of her, and catches his eye. He comes over and crouches down beside her and gives some suggestions. Janice looks on. As the teacher moves away Janice gets back to her work.

1.42 The teacher continues to wander round the classroom looking at what the pupils are doing. There is a small amount of chatter, but this ceases as soon as the teacher looks up. E3 T48

Janice and her neighbour talk quietly to one another. Obviously their conversation is amusing as they smile at one another (Janice has not sat next to the girl in a previous observed lesson). Janice helps the girl by providing ideas for the letter, also she lends her ink rubber. E3 SS9

There is a fair amount of whispering in the room.

1.47 The teacher tells the class to put their pens down. He tells them they will be given time later on, if they need it. The teacher continues by making such observations of what he has seen while he has been going round the classroom. His comments concerned the length of the letter or rather the lack of it and also his opinion that most of them would not cheer him up if he were in hospital. He tells the class they are going to do something different now, namely work into the use of words which mean similar things. The class is told to turn to page 64 in the text book. Janice is sharing a copy with her neighbour (who like Janice has got a cold).

At this moment the class next door become noisy as they are in between lessons.

The teacher goes through what he wants the class to do. The work concerns 'looking' words. The first exercise involves matching different 'looking' words to their correct meaning. The meanings are in the wrong order. The second exercise involves fitting in the

appropriate words from exercise 'a' into the blank spaces in the sentences in exercise 'b'.

The teacher next door is heard telling the class next door to be quiet. The noise from that room disappears (at least from the observer's ears).

1.55 The teacher sets the class to work and then wanders around the room. The class settles down to work straight away. Janice uses the dictionary, at the back of the text book to help her (this is allowed). Janice is working with her neighbour rather than independently. ^{E3 SS10}

The teacher returns to his desk and goes through a pile of luggage labels, distributing those which belong to members of the class. The luggage labels are for those people who are going on the school holiday to Yugoslavia next week, over half term. This teacher is one of the members of staff going with them. He has done this for the past six years.

After this he continues to wander around the room. Janice and her neighbour are doing a co-operative effort in this piece of work. ^{E3 C77} The teacher shows no objection to this.

As the teacher wanders round the classroom he tells the pupils to make sure that their work is neat as he is going to take the books in at the end of the lesson and so he wants a high standard.

There is no chatter and the only sounds are those of children working.

A girl asks if they are to go straight on to the second exercise. The teacher says, "yes".

2.03 Chatter begins to start up as the children lose their concentration (this class has a reputation of having poor concentration spans). The teacher says, "Let's get it settled again". The class responds. The teacher talks with some boys at the back of the class.

The boys include Adam and Graham.

Concentration lapses again and the teacher tries to get their attention back to their work. Janice is one of those whose concentration has not lapsed and she and her neighbour carry on with their work diligently. The reason for this may be because the girls are working together rather than on their own and/or they have longer attention spans than other members of the class.

Janice and her neighbour get stuck and so they get hold of the teacher's attention. He comes over and gives them some help.

The class becomes restless again. Anna talks and is caught for the third time so the teacher tells her off individually across the room in a voice which shows he is annoyed with her, but his anger is displayed in a controlled way. The whole class becomes quiet after this.

The teacher goes to Janice and her neighbour as they need help again.

2.10 The teacher comes to the front of the room and sits on his desk, watching the class. He tells the class they have ten minutes working time to go and that they should carry on with their work. After this their books are to be taken in.

The class works on in silence. Janice and her neighbour continue their co-operative effort by discussing each sentence. The teacher wanders round the class again.

2.16 The class is still working well.

2.17 The noise has built up and the teacher tells the class that there is not much longer to go so they should try and keep working during the last few minutes.

The teacher talks with one of the boys. He notices that a group of boys are not working and lets them know he has. The boys settle down back to their work.

2.22 The teacher stops the class and tells them that he has not got time to read their letters out. The reason for this, he tells the class, was that they were working well and he wanted them to continue to do so. He tells them that he will take in their books and then read the best and the worst letters tomorrow.

Joanna moves her desk away from Anna and pushes it next to Janice's. The books are collected in (exercise and text).

2.24 The teacher dismisses the girls and then the boys. Some of the boys carry the books to the staffroom for the teacher. The lesson is ended quickly today as the ~~teacher~~ is on duty.

In the class the boys and girls sit separately and do not appear to intermingle though they can choose where in the classroom they want to sit.

Mathematics 13.6.83Background

The teacher introduces a new topic in this lesson: ratio.

In this lesson we see the first trouble this teacher has had with Isaac. Well known that others have difficulties with him.

2.56 The teacher and the observer enter the room. The teacher puts his things down on the desk and then stands in front of the board, watching the children as they come into the room. The children followed the teacher and observer into the room.

Isaac is present and is sitting on his own while Janice has moved as her neighbour is not present for this lesson. She sits with another girl.

When the class except for the late comers are in and sitting down noisily the teacher goes to his desk. He picks up a pile of maths and graph books belonging to the children and then goes round the class returning them to their owners. He does not say anything.

Issac looks at his book when he gets it back.

When the teacher finishes distributing the books he shuts the door and then gets a blackboard wiper from his case and then wipes the board clean.

Having done this he turns round and then stands and faces the class and asks for quiet. The children are slow to respond, but gradually the noise decreases. The teacher then tells the class that if they want to ask a question they must put up their hand. The teacher appears to be laying down the law before the situation when it will come into play happens.

As the teacher writes,

£6 £3

on the board, Isaac gets some things out of his pencil case.

The teacher then goes through a comparison of these two figures.

He does this by asking the children how they would explain the difference. First of all the suggestions are £3 more and £3 less, but this is not what the teacher wants though these answers are correct and are acknowledged by him as being so. He asks if they can think of any other way of explaining the difference. He then gets the language he wants namely 'twice as much' and 'half as much'. The teacher reinforces by repetition of the term 'twice as much'.

He writes up,

£12 £4

below the previous two numbers. He asks the class what the difference is between these two and gets the response 'three times as much'. The teacher tells them that he is going to deal with the ideas of three times as much and twice as much today.

The teacher writes the notation to express this,

2:1

He asks why there are two dots not just one and someone volunteers the correct response that one would get muddled with 2.1 (two point one). Isaac watches carefully whilst this is going on. Then he turns and looks at some boys behind him.

The teacher asks when the notation 'two to one' is used. One of the boys puts up his hand and says, "Betting", when he is asked to reply by the teacher.

The teacher then relates 2:1 to betting on the horses. He asks the class how betting works. One of the boys explains it correctly and confidently, which suggests that he has a proper understanding of how it works.

The teacher progresses onto simplifying numbers. He writes the examples on the board and works through them. Someone comments without putting up his hand and waiting to be allowed to speak by the teacher, that it is like fractions. The teacher turns round from the

board and says that it is the same as cancelling fractions, but makes no comment about the fact that the child has broken the rule that he laid down at the beginning of the lesson.

Janice and Isaac watch the teacher and the board while this work is being done. The fact that the teacher writes the example on the board makes it easier for the children to follow.

Isaac loses attention and starts to watch others in the class, especially those who are also not attending.

Joanna is chatting to Anna, but Karen (a close friend) wants to listen to what the teacher is saying so she tells her to shut up. Joanna becomes quieter though she still does not attend to what the teacher is doing.

The teacher goes through a number of examples which have different units showing how the units disappear when one makes comparisons.

Isaac is watching some boys behind him. It is almost as if he wants to catch their eye and show he approves of what they are doing (they are misbehaving). This idea is reinforced by the fact that he often breaks into a smile.^{M5 SS27}

3.03 The teacher reprimands Anna for talking, telling her that he makes the rules so there is no excuse for her talking. The teacher then returns to the work he is doing with the class and asks what the symbol ":" means. No-one in the class supplies the correct answer so the teacher tells them it means 'ratio'.

The teacher proceeds to explain what has previously been done using the term 'ratio'.

Isaac's attention becomes focused on the teacher again.

Janice is not paying attention but exchanging comments with the girl sitting next to her.

Joanna tells the teacher that she has not got a pen and that she

has lost it. The teacher ignores her and continues with the work. While he is facing the board about to write notes on 'ratio' on the board, Joanna slips her pen inside her book. She appears to be playing a practical joke on the teacher. She and Anna then start to play with coloured stencil rulers.

The teacher writes the following on the board,

RATIO AND PROPORTION

A ratio compares two measurements e.g. £6 and £3 can be written as 2:1 which means one quantity is twice as much as another, 2 to 1 is written as 2:1. Ratio can often be simplified.

Isaac starts to copy. Janice says something to her neighbour, she settles down to her work. The teacher breaks off as he has finished writing and starts to wander round the class. This is not a leisurely wander as it appears to be an attempt to gain quiet and order in the classroom.

David puts up his hand. The teacher goes to him. David tells the teacher he has not got his bag, so the teacher allows him to go and find it. This is a genuine request.

Joanna calls to the teacher again that she has lost her pen. A pen is lent her by the girl sitting in front. Joanna and Anna give this girl a look as they don't seem to want anyone to help them out of the situation. Joanna calls out to the teacher that she cannot use this pen. Anna takes the borrowed pen and tries it. It is genuinely empty, so Anna tells the teacher it is true and then smiles at the girl to whom it belongs and hands it back to her. The teacher tells Joanna to find another and not to waste his time. This is said sharply.

Isaac and Janice are concentrating on copying the notes from the blackboard. As the teacher begins to write on the blackboard again, Brian gets up from his seat and crosses the room to another boy and

hits him. This blow does not appear to be one of anger as the boy who has been hit starts to make great noises, but these are ignored by the teacher. Then he slumps down on his desk as if he is unconscious.

Joanna gets a pen which works and starts to copy from the board. It seems she realises that the teacher is not going to fall for her prank and so gives up.

The teacher is about to write some questions but he is interrupted by the noise of the class. David returns with his bag. The teacher tries to exert his authority.

3.16 The teacher starts to write the questions on the board. While he is doing so Janice chats with her neighbour quietly. Her neighbour is the girl who was sitting behind Adam last week. Janice is not the only one talking so the volume of noise is high. The teacher stops writing and turns to face the class and orders them to be quiet. The noise of chatter drops, but someone starts to whistle instead. The teacher does not know who the whistler is, so he just says, "stop that whistling" to the class in general. The whistling does not stop immediately but it does stop. The teacher does not react because his order has not been obeyed promptly. After this incident Janice and Isaac carry on copying from the board. The teacher finishes writing the questions and starts to wander about the class. He issues a general instruction to the class that they are to put the date on their work. This instruction is given succinctly with no introduction to draw the children's attention. Janice immediately responds to the instruction. The class becomes quiet as the children work but as soon as the teacher starts to help Joanna, the noise begins again. The teacher tells the class to be quiet, in a sharp manner. Janice is not wearing her glasses today. Perhaps she has forgotten them.

Isaac gets on with his work and is concentrating on it rather than being distracted by what else is going on in the class.

The teacher rubs out part of the explanation on ratios on the board. Immediately there are howls of protest from the class. Joanna tells the teacher as he turns round that she has not copied it out yet. The teacher gets very annoyed first with Joanna in particular, but soon he proceeds to direct his comments to the whole class. He does not think much of people who have not copied something which was written out twenty minutes ago. He tells Joanna to copy the notes from someone else as he has got some more questions to write. Joanna gives a rather surly look. While this reprimand is being given Janice and Isaac watch the teacher, but there are several children looking elsewhere. They do not appear to be bothered that the teacher is annoyed.

The teacher turns back to the board and writes questions where he has erased the writing. There is quiet while he does this, but Joanna and Anna are being silly. Joanna has taken Anna's book to copy from it. Anna wants to write the questions that the teacher is writing on the board, so she is leaning over Joanna's writing. The two girls find this rather amusing. The teacher notices and sharply tells Joanna and Anna to get on with the questions and do the writing later.

Isaac copies the questions from the board. Janice appears to be doing each question as she copies from the board.^{M5 C85}

3.26 The teacher climbs on his chair and opens the window by his desk. As the teacher has finished writing the twenty questions he starts to go round the class giving individual help where needed.

Kathy turns round to Janice and her neighbour and asks a question. Kathy then tries to get the teacher's attention, by putting up her hand, to ask if she has done a question right, but the teacher is

dealing with Joanna, so he does not notice her.

Isaac and the boy in front of him have some small form of disagreement. The boy challenges Isaac to hit him by showing the side of his face and pointing to it. Isaac does not take up the offer and seems a bit uncertain about how to react. M5 SS29 The teacher turns to their direction so the boy quickly turns round to face the front again. M5 SS29

Janice is squinting a bit as she copies from the board. She becomes stuck on a question but after talking to her neighbour and Karen she seems to get the right answer and she does not try to gain the teacher's attention.

3.31 Janice stops working and starts to twiddle her pen. Isaac is working steadily at the moment. Janice resumes copying after this pause. Isaac becomes stuck on a question and turns round to ask the boy sitting behind him. This boy is one of the quiet well-behaved members of the class who is always well dressed. Isaac seems to get the answer he wants so returns to his work. M5 SS30

The teacher comes to the front of the room and writes some more questions on the board. Brian talks to someone across the room. There are others talking too. The teacher spots him and tells him firmly that he wants to see him at the end of the lesson to see if he has got a good excuse for talking, though the teacher says that he doubts that Brian has a good one. Meanwhile Brian is to keep quiet. Brian tries to offer excuses but the teacher will not let him say anything.

Immediately after this Anna makes some nonsense language comment which the teacher hears and in his annoyed state pounces upon and asks Anna to repeat what she said. She does literally knowing that this will annoy him. She will not let the teacher see any visible sign of shame in her. The teacher promptly sends her out of the room, telling

her to get her hair tied back. Joanna cheerfully tells her she will copy out the questions for her. One gets the feeling this comment is made as a defiant gesture for the teacher's benefit rather than Joanna just being a kind friend.

After this incident Janice carries on copying questions, but Isaac shuts his book and starts looking round the class. Janice puts up her hand and tries to get the teacher's attention. Isaac puts up his hand. As the teacher is busy with another member of the class, he does not notice, so Isaac puts down his hand and then Janice puts hers down. As she does so looks at her watch. It is time for her and Isaac to leave and catch their taxis.

After dealing with the boy who needed help, while Isaac and Janice had their hands up, the teacher goes to the board. He writes up the word 'HOMEWORK' and then writes down ten questions. Isaac and Janice copy. Isaac puts it down in his prep book and Janice directly into her maths book. M5 C86

There is silence in the class while the children copy. Joanna copies the questions down in Anna's book as well as her own.

As soon as Janice finishes copying she puts her things away in her bag and puts up her hand to try and gain the teacher's attention and gets his permission to leave. Isaac is still copying.

After a few seconds the teacher notices Janice and gives his permission and so she promptly gets up and leaves. The teacher asks Isaac if he has finished. Isaac replies that he is on the last question. As soon as he has finished copying he puts his things into his bag and then gets up and goes over to the girl, who was Janice's neighbour, and taps her on the head and then proceeds towards the door. The teacher notices and shouts out Isaac's surname a couple of times so Isaac has to respond. He tells Isaac to come over to him and asks him in an annoyed voice why he tapped the girl's head and would he like

it if someone did that to him. M5 T55 Isaac just smiles broadly at the teacher and makes no response. The teacher allows him to leave, presumably as he has got a taxi to catch. He pulls faces as he leaves. The class notices this and tells the teacher, who in turn tells the class he will see him in the morning. M5 SS31/M5 SS65 It seems as if the initial incident of tapping the girl's head was merely an act of familiarity which was not acceptable in this case as the girl did not consider Isaac to be a friend of hers. The fact that the teacher notices and reacted may have come as an added bonus as he was being given a telling off in front of the whole class as seems to happen to several of the apparently high status children in the class. He may feel that this is a chance for him to improve his status which would explain his total lack of shame. The grins and looks as he left the class were perhaps to show that he had succeeded in being one of those who had riled the teacher. As he is disliked and unaccepted by the class such behaviour is not accepted by them, hence their telling the teacher of the pulled faces Isaac made. The teacher sees Isaac's lack of acceptance as being due to the fact that he does not integrate much. He also feels that girls are more accepting than boys which is why Janice is accepted in the class and Isaac is not. The class is fairly clearly divided between girls and boys.

The teacher then asks who has done the first twenty questions. Several hands go up. These hands belong to the quieter and better behaved members of the class. The teacher then gives the answers. He does this by standing at the side of the room so he can see the board and still see the class. He works out the answers from the questions. When he finishes he asks who has got them all right. A couple of hands go up and the teacher says well done. The teacher then asks who has not done the first twenty questions. A few hands go up. The teacher then tells them that they only have ten questions for homework.

This is said in the teacher's normal conversational voice.

3.46 The class promptly clears away their things so that they are ready to leave.

The teacher asks the class for some work they did for him last week on paper. The teacher goes round the class collecting it, so that he can mark it.

The level of noise in the class has increased but the teacher does not respond but puts away his things. He then stands in front of the class and tells them to pick up the litter from the floor. The teacher then moves round the class pointing to paper and telling individuals to pick it up. As there is so much noise the teacher does not hear the knock at the door. The children call to him that there is someone at the door. They have to say it twice. The teacher goes to the door and opens it. It is a couple of boys bringing back some English textbooks which are kept in the classroom.

3.49 The teacher then dismisses the class, dismissing the girls first. Brian is kept behind and gives his excuse and the teacher does not accept it as a good one as he (the teacher) has laid down the rules about when people can talk. After giving this talking to Brian is allowed to leave.

The teacher then calls Anna back to the classroom. She is reprimanded and told that she must learn to behave as she is unpopular with staff and that when she leaves school and tries to find a job, a character reference is going to be very important and that she will not get a good one with her present standard of behaviour. She is also told she may think she is funny but she is not. If he is asked about her for a character reference he will not give her a good one. The teacher speaks in a manner that he is the teacher and as such has power over her future.

While all this is being said Anna has her hand on the desk and

watches her hand as it explores the desk top. She does not say anything in response to the teacher's lecture.

When he finishes she is about to leave, then the teacher tells her not to go yet. He goes to his desk and gets a double piece of paper and tells her he wants four sides on 'Manners'. Anna then leaves the room.

APPENDIX III

TEACHER QUESTIONNAIRE

Questions for Teachers' Questionnaire

1. Does your pupil have any of the following? (Please ring applicable responses)

high frequency loss: Yes No Not known

low frequency loss: Yes No Not known

tinnitus: Often Sometimes Rarely Never

stable hearing condition: Yes No Not known

age at onset: Birth 0-3 yrs 4-5 yrs 5+ yrs Not known

wears a hearing aid in class: Always Sometimes Rarely Never

2. What is your partially hearing pupil's average hearing loss?

(Please tick appropriate response)

less than 30 dB

30 - 39 dB

40 - 49 dB

50 - 59 dB

60 - 69 dB

70 dB or greater

3. Are there any overt consequences of his hearing ?

(Delete as necessary) Yes / No

If 'yes' please expand.

4. How does the child cope in the ordinary classroom?

academically: well fairly some difficulty lot of difficulty

socially: well fairly some difficulty lot of difficulty

5. Are there any points you would like to make in response to answers you have given in the previous question?

6. What has the situation been for you having a partially hearing child in your class?

7. How does the child 'fit in' with his peers?

Generally accepted by the class.

Has a few friends.

A loner, ignored by his peers.

Rejected by his peers.

8. Has the integration of the partially hearing child in the ordinary class been

very successful

moderately successful

fairly successful

not very successful

very unsatisfactory

9. What is the partially hearing child's greatest strength when it comes to coping in an ordinary classroom?

10. What is the partially hearing child's greatest weakness when it comes to coping in an ordinary classroom?

11. What help and advice have you received?

before the child entered your class: a lot some a little none

when the child was in your class: a lot some a little none

12. Please tick which of the following outside agencies have given any help.

peripatetic teacher

audiologist

medical officer

social worker

other (please specify)

13. Does the child receive any extra help?

Yes / No

If you have any other comments you would like to make about your partially hearing pupil and his/her presence in your class, please write them below.

Thank you for your co-operation.

APPENDIX IV

REFERENCES FROM CHAPTER FIVE

APPENDIX IV

References in the General Discussion and Conclusions

1. He takes an active part in school life and is in the school's opera production. He had to take a part as he is a school prefect. He tells me he keeps an eye on the others in order to know when he should be singing and what. (Observations in a south-east of England Authority.)
2. Andrew is a keen footballer. Later outside, while waiting for the others to arrive, Andrew told the investigator that he found the other pupils more friendly at the new school than the old. It took about a week to know people's names at the old school but only a day or two at the new. Said that he had got to know a lot of people through being in the football team. Andrew is very keen and good at football. (Second holiday for partially hearing and sighted)
3. The weather was miserable again, but the children were taken down to the park before lunch. Malcolm played football with the majority of the boys plus Janice and Valerie. The investigator played with the younger children on the see-saw and rocking horse. (First holiday for partially hearing and sighted)
4. Finds English boring as the teacher speaks for three quarters of an hour and gives them work for a quarter of an hour (her expression). Says that she can hear him alright. Does not know if the rest of the class find it boring too. (Janice's Case Study)
5. Christopher and Andrea discussing the effects of the hearing aid and told the investigator that in the dining hall that it was the sound of the cutlery and plates that made hearing difficult rather than the voices of other children. (Observations in south-east Authority)

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