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Research on Socialization Problems among Hearing-Impaired Children at Special Primary School Establishment

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Abstract

The article researches the issue of family and the educational institution influence on socialization of children with special needs. Note that hearing plays a very important role in the language learning process, but reading for hearing impaired children is a kind of “compensatory mechanism”.

Interrelation of Latvia’s state institutions and NGOs with families and schools with children with special needs are researched within the article as well as identified and analyzed the LR legislation, relating to the mentioned social problems.

The research analyzes the data obtained from surveys of parents having the hearing impaired child. Facts obtained from the documents on the life and education quality of families with children with special needs living in Latvia are analyzed within the framework of the article. The study showed that balance of verbal and Latvian sign language play an important role in socialization of children with hearing impairment.

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children with hearing impairment, special primary education institutions, government support, non-governmental organizations, legislation, socialization problems, socialization agents

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1. Introduction

Latvia has undergone substantial political, social, and economic changes during the last 15 years, which determined the formation of ethno-political, socio-psychological reality principles. Changes in people's social, ethnic, and cultural identity are observed.

Considering efforts of special surdo-education in the last decades to develop new methods that provided qualitative education to hearing impaired children, the author in her work researched the socialization problem of hearing impaired children, taking into account historical political, social, and economic aspects as the aspects of the external influence, as well as the importance of education institutions and family as the internal aspects of influence. It is essential for educators and parents to understand the significance of personality development peculiarities and differences of a hearing impaired child that are common for the deaf children in the corresponding stage of ontological development.

The aim of the article is to establish how the state and the non-governmental institutions support families with hearing impaired children and how the family cooperates with the education institutions, which focuses on socialization of hearing impaired children.

For the research of the article these qualitative methods are used: 1) content analysis of documents - opinions of the new sociologists on the problem of the research, as well as quantitative methods 2) a survey of parents who have hearing impaired children at the primary school age.

2. Methodology

2.1. Quantitative research

The most frequently used instrument for collecting data in the research in education is quantitative research – a questionnaire. It is used both in narrow researches and international comparative researches in education. Design of an appropriate questionnaire corresponding to the tasks and objectives of researches is a significant and responsible element of the research. Questionnaires can vary by scale, structure, etc. The questionnaires applied in the researches of any scale reach their objective as an instrument for obtaining useful information only in case certain rules are observed while constructing and using them.

As in education researches individuals are always involved, several restrictions have to be taken into consideration, which are related to the norms of personal data protection and confidentiality in use of such data provided by the national legislation. These principles must not be violated: data are duly processed bona fide; data are processed for specific purposes and only in compliance with them; data are adequate. In Latvia only on November 28, 2000 there was drafted and adopted a law ensuring protection of the data of individuals participating in education research. Observation of the principle of confidentiality means that the results of the research will be published in the way not being harmful for participants and not influence continuing the learning process and being in the class.

The strengths of the questionnaire: economy of resources – comparatively easy and cheap as even a large number of respondents can be involved in the questionnaire simultaneously; the best anonymity – overall it ensures obtaining more open and valid answers than in case of interviewing.

The weaknesses of the questionnaire: limited application; quite low number of respondents who have provided answers; errors of auto selection; lack of possibility to trace problems; impossibility of a spontaneous reaction; mutual interaction of answers and questions; cooperation is impossible in giving answers; answers cannot be supplemented by information from other sources.

This qualitative research is based on direct experience of individuals (parents in this case) in communication with their child, exploration of his/her daily world, formation of the attitude towards oneself and the surrounding people. Thus, a researcher is a partner for parents who obtains the necessary knowledge and information as a result of the research in order to find a joint problem solution.

Parents are given an opportunity to express their opinion freely and openly providing answers to the questions of the researcher. The group has been selected according to certain criteria: parents whose children are the 1st-4th form junior pupils in the basic school for deaf children.
Taking into consideration diversity of parents’ hearing levels, e.g., the questions on the peculiarities of psychological perception where designed to understandable and clear to all levels. The respondents included 25 parents in the age from 25 to 45. The questionnaire was conducted in May, 2010. There were designed 13 questions:

1. Does the school a) provide an appropriate level of knowledge, b) organize the learning process according to one’s needs, c) have an understanding attitude towards a child, d) take into consideration child’s interests, e) facilitate formation of friendly mutual relations.

2. Do you agree with the statement: a) the main thing – the level of learning corresponding to child’s abilities, b) the result is not important; the main thing is making a child feel good at school.

3. What relations do you have with teaching staff at school? a) a class teacher, b) subject teachers, c) school administration.

4. Do you regularly receive a report about your child’s school results? a) in the end of each month, b) sometimes, c) I am not interested in it because the school is responsible for the child’s results.

5. How do you get information about the events at school? a) I regularly check the home page, b) a class teacher informs me, c) I look into the child’s diary, d) I get information at parents’ meetings.

6. How do you communicate with school, class teachers: a) by phone, b) in a written form, c) by e-mail, d) I personally come to school.

7. How often do you come to school to demonstrate interest in the child’s behavior, school results, success? a) when I accompany a child to school to take stuff, b) as often as possible to talk with teachers, c) when I see a child has difficulties, d) when some incident has taken place and I am asked to come to school, e) when I have to attend parents’ meetings.

8. Does the school provide necessary education for further life? a) yes, the school provides necessary education for further life, b) no, the school provide necessary education for further life.

9. Is it necessary to introduce the Latvian sign language (LSL) into the learning process more? a) yes, the Latvian sign language is needed, b) no, the Latvian sign language is not needed.

10. From which form the application of LSL would be advisable?

11. In which subjects LSL would be necessary?

12. In which subjects LSL would not be necessary?

13. Coming to a parents’ meeting you would like: a) to see child’s performances, exhibition of works, b) to hear the information provided by the administration about the planned and achieved results, c) to hear the information provided by each subject teacher about the planned and achieved results, d) to listen to invited lecturers and specialists.

The first signal system according to the theory of A. Pavlov in compliance with such sentient cognitive processes of psyche as feelings and perception includes reactions to an irritant created by things and phenomena in the specific environment. Our mind has nothing we have not already felt. Stimulation is created the analyzer and reflects specific features of things and phenomena depending on the location of the receptor: visual, aural, olfactory, taste.

The second signal system is the words and their combinations of a specific language, which are created in a specific socio-cultural environment during the cooperation process with another individual or group. Sounds arranged in specific groups – words can signalize about any thing, phenomenon, notion, etc. Therefore, language substitutes the first signal system.

Basing on two signal system by A. Pavlov the primary and secondary socialization agents are formed for a child having hearing disturbances. Figure 1 reflects parents’ opinions what a child needs for successful socialization (see Fig. 1). A majority of parents, e.g., 81% think that the primary aspect is learning according to the child’s abilities, which is followed by the child’s feeling of comfort at the educational establishment. Researching the international directives a direct emphasis is put on the child’s feeling of comfort and only them on the child’s knowledge and abilities.
Therefore, it can be concluded that diverse visual and audial signals, symbols, rituals and other respective signs are a wide spectrum of expressive means comprising a communication system in general.

In the speech process paraverbal means enable:

a) to supplement verbal information attributing a subtext meaning to it;
b) to attribute a meaning opposite to the verbal one;
c) to regulate the flow of speech by tempo rhythm;
d) to fill in and explain pauses indicating search for ideas;
e) to emphasize a part of information;
f) to confirm the emotional condition, thus speech is the most universal way of communication if a partner has understanding of a sign language. Providing information this way its meaning is almost completely preserved (Heidegger, 1990).

Trust exists on the background of diffuse anxiety which control is a general basis for individual’s action motivation.

A mother is a performer of an action, who, taking care of her child, brings forward special requirements determining normative sanctions in advance, which are related to further formation of social relations.

Each individual has a right – depending on the variety of contexts – to keep distance with others preserving one’s physical aloofness and personal integrity. However, an individual must conform to the social liabilities assuming that it is done by corresponding respect to recognition of other individuals’ needs (Giddens A.).
Figure 3. Correspondence of the learning process to one’s abilities

Referring to the figures mentioned above (see Fig. 2 and Fig. 3) it is very important for parents that their children’s interests are taken into consideration, thus facilitating development and improvement of their abilities. Comparing Figure 2 and Figure 3 it is obvious that parents are mostly satisfied with provision of the learning process according to the children’s abilities and interests.

All kinds of social interaction are interactions taking place under certain conditions – in space and time. It can be understood as discursive, but routine communications vanishing in time and space, which are recurring in various areas of time space (pre-school educational establishment and family). Regular characteristics of communications correspond to institutionalized characteristics of social systems. Routine is based on traditions, customs or habits; however, according to E. Goffman the routine character of social actions is something individuals should “work on” in their daily actions. Body control, face expression control and usage are the most important aspects in social integration in time and space (Goffman E. 1981). E. Goffman indicates that social integration depends on the procedures which are reflexively used by reasonable performers of action having the ability to understand. Of course, there might be some differences between the knowledge of the regulations and tactics and practical action in the specific environment where the performed of action acts, and the knowledge of the regulations, which are applied in the contexts distant from their experience. To what extent the social skills of the performer of action let him feel comfortable and at ease under unknown conditions, of course, are very diverse – just as conventions differ among various cultures and societies (institutions and legislation of various states).

Synthesis continue developing at the pre-school age by drawing, playing and listening to music, but later on at school it is crucial to continue integrated training of senses in action in the learning process. At the teenage all processes of senses intensively develop till reaching their peak at the age of 30. Stabilization of development is observed which is followed by gradual weakening of the processes of senses. Consequently, the sense perception process is not so effective anymore (Vorobjovs A.).

The content included into a certain sign encompasses the knowledge about applying this sign to designate a definite object, phenomenon, event which is perceived as a meaning of the sign. However, along with this general content the partners of communication also include into the sign a special and specific attitude towards it forming the objective and subjective aspects of communication. The general meaning (things, actions, conditions) of a sign is evaluated by an individual through the prism of his personality broadening the notion of the meaning in a “subjective” form being filtered by the system of motives and aims for human action. L. Vigotsky points that “a thought is never identical to the direct meaning of words”; thus, we can conclude that interpreting the oral or written text it cannot be interpreted directly or literally, as it must be interpreted by notions or content (Kramins, E.).

Therefore, to convey one’s thoughts to others they are transferred by coding into a definite system of signs: words, scripts, sound signals, symbols, rituals, etc. The addressee has to decipher – decode them, e.g., “to get at the heart of the matter”. Exchange of information is possible if signs and their meanings are recognizable to all parties of the communicate act by getting experience. For example, if somebody talks in a foreign language a partner of communication does not know, then he perceives only a set of sounds or a set of sign movements and does not understand anything because he does not recognize this system of language signs and does not perform a decoding operation.
In communication it is not sufficient just to decipher codes, their combinations in a definite situation must be taken into consideration as well. It puts forward a new requirement in the exchange of information between the involved parties – to be strategically united in the approach of cooperation. Therefore, it can be concluded that successful communication is possible only in case partners have an identical or similar coding and decoding system (codification and decodification).

Conducting a questionnaire of parents, a majority of respondents consider that children with severe hearing disturbances need to develop and extend the application of the Latvian sign language (LSL) in the learning process because it is observed in the extracurricular activities. Figure 4 shows that 76% of parents want to introduce LSL in all subjects to let a child understand the material more completely according to his psychological peculiarities of perception (see Fig. 4).

![Figure 4. Necessity of LSL in the learning process](image)

Therefore, it can be concluded that diverse visual and audial signals, symbols, rituals and other respective signs are a wide spectrum of expressive means comprising a communication system in general (Benvenists, E).

Intuition and creativity are interrelated in the process of changing and transforming stereotypes. In the pedagogical process all the time we use models we need for designing diverse educational programs – modification of the educational program according to the specificity of a school, syllabus in a definite subject for a specific form with its peculiarities. Thus, it is possible to develop creative thinking skills and implement individual’s cognitive potential in learning. The ability to think creatively and use it due to the application of cognitive research action methods are more appreciated by society than knowledge and skills. Creativity-oriented cognitive research learning action forms ideal environment for bringing up persons being able to think critically, have a tolerant attitude towards a different, distinctive alternative.

As it has been mentioned above about the psychological peculiarities of perception among the children having severe hearing disturbances, professional training and education for further life shall be provided for these children already after completion of the primary school course. Basing on Figure 5 it is seen that in general parents are satisfied with the education provided for further life taking into consideration all conditions influencing children’s prospective professional career.
Thus, it is clear that educating the individuals, who have already integrated into the world society system, although indirectly, shall be organized differently.

Consequently, the task of teachers is to facilitate, not restrict formation of the synthesis of senses and experience to let a pupil master practical life skills, including effective and successful speech in communication. It can be reached if conditions are created for pupils to master the basics of knowledge by exploring themselves, by using imagination in a free manner, not imposed by teachers.

Table 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does the school:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) provide an appropriate level of knowledge,</td>
<td>Yes: 20</td>
</tr>
<tr>
<td></td>
<td>b) organize the learning process according to one’s needs,</td>
<td>Yes: 20</td>
</tr>
<tr>
<td></td>
<td>c) have an understanding attitude towards a child,</td>
<td>Yes: 22</td>
</tr>
<tr>
<td></td>
<td>d) take into consideration child’s interests,</td>
<td>Yes: 20</td>
</tr>
<tr>
<td></td>
<td>e) facilitate formation of friendly mutual relations.</td>
<td>Yes: 19</td>
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<tr>
<td>2.</td>
<td>Do you agree with the statement?</td>
<td></td>
</tr>
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<td></td>
<td>a) the main thing – the level of learning corresponding to child’s abilities</td>
<td>Yes: 22</td>
</tr>
<tr>
<td></td>
<td>b) the result is not important, the main thing is making a child feel good at school</td>
<td>Yes: 5</td>
</tr>
<tr>
<td>3.</td>
<td>What relations do you have with teaching staff at school?</td>
<td>Favorable</td>
</tr>
<tr>
<td></td>
<td>a) a class teacher</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>b) subject teachers</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>c) school administration</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>Do you regularly receive a report about your child’s school results?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) in the end of each month</td>
<td>Yes: 15</td>
</tr>
<tr>
<td></td>
<td>b) sometimes</td>
<td>Yes: 10</td>
</tr>
<tr>
<td></td>
<td>c) I am not interested in it because the school is responsible for the child’s results.</td>
<td>Yes: 0</td>
</tr>
<tr>
<td>5.</td>
<td>How do you get information about the events at school?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) I regularly check the home page</td>
<td>Yes: 4</td>
</tr>
<tr>
<td></td>
<td>b) a class teacher informs me</td>
<td>Yes: 12</td>
</tr>
<tr>
<td></td>
<td>c) I look into the child’s diary</td>
<td>Yes: 24</td>
</tr>
<tr>
<td></td>
<td>d) I get information at parents’ meetings</td>
<td>Yes: 9</td>
</tr>
</tbody>
</table>
6. How do you communicate with school, class teachers?
   - a) by phone: 19
   - b) in a written form: 5
   - c) by e-mail: 1
   - d) I personally come to school: 14

7. How often do you come to school to demonstrate interest in the child’s behavior, school results, success?
   - a) when I accompany a child to school to take stuff: 1
   - b) as often as possible to talk with teachers: 5
   - c) when I see a child has difficulties: 13
   - d) when some incident has taken place and I am asked to come to school: 7
   - e) when I have to attend parents’ meetings: 17

8. Does the school provide necessary education for further life?
   - a) yes, the school provides necessary education for further life: 20
   - b) no, the school provide necessary education for further life: 5

9. Is it necessary to introduce the Latvian sign language (LSL) into the learning process more?
   - a) yes, the Latvian sign language is needed: 19
   - b) no, the Latvian sign language is not needed: 6

13. Coming to a parents’ meeting you would like:
   - a) to see child’s performances, exhibition of works: 19
   - b) to hear the information provided by the administration about the planned and achieved results: 14
   - c) to hear the information provided by each subject teacher about the planned and achieved results: 18
   - d) to listen to invited lecturers and specialists: 8

2.2. Qualitative research

The second method of qualitative research is content analysis. In order to trace the thoughts prevailing in the society regarding socialization of children with hearing disturbances and problems related to them there was performed content analysis. It lets conduct a deeper and more profound research as well as systematize the views on the prevailing in the society regarding the problematic issue put forward. It is one of the ways of collecting data, a procedure for compressing and categorizing diverse information to classify, systematize and tabulate it. It is the analysis of individuals and institutions communication; application of a quantitative method lets process a large amount of information.

The reflection of the social and educational phenomena was done by using the thoughts written by the students the Faculty of Social Sciences at Latvia University of Agriculture about the socialization problem in Latvia among the children having hearing disturbances. The group was comprised according to the principle: students as prospective specialists in sociology and as representatives of public opinion. During a lecture-seminar the students were introduced with the results and analysis of the questionnaire provided to the parents of special primary school pupils. In the second part of the seminar contemplations on the theme “Socialization problems among children having hearing disturbances” were written. The thoughts had been conveyed in a written form in the same room in freely chosen seats in free atmosphere.

The procedure of obtaining data was organized in a written way to summarize and analyze them. In order to analyze the opinion of the prospective specialists on the theme “Socialization problems among children having hearing disturbances” one of the authors put forward the corresponding criteria, indicators and indicators of internal coherence. In the research there were involved 28 prospective specialists-sociologists, including 9 males and 19 females in the age group from 18 to 20.
In order to find out the public opinion and young specialists’ opinion about socialization problems among children having hearing disturbances there was compared the obtained information and there were distinguished content units: determination of content units; identification of categories; check of overlapping among categories; uniting and combining categories.

Content analysis of socialization is a significant component of any research. One of the aspects of the article is to summarize the opinions of specialists on the theme “Socialization problems among children having hearing disturbances” and view it as public opinion.

Quoting the thoughts written by specialists about a child and support provided to him/her by society:

“... he needs to be surrounded by a favorable, positive society, which does not consider him/her to be a burden; ...to make this person feel to be fully integrated into society;”
“...a family has to work with such child; ... these children socialize more and are included into society though their family;”
“... these children should be involved into events to feel safer because they will see the great support and thus will integrate into society and feel more comfortable, which might raise their self-esteem and let them feel equal to other children having no such problems.”

Support to families in the nearest area according to the prospective sociologists’ opinion:

“... a child must not feel rejected and undesirable in the family, possibly such families need regular specialists’ consultations;”
“...there shall be created special consultative establishments being able to help such families having such kind of children;”
“... a family should have consultations at specialists before they send a child to learn further, respectively, to choose the best educational establishment right for the child;”
“...various seminars should be organized to make parents think about child’s interests, how to support their child, how to communicate and how to lead him/her into public life;”
“... if a child lives in Ventspils and each week he has to get to Valmiera, it is not realistic, it is important for a child to be in the family.”

Quotations from the specialists’ opinion about support of state authorities in legislation:

“... to my mind, in our country there are no laws and assistance programs letting the deaf people include into society and socialize as equals with people having no such disturbances;”
“...the state should think more about solving such children’s problems, especially in rural areas; ...the state should create special establishments or centers directly for children living in the remote areas of Latvia.”

Quotations from the specialists’ opinion about cooperation between state authorities and municipalities:

“... cooperation between the state and special institutions should be promoted because quite often the people being in charge for the sector and municipality are not aware of the real situation at establishments;”
“... it should be envisaged that the state provides financing to companies motivating the managers of the company to involve and employ people having hearing disturbances;”
“... the state should support educational establishments to let them develop and being able to help children having various disturbances;”
“... the state should be involved to attract attention to drafting laws and aligning legislation;”
“... the state should make advances to founding such small schools as well as a child should acquire not only secondary education, but also higher education;”
“... the state should think about opportunities for a specific child having disability to live an ordinary life, not to make him live on benefits, but assist him in finding a paid job being available to him/her.”

Quotations from the specialists’ opinion about cooperation between educational establishments and municipalities:

“...at special educational establishments there should be emphasis on mastering “social skills for life” to make a child feel as a part of society, not to be alienated from it;”
“... there should be conducted a search for ways how to develop a deaf child intellectually as well as prepare him/her for a real social life;”
“... a special group should be created at some higher education institution in Latvia where these children could study;”
“... at these educational establishments at least other sign languages should be included for these children to avoid a barrier between children of other languages;”

“... cooperation between the state and special establishments is because quite often the people being in charge for the sector and municipality are not aware of the real situation at establishments, money is as if transferred, but the purposes of allocating resources and their application are not well understood.”

Quotations from the specialists’ opinion about social services and improvements in their provision:

“... special establishments should be created to help such children (provision of social services in rural areas) as currently the number of such establishments is not available and sufficient; besides, they are not able to satisfy all children’s needs;”

“... support centers and courses for normal hearing parents having children with special needs.”

Attraction of funding:

“... currently various charity foundations actively operate, I think that such activities should be broadened because, therefore, mutual tolerance is facilitated;”

“... financial resources could be taken from ordinary small schools having insufficient number of pupils;”

“... it is important to let the public know and see them, ... seeing them people become more compassionate and donate some money to their needs;”

“... the media can help to make the problem topical and popularize it, and then people will finally hear.”

Quotations from the specialists’ opinion about the attitude of society to children with special needs:

“...attention should be paid to the issue about the attitude of people towards such children;”

“...these children and their families should be involved in various social activities to make them feel needed and useful;”

“... to my mind, these children should be more integrated into society because currently they are more isolated and are in touch with equals;”

“...however, in the future it is important for a child not to develop in „vacuum”, but at least partially socialize in the rest of the society, so called normal society;”

“...if the attitude of others is negative, even abusive, then these children are not able to evaluate themselves as normal and capable persons.”

Moral support of society:

“... the media can help to make topical and popularize the problem, and then people will hear it. Involving children into such events let them feel safer as they see extensive support, thus, they will integrate into society and feel more comfortable, it would lead to rising his/her self-esteem and feel equal to other children having no such problems;”

“... let people understand the problems of a normal person in comparison with other disabled people;”

“... all together we could help, however, if the problem itself does not refer to us or our relatives, it seems insignificant.”

Quotations from the specialists’ opinion about educating the society and providing social support to children with special needs:

“...handouts, reels, advertisement films are needed to provide broader and more extensive information about children with special needs;”

“...the whole society shall be educated. NGOs shall cooperate not only in one direction with a family having a child with problems, but with the whole society;”

“...even wanting it, I would not be able to communicate with a deaf person and in reality I do not know how I should act and behave in such situation, society lacks understanding of the reasons and causes of the problem (aural) as well as about the role of society in the life of a deaf child.”

After obtaining the information the facts were clustered and categories were identified. Taking into consideration the worked out model about socialization problems among children with hearing disturbances one of the basic categories was a child and a family as well as the educational establishment being responsible for the child.

Table 2

Public opinion and young specialists’ opinion about
“Socialization problems among children having hearing disturbances”

| Clusterization of facts | Identification of categories |
According to the society’s opinion the most important aspect regarding a child is:
- Appropriate community, environment;
- Attitude: not to be excluded, redundant, useless;
- To be self-assured.

According to the opinion of the new specialists supporting families it is needed:
- To decentralize the opportunities for social services;
- To create new forms and schools closer to home;
- To create consultative centers of a new type or provide visiting specialists services regarding educational training, and consultations of highly qualified medical and social specialists and psychologists.
- Differences between the culture of people with normal hearing and impaired hearing lead to psychological dissonance for children with impaired hearing in the families with normal hearing.

Expressing thoughts on the given theme and categorizing information one of the main units is state support for such families, e.g., in relation to legislation and directives of institutions on the respective issue
- To work out a support program for entrepreneurs, manufacturers, families to facilitate understanding and improve the quality of communication between the hearing impaired and normal hearing society;
- To pay attention to arranging directives and laws, their improvement and action control creating a supervisory mechanism;
- A common cooperation network does not exist between various services involved in providing the necessary support to children, thus, a respective problem can be solved very slowly in some cases.

The new unit of categorization is educational establishment, which according to the new sociologists’ opinion:
- Should provide opportunities to master professional skills available to teenagers within the framework of the educational system and in practical work are very limited.
- Does not provide conditions for mastering the necessary life skills to find an occupation and earn money upon reaching full age.
- In complicated situations, when a child needs support, teachers lack knowledge and understanding about the most appropriate action to eliminate the present crisis situation.

The new sociologists consider educating society as one of the most significant categories:
- It would be needed to create and disseminate visual information about children having hearing disturbances and their socialization problems and possibilities for their elimination in society.
- NGO should be involved in this field.
- Special courses or programs on communication skills with people with impaired hearing shall be created by attracting the EU financing.

3. Summary

Summarizing the results of the parents’ questionnaire it is seen that a majority of parents 81% believe that the knowledge according to the child’s abilities is very important and the issue of the child’s feeling of comfort has a secondary meaning, however, it should be mentioned that only 3% of parents say that both factors are significant: both the level of knowledge and child’s feeling of comfort at school. Despite the previous question about the level of knowledge and feeling of comfort at school. Despite the previous question about the level of knowledge and feeling of comfort, 83% of parents consider that children’s abilities are taken into consideration in the learning process and 91% of parents consider that children’s interests are observed. Language is one of the conditions for socialization, the Latvian sign language (LSL) is important for children having impaired hearing. Parents believe that LSL should be introduced in several subjects, e.g., 76% are pro, but 24% are cons introduction of LSL into the learning process. A majority of parents consider that children are prepared for further life. According to the authors’ opinion the last two questions are very relative because it depends of the fact whether the child’s parents are hearing impaired or not.

International documents: EU Council, 2008 “Joint Report on Social Protection and Social Inclusion” and the European Social Charter indicate social equality and opportunities, but as the students’ content analysis shows the opportunities to acquire social services and education are limited for the families living in rural areas because
schools and social rehabilitation and service centers are located in the capital or cities. Thus, families have limited opportunities to solve their problems related to specialists’ support or consultation.

There is no a joint cooperation network of various institutions involving families which need support, thus, problems are not solved and a solution is found only in some cases.

References:
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