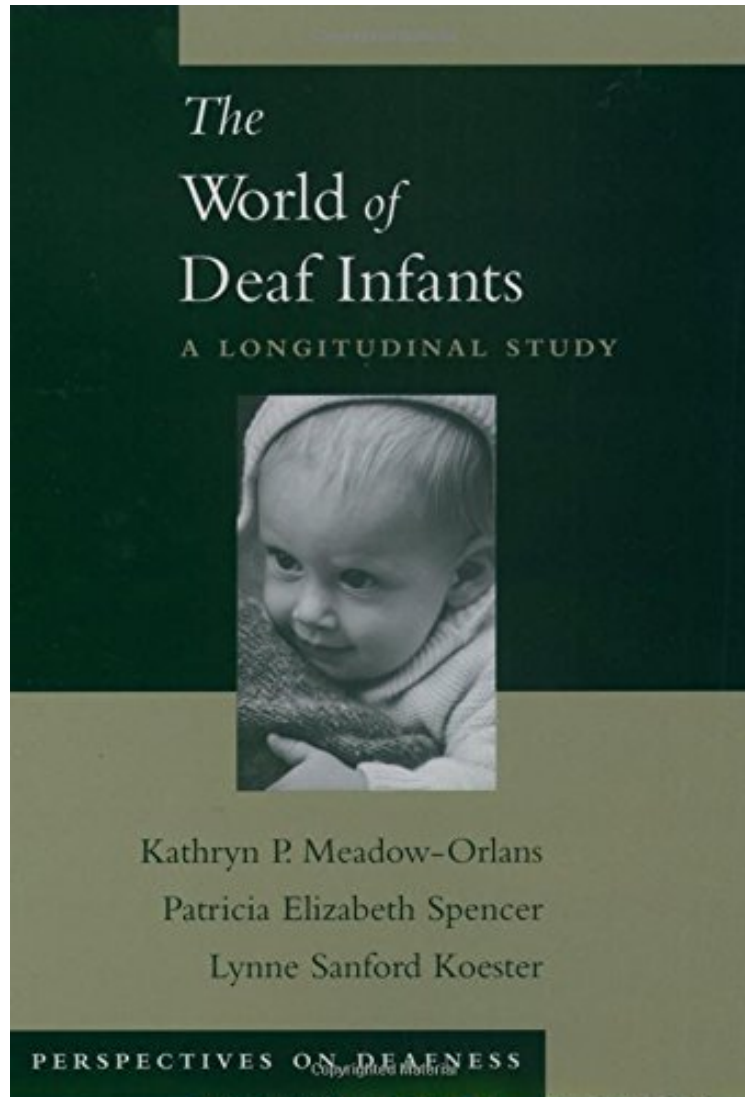


[Library ebook] The World of Deaf Infants: A Longitudinal Study (Perspectives on Deafness)

The World of Deaf Infants: A Longitudinal Study (Perspectives on Deafness)

Kathryn P. Meadow-Orlans, Patricia Elizabeth Spencer, Lynne Sanford Koester

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Kathryn P. Meadow-Orlans, Patricia Elizabeth Spencer, Lynne Sanford Koester : The World of Deaf Infants: A Longitudinal Study (Perspectives on Deafness) before purchasing it in order to gage whether or not it would be worth my time, and all praised The World of Deaf Infants: A Longitudinal Study (Perspectives on Deafness):

What is the impact of an infant's diminished hearing on the infant and its parents? How does communication develop

in cases of diminished hearing? How does diminished hearing affect social and cognitive development? What types of early interventions can improve communication and development in infants with diminished hearing? The World of Deaf Infants presents the results of a 15-year research study that addresses these questions. Through their research, perhaps the largest, long-term comparison of deaf and hearing infants, Meadow-Orlans's team provides a comprehensive and intimate look into the world of deaf infants. For a core group of 80 families that includes all four combinations of parent-infant hearing status, data was collected longitudinally at 9, 12, 15, and 18 months, and mother-infant interactions were recorded and observed in both structured and unstructured settings. Mothers' facial, vocal, and tactile behaviors during interactions were related to infants' temperament and stress; mothers' linguistic and communication behaviors, as well as their overall responsiveness, were related to children's language; and the effects of support provided to mothers were evaluated and explored. The results were dramatic, particularly those on infant attachment behaviors and the importance of visual attention to the overall development of deaf infants. This comprehensive work provides a foundation on which researchers, teachers, students, and parents can build to improve communication, cognitive and social development, and to enhance the world of deaf infants.

From The New England Journal of Medicine Tremendous changes in the identification of, intervention for, and outcome of children with permanent hearing loss have occurred in the United States in the past 10 years. Data published as recently as 1986 by Gallaudet University indicated that youngsters whose deafness had been identified late were graduating from schools for the deaf in the United States with a third-grade reading ability. Recommendations made in 1994 by the Joint Committee on Infant Hearing that all infants be screened for hearing by one month of age, be given a diagnosis by three months, and receive interventional services by six months have resulted in major changes for children with permanent hearing loss and their families. This year, more than 90 percent of newborns in the United States are being screened at birth for permanent hearing loss, as compared with 5 percent in 1993. The mean age at identification has dropped from 30 months in 1988 to 3 months, in most states, in 2004. Several studies have reported substantially improved outcomes in language, communication skills, and speech for children with hearing loss who receive interventional services by six months of age. The publication of *The World of Deaf Infants* could not be more timely for the professionals who are providing services for increasing numbers of infants whose permanent hearing loss is identified early. There have been few prior published reports of outcomes in infants younger than two years of age. The research reported by Meadow-Orlans and colleagues is unique in that it is multidimensional, covering mother-infant interaction, mastery motivation, attachment, temperament, language, visual attention, play, and intervention. The investigators studied four groups of mother-child dyads: deaf mothers with deaf infants, deaf mothers with hearing infants, hearing mothers with deaf infants, and hearing mothers with hearing infants. Longitudinal, detailed demographic and environmental data on mothers and infants -- including maternal support systems, education, and stress and videotaped assessments of the mother-infant dyads when the children were 6, 9, 12 and 18 months of age -- were collected and analyzed. The data demonstrate the unique nature of the communication styles and linguistic messages between the mothers and their infants. For example, deaf mothers with deaf infants almost always have more visual and tactile communication, with fewer linguistic messages, than do hearing mothers and children. This is attributed, in part, to the fact that visual conversation is slower than heard conversation and that deaf mothers appear to respond more synchronously than hearing mothers to the cues of their deaf infants. At 18 months of age, 22 percent of hearing children with hearing mothers, 37.5 percent of deaf children with deaf mothers, and 20 percent of hearing children with deaf mothers use multiword or multisign utterances, as compared with none of the deaf children with hearing mothers. Language development for the total cohort of children with hearing loss in this study was not as nearly optimal as that indicated in other recent reports. This may be related, in part, to differences in the characteristics of the cohort or to a more comprehensive laboratory assessment of language. The final chapter discusses the implications of the study results for the provision of appropriate interventional services for infants and their families. The results confirm that outcomes at 18 months of age are the product of a complex interaction of multiple factors among mothers and children, including maternal support systems, intuitive parenting skills on the part of the mother, and the efforts of knowledgeable professionals who are skilled in terms of the needs of children with hearing loss. The conclusion of this longitudinal study is that, with appropriate support and early intervention, outcomes for infants with hearing loss and their families will continue to improve. A statement attributed to I. King Jordan, the first deaf president of Gallaudet University, seems to say it all: "Deaf children can do anything except hear." Betty R. Vohr, M.D. Copyright 2004 Massachusetts Medical Society. All rights reserved. The New England Journal of Medicine is a registered trademark of the MMS. "The World of Deaf Infants provides the first extensive look at the language-learning environment of deaf infants. The authors explore the in-depth and complex nature of the rhythmic, communicative dance that parents hope to achieve when interacting with their babies. Meadow-Orlans, Spencer, and Koester transform 15 years of research into one volume that is an extraordinary and timely resource for parents and early-education specialists as they examine how parents and other caregivers can take full advantage of the earliest months and years of a deaf infant's life." -Marilyn Sass-Lehrer, Professor of Education, Gallaudet University "This book is truly remarkable. Its substantive contributions to our understanding of

deaf infants-their socioemotional worlds, their communicative worlds, and their cognitive worlds-are rich and important. But it also a tour de force with respect to scholarship and writing. The pages of the book provide clear accounts of complex methods and statistical analyses, fascinating descriptions of the people and historical context in which the project emerged, and a model of how interdisciplinary, collaborative research should be done. A superb contribution that should be read by developmental psychologists, linguists, teachers, medical professionals, social workers, and parents." -Lynn S. Liben, Distinguished Professor of Psychology, The Pennsylvania State University"A landmark study that every early childhood intervention professional should read. The participants represent every possible mother-child dyad: hearing/hearing; deaf/hearing; hearing/deaf; and deaf/deaf. I am unaware of any other study that has followed all four groups over time. By doing so, this book provides the most complete picture of parent-child interaction available in deafness research. I believe the results of this study have the potential to make a tremendous impact on how parents communicate with their children-especially if their hearing statuses differ-and how they can support cognitive and emotional development during the critical years of early childhood. Dr. Meadow-Orlans, Dr. Spencer, Dr. Koester, and their entire research team (which, significantly, includes deaf professionals) have made an important contribution to the field of early childhood deafness research with this book." -I. King Jordan, President, Gallaudet University"A groundbreaking book! Meadow-Orlans, Spencer, and Koester have spearheaded the most interdisciplinary, long-term study of deaf infants conducted to date. This volume sheds dramatic light on our holistic understanding of the social, cognitive, and language development of deaf infants and the early interactions of deaf babies and their parents. Researchers and professionals with an interest in the welfare of deaf infants, students of development, and parents will find this volume compelling-and necessary-reading." -Janet R. Jamieson, Associate Professor of Educational and Counseling Psychology and Special Education, The University of British Columbia"The publication of *The World of Deaf Infants* could not be more timely for the professionals who are providing services for increasing numbers of infants whose permanent hearing loss is identified early." --The New England Journal of Medicine

About the Author
Kathryn P. Meadow-Orlans's research with deaf children and their families spans almost 40 years. A sociologist by training, her early work helped to spark the shift from "oral-only" deaf education to the acceptance of sign language. She is the author of numerous books and articles about deafness and child development. Patricia Elizabeth Spencer has been a classroom teacher, educational diagnostician, clinic administrator, researcher, and university professor. Her research has focused on processes and effects of early communication experiences. Currently Professor of Social Work at Gallaudet University, she teaches research and evaluation courses to deaf and hearing graduate students. Lynne Sanford Koester's research with deaf infants followed extensive training with Prof. Hanu Papouek in Germany, where she assisted in developing microanalytic coding systems for studies of intuitive parenting behaviors. She has recently completed a scientific biography of Papouek's life during the Cold War.