

CONTENTS

Preface	11
I Introduction	
1 A research project on deaf children – background, aim, method and partial studies	13
2 Deafness and education of the deaf – a historical account and definition	16
3 Development of sign language	21
4 Mapping of a new field of research	22
4.1 Basic outlook on children	24
4.2 Developmental conditions for deaf children	25
4.3 Questions emerging successively	27
II Central Concepts Competence, Handicap, Interaction, Communication	
1 Competence as a dynamic concept	31
2 Handicap – a relative concept	34
3 Early interaction – the basis of communicative, social and cognitive competence	34
4 Communication – mutual influence	36
4.1 Rules of communication	39
4.2 Communication and general development of deaf children ...	42
4.3 Training and formal demands as a risk factor	44
III Criticism of Research into the Development of Deaf Children	47
IV Cognitive Development	51
1 Studies with Piagetian tasks	53
2 Perception	54

3	Memory functions	55
4	Relation between language and cognition	56
5	Coding processes	60
6	Development of knowledge	62
6.1	The relation between general ability and school proficiency ...	62
6.2	Investigations of reading ability and arithmetical/ mathematical ability	63
6.3	Changes of proficiency level among deaf and hearing in other countries	65
6.4	Changes among Swedish deaf pupils over time	69
7	Training programme	69
V	Social Development	
1	Social competence – an ambiguous concept	71
2	Assessment of social competence	72
3	Social competence on various levels	74
3.1	Ability to get into contact	74
3.2	Flexibility	76
3.3	Change of perspectives – consideration – empathy	76
4	Preventing and solving conflicts – cognitive aspects	78
5	The importance of the peer group	79
6	Personal characteristics – stimulus value	81
7	Environmental factors and friendship	83
8	Some main features of research into the social development and competence of deaf children	85
VI	Description of the Group of Pupils	91
1	Comparability with the total population of deaf children in Sweden	92
2	Hearing impairment – school placement	93
3	Causes of hearing impairment and additional handicap	94
4	Sign language	97
5	Pre-school	98
6	Instruction at the School for the Deaf in the 1970s and 1980s	98
	Study I	101
VII	Method and Organization	
1	Video recordings	103
1.1	Procedure	104
1.2	Feedback and secrecy	105
2	Direct observations	106

3 Dialogues with staff and parents	107
4 Development assessment and testing	107
5 Ethical aspects	108

VIII Analyses and Levels of Interpretation

1 Longitudinal study of individual children	109
1.1 Descriptive survey – gradual selection of children	110
1.2 Detailed description of behaviour and of characteristic behavioural patterns	111
2 Questions to the material; analysis and interpretation	112
3 Description of group processes	114
4 Four children as principal characters	115
5 Levels of interpretation for description of the principal characters	116
6 Reproduction of verbal communication	116
7 Credibility	117
7.1 Influence during gathering of data	117
7.2 Credibility of interpretation	118

IX Ivar

1 Ivar's background history	121
2 Comprehensive account of characteristic properties and behaviour patterns in pre-school and in the first school years	121
3 The group from Ivar's standpoint	124
4 Examples of behaviour patterns in key situations	126
4.1 Key situation I: Ability to gain and keep attention	126
4.2 Key situation II: Flexibility – The appropriate thing in the appropriate way, at the appropriate moment and with the appropriate partner	129
4.3 Key situation III: Co-operation and solution of conflicts	133

X Monica

1 Monica's background history	137
2 Comprehensive account of characteristic properties and behaviour patterns in pre-school and in the first years of school ...	137
3 The group from Monica's standpoint	141
4 Examples of behaviour patterns in key situations	142
4.1 Key situation I: Ability to gain and keep attention	142
4.2 Key situation II: Flexibility – The appropriate thing in the appropriate way, at the appropriate moment and with the appropriate partner	144

XI	Olle	
1	Olle's background history	147
2	Comprehensive account of characteristic properties and behaviour patterns in pre-school and in the first school years ...	147
3	The group from Olle's standpoint	150
4	Examples of behaviour patterns in key situations	151
4.1	Key situation I: Ability to gain and keep attention	151
4.2	Key situation II: Flexibility – The appropriate thing in the appropriate way; at the appropriate moment and with the appropriate partner	152
4.3	Key situation III: Co-operation and solution of conflict	157
XII	Folke	
1	Folke's background history	159
2	Comprehensive account of characteristic properties and behaviour patterns in pre-school and in the first school years	159
3	The group from Folke's standpoint	161
4	Examples of behaviour patterns in key situations	162
4.1	Key situation I: Ability to gain and keep attention	162
4.2	Keysituation II: Co-operation and solution of conflicts	163
XIII	Summary and Discourse I	
	Social Strategies – Success and Failure	
1	Interpretation levels and results in relation to questions at issue ...	167
1.1	Interpretation of situation	167
1.2	Comprehensive interpretation	169
1.3	Analytic-historical interpretation	171
2	Social affiliation and development after schooldays	173
	Study II	175
XIV	Method and Procedure	
1	Compilation of test programmes	177
2	Special conditions for testing deaf persons	179
3	Test administration	182
4	Description of tests	184
5	Observations of behaviour in connection with tests	186
6	Statistical analysis	186

XV Results

1	Comparison with deaf pupils from the 1960s	189
2	Comparison with standards of hearing pupils – influence of test time	191
2.1	Language tests	192
2.2	Numerical/mathematical tests	194
3	Qualitative dissimilarities in language-test results	195
3.1	Sentences	195
3.2	Writing proficiency	199
4	Differences between the sexes	207
5	Comparison between groups with different intellectual prerequisites	208
6	Comparison between groups with different degrees of hearing-loss	208
7	Longitudinal changes in test results	209
8	Comparison between age groups in the 1980s	211
8.1	Test results	211
8.2	Test results related to socio-economic status of parents	214
8.3	Test results in relation to age of access to sign communication	215
9	Patterns of reaction in the test situation	215
10	Description of the development of the various groups	216
11	Former pupils from classes for hearing-impaired	219

XVI Comparisons between Results of Hearing and Deaf Subjects in the Corresponding Period of Time

1	Comparison with studies of deaf subjects in the field of vocational psychology	223
2	Comparison with testings of hearing sixth-graders	224

XVII Summary and Discourse II higher level of achievement in deaf subjects the result of an altered communicational situation

1	Drastic changes in 20 years	227
2	Changes in relation to achievement level of hearing pupils	229
3	Other reasons for the changed level of achievement	230
3.1	Test situation	230
3.2	Influence of the situation at home, parental support and pre-schools	231
3.3	Parents' educational standard	234
3.4	Growing communication alternatives and flows of information	234
3.5	Socio-cultural factors	234

**XVIII Deaf Children's Development in a Temporal Perspective
Future Research**

1 Level of achievement	237
2 Social processes	240

XIX Summary

1 Background	243
2 Method and main problems	243
3 Subjects	244
3.1 Hearing loss – degree and cause	244
3.2 Sign language	245
3.3 Reading instruction and communication at the School for the Deaf	246
4 Study of social strategies	246
5 Study of the achievement level in grade 8	247
6 Conclusions and suggestions for further research	251

XX Appendices

Appendix No. 1	253
Appendix No. 2	253
Appendix No. 3	255

XXI References	257
-----------------------------	-----