








- 1  **Parents of Deaf Children: Needs & Expectations**  
Lampropoulou Venetta,  
Professor of Deaf Education- University of Patras, Greece
- 2  **Parents and Children with Disabilities Main Problems:**
  - \* Accepting the disability
  - \* Adjusting to the new situation
  - \* Raising a disabled child (Parenting)
- 3  **Parents with Deaf/hh children**
  - \* 90% from hearing parents
  - \* A deaf child in a hearing family or a family with deaf and hearing members? (Moore, 2001)
- 4  **Parental Stress**  
Periods of Stress (Harris, 1982)
  - \* Prediagnostic Crisis
  - \* Diagnostic Crisis
  - \* Postdiagnostic Crisis
  - \* Communication Crisis
  - \* Education Crisis
  - \* Family Stability Crisis
- 5  **Parental Stress**  
Periods of Stress (Moore, 2001)
  - \* The process of identification of hearing loss
  - \* Entrance into the school situation
  - \* Beginning adolescence
  - \* Early adulthood
- 6  **Developments in Greece**

1932 *First Residential-Oral School for the Deaf*- NID  
Ministry of Health

1984 *Public-Day schools*  
Ministry of Education (oral-TC)

1986 *Early Intervention Centers (NID)* Athens-Thessaloniki-Patras  
(oral-TC-Bilingual) Audiology Clinics- Pediatric hospitals-Private  
Speech Tutoring

1988 *University Training for teachers* (University of Patras)

2000 *Recognition of Greek Sign Language* (PL2817/2000)  
Bilingual Education- Cochlear Implants- Mainstreaming- KDAY
- 7  **Research in Parental/Family Issues**


1988 *Research* (University of Patras)  
*Parental Needs-Expectation and Priorities*  
(N=70 parents)

1995-98 *Parental Stress and Involvement* (N=50 parents)  
Lampropoulou, V. & Konstantareas, M. (1998). Child Involvement and Stress in Greek Mothers of Deaf Children.  
*American Annals of the Deaf*, 143(4), 296-304

Konstantareas, M. & Lampropoulou, V. (1995). Stress in Greek Mothers with Deaf Children. Effects of Child Characteristics, Family Resources and Cognitive Set. *American Annals of the Deaf*, 140(3), 264-270

1999 *Family Adaptation to Deafness* (N=40 parents)

2004 *Families with Cochlear Implanted Children*  
(13 families – 50 families)

2005 *Empowerment of Parents of Deaf and hh Children*
- 8  **Research Questions**

- \* What is the effect of a deaf child in the family system?
- \* What are the main sources of stress to parents?
- \* What are the experiences and needs of parents with cochlear implanted children? How do parents evaluate the outcome of cochlear implants?
- \* What are the main problems that parents have with the professionals and what do they expect from them?

9 

### **Research Findings**

- \* Diagnosis of hearing loss the most stressful period for parents and family
- \* Deafness effects the whole family system

\* Parents need access to information and ongoing support by specialized professionals from the Medical, Rehabilitation and Education Area

10 

### **Research Findings**

Diagnosis of Hearing Loss- Most Stressful Period

11 

### **Research Findings**

Effect of Deafness on the Family System

- \* Disruption – Communication Problems
- \* Behavior change
- \* Problems in the Relationships
  - \* among the couple
  - \* among the other members

12 

### **Research Findings**

Additional Sources of Stress

- \* Communication with the deaf child
- \* Information about deafness and services
- \* Making decisions- Cochlear implants
- \* Working with and financing professionals of different disciplines
- \* Purchasing hearing and technological aids
- \* Facing negative reactions and attitudes from neighbors, etc

13 

### **Cochlear Implants:**

#### **Parental Concerns, Experiences & Needs**

Preliminary Results

Sample: 13 parents (26 people)

13 prelingually Deaf children with  
cochlear implants

14 

### **Demographic Characteristics of Parents**

**Parents:**

Age: 30-47yrs

Education: University (N=4)

Technical Schools (N=4)

High Schools (N=14)

Primary Schools (N=2)

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### **Children's Characteristics ( pre – implantation )**

- \* All children were prelingually deaf/ h.i. and hearing aid users (1-5 yrs)

- ✱ The majority (N=9) had some early intervention (NID) and/ or speech training (N=12)
- ✱ The majority (N=8) had not usable hearing while some (N=5) responded with hearing aids to sounds or speech.
- ✱ Oral language was limited for the majority of children (N=10)
- ✱ Sign language skills were very good for some children (N=5)
- ✱ Speech intelligibility was very poor for the majority of children (N=11)

17  **Findings**

*Pre-Implantation (parental decision for C.I. – Stressful Period)*

- ✱ Most of the Parents (N=8) did not have any relations with the Deaf Community and did not know GSL. Some (N=5) had some GSL skills and relations with the D.C.
- ✱ All parents decided the C.I. because they wanted their child to have better hearing and oral language.
- ✱ All made a big effort to get information prior to decision (main source-other parents)
- ✱ C.I. was the most painful decision for all parents.


18 

19  **Findings**

*Post Implantation*

- ✱ Difficult period for parents
- ✱ The majority (N=10) had to look themselves and find a rehabilitation program (private)
- ✱ Some (N=4) were not satisfied with the results of C.I.
  - “I had hopes that my child would hear better... but this did not happened”
  - “O.K. my daughter hears some sounds, but her language is poor and speech intelligibility low...”
- ✱ In summary the majority of parents (N=9) notice progress after C.I. in the following areas:

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21  **Table 3: Vocabulary**


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24  **Cochlear Implants: Parental Needs,**  
(Preliminary Observations)  
**Findings**

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26  **Research Findings**  
Parents’ Experiences from Specialists (60% Negative)

27  **Research Findings**  
Parents’ Expectations from the Specialists

28  **Concluding Remarks**  
**Working with Parents and Families:**  
**Recent Trends**

29  **Meeting family needs is not enough unless the whole procedure results in family empowerment**