

An Educational Concept between Sign Language and Inclusion

Ein Schulkonzept
im Wandel zwischen Gebärde und Inklusion

**6th European Pediatric
Conference 2019**
Current Developments and
New Directions in Pediatric
Audiology

Munich, May 18, 2019

Johannes Eitner
Hamburg

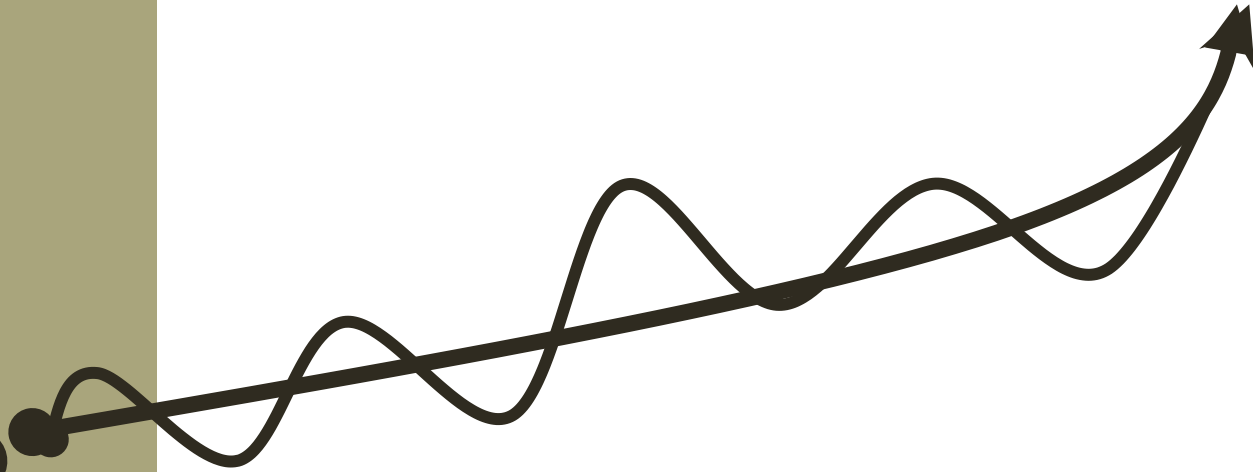
A



B

Educational concepts come from **developments**

A core objective of education for hearing-impaired children is:
Communication skills



Spoken- Language Skills

A predominant goal in
Germany for decades



Emulation of speech development concepts

- Holistic
- Systematic
- Structuralistic
- Reflective mother-tongue method ...

Constantly in search
of the "right"
method



Sign language

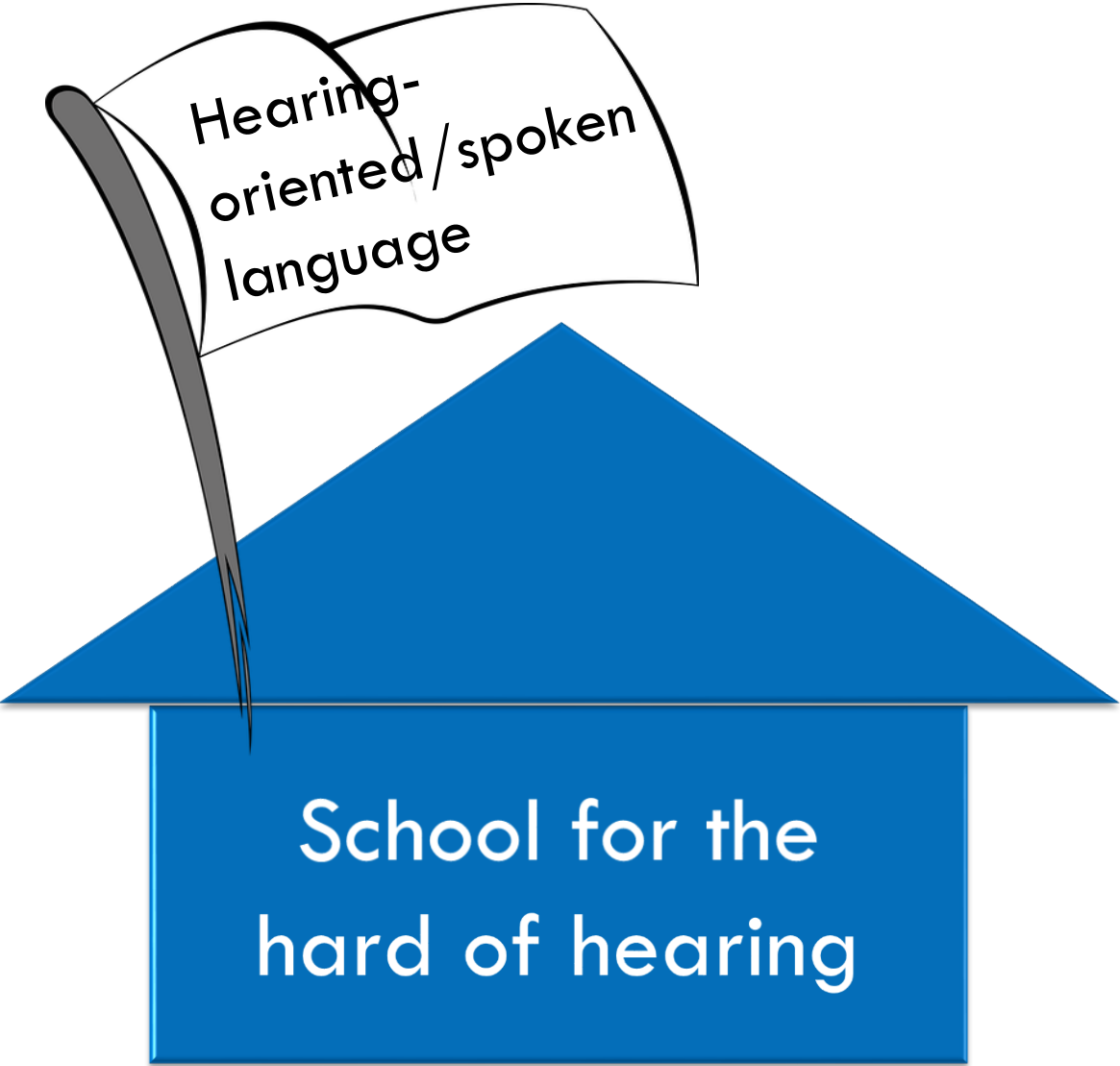
**Spoken
language**

Bilingual



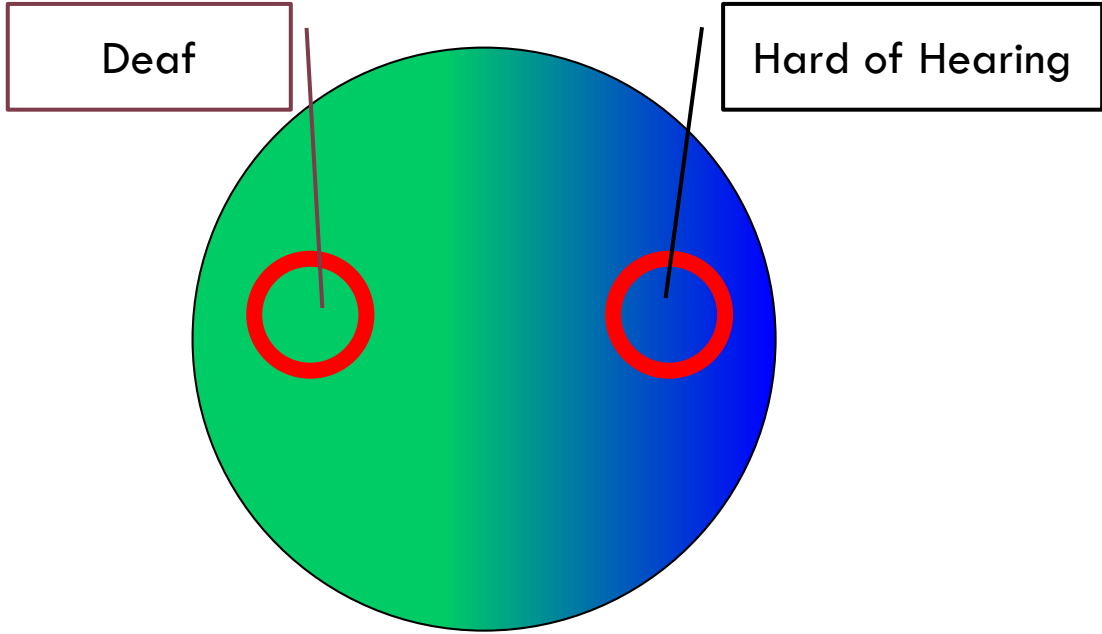
Hamburg in the 1990s

Choice

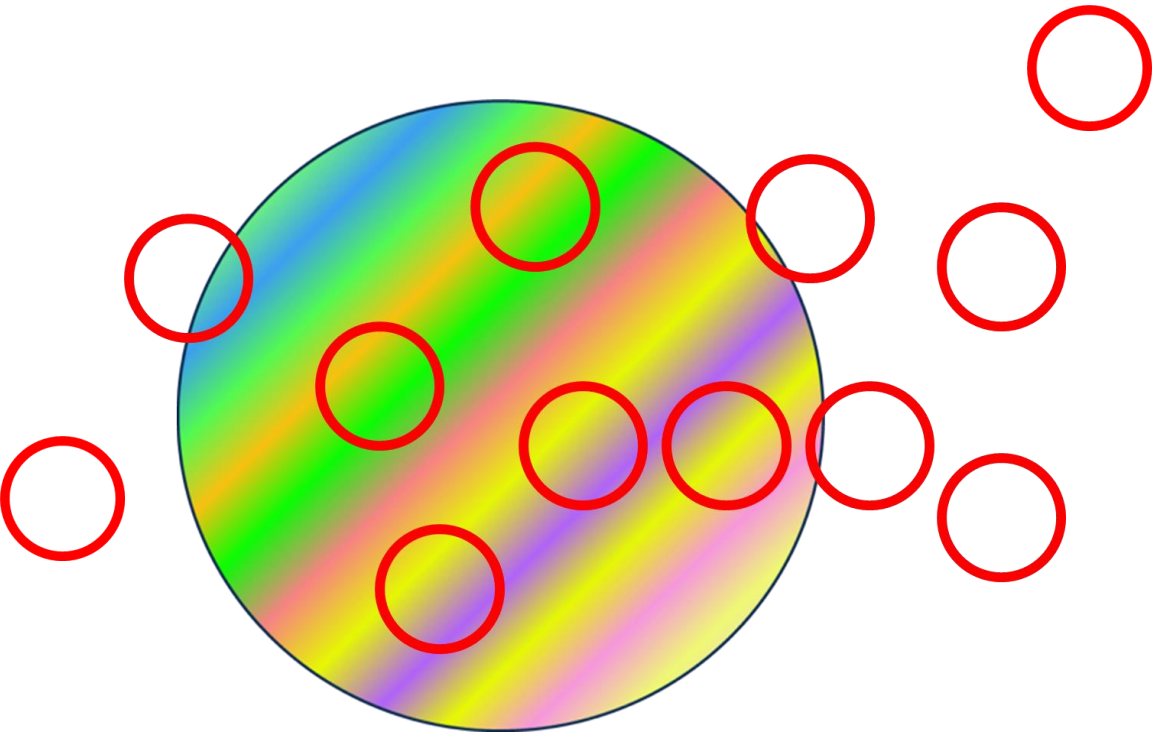


Students

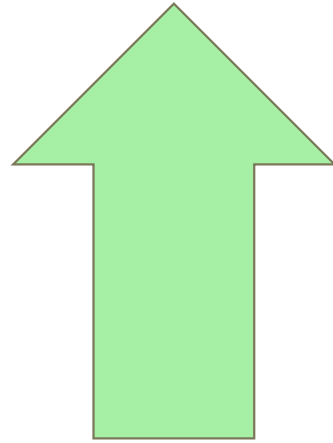
Then



Now

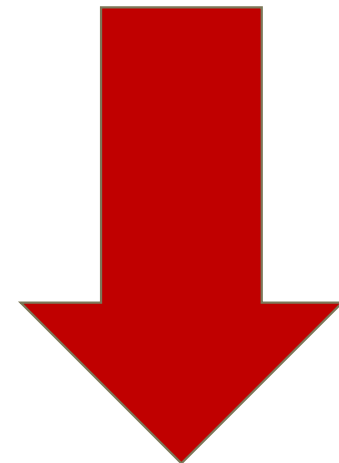


Wishes of Parents and Families



Learning together
Proximity to school
**Maintain personal
environment in home,
daycare and school**

**Qualities of teaching
for the
hearing-impaired**

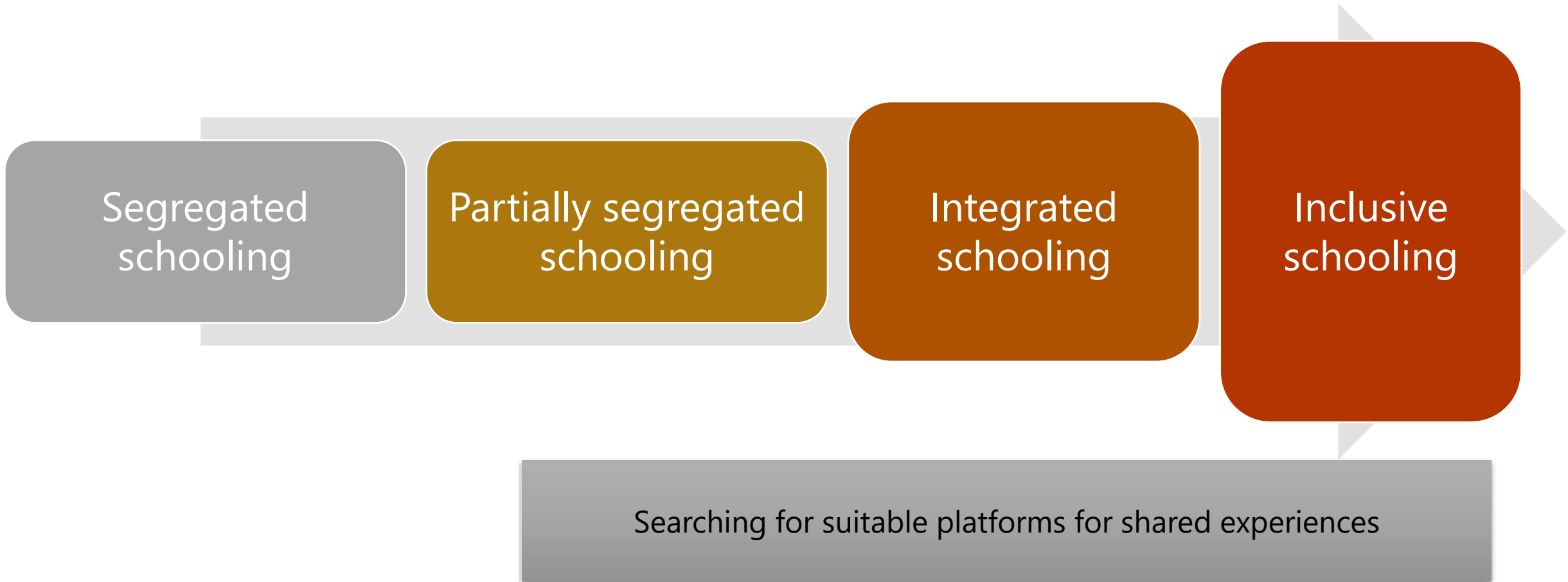


Societal
Changes

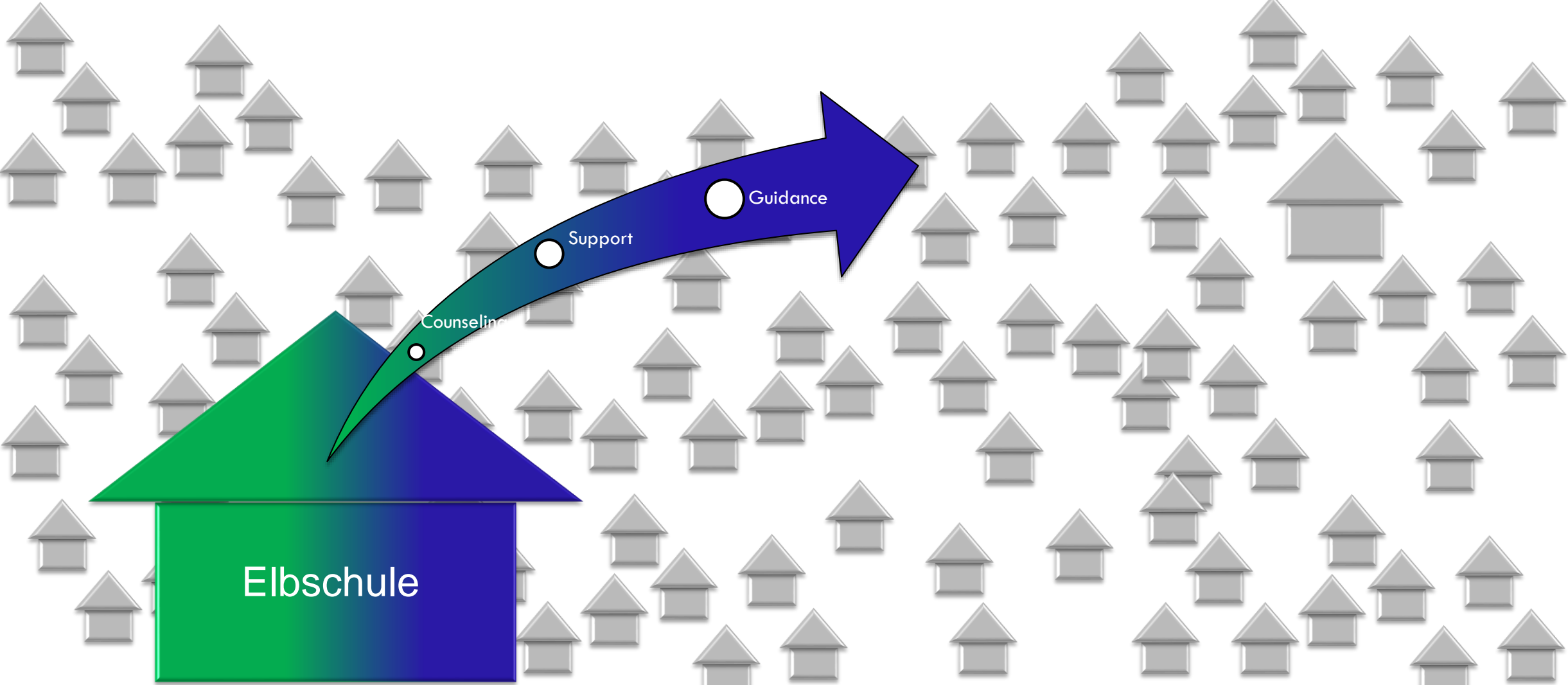
Integration

Inclusion

“Normalization
pressure”



Schooling mostly “individually inclusive”



Experiences with
this
Inclusion Model

Positive

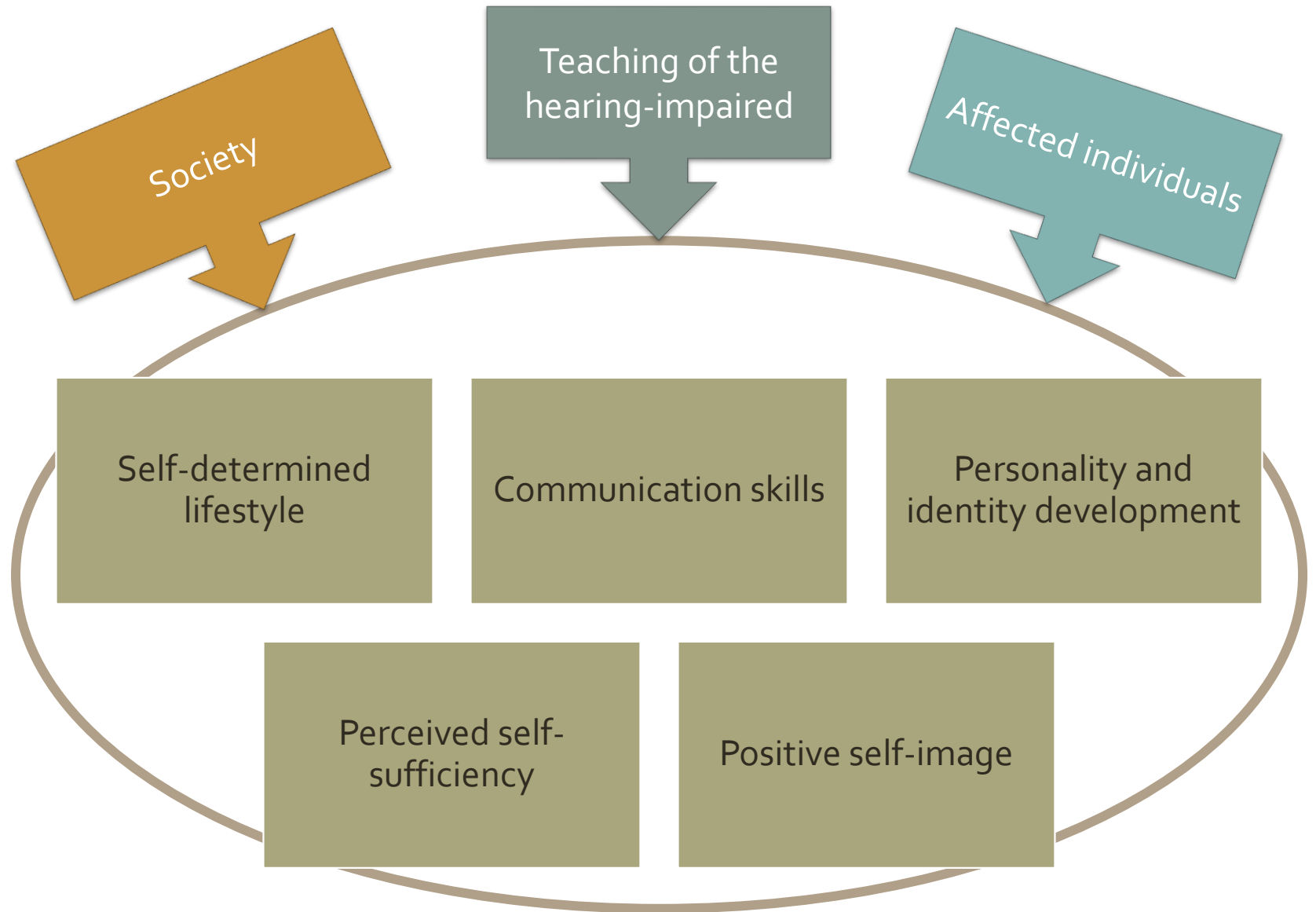
Pleasingly high rate
of **successful**
integration

Negative

Often feels like
exclusion

Disintegrating
experiences

Aims of Teaching for the Hearing-Impaired



Consensus regarding goal

It's about **quality of life**

- ❑ Happiness
- ❑ Life satisfaction
- ❑ Mental health
- ❑ Well-being
- ❑ Self-esteem
- ❑ Perceived self-efficacy

HINTERMAIR



Aims

from the point of view of

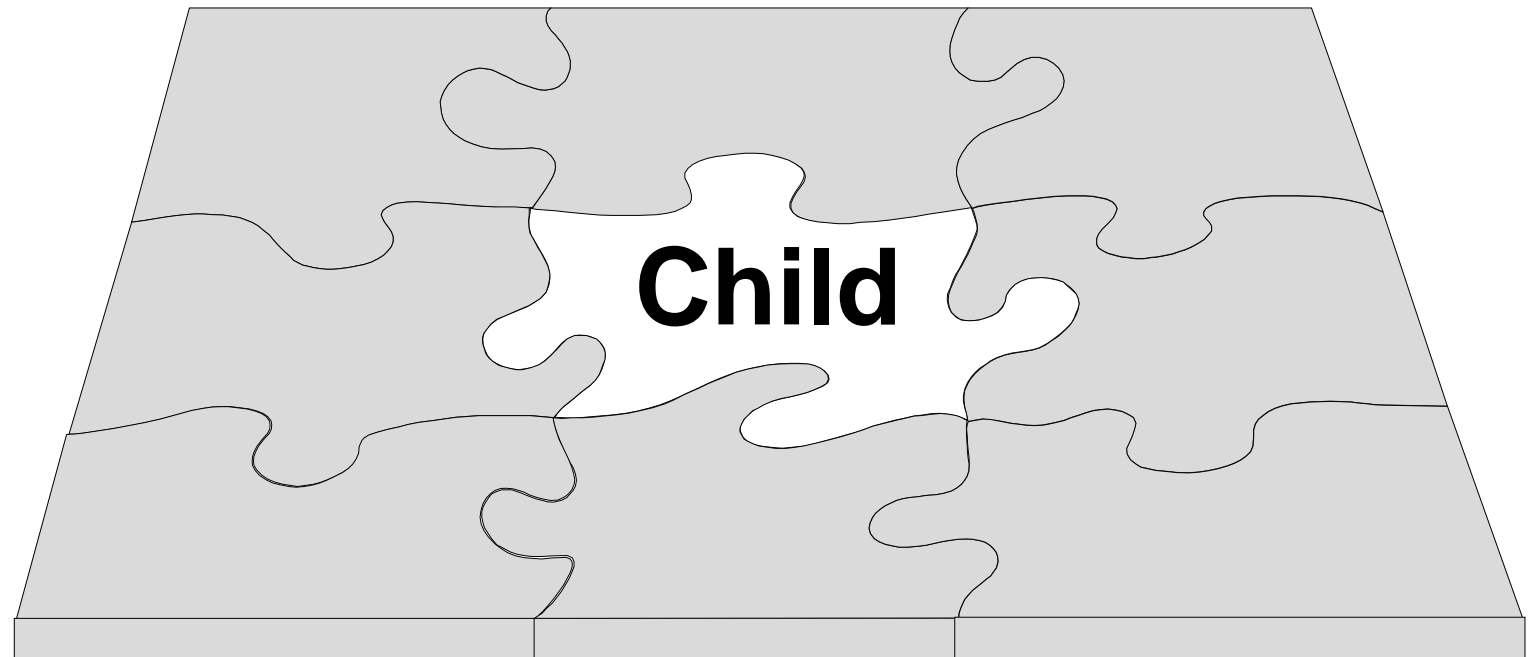
professionally
successful
adults



Systems must be suited to the child

Primary desires and needs of the child in the spotlight!

Child
Change from object to subject position



FINDINGS AND CONCLUSION

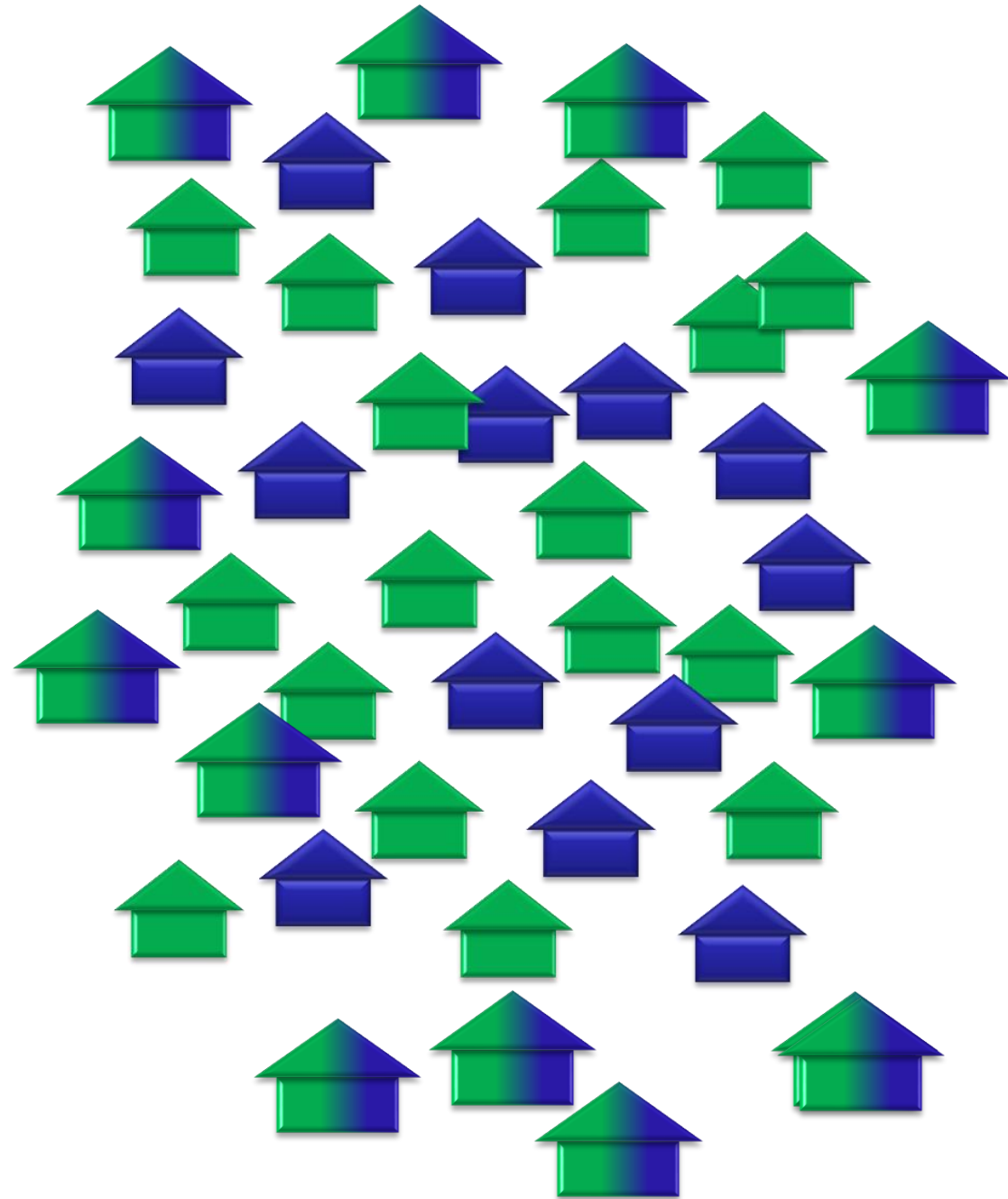
- ▶ “One-size-fits-all concept” unsuitable as inclusion model
- ▶ Great diversity/heterogeneity: Develop differentiated participation models

HINTERMAIR AND ELBSCHULE TEAM



Important Findings from Many Years Ago

- Development of identity is a process
- School:
Provide conditions for a **tangible process of self-discovery** in an **open rather than restrictive** manner!
- **Overprotectiveness** leads to **imaginary worlds**
- Imaginary worlds can produce **one-dimensional identities**



Conclusions

Provide an **experience platform** for processes of discovery among hard of hearing, deaf and hearing children

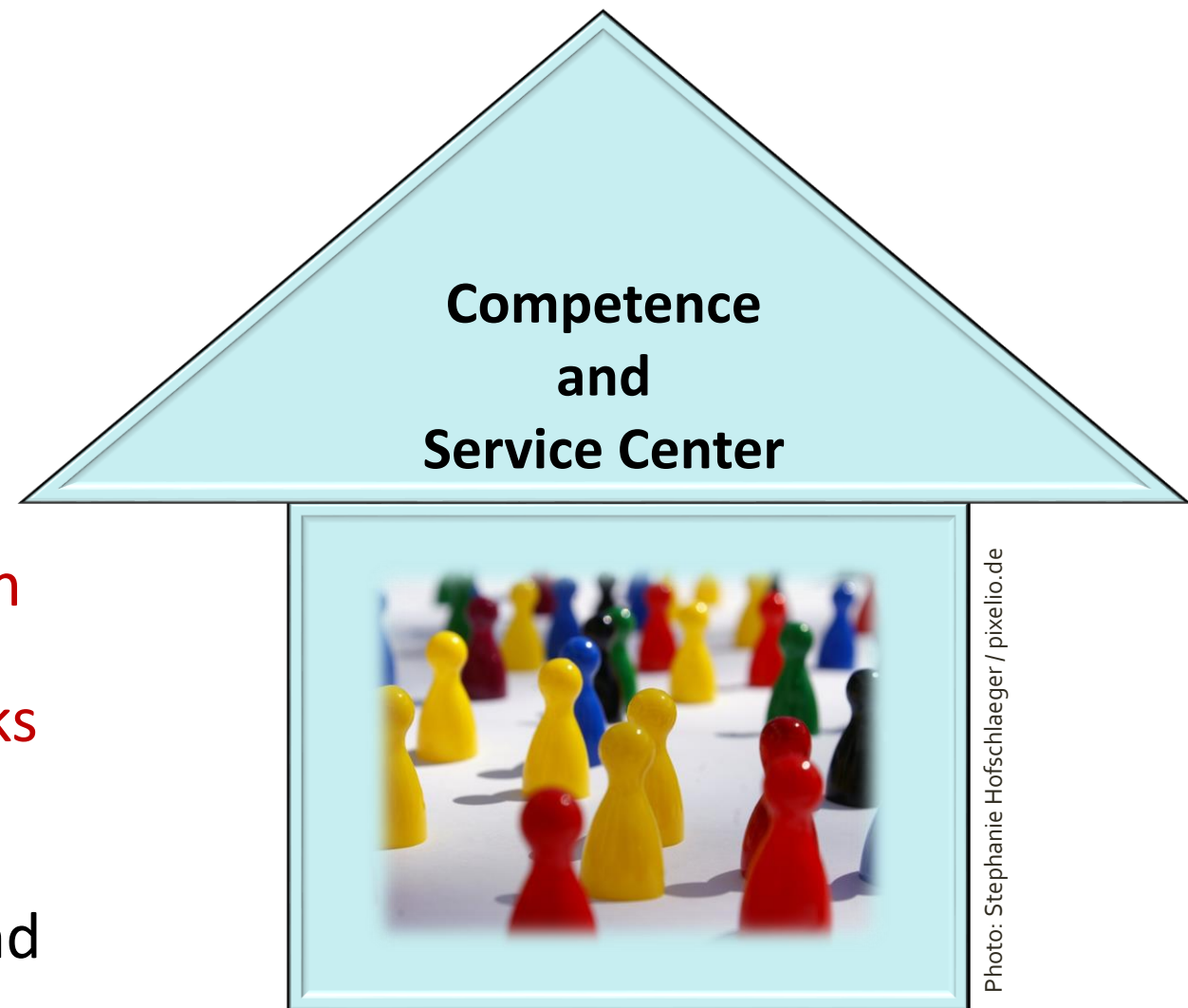
Establish new **learning and social networks**

VON HENTIG:

School as a space for experiencing and living

HINTERMAIR:

Make school true-to-life



For children and adolescents
with and without
hearing impairment

In other
words ...

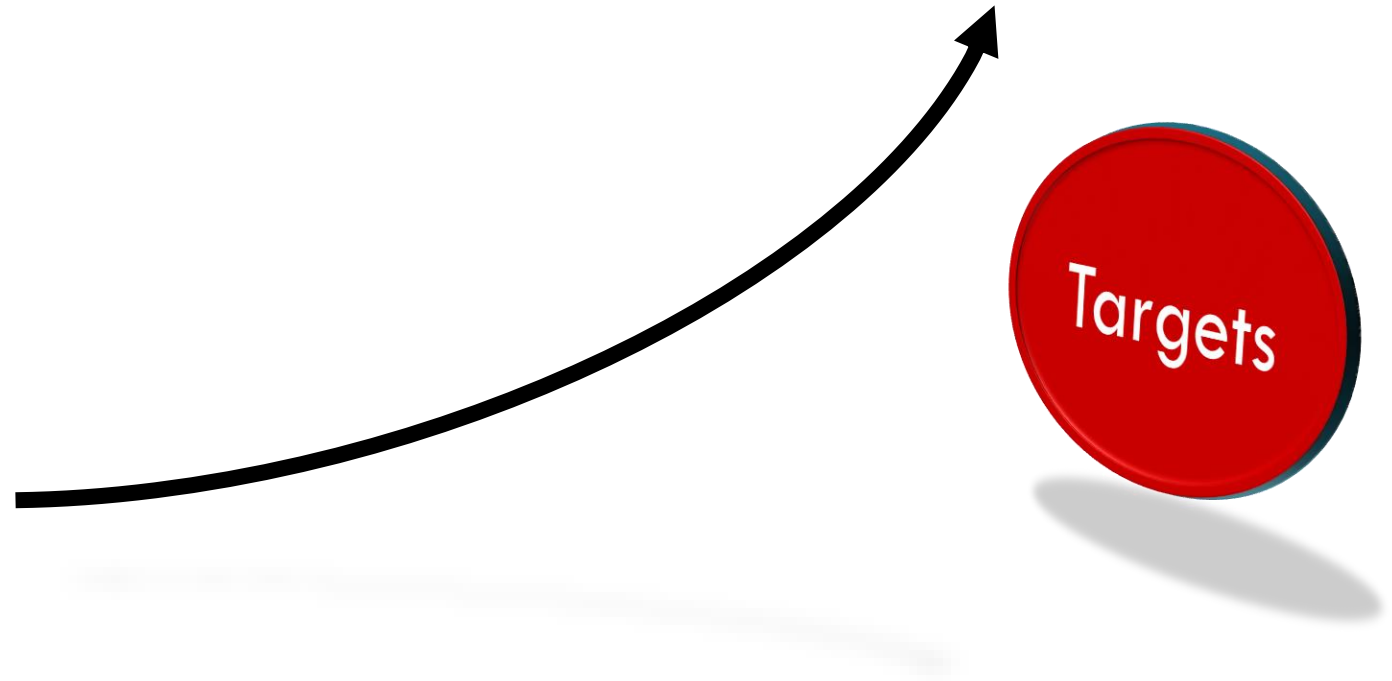
More than ever before we need to find a **balance** between

- Protecting and challenging
- Encouraging and providing freedom
- Speaking and signing
- Showing and letting them experience things
- A **balance** between staged “dry runs” and real-life experiences and adventures

u.a. HINTERMAIR/VOIT/VON HENTIG

Key Finding

On our current path, we risk missing the above-mentioned targets



Consequence: marked shift away from focus on shortfalls!

- Take **strengths** into account!
- Set their self-discovery and encouragement as the goal
- Foundations: **empowerment-** and **resource-oriented** development philosophy



Marked shift away
from focus on
shortfalls



VISIONARY PROPOSAL

**LIVING AND LEARNING TOGETHER
ON A NEW PATH**

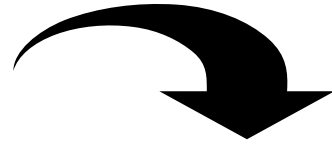
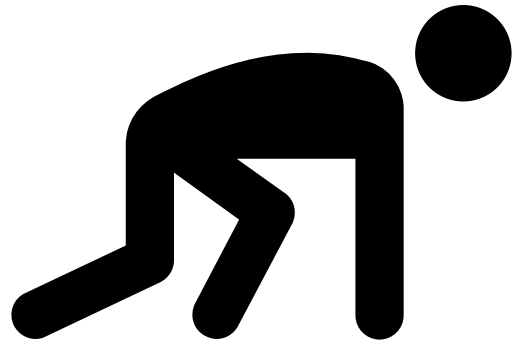


**OPENING OF SCHOOL FOR HEARING-IMPAIRED
TO HEARING CHILDREN AS WELL**

Disruption

Disruptive idea:
New development with entirely new
approaches





Hop



Step



Jump

Disruption through

Triple Jump

Hop—Step—Jump

Learning
together
on a new path

Hop

Organizational merging of
both schools

Step

Local merging—everyone
brought together under a
new roof

Jump

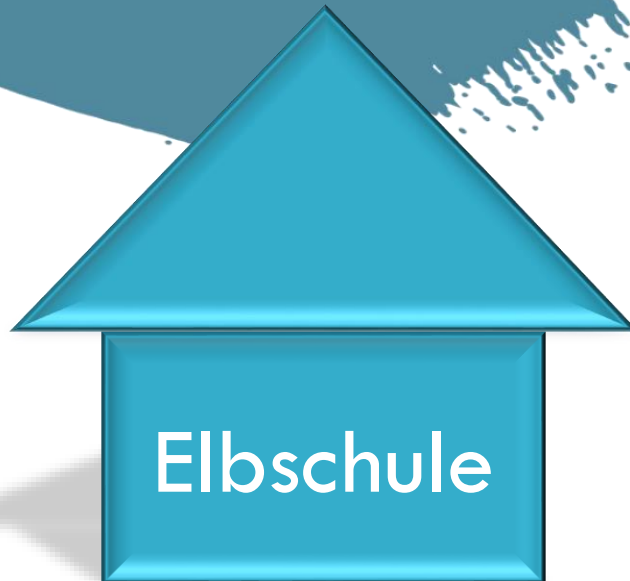
Opening for hearing children—
establishment of inclusive
classes at the Elbschule

SCHOOL TRIAL INCLUSIVE CLASSES

Agreements
between Elbschule and school authorities

Teaching **hearing-impaired** and
hearing children together

Class

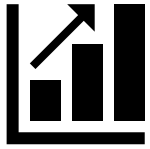


School Trial – Inclusive Classes

An **Inclusion Model** for the **Whole School**

Core lessons according to curriculum	
deaf students	hard of hearing and hearing students





Inclusive Classes at the Elbschule

Gradual introduction of inclusive classes (see yellow boxes)



Year group	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

District school

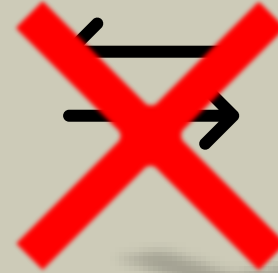
Elementary school

2016—Start of inclusive classes

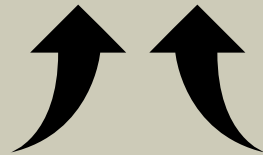
- ▶ At a glance: **Overall personalities** and **all development areas** of the children and adolescents involved
- ▶ **Everyday real encounters**
- ▶ Inclusive learning: **Interaction** and **dialog** between the hearing and the hearing-impaired
- ▶ All participants: **Peer groups**

Elbschule
Hamburg

Either... or...



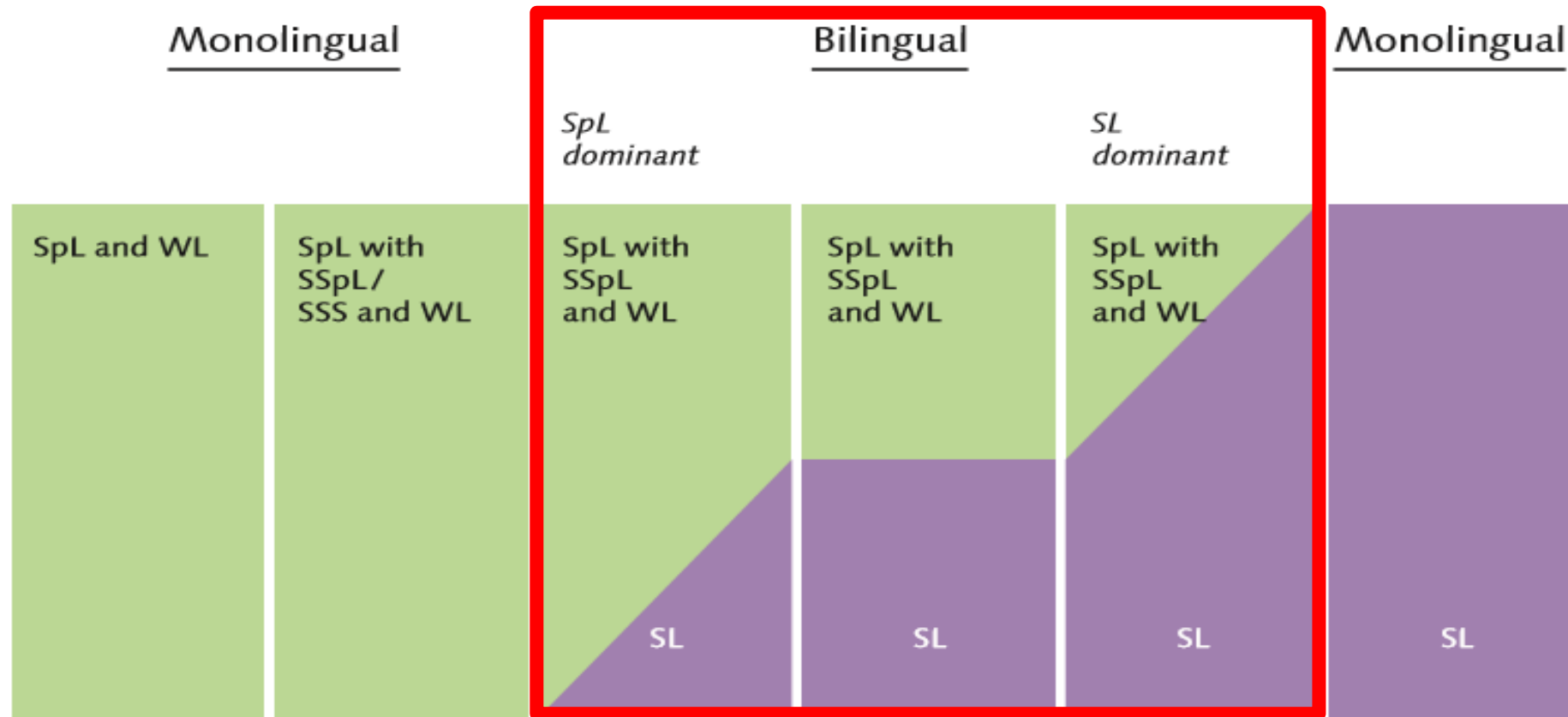
Both... and...



Participation-oriented
model

Program: **Bilingualism**

Monolingual – Bilingual




SpL : Spoken language
 WL : Written language
 SL : Sign Language
 SSpL : Signed spoken language
 SSS : Sign-supported speech

Language models

Examples spoken language class 1

- After vacation: “I’ve brought in a picture by Rembrandt. He is an important artist. Could we talk about it?”
- “I used to hate recess, but now I just don’t like it anymore”





FIRST IMPRESSIONS
AND EXPERIENCES

INCLUSIVE MODEL
IN HIGH DEMAND!

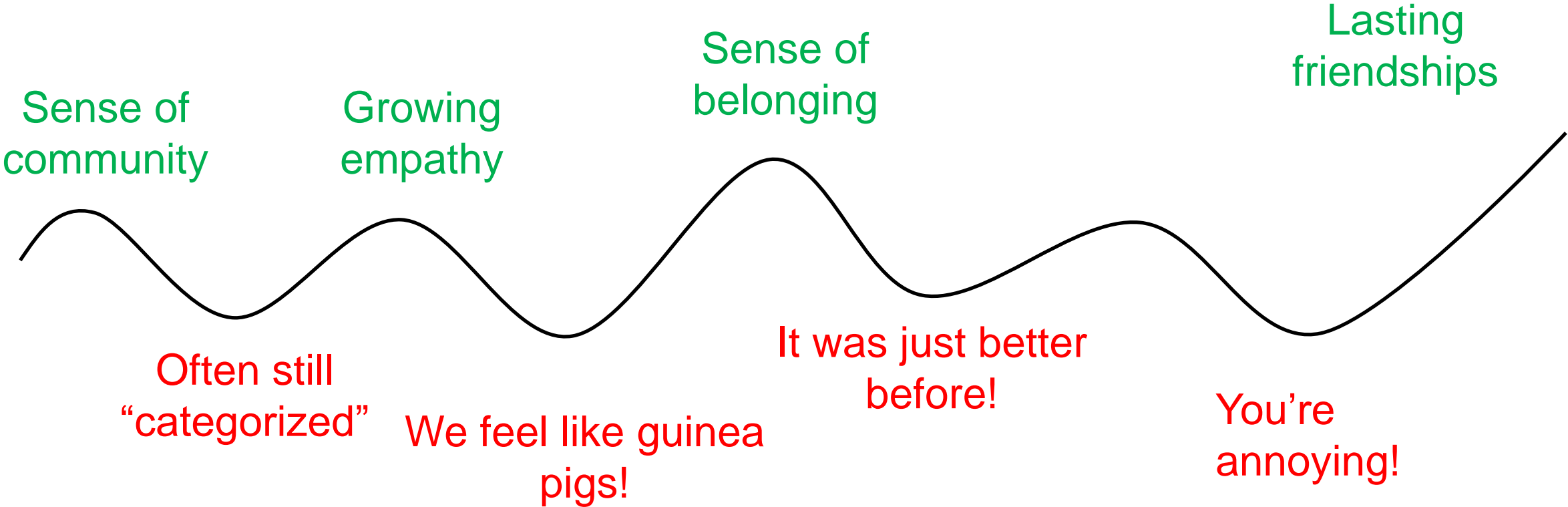
First Impressions and Experiences

Students of the
inclusive class
5 and 6/7

Overwhelmingly positive
feedback, but some critical
observations



Students of the Inclusive Class 6/7



Students of the Inclusive Class 6/7

Trend



First Impressions and Experiences

Parents

Many extremely pleasing responses

- “Happy child”
- “Real inclusion”
- “Good academic performance”



First Impressions and Experiences

Teachers Involved

- Exciting
- Very gratifying
- Challenging



SCIENTIFIC MONITORING OF THE SCHOOL TRIAL

University of Hamburg
Prof. Dr. Barbara Hänel-Faulhaber

Department for Schools and
Vocational Training (BSB)
Elbschule—involved

In the spotlight

- Communicative participation
- Social and emotional integration
- Peer groups

“Live-cell therapy” for the entire school

Long-lost sense of optimism

Inclusive Classes at the Elbschule

Clear statements from students

Reasonable level of uncertainty among us

Inclusion is ...
when we stop thinking in categories.

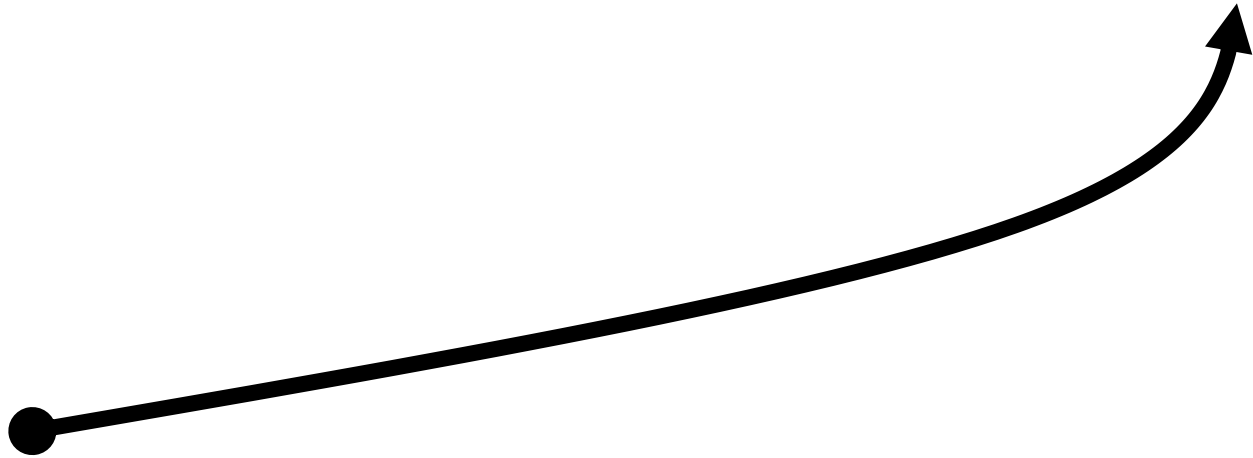
Inclusive Classes at the Elbschule

INCLUSIVE CLASSES AT THE ELBSCHULE – THE MAGIC FORMULA?



NO, BUT A STEP IN THE RIGHT DIRECTION!

A



B

Don't wait
too long!



Make the right
take-off!



Risk landing on
your stomach!



Trust yourself!



Foto: Katrin Böttjer

Elbschule Hamburg is on course

from separate specialist schools to an **inclusive education center**



A blue notepad with a dark blue tab is positioned on a light brown background. The notepad has a white message written on it. The message is "Thank you for your attention!".

Thank you for your
attention!