

Inclusive education and deaf families (2019-2020)

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There appears to be a trend of deaf parents with larger deaf family networks in Western countries deciding to choose a non-deaf school for their deaf child, with or without the provision of sign language interpreters, and various technological accommodations.

This project focuses on the narratives deaf parents use to justify their child's placement in an inclusive environment/non-deaf school, and the link between various kinds of capital deaf parents' harness in support of their child's education. We hypothesize that larger deaf family networks function as a mitigating factor in parents minds, with these networks seen as replacing the need for congregated educational settings/peer group networks, 'freeing up' the need for continuous exposure to sign language in the schools.

Data are currently being collected through semi-structured interviews with deaf parents with deaf children in Belgium, Finland and the UK.