The period of adolescence and young adulthood is important as a time during which young people come to make sense of the society in which they live, and is a period in which their aspirations for the future become consolidated. This book deals with a specific group: deaf young people, as their deafness will have implications for their communication within both the family and society in general, with consequences for the way in which they come to understand the world.

This is a longitudinal follow up to the study reported in The Deaf Child and his Family, now re-published as Deaf Children and their Families. Some 18 years on, 75% of the original families have been traced and this new volume provides an account of the subsequent interviews with both the parents and the deaf young people themselves. Participants reflect not only on the consequences of deafness within their own lives, but also on the changing context for deaf people. It includes a comparison of the views of parents with those of their sons and daughters, and an examination of factors in early life that may relate to later development.

In its provision of a unique insight into the deaf young person's perspective on life, it will be a valuable resource for all those concerned with deafness and special education, including deaf people themselves, families, professionals and academics.
Deaf Young People and their Families: Developing Understanding
Deaf Young People and their Families:
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PREFACE

This book is about deaf young people and their families. It is a follow up to the study reported in *The Deaf Child and his Family* (George Allen and Unwin, 1976) republished as *Deaf Children and their Families* to coincide with the publication of this book. In the first study, 122 families of young deaf children were interviewed. The authors of the present book set out some 18 years later to trace as many of a sample of 101 of the original families as possible, and established contact with 91 of them. This book is an account of the interviews with both the parents and the deaf young people themselves, and also includes comparative information from the earlier research and material from group discussions conducted with some of the young people who were interviewed.

The purpose of this book is to give the perspective of the young people and families themselves rather than a professional view. The period from the first interviews to the second set was a time of great change in the understanding of deafness and in professional approaches to it. This book allows participants to reflect not only on the consequences of deafness within their own lives, but also on the changing context for deaf people. It also allows a consideration of the similarities and dissimilarities in the views of parents and their sons and daughters on various issues and an examination of factors in early life that may relate to later development.

*Notes on the transcription of quotes*

All quotes have been taken from interviews or discussions that have taken place in connection with the research,

(a) with parents when the deaf young people were six years old or less (Parents C),
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(b) with parents of the young deaf people (Parents YP),
(c) with the young deaf people themselves, and
(d) with some of the young deaf people in group discussions.

Quotes are designated by a pseudonym for the deaf young person which is the same in all publications of the research. For Parents (C) interviews, the age of the child at the time of interview is given together with the page number for the quote in Deaf Children and their Families (DCF) if it is included there.

For interviews with the young people, and with the parents of the young people, the preferred language of the deaf young person is given together with the age at the time of the parent interview. Occasionally such information is omitted to protect confidentiality.

Hesitations and pauses in the quotes are indicated by dots...Omissions are indicated by parentheses () and supplementary information to clarify is provided in parentheses. A letter plus dots (A...) indicates the omission of a name to protect confidentiality.
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This research has benefited greatly from conversations, discussions and debates with many people, both those directly involved in the project and other colleagues and friends.

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The book is dedicated, however, to those without whom it would not have been possible, the parents and the young people themselves.