Studies on deafness in an ecological system context

Joanna Kossewska. *Studies on Deafness in An Ecological System Context* | Wydawnictwo JAK, 2018, 170PP | ISBN: 9788364506444

Reviewed by LI Lin

Before the ecological system theory, the study of psychological development was often limited to a specific environment, overemphasizing the role of the environment and ignoring the influence of individual biological factors (Liu, Meng, 2009). In 1997, American psychologist Urie Bronfenbrenner put forward the idea of ecological research trend after realizing that discussing individual psychological development in the natural environment and specific social and cultural background can reflect the psychological development of individuals in real and natural life better firstly (Bronfenbrenner, 1977). Then in 1979, his book "The Ecology of Human Development" fully expounded the ecological system theory. Ecological system theory regards the environment as a dynamic process with constant change and development, emphasizing that development comes from the interaction between humans and the environment. The system in space includes four environmental levels: microsystem, mesosystem, exosystem and macrosystem. The individuals develop with age, and the four environmental levels around them also change with the times, so there is also a chornosystem in the time dimension (Bronfenbrenner, 1979, cited in Zhu, 2005). There are 1.5 billion people suffering from varying degrees of hearing loss in the world, of which about 430 million need rehabilitation services of hearing loss (World Health Organization, 2021). Deafness has a specific influence over the psychological developmental process (Kossewska, 2018), Dr. Joanna wrote the Studies on Deafness in An Ecological System Context to discuss the influence of different environmental systems on the development of individuals with hearing impairment.

The structure of Studies on Deafness in An Ecological System Context is clear, and it is convenient for readers to obtain the information they need in a short time. It has six chapters, and each chapter discussed the different development characteristics of individuals with hearing impairment within the varying environmental system. It is worth noting that each chapter is an independent study with independent research

background, research purpose, research object, research method, research results and conclusions, so this book is a collection of papers within the framework of a broad theme. Readers can understand the development characteristics of individuals with hearing impairment in different environmental system in a single chapter according to their own needs, or read the whole book to understand the developmental impact of different environmental systems on individuals with hearing impairment, so as to adjust their education and intervention strategies of individuals with hearing impairment appropriately.

The content of this monograph is rich and reliable. Dr. Joanna studied the developmental characteristics of individuals with hearing impairment in the five environment systems of microsystem, mesosystem, exosystem, macrosystem and chornosystem from different perspectives with refined language and clear diagrams in chapters 1 to 5. Then, a comprehensive view of individuals with deafness in the context of the ecological systems theory is given in Chapter 6 (Kossewska, 2018). The remarkable thing is that more than 400 references are cited throughout the book, so the knowledge throughout the monograph is rich and reliable. After reading the whole book, readers can not only have a comprehensive understanding of the development of individuals with hearing impairment in different environment systems, but also have a deeper understanding of ecological system theory and the group with hearing impairment. At the same time, the scientific and systematic research methods also subtly affect every reader. In addition, the results and conclusions of each chapter can also provide a lot of inspiration for education and intervention support for individuals with hearing impairment to the readers. For example, on the basis of introducing the theory of mind development and related parental involvement, the first chapter conducted a Theory of Mind development level test by three types of tasks and related factor analysis for 105 mother-child dyads (including hearing-impaired groups and hearing groups). The study found that a developmental delay is observed in all experimental tasks of children with deafness in hearing families, but subjective maternal predictions of their children's mentalization skills were found to be irrelevant and inconsistent with the experimental objective Theory of Mind development measures. So the microsystem impacts that the Theory of Mind development in children with deafness should be strengthened through appropriate training of significant others-especially hearing mothers-regardless of the developmental stage or chronological age of the individuals with hearing impairment (Kossewska, 2018).

In general, with the scientific and systematic research methods, and clear structure, the whole monograph is informative and reliable in content. It has a significant enlightening effect on the development and education of individuals with hearing impairment under the ecological system context.

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