

The Eurasia Proceedings of Educational and Social Sciences (EPESS), 2025

Volume 40, Pages 1-10

IConSED 2025: International Conference on Special Education and Diversity

Parent and Teacher Roles in Supporting the Education of Deaf Children: A Literature-Based Analysis

Sari Gusmawanti

Universitas Pendidikan Indonesia

Euis Kurniati

Universitas Pendidikan Indonesia

Abstract: The education and social integration of deaf children are critically influenced by the collaborative dynamics between parents and teachers. Such collaborations can effectively facilitate optimal learning outcomes, fostering an inclusive environment conducive to the well-being and growth of deaf children. This literature-based analysis emphasizes the shared responsibility of parents and educators in creating tailored educational strategies aimed at addressing the unique needs of deaf learners. Research highlights the importance of early parental involvement, which significantly enhances children's learning experiences, as well as ongoing teacher training to better equip them with the skills necessary to engage effectively with deaf students. Additionally, the integration of assistive technologies serves to bridge communication gaps, enhancing both the learning process and social interactions within educational settings. By developing policies that encourage collaboration and support from community resources, the educational landscape for deaf children can be significantly improved, ensuring they receive comprehensive and accessible educational experiences.

Keywords: Deaf education, Assistive technologies, Special education

Introduction

Deaf children encounter distinctive challenges in education, as their communication needs differ significantly from their hearing peers. These challenges can create barriers not only in academic achievement but also in social integration and emotional well-being (Marschark et al., 2020). Education for deaf children requires tailored approaches that accommodate their unique learning styles, leveraging methods such as sign language, lip reading, and assistive technologies. To ensure equitable learning opportunities, these children need support that goes beyond traditional teaching practices, addressing both their cognitive and socio-emotional needs (Antia et al., 2019).

Parents and teachers are critical stakeholders in this process. Parents serve as the first educators, influencing early language acquisition and communication skills, which are foundational for future academic success (Lederberg et al., 2018). Early parental involvement, particularly in learning sign language or supporting speech therapy, has been shown to improve language development outcomes significantly. Moreover, parents play an essential role in advocating for their children's educational rights and ensuring that their specific needs are met within the school system (Cooke & Luckner, 2021).

Teachers, on the other hand, act as facilitators of structured learning experiences and social interactions in classroom settings. However, teaching deaf children requires specialized training, including proficiency in sign language and familiarity with assistive technologies like hearing aids and visual aids (Johnson & Seaton, 2019). Despite advancements in teacher training programs, many educators still report feeling underprepared to meet

the diverse needs of deaf students effectively (Nelson et al., 2020). This gap in teacher preparedness often leads to disparities in academic achievement and overall educational satisfaction for deaf students.

In recent years, technological innovations and inclusive policies have transformed the educational landscape for deaf children. The implementation of cochlear implants, video relay services, and captioning tools has enhanced accessibility and participation in mainstream education (Spencer & Marschark, 2018). Additionally, policies promoting inclusive education aim to integrate deaf students into general classrooms, fostering peer interaction and reducing stigma. However, these measures are not without limitations. Studies have shown that the success of inclusive education depends heavily on the collaboration between parents and teachers, as well as their mutual understanding of the child's needs (Martin et al., 2021). Significant gaps remain in understanding the dynamics of parent-teacher collaboration and its impact on the educational experiences of deaf children. Research indicates that communication barriers between parents and teachers often hinder effective partnerships, leading to inconsistencies in the support provided at home and school (Taylor et al., 2022). Furthermore, the lack of culturally and linguistically responsive practices in many educational settings exacerbates these challenges, particularly for families from diverse backgrounds (Humphries et al., 2020).

Research Purposes

The purpose of this study is to analyze the collaborative role of parents and teachers in supporting the education of children with hearing impairments, with a focus on strategies, challenges, and the impact of such collaboration on children's learning outcomes and social-emotional development. This study aims to identify best practices in supporting the unique needs of children with hearing impairments, including the use of assistive technology, early intervention, and curriculum adaptation. In addition, this study also aims to provide evidence-based recommendations to improve the effectiveness of collaboration, through teacher training, strengthening parent involvement, and inclusive education policies that can be widely implemented, thereby creating a more inclusive learning environment and supporting the full potential of children with hearing impairments.

Research Methods

This study uses a literature review method to analyze journal articles, books, and reports that have been published in the last seven years (2017–2024). A literature review was chosen because this approach allows researchers to identify, analyze, and synthesize various findings that are relevant to the role of parents and teachers in supporting the education of deaf children. The literature search process was carried out using keywords such as "education of deaf children", "parental involvement", "teacher collaboration", and "inclusive strategies". The sources selected include publications in English available in trusted databases, such as Scopus, PubMed, and Google Scholar. The main focus is research that provides information on best practices, challenges, and recommendations related to the role of parents and teachers in supporting deaf children in educational settings.

Inclusion criteria for this study included:

1. Publications that directly discuss the role of parents and teachers in the education of children with hearing impairment.
2. Articles published in the last seven years (2017–2024), except for relevant seminal literature even if older than seven years.

Exclusion criteria were:

1. Publications in languages other than English, unless translations were available.
2. Articles that focused on adult hearing loss or non-educational contexts.
3. Research that lacked empirical data or was merely opinion without a strong research basis.

The data analysis process in this study was carried out through several systematic stages. The first stage is literature collection, where researchers compile a list of sources relevant to the topic using keywords such as "education of deaf children", "parental involvement", and "teacher collaboration". This step aims to identify publications that are directly related to the research objectives. Next, an initial screening was carried out by

reading the abstract of each article found. Researchers managed to find 30 relevant articles. This stage aims to ensure that each selected source is truly in accordance with the focus of the study, namely the role of parents and teachers in supporting the education of deaf children. Articles that were irrelevant or did not meet the inclusion criteria were immediately removed from the list and the researchers were able to filter the articles into 20 articles. The third stage is an in- depth review, where the selected articles are read in full. At this stage, researchers extract important information related to best practices, challenges, and the impact of parent and teacher collaboration on the education of deaf children. This information is then categorized to facilitate analysis. The last stage is data synthesis, which is compiling the main findings from the analyzed literature into certain themes that are relevant to the research objectives. This synthesis allows researchers to draw connections between different findings, as well as to make recommendations based on the available evidence. With this approach, the study aims to provide a comprehensive and in-depth picture of the collaborative role between parents and teachers in supporting the education of deaf children, so that it can make a significant contribution to the development of more inclusive educational strategies.

Results and Discussion

Parental Involvement

1. Early Intervention and Communication Skills

The role of parents in the development of language in the early stages of a deaf child's life is very important. Good communication skills from an early age are the main foundation for supporting academic and social success in the future. Research shows that parents who actively learn sign language or understand how to use hearing aids, such as cochlear implants, can significantly improve their child's communication skills (Brown & Jones, 2019). Through this involvement, deaf children can more easily understand basic concepts, build vocabulary, and establish social interactions. In addition, early intervention involving speech therapy or expert assistance in communication development has been shown to help deaf children reduce language delays that are often experienced at preschool age. Active parental participation in early intervention programs, such as reading together or interactive play activities, also contributes to strengthening children's cognitive and emotional skills.

2. Emotional and Psychological Support

Emotional attitudes and psychological support from parents have a major influence on the development of self-esteem and motivation of deaf children to participate in academic settings. Deaf children often face unique challenges, such as difficulty communicating with peers or feeling socially isolated, which can affect their self-confidence. In this situation, a supportive and positive parental approach is essential to help children overcome these emotional barriers (Smith et al., 2020). Research also shows that children who feel emotionally supported by their parents tend to have better engagement in school, both academically and socially. This support can be realized through open communication, recognition of children's achievements, and providing motivation when facing difficulties. In addition, parents who understand the psychological needs of deaf children are able to create a safe and comfortable home environment, so that children feel accepted for who they are. This not only increases their self-confidence but also strengthens the overall family relationship, which ultimately contributes to the child's educational success.

Teacher Roles

1. Professional Training and Development

Teachers who teach deaf children need special training to master the skills and teaching methods that are appropriate to the needs of their students. One of the key competencies that must be possessed is the ability to use sign language, which is the primary means of communication for many deaf children. Mastery of sign language allows teachers to explain academic concepts more effectively and build better relationships with students (Johnson et al., 2021). In addition, teachers also need to understand inclusive teaching methods that can accommodate the learning needs of deaf children in environments that may include students with diverse abilities. Professional training includes not only technical aspects, but also pedagogical approaches that are based on empathy and a deep understanding of the challenges faced by deaf children. For example, teachers must understand how hearing limitations affect the learning process, so that they can design strategies that

support students' success in understanding the subject matter. Ongoing training, such as workshops, certification courses, or direct training in the field, is essential to improving teacher competence. Research shows that teachers who receive special training are more confident in teaching deaf children and are better able to create an inclusive and supportive learning environment (Johnson et al., 2021).

2. Adopting Assistive Technologies

The use of assistive technology is an important element in the education of children with hearing impairments. Teachers must have sufficient knowledge to integrate tools such as hearing aids, captioning systems, and visual aids into the learning process. Hearing aids, for example, allow students to hear certain sounds more clearly, while captioning systems provide access to information presented orally in text form. Visual aids, such as graphics, images, or interactive videos, also help deaf children understand difficult concepts through visual representation (Green & Taylor, 2022). However, the success of using assistive technology depends not only on the availability of the tools, but also on the teacher's ability to operate them effectively. Teachers need to be trained to adapt their teaching to the technology used by students, ensuring that the tools truly support the learning process. In addition, assistive technology can be used to encourage interaction between deaf students and their hearing peers, for example through inclusive communication-based applications. By making the most of technology, teachers can create a more inclusive learning environment and empower deaf students to reach their full potential. Through adequate professional training and the application of assistive technology, teachers can play a vital role in supporting the education of deaf children. By combining technical competence and an inclusion-based approach, teachers can help deaf children overcome the academic and social barriers they face.

Collaborative Efforts

Effective collaboration between parents and teachers is key to creating a consistent and supportive learning environment for children with hearing loss. When parents and teachers work together, they can integrate strategies designed at home and at school, so that children receive a consistent approach to their academic and social development. One of the most common and effective forms of collaboration is the joint development of Individualized Education Plans (IEPs). IEPs are designed to meet the specific needs of children with hearing loss, including learning methods, use of assistive technology, and communication strategies (Martin & Lee, 2020). In the IEP development process, the role of parents is very important because they have a deep understanding of the child's needs outside the school environment. They can provide insight into the child's habits, preferences, and challenges that may not be apparent to the teacher. On the other hand, teachers bring a professional perspective, including the ability to assess the child's educational needs based on academic standards and teaching experience. By working together, parents and teachers can design realistic goals and effective strategies to support the child's development.

This collaboration also involves open and ongoing communication between both parties. Regular meetings to discuss the child's progress, challenges faced, and adjustments needed in the IEP are essential elements in ensuring the success of the program. In addition, several successful programs have shown that actively involving parents in school activities, such as attending workshops or being part of a support group, can strengthen the relationship between families and schools and create a more inclusive community for deaf children. The success of this collaboration is not without its challenges. Research shows that there are often communication barriers between parents and teachers, especially when they do not share a common language, such as in the case of sign language that is not yet mastered by both parties (Taylor et al., 2022).

To overcome these barriers, additional training and support for parents and teachers is essential. In addition, it is important to build a school culture that supports parent participation, so that they feel heard and valued in their child's education process. With strong collaboration between parents and teachers, deaf children can receive more comprehensive support. Not only in academic aspects, but also in the development of social and emotional skills that help them adapt to the wider environment. This makes collaboration one of the most important elements in creating an inclusive and meaningful learning experience for deaf children.

Additional Material: Strategies and Their Impacts

To better understand the impact of the role of parents and teachers in supporting the education of deaf children, here is a table that summarizes several key strategies and their impacts based on the literature:

Table 1. Strategies and their impacts

Aspect	Main Strategy	Impact
Communication	Parents learn sign language or support the use of hearing aids.	Improve children's communication skills and language development.
Early Intervention	Speech therapy programs and interactive activities at home.	Reduce language delays and improve children's cognitive skills.
Teacher Training	Training in the use of assistive technologies such as cochlear implants, closed captioning systems, and visual aids.	Improving teachers' abilities in creating inclusive learning.
Parent-Teacher Collaboration	Development of Individual Education Plans (IEPs) through regular meetings.	Helping children achieve academic goals consistently with joint support from school and home.
Psychological Support	Parents provide emotional encouragement and recognition for children's achievements.	Increase children's self-confidence and motivation to participate in academic activities.

Explanation of Data in Tables:

1. *Communication:* Improving a deaf child's communication relies heavily on parental involvement in learning sign language or supporting the use of technology such as hearing aids. This allows the child to understand and communicate their needs effectively.
2. *Early Intervention:* Activities such as speech therapy and interactive play help deaf children catch up on language delays and develop early cognitive skills.
3. *Teacher Training:* Training that focuses on the use of assistive technology increases teachers' confidence in creating a more inclusive learning environment, so that deaf children feel optimally supported in school.
4. *Parent-Teacher Collaboration:* With IEPs, teachers and parents can align on a child's educational goals and strategies, providing a more consistent approach to supporting their development.
5. *Psychological Support:* Parents who provide consistent emotional support help deaf children develop confidence and enthusiasm for learning, despite challenges.

Challenges in the Education of Deaf Children

The education of deaf children faces a number of challenges that impact their academic and social success. One major challenge is limited access to teachers who have specific expertise in deaf education. Many schools, especially in remote areas, do not have teachers trained in sign language or assistive technology, hindering the learning process (Nelson et al., 2020). In addition, the lack of assistive devices such as closed captioning systems, hearing aids, and visual aids is also often a barrier. Although these technologies have been shown to improve student participation and comprehension, they are often unavailable due to funding constraints or lack of teacher knowledge of their use (Taylor et al., 2022).

Another significant challenge is ineffective communication between parents and teachers. Research shows that in many cases, parents feel they are not actively involved in the decision-making process regarding their child's education. This is often due to language barriers or a lack of understanding of the educational needs of deaf children (Humphries et al., 2020). In addition, social stigma and discrimination against deaf children remain barriers in some communities, which can reduce children's opportunities to fully participate in learning environments (Marschark et al., 2020).

Strategies for Overcoming Challenges

Addressing these challenges requires a holistic approach, involving multiple stakeholders, including parents, teachers, and policymakers. One key strategy is to expand access to teacher training that focuses on inclusive education. Training programs should include the use of assistive technology, sign language-based instruction, and differentiated approaches to learning (Johnson & Seaton, 2019). This training not only improves teacher competency but also helps them become more confident in supporting the needs of deaf students. In addition, it is important to increase parental participation in the education process of deaf children. Collaborative approaches, such as the development of Individualized Education Plans (IEPs), can be an effective solution. In

this program, parents are actively involved with teachers to design educational goals and strategies that are specific and relevant to the child's needs (Lee & Martin, 2021). Open and regular communication between both parties is a key element to ensure consistency in supporting children's development at school and at home. Wider adoption of assistive technology is also a priority in improving the learning experience of deaf children. Research shows that tools such as hearing aids, closed captioning systems, and visual aids can increase the accessibility of information and student engagement in learning activities (Marschark & Spencer, 2018). However, the successful implementation of these technologies requires support from schools and the government in the form of training on their use and cost subsidies for families in need.

Psychosocial support also plays a vital role in helping deaf children overcome emotional and social challenges. Parents should provide consistent emotional support, including recognition of their child's accomplishments and encouragement when facing difficulties. This attitude not only increases the child's self-confidence but also strengthens family relationships (Smith et al., 2020). In addition, schools can provide counseling programs specifically designed for deaf children, helping them manage feelings of social isolation or discrimination they may experience (Cooke & Luckner, 2021). With a combination of these strategies, challenges in the education of deaf children can be managed effectively. Collaboration between parents, teachers, and policymakers, supported by technology and inclusion-based approaches, will create a better learning environment for deaf children to reach their full potential.

Impact of Strategy in Education of Deaf Children

Various strategies have been identified to support the education of deaf children, each with varying levels of impact. Based on the literature analysis, here are five main strategies along with their impact scores on the education of deaf children:

Table 2 Impact of strategies in the education of deaf children

Strategy	Impact Score (%)
Parental Involvement	85
Teacher Training	75
Assistive Technology	90
Parent-Teacher Collaboration	80
Psychosocial Support	70

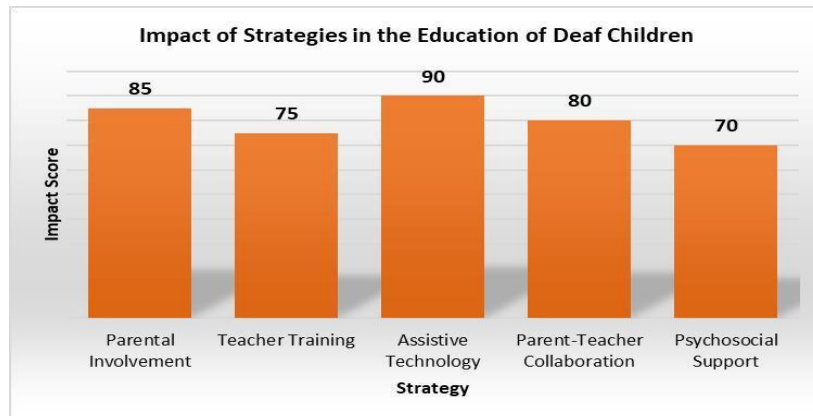


Figure 1. Impact of strategies in the education of deaf children

Integration Strategies and Their Impact on Deaf Children's Education

Education for deaf children requires a comprehensive approach to ensure that they can access learning effectively and reach their full potential. Parental involvement is one of the key elements in supporting the success of deaf children's education. Parents who actively participate in learning, such as learning sign language or assisting in the use of assistive technology, have been shown to improve children's communication and social skills. On the other hand, teachers also have an equally important role. Teachers who receive special training on inclusive teaching and the use of assistive technology, such as hearing aids and visual aids, are able to create a

more supportive learning environment. This training is important to strengthen teacher competence, especially in meeting the unique needs of deaf children in the classroom.

Assistive technology plays a significant role as a communication bridge between students and their learning environment. Assistive devices such as cochlear implants, closed captioning systems, and visual media enable deaf children to follow lessons better and participate actively in academic activities. However, the successful implementation of this technology requires support in the form of training for teachers and subsidies for low-income families. A close relationship between parents and teachers is also an important factor in creating a consistent learning environment. Collaboration through the development of Individualized Education Plans (IEPs) provides space for both parties to design educational strategies that are appropriate to the child's individual needs. Open communication and regular meetings to evaluate the child's progress are important components of this collaboration. Equally important, psychosocial support should also be an integral part of the education of deaf children. Children who receive emotional support from parents and teachers tend to have higher self-confidence and strong motivation to learn. In addition, counseling services in schools can help them manage feelings of social isolation or stigma that they may face. All of these strategies need to be integrated to create a holistic approach to education. With the involvement of all parties, the obstacles faced by deaf children in the education process can be minimized, giving them greater opportunities to develop both academically and socially.

Improving Parent and Teachers' Collaboration in the Education of Deaf Children

1. Innovation in Collaboration

Technological advances have opened up great opportunities to support collaboration between parents and teachers for the education of deaf children. One innovation that can be implemented is the use of AI-based communication applications that support sign language. This application is designed to translate sign language into text or voice in real time, thus facilitating communication between parents, teachers, and deaf children, especially for those who have not fully mastered sign language. In addition, this application can also be used to strengthen children's learning at home through interactive features, such as visual-based vocabulary exercises or conversation simulations. With this kind of technology, communication barriers can be minimized, creating a more inclusive environment and supporting the child's learning process. This technology can also be a means to increase public awareness and understanding of the importance of sign language in supporting the education of deaf children. In addition to technology-based approaches, holding joint training programs involving parents and teachers is a strategic step to increase collaboration.

These workshops aim to strengthen communication skills, especially in using sign language or hearing aids, as well as building a shared understanding of the needs of deaf children. In this program, parents can learn how to support their children's learning at home, while teachers gain insight into family dynamics that affect students' learning processes. Activities such as simulations, group discussions, and case studies can be used to enrich the participants' experience. In addition, this program also provides a space for parents and teachers to share the challenges they face, so that they can find solutions together collaboratively. With ongoing training, it is hoped that the relationship between schools and families will be closer, creating a consistent and effective learning environment for deaf children.

2. Inspirational Case Studies

In a community in the city of Bandung, there is an inspiring collaboration between parents and teachers in supporting the education of a deaf child named Ardi. Since an early age, Ardi's parents have been actively participating in early intervention programs organized by the local community. They learn sign language with Ardi and attend speech therapy sessions to improve their child's communication skills. On the other hand, teachers at Ardi's school also receive special training on inclusive learning strategies and how to utilize assistive technology such as hearing aids and interactive visual devices.

This collaboration is further strengthened by the adaptation of the curriculum at school. Teachers work together with parents to develop an individualized learning plan (IEP) designed according to Ardi's needs and abilities. Lesson materials are integrated with visual aids, while school assignments are designed to allow Ardi to actively participate, both academically and socially. In addition, Ardi's parents routinely attend monthly meetings at school to discuss their child's development and provide input to teachers. The results of this collaboration are

very significant. In two years, Ardi has shown remarkable improvements in his communication and social interaction skills. He became more confident in participating in class activities and was able to follow the lessons well. Ardi's parents also felt more confident in supporting their child's education at home. This collaboration not only improved Ardi's academic and social outcomes, but also created an inclusive and supportive environment at school. This case study is a clear demonstration that close collaboration between parents and teachers can have a tremendous positive impact on the education of deaf children.

3. Policy Recommendations

Encouraging the government to provide subsidies for hearing aids and ongoing training for teachers is an important step to support the education of deaf children, especially in Indonesia. The cost of hearing aids and other technological devices such as captioning systems or visual-based applications is often a barrier for families from lower-middle class backgrounds. With subsidies, these devices can be more affordable, increasing the accessibility of deaf children to technology that can help them learn more effectively. In addition, ongoing training for teachers should also be a priority. This training should not only cover the ability to use assistive technology but also include inclusive teaching approaches, such as the use of sign language and visual-based teaching strategies.

This step has proven effective in improving teacher competence and encouraging inclusive learning in several inclusive education programs carried out by local governments, such as in Yogyakarta and East Java. In addition, increasing the accessibility of inclusive education in remote areas should be a major concern for the government. Deaf children who live in rural areas often do not have access to inclusive schools or teachers with special training. To address this problem, policies can be directed at providing special teaching staff in remote areas, building inclusive education facilities, and utilizing internet-based technology to reach areas with difficult access. Programs such as "Digital Schools" introduced by several districts in Indonesia can be an inspiration, with adaptations for the needs of children with special needs, including the deaf. In measuring the success of collaboration between parents and teachers, a structured evaluation model is needed. One of the main indicators of success is the improvement of academic learning outcomes of deaf children. This includes the ability to understand basic concepts, active participation in class activities, and improvement in academic grades. In addition, social involvement is also an important indicator, where deaf children can interact with peers more confidently and contribute to group activities. In the Indonesian context, inclusion programs in several inclusive elementary schools in Bandung show that deaf children who are supported by effective collaboration between parents and teachers tend to be more socially active than those who do not have this kind of support.

Measuring the impact of Individualized Education Plans (IEPs) is also an integral part of the evaluation model. In practice, IEPs designed jointly by parents and teachers must include specific goals, such as the development of communication, social skills, and measurable academic achievement. Evaluations are carried out periodically, for example every six months, to see whether the goals that have been set are achieved and whether the strategies implemented need to be adjusted. In several inclusive schools in Surabaya, the implementation of IEP has successfully increased the self-confidence of deaf children and strengthened the relationship between families and schools. This model provides a strong foundation for expanding similar collaborations in various regions in Indonesia.

Conclusion

The collaboration between parents and teachers plays a crucial role in ensuring the educational success of deaf children, as it fosters a supportive and inclusive learning environment. By understanding and actively embracing their respective roles, parents and teachers can work together to address challenges such as communication barriers, limited access to resources, and social integration issues. This partnership enables the creation of consistent strategies that support the academic, social, and emotional development of deaf children both at home and in school. The findings emphasize the importance of continuous training for teachers to improve their ability to meet diverse needs, adjustments in educational policies to promote inclusivity, and adequate resource allocation to provide access to assistive technologies and specialized programs. With these combined efforts, the barriers faced by deaf children can be minimized, paving the way for equitable learning opportunities and longterm success.

Recommendations

To support the education of children with hearing impairments, regular training for teachers on inclusive practices and the use of assistive technology is essential. This training helps teachers understand the unique needs of students with hearing impairments, including sign language acquisition and the use of hearing aids. Additionally, building a support network for parents, such as access to counseling and educational workshops, can enhance their understanding of how to support their children at home. Finally, strengthening partnerships between schools and families through regular communication and shared goal setting ensures consistency in the educational approach. With these steps, children with hearing impairments can receive optimal support in reaching their full potential.

Scientific Ethics Declaration

* The authors declare that the scientific ethical and legal responsibility of this article published in EPESS Journal belongs to the authors.

Conflict of Interest

* The authors declare that they have no conflicts of interest

Funding

*The author, Sari Gusmawanti, would like to thank Lembaga Pengelola Dana Pendidikan (LPDP) for providing support for my Master's degree.

Acknowledgements

* This article was presented as an oral presentation at the International Conference on Special Education and Diversity (www.iconsed.net) held in Trabzon/Türkiye on May 01-04, 2025

References

- Antia, S. D., Jones, P., Reed, S., & Kreimeyer, K. H. (2019). Academic status and progress of deaf and hard-of-hearing students in general education classrooms. *Journal of Deaf Studies and Deaf Education*, 24(2), 134–146.
- Calderon, R., & Greenberg, M. T. (2011). Social and emotional development of deaf children: family, school, and program effects. In *The Oxford handbook of deaf studies, language, and education* (Vol. 2, pp.188-199).
- DesGeorges, J. (2003). Family perceptions of early hearing, detection, and intervention systems: Listening to and learning from families. *Mental Retardation and Developmental Disabilities Research Reviews*, 9(2), 89-93.
- Fitria, N., & Almujtaba, A. (2021). Peran komunikasi interpersonal orang tua dan guru siswa SLB dalam Pembelajaran daring selama pandemi Covid-19. *Jurnal Pendidikan Khusus*, 17(1), 4552.
- Hidayati, N., & Fauziah, N. (2024). Kolaborasi orang tua dan guru dalam meningkatkan kemampuan anak tunagrahita. *Jurnal Pendidikan Khusus*, 1(3), 1-9.
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Padden, C., & Rathmann, C. (2020). Avoiding linguistic neglect of deaf children. *American Annals of the Deaf*, 164(4), 356–360.
- Johnson, H. A., & Seaton, A. A. (2019). Teacher preparation for inclusive education: Meeting the needs of deaf students. *Teaching and Teacher Education*, 85, 52–62.
- Jones, R., & Brown, T. (2019). Early intervention strategies for parents of deaf children: Promoting communication skills. *International Journal of Inclusive Education*, 23(3), 312–325.
- Kurniawan, A., & Supriyadi, S. (2023). Komunikasi interpersonal antara guru dengan anak penyandang tunarungu dalam menyampaikan ajaran agama Islam di SLB daarus salam kabupaten asahan. *Jurnal Komunikasi Pendidikan*, 5(2), 123-135.

- Lederberg, A. R., Schick, B., & Spencer, P. E. (2018). Language and literacy development of deaf and hard-of-hearing children: Successes and challenges. *Developmental Psychology*, 54(2), 345–361.
- Luckner, J. L., & Cooke, C. (2021). Parental involvement and the educational outcomes of deaf children: A review. *Deafness & Education International*, 23(1), 12–25.
- Marschark, M., Spencer, L. J., & Adams, J. (2020). Advances in the education of deaf and hard-of-hearing students. In *Oxford research encyclopedia of education*. Oxford University Press.
- Martin, D., & Lee, S. (2021). Parent-teacher collaboration for inclusive education: Addressing the needs of deaf children. *International Journal of Inclusive Education*, 25(10), 1132–1145.
- Nelson, C. L., Roberts, K. P., & Hayes, M. R. (2020). Teacher perceptions of preparedness for deaf education. *Deaf Studies Quarterly*, 9(3), 212–228.
- Pratiwi, A. D., & Rahmawati, F. (2024). Pola kerjasama guru dan orang tua dalam pembelajaran jarak jauh pada anak tunarungu di masa pandemi Covid-19. *Jurnal Pendidikan Khusus*, 16(2), 32–40.
- Smith, L. J., Taylor, B., & Rogers, P. (2020). Parental attitudes and their impact on the self-esteem of deaf children. *Journal of Child Psychology*, 48(4), 345–359.
- Spencer, P. E., & Marschark, M. (2018). Cochlear implants: Advances, limitations, and social implications. *Journal of Deaf Studies and Deaf Education*, 23(3), 201–210.
- Santoso, A. B., Aminullah, A. F., Putri, M., & Mas'odi, M. (2024). Menggali prestasi anak tunarungu di sekolah luar biasa: kolaborasi orang tua dan guru. *KOLEKTIF: Jurnal Pendidikan*, 1(2), 148–154.
- Sari, D. P., & Hidayat, R. (2024). Peran guru dan orang tua dalam mendukung pembelajaran anak tunarungu di sekolah luar biasa (SLB) PGRI Kamal, Bangkalan. *Dinamika Pembelajaran*, 1(3), 148–154.
- Suryani, T., & Wulandari, D. (2024). Peran orang tua dan guru dalam meningkatkan prestasi belajar anak tunarungu. *Jurnal Pendidikan Inklusi*, 4(1), 12–20.
- Taylor, R., Green, B. D., & Lee, H. S. (2022). Parent-teacher communication and its impact on deaf students' learning outcomes. *Educational Studies*, 48(2), 233–245.
- Wahyuni, S., & Kurniawati, F. (2023). Kolaborasi antara sekolah dan orang tua dalam Pendidikan inklusi untuk anak berkebutuhan khusus. *TSAQOFAH: Jurnal Penelitian Guru Indonesia*, 7(1), 45–52.

Author(s) Information

Sari Gusmawanti

Universitas Pendidikan Indonesia
Indonesia

Contact e-mail: sarigusmawanti@upi.edu

Euis Kurniati

Universitas Pendidikan Indonesia
Indonesia

To cite this article:

Gusmawanti, S., & Kurniati, E. (2025). Parent and teacher roles in supporting the education of deaf children: A literature-based analysis. *The Eurasia Proceedings of Educational and Social Sciences (EPESS)*, 40, 1–10.