



Identity Formation for Children who are Deaf/Hard of Hearing

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Presentation Overview

1. Review research on identity formation among Deaf/deaf/hard of hearing children and adolescents.
2. Issues of Intersectionality: Research vs Reality
3. Case Studies: Scenarios I encountered during my first year of teaching

"Deafness-related self-perceptions and psychological well-being in deaf adolescents with cochlear implants" (Mance & Edwards, 2012).

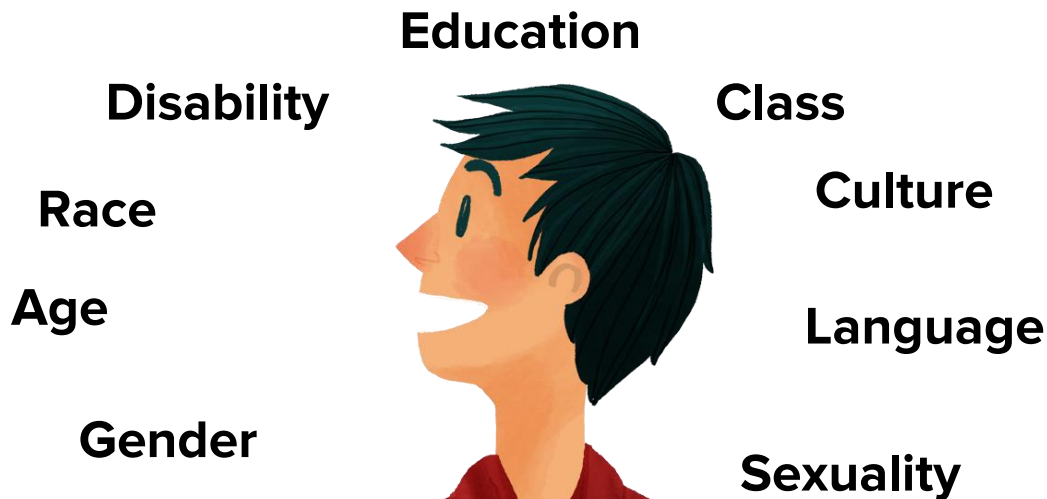
- ❖ Compares psych well-being to their perceptions of similarity/difference to hearing and deaf peers
- ❖ Correlation between language abilities and positive self-perceptions
- ❖ High status identities: hearing and being like hearing peers
- ❖ Negative bias towards BSL users and Deaf individuals

"Exploring the experiences of teenagers with cochlear implants"
(Watson et al., 2016).

- ❖ Conducted semi-structured interviews with 10 teenagers with CIs found through a school for the deaf or a CI clinic
- ❖ Adolescents have to deal with “increasing autonomy, peer relationships, and identity formation”
- ❖ Need for additional counseling after CI surgery

Intersectionality

interconnected nature of social categorizations.. regarded as creating overlapping and interdependent systems of discrimination or disadvantage (Oxford Dictionary)



My Caseload as a TOD in an Urban Public School System

- Grade K-12
- Caseload Breakdown: 44 students
 - Hearing Aid Users: 22
 - Ear Level Receivers: 10
 - No Amplification/No TOD Service: 8
 - Documented Loss/Amplification in Process: 3
 - Unknown: 1
- Primary Disability not Sensory:Hearing: 18
- English Language Learners: 17
 - Spanish, Haitian-Creole, Somali
- Direct Service: 13



Activities Targeting Deaf Identity Formation

Pen Pal Videos/Letters

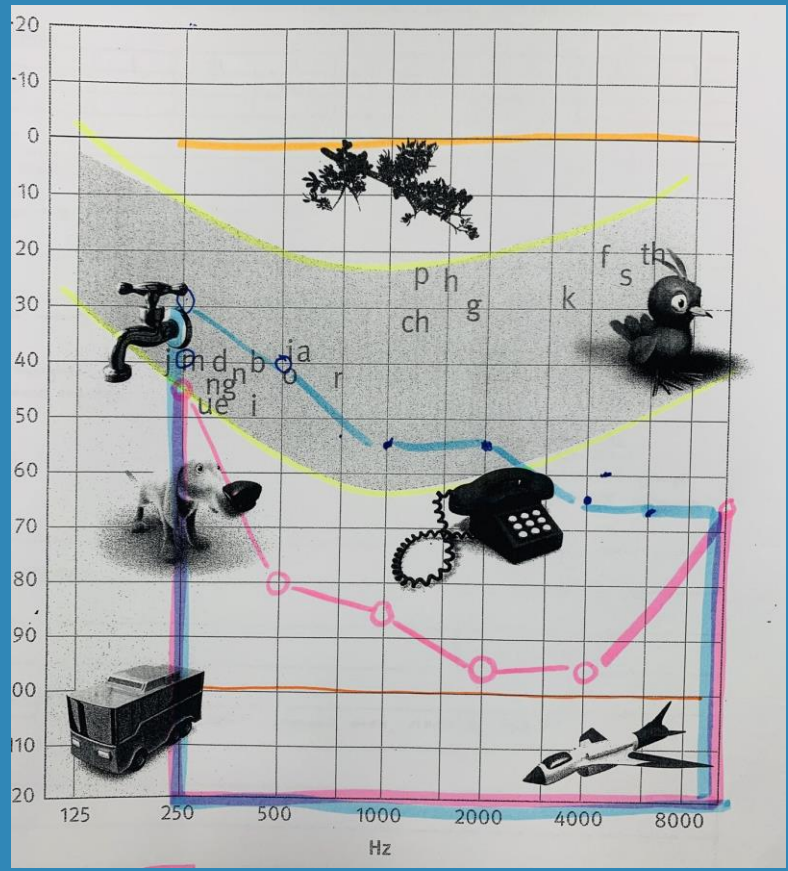
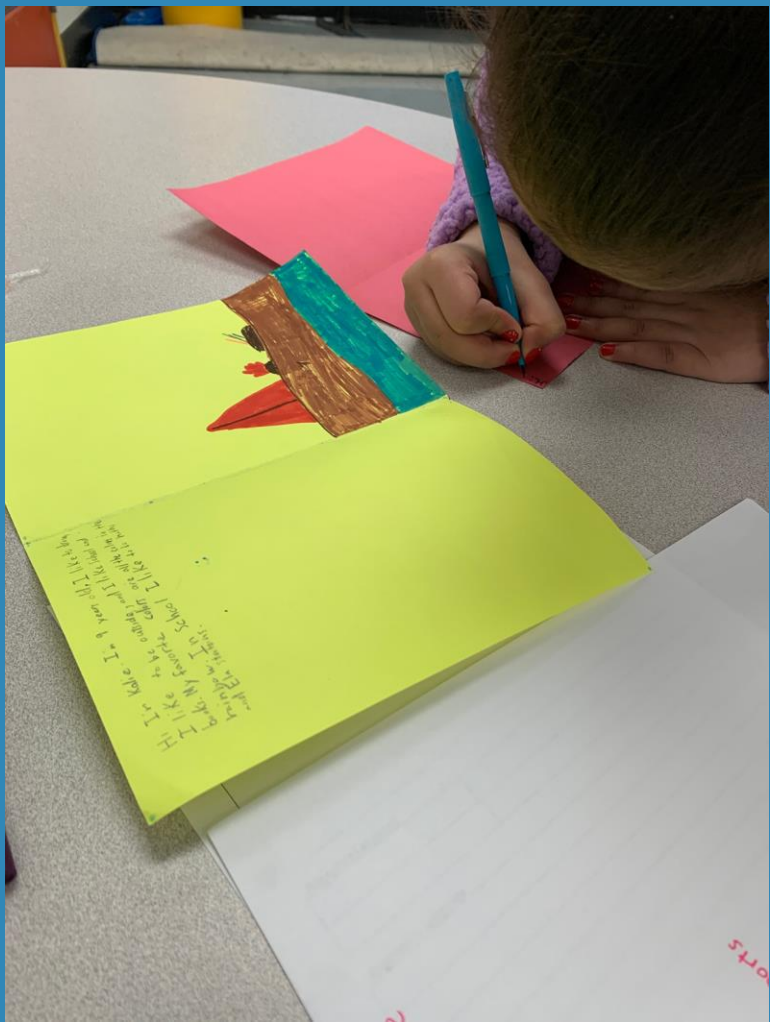
Reading Literature with Deaf Characters

Social Stories

Writing

Audiogram Activities





Left: Student writing to pen pal with hearing loss
 Right: Audiogram activity

My Hearing Aids



My Hearing Aids

self-advocacy series

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Theory to Practice:
What would you do if...



Case Study #1

James (11)

Severe hearing loss
One working hearing aid
Significant trauma history

You're reading *El Deafo* with him and discussing similarities & differences between himself and the main character. He asks you, "When I get older will I still be deaf?"

Case Study #2

Lukas (10)

Moderate hearing loss
Won't wear hearing aids
Anxiety/ADHD

You pull Lukas to work with him on Self-Advocacy. He refuses to bring his hearing aids and will only play Uno with you. Whenever you mention hearing loss, he leaves the room, yells, or refuses to speak. You bring him back to class, and he stops in the middle of the hallway and starts crying but will not tell you why.

Case Study #3

Jessica (8)

Severe high freq loss
One working hearing aid

You're reading a social story about having hearing aids. In the story, a girl feels nervous about going to school with hearing aids. Jessica comments, "I bet she feels nervous, cause she knows the other kids will make fun of her."

Conclusions

- ❖ Consider the research, but focus more on learning as much as you can from your students
- ❖ Build trust
- ❖ Rely on family, other educators, and staff for support
- ❖ Notice little victories





References

- ❖ Watson, V., Verschuur, C., & Lathlean, J. (2016). Exploring the experiences of teenagers with cochlear implants. *Cochlear Implants International*, 17(6), 293–301.
- ❖ Mance, J., & Edwards, L. (2012). Deafness-related self-perceptions and psychological well-being in deaf adolescents with cochlear implants. *Cochlear Implants International: An Interdisciplinary Journal*, 13(2), 93–104.