

Mental Health in deaf and hard of hearing College Students

Keyonta` Hall,
Jessica Morrell,
Jia Cao

deaf + hard of hearing = Identity

Carol Padden and Tom Humphries, in *Deaf in America: Voices from a Culture* (1988):

Small (d) for deaf audiological condition for hearing loss.

Upper (D) to describe a group of people, who share the same language ASL and communicate with each other and have a community.

Hard of Hearing- classified as a mild/moderate hearing loss or doesn't want any cultural affiliation with the deaf.

Hard of Hearing (HoH) can also refer to being in the Deaf community and involved in Deaf culture.

(National Association of Deaf)

Bridging the Gap

Myth of 90%= means that 90% of deaf children are born to hearing parents (Mitchell RE, Karchmer MA.)

There is an early or pervasive lack of communication access with family members and in general (National Association of Deaf, 2003).

Kochkin et al (2007) as well as other researchers have found that hearing impaired children had issues in a number of areas

(1) Social interaction; (2) Language and Communication

(3) Education(4) Behavioral Problems; (5) Mental Health (6) Safety

Racial/Cultural Identity Development Model

(Atkinson, Morton, & Sue, 1989) applied to the deaf by Thomas, K. Holcomb

1. **Conformity-** deaf/hard of hearing want to conform to hearing world because of the stigma towards being deaf. Negative statement such as deafness is sad, hard, disability. Therefore, they force themselves to hear using sometimes assistive technology and learn speech.
1. **Dissonance-** See/Learn something new. Getting introduced to someone or something new that can sometimes challenge there outlook or negative beliefs on deafness.
1. **Resistance + Immersion-** Resistance to what they've been taught and find out who they are.
1. **Introspection-**How do they fit into the hearing world.
1. **Awareness-** Deaf or/who they are

Research

- In (2007) Lukmoski conducted a study *Deaf College Students' Perceptions of Their Social-Emotional Adjustment*. The study examined differences in deaf and hearing students perceptions of their social adjustment once they transition to college. There were six domains that were investigated throughout the study such as discouragement, body image, anger/aggression, alcohol/drugs, overall trouble, context school) were not significantly different among the hearing and Deaf groups.
- The measure 16PF Adolescent Personality Questionnaire Life Difficulties scale to compare differences, between deaf and hearing students college transition. The self-report questionnaire was administered and completed by 205 deaf students and 185 hearing students.
- The results concluded that deaf and hearing students college transition were not the same. Deaf students reported higher home difficulties than hearing students and fewer coping skills.
- The results also showed differences between gender in deaf college students. Deaf female college females reported significantly higher with worry compared to deaf males and hearing males and females. Hearing students reported college enrollment is related to parent relationship quality (Aquilino, 1997).

What are some common mental health concerns

Although deaf people live healthy lives with the support of family, friends, and healthy identities. Those who find difficulty with deafness suffer from mental health illness.

- Clinical depression or overwhelming, sadness, grief, and loss

- Anxiety, panic attacks, stress management

- Sexual identity issues and/or deaf identity issues

(National Association of Deaf, 2003)

Resources for Counselors

- Muhlenberg College Office of Disability Services
 - 484-664-3825
 - 484-664-3697 fax
 - pmoschini@muhlenberg.edu
- **Office of Deaf and Hard of Hearing Services (ODHH)**
 - **Harrisburg** - 717-783-4912
 - **Allentown** - 484-866-9929
 - **Johnstown** - 814-792-2381
- National Association of the Deaf
 - nad.info@nad.org

Communication for the deaf/hoh

- Communication
 - ASL, SEE, PSE, BASL, SimCom, Cued Speech, Deaf/Blind, English, Other Signed Languages
- Technology
 - TTY - TeleTYpe
 - TDD - Telecommunications Device for the Deaf
 - VP - VideoPhone
 - Importance of Captions
- COVID-19
 - Accessibility to lip-reading
 - Clear masks
 - Impact on Telehealth
- Interpreters
 - In-session impacts
 - Connection to Deaf/HoH community

Language Deprivation Syndrome

- Language Deprivation Syndrome (LDS) has a large impact on deaf/Deaf and hard of hearing/HoH individuals
 - Dr. Gulati (2014) discusses the high correlation between LDS and “dangerousness to others”
 - Cochlear implants alone often results in a lack of fluency in *any* language
 - LDS can result in a lack of ability to form abstract thought, work with items in a sequence, and work with certain mental constructs (cause & effect)
- Some researchers (Hall et al., 2017) are working to make LDS an official diagnosis, including criteria.
- *Any* language is better than *no* language

Cultural Considerations

- Eye contact is extremely important in Deaf culture, as well as being able to understand what is being signed
- It is impolite to stare at a Deaf person's hands while signing
- Name signs: A sign that is given to an individual by someone from the Deaf community; it is used to refer to you (particularly when you are not present)
- ASL has different grammar than English
- Deaf Clubs: places for Deaf people to gather and socialize; very big before phones and social media were more common
- Deaf people have often faced oralism and audism in their lifetime, since hearing people often see them as someone in need of "fixing"
 - This is extremely damaging to Deaf people and Deaf culture
- Not every Deaf person speaks, nor should they be expected to!

Define Success for DHH College Students

Transition to adulthood

“The ability to demonstrate self-advocacy, make decisions, and express preferences” (National Center of Secondary Education and Transition, 2004).

Independence and maturity developed from the individualization process, which can be influenced by factors of social skills development and identity attainment.

DHH students' motivations can be influenced by parental expectations, academic achievement, and self-esteem

Nevertheless, a study in 2005 of 38 DHH participants showed higher fear of attachment, individuation, and lower self-esteem and well-being compared with hearing sample (Weisel & Kamara, 2005).

Audism, Racism, Other Oppressions, and Traumas

Audism - a “central and constant form of oppression”

Invisibility of d/Deaf people of color’s voices and perspectives

A survey of 222 DHH college students in New York revealed a significantly higher chance for them to experience physical abuse in intimate relationships than hearing students, but not for psychological abuse (Williams & Porter, 2014). In most cases, risk factors for partner violence in hearing students were not found significantly in DHH students.

In a study of 144 DHH college students in 2013, 76% reported history of child abuse or neglect (significantly higher than the hearing sample), which significantly predicted adult re-victimization (Schenkel et al., 2014).

Being in the Deaf community or having access to other deaf persons can be an important protective factor for DHH people’s mental health.

Jackson & Turnbull (2004)

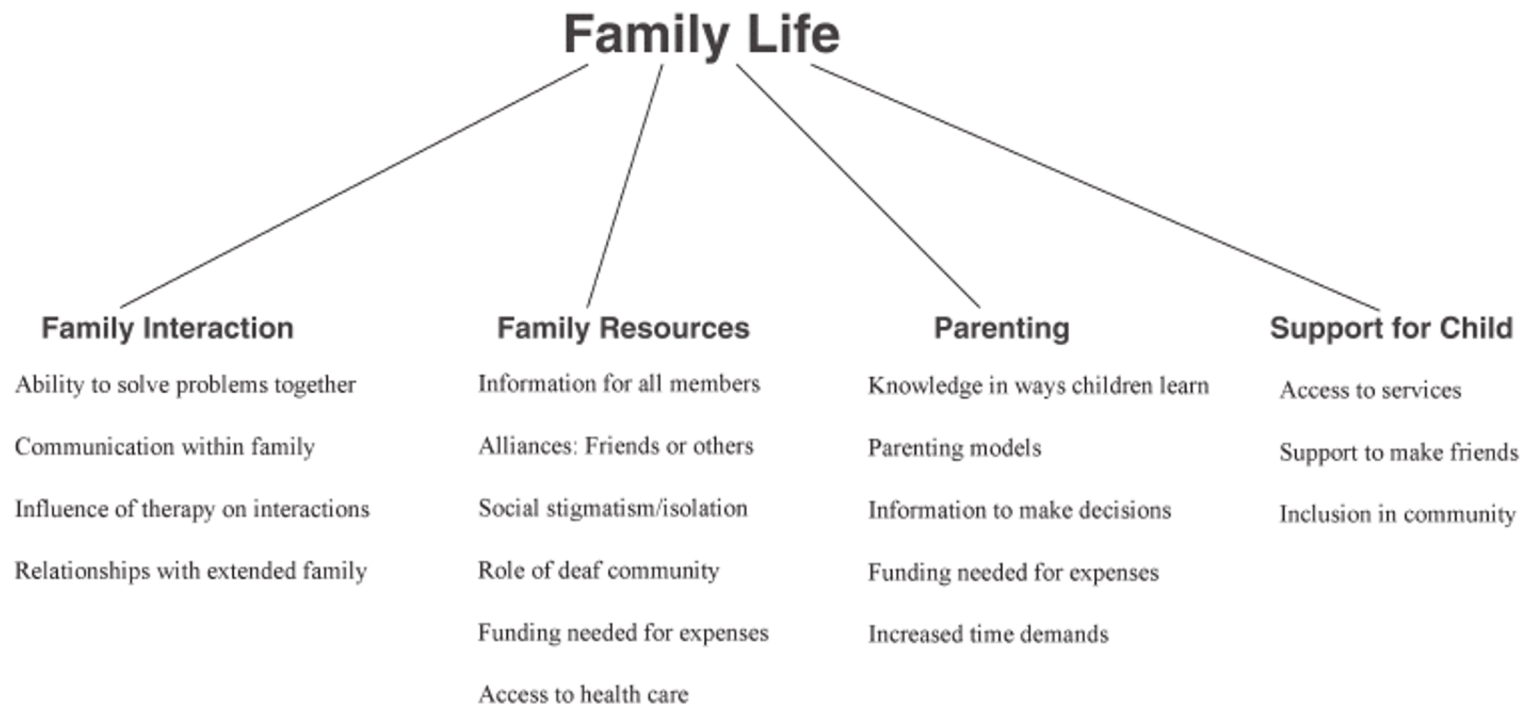


FIGURE 1. The widespread Impact of deafness on family life is depicted by Influencing factors in each domain of family life.

Therapeutic Interventions with DHH Population

A survey in 1987 suggested that 85% of therapists working with Deaf individuals did not go through a formal training in deafness

- If we don't know sign language, we should at least work through our own anxiety and discomfort, if there is any
- Deaf individuals may be more sensitive to nonverbal cues of hearing people's response to them due to lack of power historically

Assessment of depression in deaf people

- Reliability of the Beck Depression Inventory (BDI-II) with deaf individuals (internal consistency of .88)
- Methods:
 - Interviewing
 - Using standardized assessments
 - Using modified written questionnaires

References

Appelman, K. I., Callahan, J. O., Mayer, M. H., Luetke, B. S., & Stryker, D. S. (2012). Education, employment, and independent living of young adults who are deaf and hard of hearing. *American Annals of the Deaf*, 157(3), 264-273.

Aquilino S. From adolescent to young adult: A prospective study of parent-child relations during the transition to adulthood, *Journal of Marriage and the Family*, 1997, vol. 59 3(pg. 670-686) Aquilino S. From adolescent to young adult: A prospective study of parent-child relations during the transition to adulthood, *Journal of Marriage and the Family*, 1997, vol. 59 3(pg. 670-686)

Connolly, C. M., Rose, J., & Austen, S. (2006). Identifying and assessing depression in prelingually deaf people: a literature review. *American Annals of the Deaf*, 151(1), 49-60.

Critchfield, A. (2002). *Meeting the mental health needs of persons who are deaf*. Retrieved from http://www.mh.alabama.gov/downloads/MIDS/ODS_MeetingTheMentalHealthNeedsOfPersonsWhoAreDeaf.pdf

<https://www.nationaldeafcenter.org/sites/default/files/Mental%20Health%20Care%20for%20Deaf%20Individuals%20Needs%20Risk%20Factors%20and%20Access%20to%20Treatment.pdf>

<https://www.nad.org/resources/american-sign-language/community-and-culture-frequently-asked-questions>

Glickman, N. S. (2016). Language deprivation and behavioral challenges. *Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes*.

References

Gulati, S. (2014). Language deprivation syndrome. ASL Lecture Series.

Hall, W. C. (2017, February 9). What you don't know can hurt you: The risk of language deprivation by impairing sign language development in deaf children. *Journal of Maternal Child Health*.

r, J., Holzinger, D., & Pollard, R. (2012). Mental health of deaf people. *Lancet*, 379, 1037– 1044.

Holcomb, T. K. (2016, April 16). Texas Initiative for Mental Health for Deaf Youth: Session One - Deaf Culture. Retrieved March 22, 2021, from https://youtu.be/X_NILXYvFIE

Jackson, C.W., & Turnbull, A. (2004). Impact of deafness on family life: A review of the literature. *Topics in early childhood special education*, 24(1), 15-29.

Kochkin, S; Luxford, W; Northern, J; Mason, P; Tharpe, Anne Marie; Hearing Review September 2007: Are a million dependents with hearing loss being left behind?

Leigh, I. W., & Anthony-Tolbert, S. (2001). Reliability of the BDI-II with deaf persons. *Rehabilitation Psychology*, 46(2), 195.

Luckner, J., & Bowen, S. (2006). Assessment practices of professionals serving students who are deaf. *American Annals of the Deaf*, 151(4).

References

McQuiller Williams, L., & Porter, J. L. (2014). A comparison of deaf college students' and hard of hearing college students' experiences and risk factors of psychological and physical abuse. *SAGE Open*, 4(1), 2158244013518930.

Mindess, A. (2015). *Reading between the signs: Intercultural communication for sign language interpreters* (2nd ed.). London: Nicholas Brealey Publishing.

Mitchell RE, Karchmer MA. Chasing the mythical ten percent: Parental hearing status of deaf and hard of hearing students in the United States. *Sign Language Studies*. 2004;4(2):138-163. (As cited in <https://www.nidcd.nih.gov>).

Moore, M. S., & Levitan, L. (2003). For hearing people only: Answers to some of the most commonly asked questions about the Deaf community, its culture, and the "Deaf reality" (3rd ed.). Deaf Life Press.

Schenkel, L. S., Rothman-Marshall, G., Schlehofer, D. A., Towne, T. L., Burnash, D. L., & Priddy, B. M. (2014). Child maltreatment and trauma exposure among deaf and hard of hearing young adults. *Child abuse & neglect*, 38(10), 1581-1589.

Stapleton, L., & Croom, N. (2017). Narratives of Black d/Deaf college alum: Reflecting on intersecting microaggressions in college. *Journal of Student Affairs Research and Practice*, 54(1), 15-27.

Sue, D.W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice* (6th ed.). New York: John Wiley & Sons. Pg.297 Sue & Sue 1971

References

National Association for the Deaf. (2003, May 03). Position statement on mental health services. Retrieved from www.nad.org/issues/health-care/mental-health-services/position-statement

Timeline of NBDA History and Milestones (n.d.). National Black Deaf Advocates. <https://www.nbda.org/content/history>.

Valli, C., Lucas, C., Mulrooney, K. J., & Villanueva, M. (2011). *Linguistics of American Sign Language* (5th edition). Gallaudet University Press.

Weisel, A., & Kamara, A. (2005). Attachment and individuation of deaf/hard-of-hearing and hearing young adults. *Journal of Deaf Studies and Deaf Education*, 10(1), 51-62.

Williams, C. R., & Abeles, N. (2004). Issues and Implications of Deaf Culture in Therapy. *Professional Psychology: Research and Practice*, 35(6), 643.