Deaf young people, emerging adulthood and resilience

The University of Manchester

MANCHESTER 1824

SORD

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Presentation

➢ Understanding resilience and deaf young people

➢ Resilience in emerging adulthood from the perspective of self-determination

➢ The READY study – what don't we know yet

➢ What are the implications for us?

➢ Illustrate with deaf young people's work from a study in South Africa. (AH/R00580X/1)

Resilience and deaf young people

Some common definitions

- 'the ability to thrive or bounce back from adverse experiences' (Bland et al., 1994). [bounce-back-ability]

- 'the positive pole of individual difference in people's response to stress and adversity' (Rutter, 1987).

- 'ordinary magic' (Mastesen, 2001)

Differing emphases

- Psychological traits, skills and personal resources

    self-belief, optimism,

    tolerance of solitude,

    effective coping strategies,

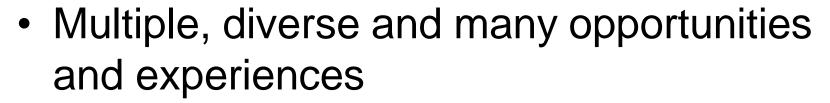   good self esteem, social competence

- Enabling processes

    Positive risk taking, a constant person/mentor, successful problem solving, opportunities for new/expanded experiences, competence confirming experiences, positive recognition

- It's not all about individual linguistic and communicative competence
  - Interpersonal and intersubjective skills and competencies
  - Pragmatic abilities

- Multiple, diverse and many opportunities and experiences
  - Small and restricted worlds for reasons out of individual control
  - Access, attitude and stigma

Deaf young people and resilience

- Resilience is not just about the individual and psycho-social traits
  - It is an interactive and contextualised response capacity

- Structural barriers outside of the control of the individual
  - Two signs for resilience
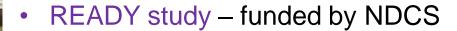 - Agentic power is insufficient

So what can we do?

- Increase the diversity, quantity and quality of interactions with others

- Focus on interpersonal and social skills

- Consider deliberate interventions for development of pragmatic abilities

- Involve young people in challenges to stigma, discrimination and negative attitudes

- Diversity of role models that are not all 'successful'

- Support positive risk taking and making mistakes balanced with experiences of *acknowledged* competence

- Be the person who always believes, envisages the positive when the young person cannot, be consistent

But actually we don't really know what makes a difference…

- READY study – funded by NDCS

- What are the risk and protective factors relevant to deaf young people's achievement of autonomy, social development, personal wellbeing and educational and occupational attainment?

- How do these factors operate and interact, and what are their differential effects given the diversity of deaf young people's profiles and varying familial and contextual circumstances?

- Is it possible to predict the elements required to maximise the potential of deaf young people (in the domains of autonomy, social development, wellbeing, education and employment) between the ages of 16 and 23 years and how these might be enabled?

(Deaf) Emerging adulthood, self determination and resilience

Self determination

- "refers to volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life" (Wehmeyer, 2005 p.117).

    – Autonomy (acting according to one's own priorities or principles)

    – Self-actualization (the full development of one's unique talents and potentials)

    – Self-regulation (cognitive or self-controlled mediation of one's behavior) (Wehmeyer, 1992, p.395)

- In population studies with disabled young people, good SD linked to: positive transitions, academic achievements, employment status, quality of life, life satisfaction

- Traditional view did not adequately account for context, social determinants, structural features, capacities and differences associated with disability and individuals with differing disabilities.

Development of Self Determination

- Drawing on Causal Agency Theory (Shogren et al., 2015) - Focus on what are the components that take people to better SD?

  – Learning to make choices and express preferences
  – Solve problems
  – Engage in decision making
  – Set and attain goals
  – Self manage and self-regulate action
  – Self-advocate
  – Acquire self-knowledge and self-awareness

SDI-SR (University of Kansas)

- Measure – already in ASL
  https://sdiprdwb.ku.edu/index.php

- BSL version being produced along with a SSSp English and Welsh

- Repeat testing over 5 years of our 500+ sample

- Investigation of relationship between scores and individual characteristics, circumstances and opportunities

- Relationship with specific outcomes

Why is this important?

- Pathways to…focus
- Identification of factors outside of individual control that can make a difference
- Indicator of individual vulnerabilities that may be open to change
- Deeper understanding of how deafness interacts with the development of self-determination
- Potential to build self-determination interventions tailored to deaf young people

Resilience re-imagined

"the successful navigation of being
deaf in a world that faces
[deaf children and young people] with
countless daily hassles and which may
commonly deny, disable or exclude them."

Young, Green and Rogers (2008: 52)

- The development of self determination as essential component of resilience and pathway to wellbeing and positive outcomes – *however the deaf young person may determine their definition*

- Evidence base still to be established with appropriate rigour given the diversity of deaf young people and their life situations

Acknowledgements and colleagues