Agenda

- Introduction

- Disability Identity Development Models

- Deaf Experience

- Application in Counseling

Introduction

Activity

- Society is built for the majority culture, people without disabilities. When barriers are removed for one group but not for others discrimination occurs.

- Can you identify the barriers that have been removed for abled-bodied people?

- When barriers are removed all people benefit.

Can you read my lips?

https://www.youtube.com/watch?v=n1jLkYyODsc

Discussion

Medical model vs. Biopsychosocial model

Disability may be
seen   as within the person
or   within society.
It   depends on
the   model you're using.
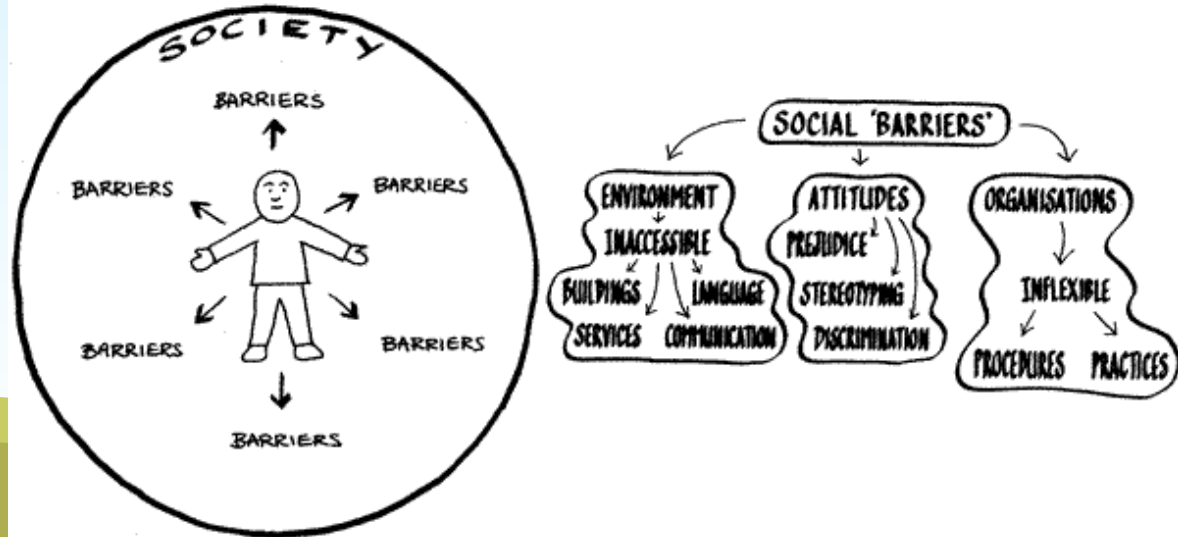
Disability Identity Development Models

Introduction

- A PsycINFO search for peer-reviewed, scholarly articles conducted on September 30, 2016 from 1985 to 2016, returned only 52 articles that contain the exact phrase: "disability identity" even when no limiters were used.
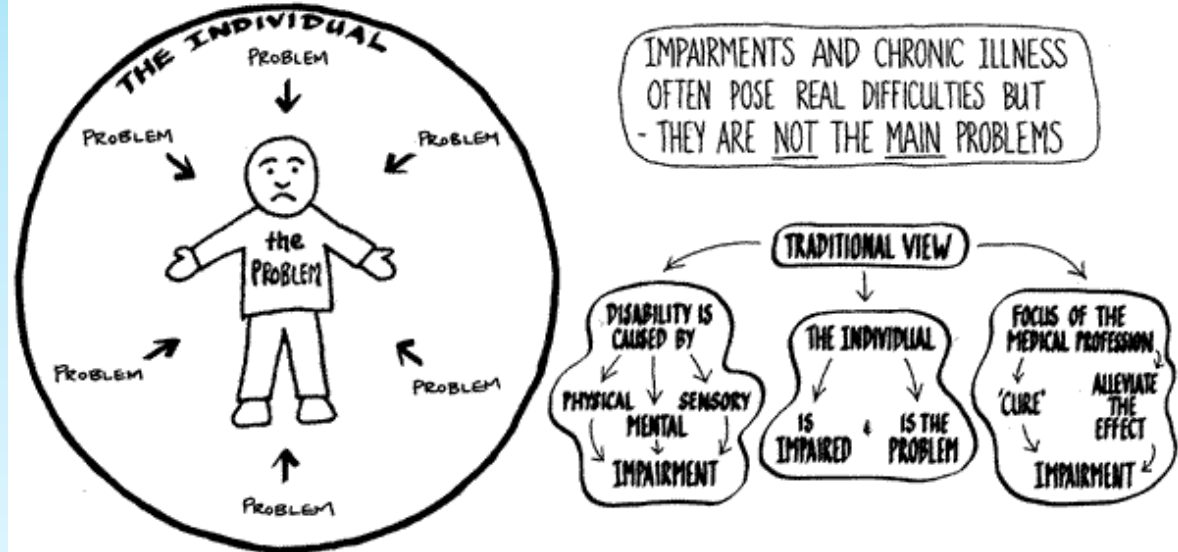
- In contrast, using the same parameters, there were 2080 articles that contain: "sexual identity" and 1275 articles that contain: "racial identity".

- Persons with disabilities do possess the essential characteristics necessary for minority group status, which include stigma, social distance, non-acceptance, negative stereotypes, prejudice, and discrimination.

(Putnam, 2005; Forber-Pratt & Zape, 2016)

Introduction

- Marcia's Identity Status Theory
  - A well-developed identity provides the individual with an understanding of their strengths, weaknesses, and individual uniqueness.
  - A person with a less developed identity does not have a completed or well-articulated sense of self.

		Has the person made a commitment?	
		Yes	**No**
Has the person explored meaningful alternatives regarding some identity question?	**Yes**	Identity achievement	Identity moratorium
	No	Identity foreclosure	Identity diffusion

(Marcia, 1966)

Forber-Pratt and Zape's Model

- Acceptance status
  - "It just is what it is. I don't know life any other way. So I never really struggled to accept it because I didn't know anything other than this life"

- Relationship status
  - Hallmark: building network by meeting other people with disability
  - "Little daily frustrations more so than big major issues that kind of bring us together"
  - Adoption status
  - Adopting core values of disability culture
  - Test out share values and decide for themselves how much/little they want to embrace and integrate into their own identity

- Engagement status
  - Becoming role model and giving back to the community

(Forber-Pratt & Zape, 2017)

Gibson's Three-stage Model

Passive awareness

- No role model of disability
- Deny social aspects of disability
- Shy away from attention

Realization

- Begin to see self as having a disability
- Self-hate
- Anger: why me?
- Concerned with others' perception of self/appearance

Acceptance

- Embracing self
- No more no less than others
- Begin to incorporate others with disabilities into life
- Involves self in disability advocacy and activism

(Gibson, 2006)

Deaf & Hard
of Hearing

Deaf Identities (Ladd & Lane, 2013)

- **Deaf:** Persons who share a language, American Sign Language, and culture.

- **deaf:** Persons who have an audiological condition of not hearing.

- **Hard of Hearing:** HOH, a person with a mild or moderate hearing loss, generally identifies with the majority culture and language; or a person who doesn't identify with Deaf culture.
  - Paradoxically, HOH may also describe a person who is ASL-Deaf

Parental Experiences

- Parental Grief: Child with a hearing loss (92% of Deaf children have hearing parents)

- Parental choices for intervention
  - Medical Intervention: (Surgeries to therapies, OT, PT, Speech)
  - Hands and Voices: Peer support provides unbiased information

- Parental choices for technology (e.g., Cochlear Implants, Assistive listening devices.)

- Parental choices for language development: American Sign Language (ASL), Combination of Sign and English, Cued Speech, Oral/Aural.

Deaf Adult Experiences (Anderson, et al., 2016)

- 6 Unique forms of trauma
  - 1) Lack of communication access at school.
  - 2) Lack of communication access in hospitals.
  - 3) Lack of communication with parents.
  - 4) Witnessing parental grief upon diagnosis of deafness.
  - 5) Receiving physical and/or verbal punishment for using sign language at school.
  - 6) Begin sent to a Deaf residential school at a young age.

Deaf Culture

- Language: American Sign Language

- Collectivist Culture

- Directness in communication

- Eye Contact

- Pride in being Deaf

Wright & Kerry, 2015

"*Family Dog*"   by Susan Dupor

"*Milan, Italy 1880*" by Mary Thornley

http://deafcuture.blogspot.com/2015/07/6.html

http://deafcuture.blogspot.com/2015/07/7.html
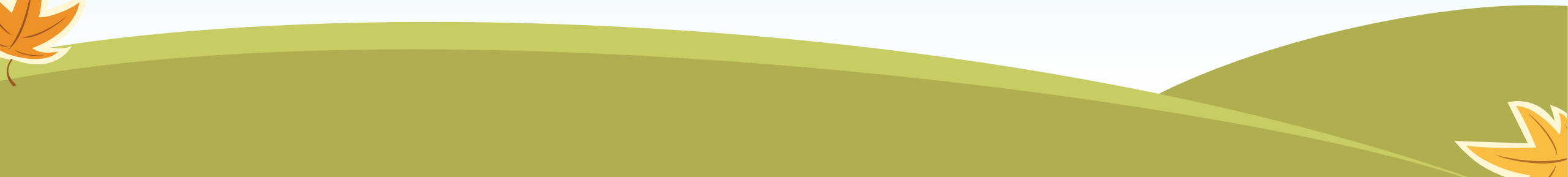
Applications in Counseling

Applications in Counseling

- Check your own assumptions/ bias

- Most disabilities are not visible

- Client's disability may not always be related to the presenting problem

- Empowerment and advocacy

Discussion Activity
What are the implications of the question,

"Can you read lips?"

Activity

- Implicit bias toward people with disability
  - https://implicit.harvard.edu/implicit/takeatest.html

- Explicit bias toward people with disability

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