

**Is being resilient enough to
prepare deaf children and
young people from military
families posted overseas for
an independent adult life?**

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A LITTLE BIT ABOUT THE RESEARCHER



BACK GROUND TO RESEARCH GROUP

- Service Children's Education
 - Works to support children and young people of military personnel overseas - Army, Navy and Air Force

- Number of children and young people overseas (Germany) approx. - 1400 children

- Support provided - Education provision:-
 - Nursery 0-3,
 - Foundation Stage 3-5,
 - Primary Education 5-11 and
 - Secondary Education 11-18.

No specialist provisions, all C&YP educated in mainstream.

- SEN Enquiry now named MoD Assessment of Suitability overseas (MASO).
A screening process to consider if the MoD / SCE have the facilities overseas to meet the C&YP and the family's needs.
- Terminology – HI / Deaf
- Number of children with HI in SCE schools.
- Level of hearing loss / need overseas.

SARAH'S STORY



MILITARY CHILDREN

Parents part of the military.

Regularly moving school.

Friends leaving.

'Postings' abroad.

Limited jobs / work experience

Loneliness – family / friends at home



AREAS OF LITERATURE RESEARCH

There is little research on the theme of social and emotional needs of C&YP from military families with HI. I found that it was important to look at each sector separately and then combined the theoretical research:-

- Social and emotional needs of C&YP from service families.
- Mobility.
- Resilience.
- Social and emotional needs of deaf C&YP

SOCIAL AND EMOTIONAL NEEDS OF DEAF C&YP

“To be fully functional adults in today’s world we rely on skills we acquire as children. All children need to communicate well if they are to develop good emotional well being.”

NDCS – Healthy Minds, 2011

- 90% of deaf children are born in to hearing families who often have no previous experience of childhood deafness

“Deaf children, particularly those from hearing families, may be exposed to an excess of the risk factors that can affect all children and can lead to adjustment disorders in adolescents. These factors include academic failure, low esteem, rejecting relationships, inconsistent discipline, failure of age appropriate development and abuse (sexual, physical and emotional). Most of all these are secondary to negative attitudes to deafness and, above all, to failure to develop age appropriate communication.”

NDCS – Healthy Minds, 2011

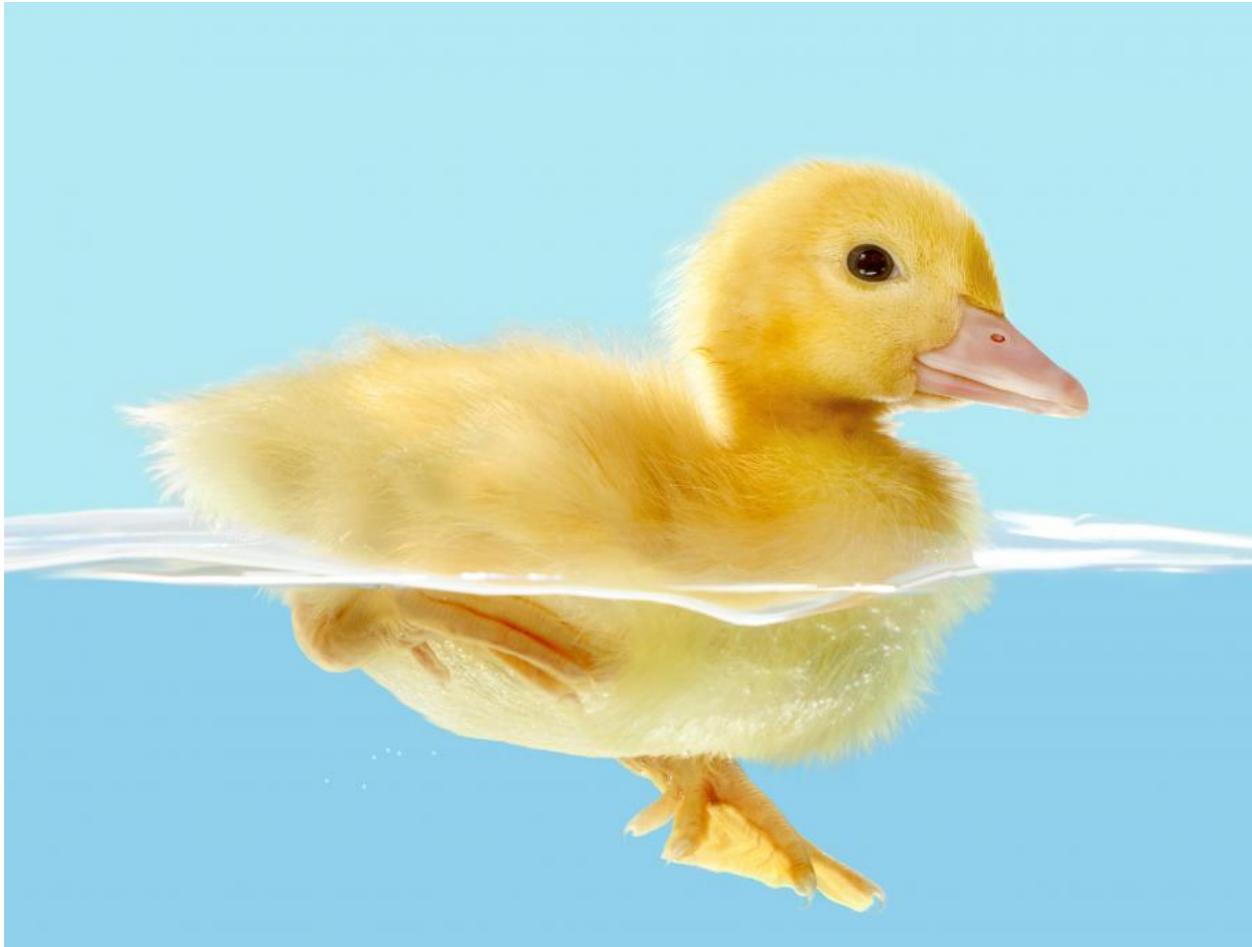
SOCIAL AND EMOTIONAL NEEDS OF C&YP FROM MILITARY FAMILIES.

- OFSTED survey, 2011 – Children in Service families -
The quality and impact of partnership provision for children in Service families

“Although some Service families’ children were more resilient than others, the survey confirmed that a key impact of Service life on children and young people was one of social and emotional disturbance.” p15

“Service children face challenges that often go beyond the experience of the majority of families and children living in the UK. The families of Service personnel who are deployed in overseas Commands, and/or are actively deployed, are often highly mobile. The combination of deployment of a family member and regular moves of home and school can cause anxiety and stress.....” p4

RESILIENCE



RESEARCH QUESTIONS

- *What are the social and emotional needs of children with hearing loss who attend an SCE school in Germany?*
- *How do the social and emotional needs of C&YP with HI compare to the social and emotional needs of their hearing peers?*

RESEARCH GROUP

- Research group:- **8 HI C&YP**

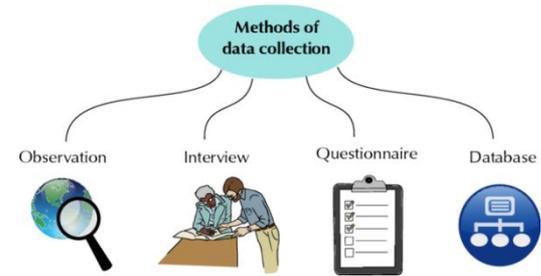
Male	4	Female	4
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Age			
11-12 years	13-14 years	14-15 years	15-16 years
2	3	1	2

Hearing Loss	
Bilateral mild/mod SNHL	3
Bilateral mod/severe SNHL	2
Unilateral mod/severe SNHL	1
Unilateral profound loss	1
Bilateral mild/mod mixed hearing loss	1

- **20 C&YP with hearing**

DATA COLLECTION



- Initial research was gathered through the use of questionnaires
- The use of semi-structured interviews were then used to gather personal information and opinions.

QUESTIONNAIRES

- I devised my own questionnaire for this research project using information from three social skills questionnaires:-

1. Children's Anxiety Life Interference Scale (CALIS) - Centre for Emotional Health, Macquarie University (2013)

2. Children's Automatic Thoughts Scale (CATS) - Centre for Emotional Health, Macquarie University, (2002)

3. Strengths and Difficulties Questionnaire (SDQ).- Goodman, R (2005)

THEMES WITHIN THE QUESTIONNAIRES

- Events that have occurred to the C&YP in the last year as a military child.
- How do the C&YP approach challenges in their life.
- Questions about how they are as a person.
- Questions about their thoughts, emotions, feelings and relationships.

INITIAL ANALYSIS OF THE QUESTIONNAIRES

C&YP with HI were indicating they had experienced less opportunities e.g. residential trips, team captains

Friends and friendship was emerging as a key theme for C&YP with HI.

All C&YP with HI presented as positive individuals who were dealing with their situations – demonstrating resilience skills.

Most significant section was results in the emotions section – all felt they had difficulties in this area.

Areas of difference between the HI and hearing C&YP were identified and points used to structure questions for the interviews

INTERVIEWS



INTERVIEWS' FINDINGS



1. Employment / Job Opportunities

C&YP (HI)

“I don’t think I will get a job. I can’t hear when teachers are talking to me so when would I hear my boss?”

“The problem is I can’t even join the Army because of my hearing loss. I don’t know what I will do. I don’t want to live on benefits.”

C&YP (Hearing)

“I don't really know what I want to do. I may go to college, my sister went last year and really likes it. I'm not worried because if nothing turns up I'll join the Army like my Dad.” (14 year old)

2. Friends / Relationships



C&YP (HI)

“It takes me quite a while to make friends, because people think I am ignoring them if I don’t answer them. My best friend left last year and I miss I want to make friends when I leave school, but I worry that people think I am rude when I don’t hear them. People give up talking to you after a while, don’t they?”

“I have friends on social media. I like social media because it is easier to chat to people and keep friendships.”

C&YP (Hearing)

“I have different friends. We are quite a big group really some I play sports with and some I do other things with. I like having lots of friends.”

Do you think you will find it hard to make friends when you leave school?

“No I have lived in Cyprus, Germany and UK and seem to find making friends quite easily. I have been to lots of schools and so I think I have learnt how to do it!”

3. Deaf Awareness / Self Awareness



C&YP (HI)

“Gosh that’s a hard one, I don’t really know. I know one of my ears doesn’t work too well. I think it is my right ear, yes my right ear. I miss words the teacher says and my mum shouts when I have the television too loud.”

“Just don’t want to wear them. I have short hair and everyone can see them, then you have to start a LONG story to tell them about everything. I play sport and I don’t want them stopping me getting into football team. I am really good and people can judge you.”

“Yes, I have traumatic hearing loss, but I don’t really know what it means.”

C&YP (Hearing)

“No I don’t worry about my reading and writing after school ‘cos Job Centres help you don’t they and you can always use a spell check on a computer or your phone!”

“I am looking forward to leaving school, I think it will be exciting and new things to do.”

SUMMARY

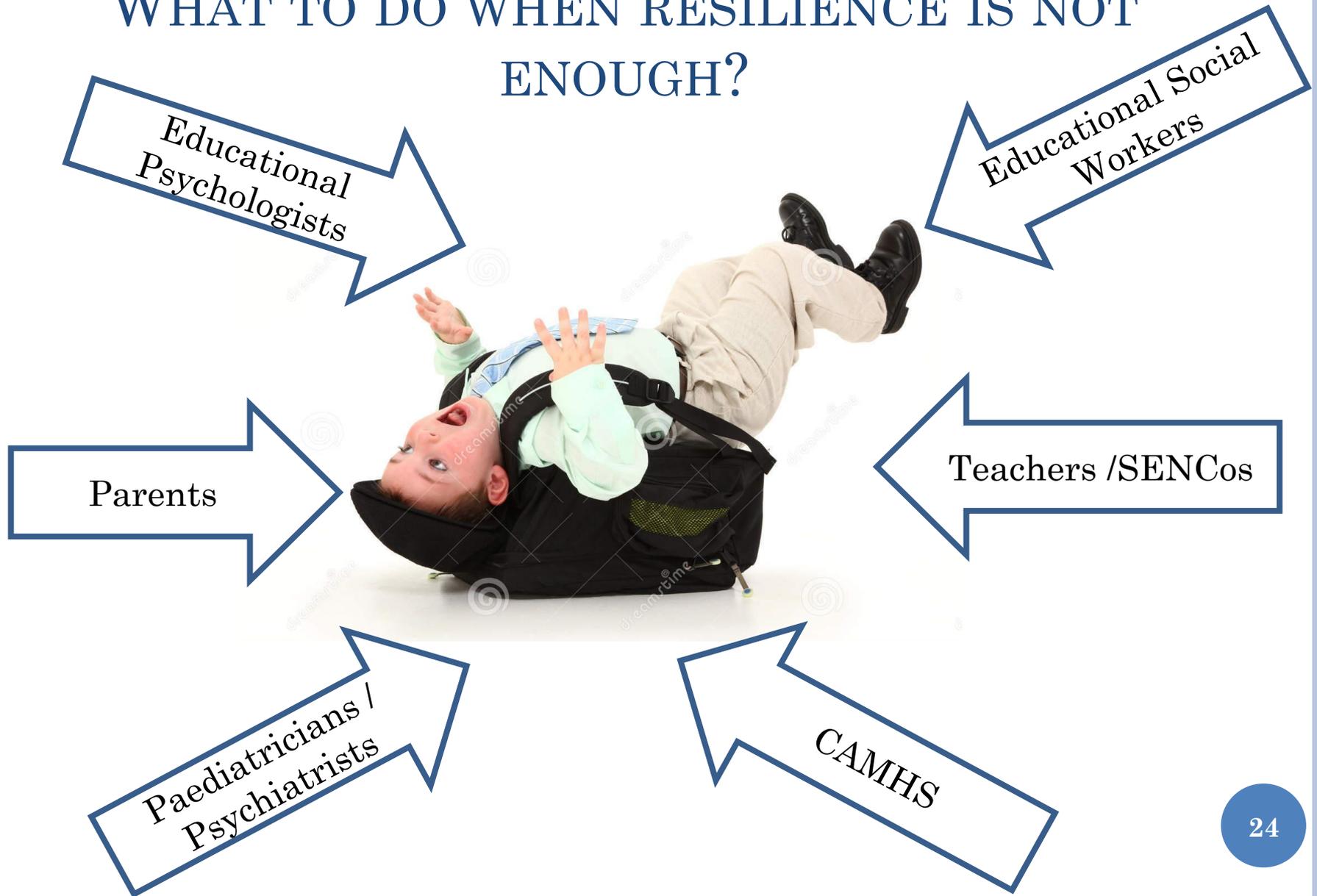
- C&YP from military families with HI are resilient
- C&YP from military families with HI experience specific challenges that affect their social and emotional well being;-
 - Future employment
 - Future friendships
 - Understanding their deafness
 - Use of technology – will it enhance their life or is it a hindrance?

TAKE HOME MESSAGES



- C&YP from military families with HI are resilient.
- Social emotional needs of C&YP with HI are different to hearing C&YP.
- C&YP with HI require specialist advice and support to help equip them for the future.

WHAT TO DO WHEN RESILIENCE IS NOT ENOUGH?



DEVELOPING HEALTHY MINDS!

