

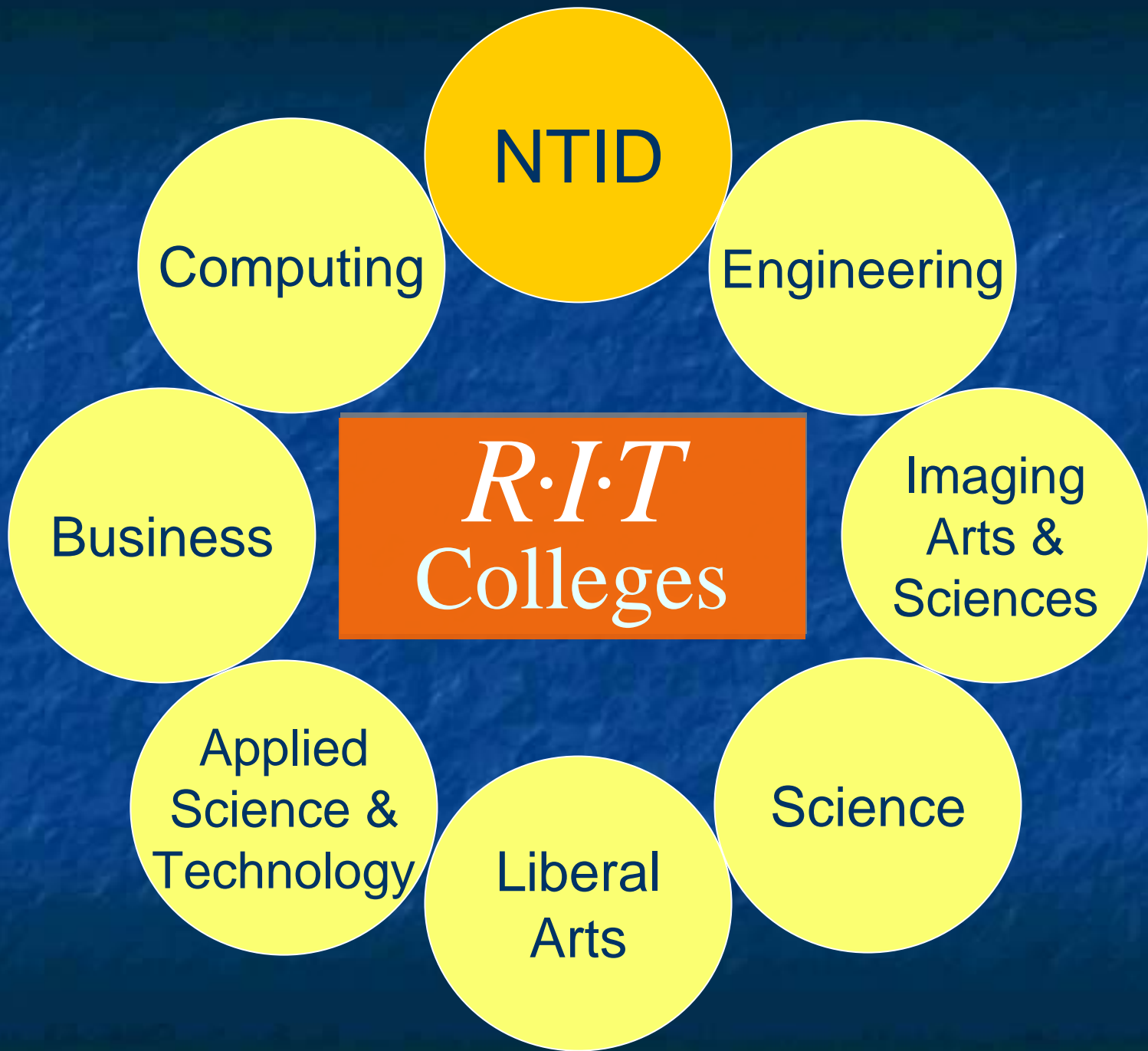
# Student Development and Counseling Theory with College-age Deaf & Hard of Hearing Students

Robb Adams, Ph.D., NCC  
Associate Professor, Chair  
Department of Counseling Services

Delegation from Korean Employment Promotion Agency for the Disabled  
June 20, 2006

# Workshop Overview

- Introduction
- Context of services
- Counseling theories & models
- Student development theory
- Delivery models and strategies
- Mainstream Student Services
- Mainstream Student Issues
- Questions



# National Technical Institute for the Deaf

Academic  
Affairs

Student &  
Academic  
Services

College  
Advancement

College  
Operations



R·I·T

```
graph TD; RIT[R·I·T] --> NTID[National Technical Institute for the Deaf]; NTID --> SAS[Student & Academic Services];
```

National Technical  
Institute for the Deaf

Student &  
Academic  
Services

- Counseling
- Career Exploration Studies
- First Year Experiences
- Intercollegiate Athletic Support
- Mental Health Services
- NTID Learning Consortium
- Outreach & Transition
- S.A.I.S.D.
- Student Financial Services
- Student Life Team

# Counseling Goals

Goal of counseling:

Interpersonal processes used to resolve human behavioral and emotional problems

*College counseling*

- resolve personal problems that interfere with academic success
- design student's academic program to meet personal needs/career objectives
- identify sources of support
- secure employment

# Theoretical Foundations

Cross-Cultural Counseling

Family Systems Theory

Student Development Theory

# Counseling Theories

Many counseling theories, models and methods

- Humanistic (counselor learns with client)
- Cognitive Behavioral (counselor as teacher)
- Systemic theory (part of larger group)
- Multi-cultural (engaging differences)



# Humanistic/Person Centered Counseling

Focus on:

- Counselor follows client's direction
- Client can solve own problems
- Short or long term
- Stay in the present
- Counselor qualities:
  - Empathic
  - Unconditional positive regard
  - Congruent (thoughts, feelings, words match)

# Cognitive Behavioral Theory

Focus on:

- Thoughts and perception
- Practice behavior change
- Stay in present
- Short term

# Systemic Theory

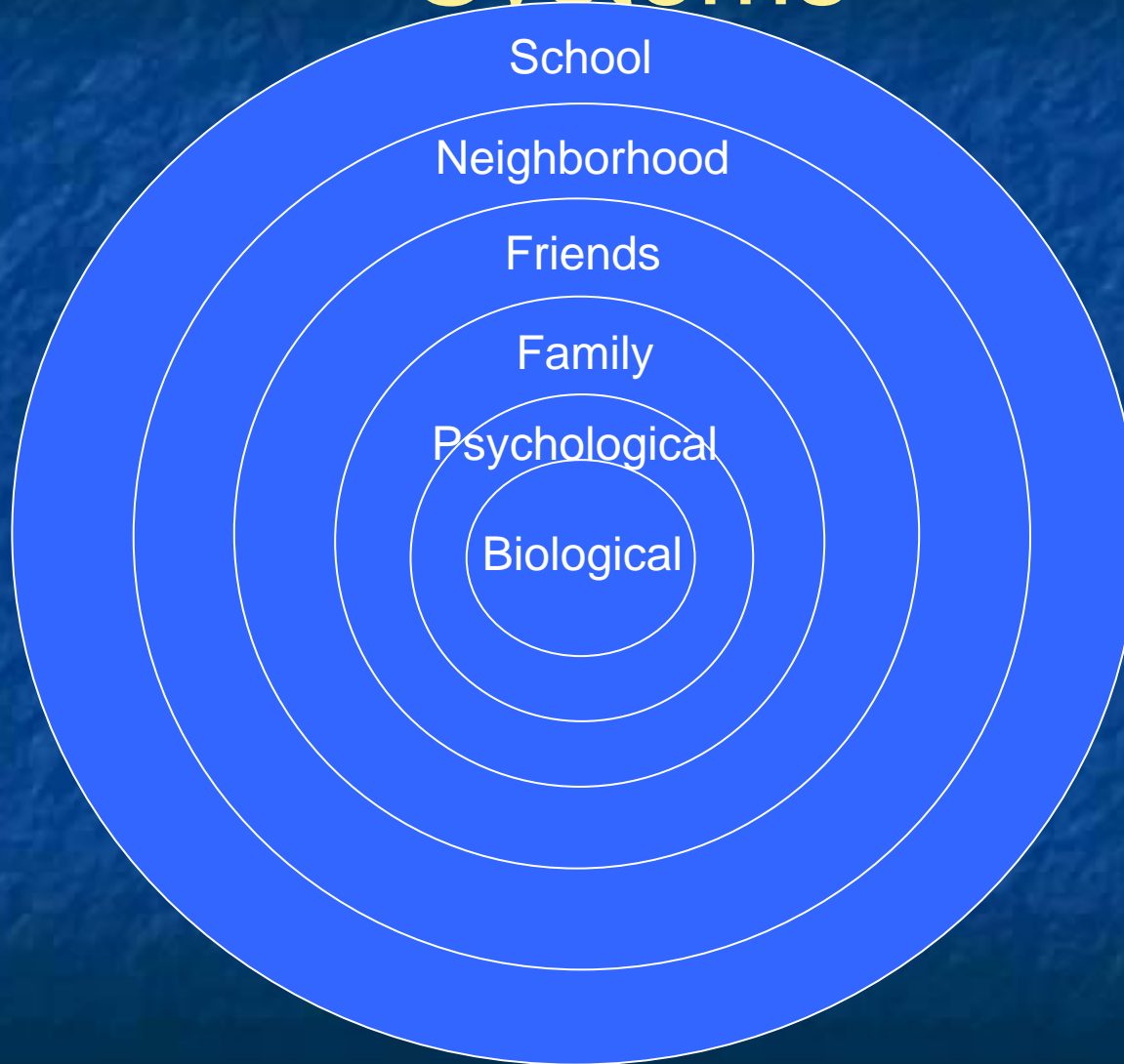
“Systems theory teaches us that natural systems or groups of persons, such as an individual, family, or larger social network, are always part of larger systems.”

- Harvey, 2003

“...any system containing an individual or group of individuals is simultaneously a whole and a part of a larger whole.

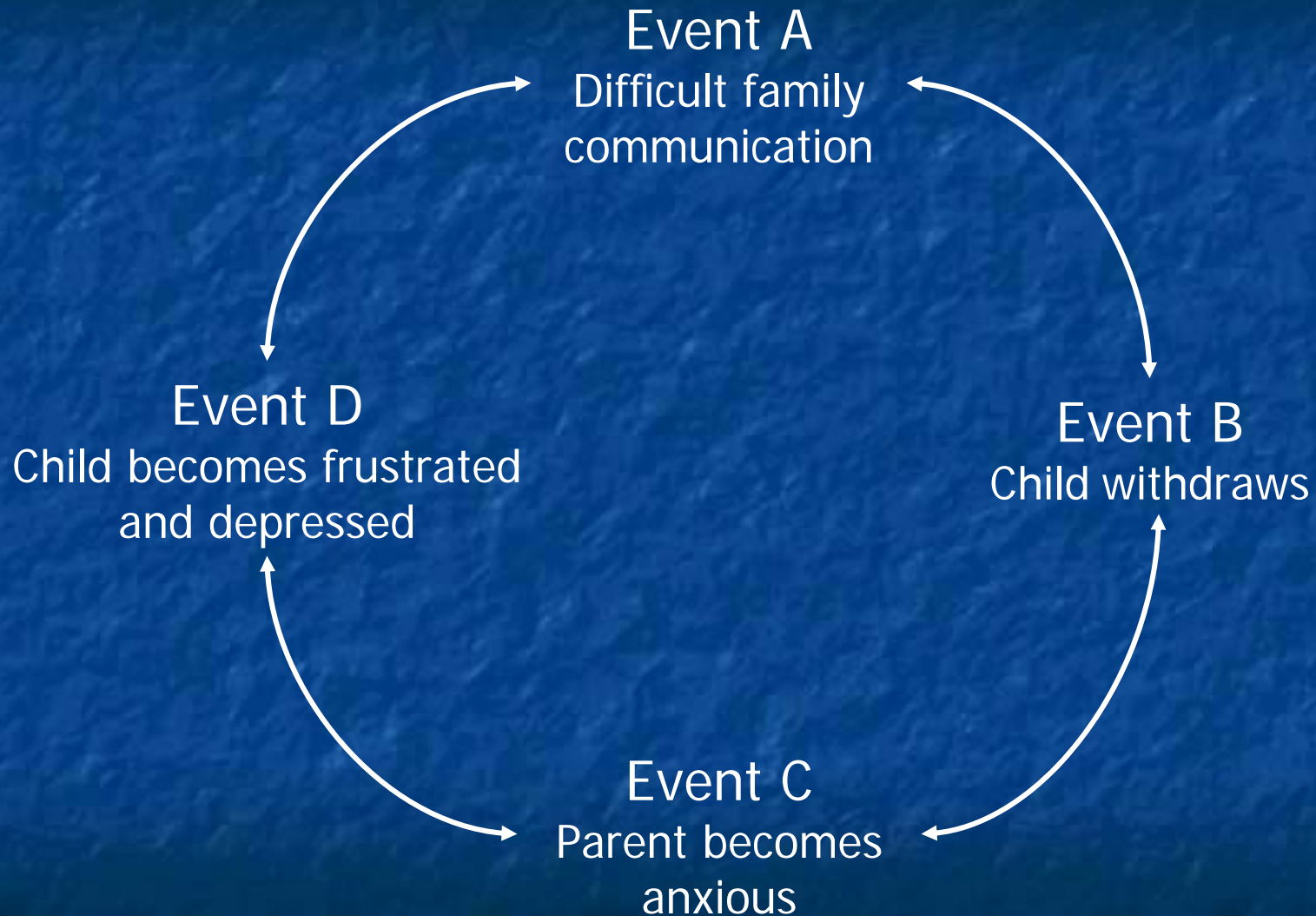
- Harvey, 2003

# Levels of Nested Systems





# Circular Causation and Mental Health



# Definition of Multicultural

“The term *multicultural* implies a sense of simultaneous loyalty to and embracing of more than one culture (ie. , not simply the presence of two or more races or cultures)”

- Williams, 1992

# Student Development

“the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education”

- R.F. Rodgers

“the application of human development concepts in a post-secondary setting so that everyone can master increasingly complex developmental tasks, achieve of self-direction, and become interdependent”

- Miller & Prince



# Student Development Theory

## Various theories

- **Identity Development**  
(Chickering, Erickson, Schlossberg )
- **Career Development**  
(Super, Crites, Holland)
- **Personality Development**  
(Myers-Briggs, Kiersey, Holland)



# Student Development Theory

## Identity Development

- Arthur Chickering
  - Vectors (tasks, journey)
- Jones & McEwen
  - Intersecting dimensions  
(dynamic interaction of self  
and environment)

# Identity Development (Chickering)

## Seven Vectors:

1. **Developing competence**  
(intellectual, physical, interpersonal skills, feeling of confidence)
2. **Managing emotions**  
(balancing self-control and self-expression)
3. **Moving through autonomy toward interdependence**  
(growing independence toward interdependence)

# Identity Development (Chickering)

4. Developing mature interpersonal relationships  
(tolerating/appreciating differences, intimacy)
5. Establishing identity  
(developing positive self-concept)
6. Developing purpose  
(assessing interests, setting goals, making plans, persisting)



# Identity Development (Chickering)

## 7. Developing integrity

- Humanizing values: balance self-interest with needs of others
- Personalizing values: firming own values while respecting values of others
- Developing congruence: values guide behavior



# Student Development Theory

## Jones & McEwen Model of Intersecting Dimensions

- multiple contextual dimensions of identity
  - contextual dimensions are fluid
- dimensions influence core identity
  - importance varies over time

# Student Development Theory

## Identity Development Jones & McEwen

### Model of Intersecting Dimensions

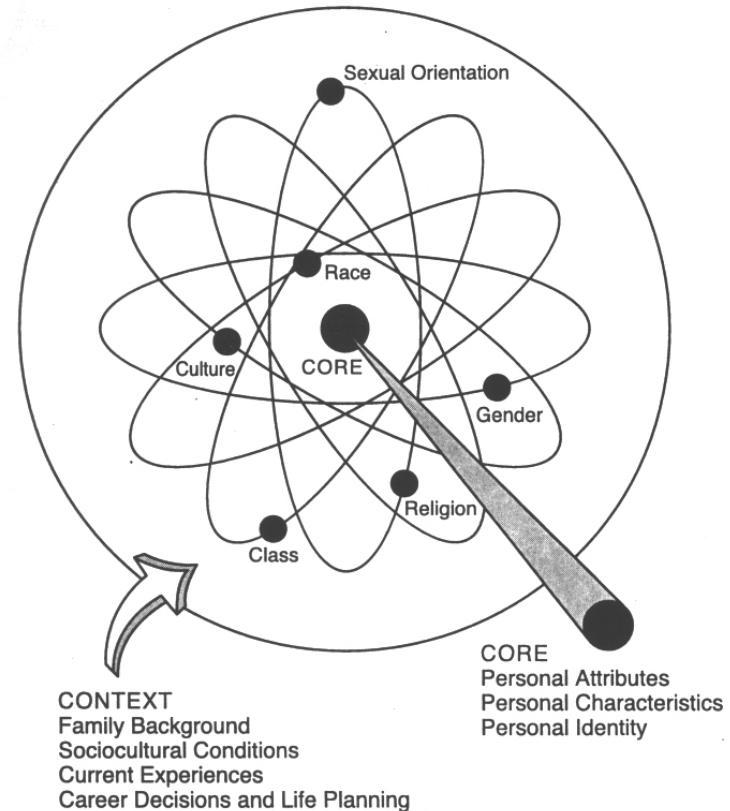


Figure 2. Model of multiple dimensions of identity (Jones & McEwen, 2000).  
Used with permission.

# Career Development

- lifelong process
- working out
- purposeful
- life pattern
- work

# Career Counseling

“interpersonal process  
that assists an individual  
to make an appropriate  
career decision”



# Career Assessment

## Career assessment tools:

- Interest Assessment  
Holland Model
- Personality Assessment  
Myers-Briggs Model

# Career Personalities and Environments (John Holland)

## Four Assumptions:

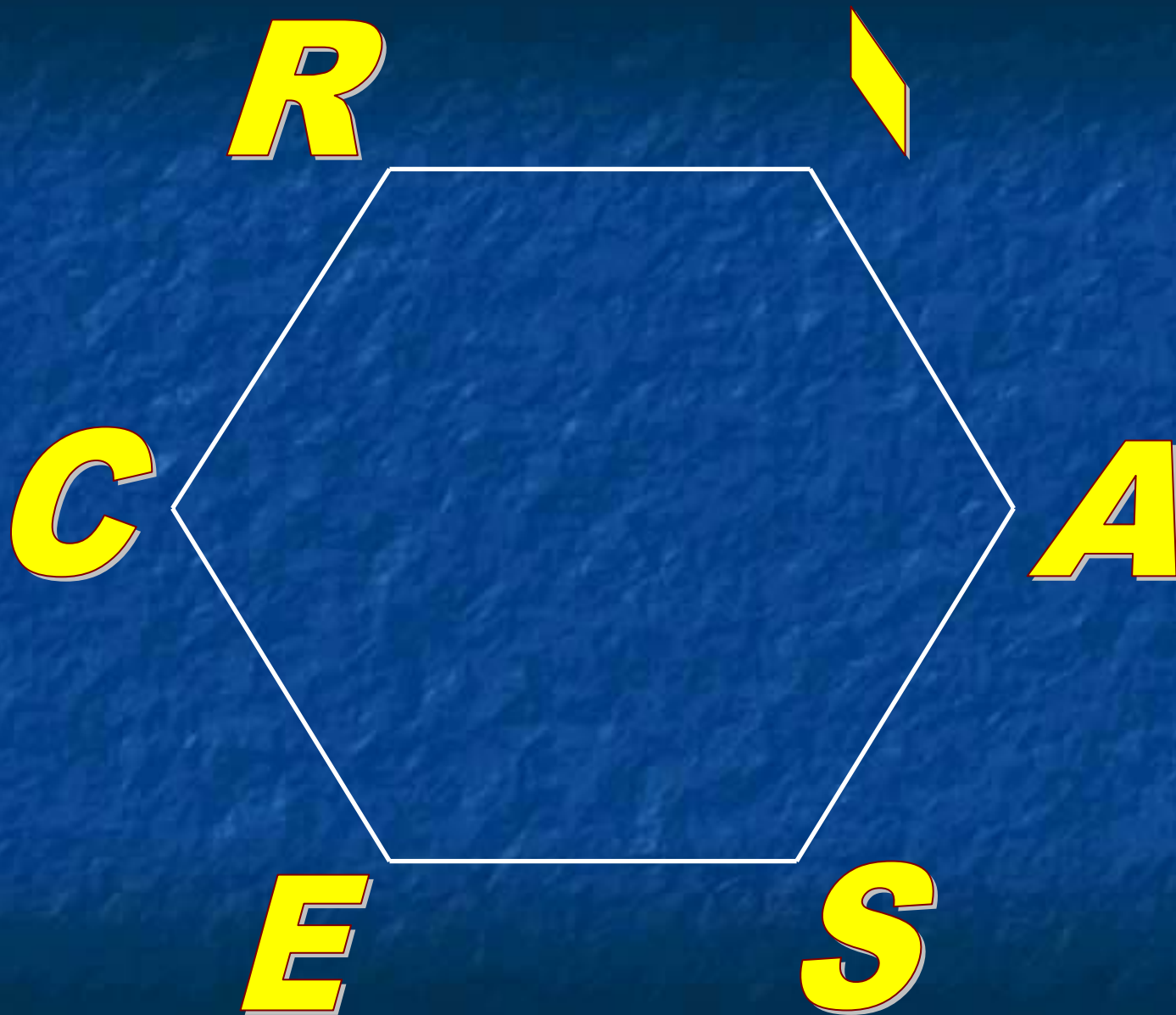
1. People resemble 6 personality types
  - Similar behaviors and attitudes shared within types
  - 6 model (work)environments that parallel each type
2. Environments are shaped by the people working within them
3. People seek out environments where they can express their talents, interests and values
4. Individual behavior is a result of the interaction between the person and the environment (systemic idea)

# Career Personalities and Environments (John Holland)

6 personality types:

- Realistic (physical)
- Investigative (problem solving)
- Artistic (creative)
- Social (helping)
- Enterprising (leading, influencing)
- Conventional (organized)







# Counseling Service Delivery

- Many models of counseling
- Modes of delivery:
  - Individual (one-to-one counseling)
  - Group
  - Instruction/class format

# Counseling Services at NTID

- Individual counselors assigned to each student to provide:
  - Academic advising
  - Personal and career counseling
  - Teaching (Freshman Seminar, Career Decision Making)
  - Consultation

# Counseling Services to Mainstreamed Students

- Counselor assigned to mainstreamed students according to specific college/major
- Counselor is part of Support Department Team that supports the Deaf students in the college.
- Support Department consists of:
  - Chairperson
  - Advisors/tutors for specific majors/courses
  - Notetaker coordinator
  - Counselor
- Counselor provides:
  - One to one personal counseling
  - Academic counseling
  - Career counseling (Career testing)
  - Direct instruction (Freshman Seminar, Career Decision Making)
- Counselor works with the instructors in the college to help support the student.



# Challenges faced by many mainstreamed students

- Identity issues
- Communication issues
- Becoming an active learner
- Academic readiness
- Social pressures
- Developing a support system
- Career concerns



# Identity

- Identity issues: Who am I?
  - Deaf? Hard of hearing? Oral?
- How do the hearing students view me?
  - Am I an individual or just another deaf student?
- How do the other deaf students view me?
  - Do they accept me and/or my communication mode?
- How does my instructor view me?
  - Equal expectations?

# Communication Issues

- Classroom:
  - Students sometimes feel segregated from hearing peers in the class.
  - Students would like to have mixed groups for group projects.
- Interpreting:
  - Students frustrated with not having enough interpreters to cover all classes.
  - Students really need interpreters who know the subject matter well
- Notetaking:
  - Students need good notes with specific vocabulary carefully recorded.

# Academic Readiness

- Some students have had a great deal of support from home and their schools.
- Many students arrive at college and expect that the same services will be available here.
- Because this is college and students are expected to be more independent, many students have problems with:
  - Knowing how to study
  - Knowing how to prioritize and organize
  - Knowing how to manage their time.



# Social life

- First year students can be overwhelmed by a social life they have never experienced at home.
- Some students will have a very difficult time balancing their social opportunities with their academic responsibilities.
- Students who have been mainstreamed at home may face challenges in learning how to deal with deaf culture.
- Some students may feel lonely and isolated even in a large group of deaf students.
  - May need some interpersonal skills training.
  - May need some one on one counseling
  - May need to be involved in a club or activity



# Passive to active learners: developing a support system

- Some students have not learned to be active learners.
  - Expectations of instructors
- Some students may need to develop skills to take responsibility for their learning:
  - Learn how to ask for help if not understanding what is going on in class
  - Learn how to access resources
  - How to use an interpreter effectively
  - How to approach and communicate with instructors.
  - How to problem solve...

# Career concerns

- Students can face the challenge of realizing that the major they thought they wanted is not what they really want.
- Sometimes this is due to unrealistic and unsophisticated expectations of the major
- Sometimes it is from a lack of preparation from their high school experiences.
- Some students can feel concerned about their career choices and what will happen to them after they graduate.
  - Will they be able to find employment?
  - Will the hearing world welcome them into careers?

# Case Consultation

## ■ Case Consultation Information Form

- Student: Mia
- Date: February 7, 2006

■ Student's Age: 20                      Sex: Male\_\_ Female \_\_X\_\_

- 1. Student's presenting problem:

- Mia was in a car accident on January 10, 2005, and suffered a traumatic brain injury (TBI). Her recovery was quick and she is back in classes now, however, she appears confused and stressed much of the time.

- **2. Academic History (skill levels, assessments, milestones, problems):**

- Jennifer entered NTID during SVP2003. She began her major in Accounting. She maintained a full-time status during her five quarters here (see Enrollment Data). She struggled academically and was on probation during her last quarter (see Academic Advising Report, page 2).



# Case Consultation

- **3. Educational Background (schools attended, educational settings, ed. level):**
- Mia was born and raised in Russia until she was seven years old. As far as we know, she did not attend school during this time. She moved to the U.S. at age seven and was placed in a public school program for deaf students. She learned English quickly and was mainstreamed through middle school. She attended the Model Secondary School for the Deaf and graduated in 2003. She had a 2.50 GPA and took courses in the business track at MSSD.
- **4. Communication Issues (preferred mode, home, problems):**
- Talks with an accent but prefers use of ASL for most communication individually and in class. Parents speak very limited English. No signing at home.



# Case Consultation

## **5. Medical and/or Health History and Issues: (significant events, milestones):**

- No significant medical events prior to the accident.

## **■ 6. Family Background (deafness, parent status, siblings, significant events):**

- Family from Russia. Speak Russian in home. No other deafness in family. Father is strong disciplinarian and rules the home. Two younger sisters still living at home. Mother raises sisters and does not work outside of home.

## **■ 7. Psychological History (previous contact with mental health professionals, hospitalizations, significant events):**

- No prior mental health intervention that we know of. Mia is very quiet, often withdrawn. No significant behavioral or emotional issues known. She is friendly and cooperative when engaged in conversation.

# Case Consultation

- **8. Client's Challenges (behavior, communication, cultural, family, development):**
- Behind her smile she seems stressed and confused. Her eyes dart back and forth sometimes. Her mouth appears tense. More than before the accident. Now, Mia needs frequent reminders about class assignments and location of events (e.g. she has a class schedule, but needs to be reminded to look at it to know where she is going). She has problems remembering detailed information on exams. She is registered for 12 credits this quarter, less than she had last year. But she expresses worry about too many credits and complains about not being able to keep up with the work. She looks anxious and maybe depressed. She doesn't talk about friends. She looks emotionless sometimes.

# Consultation Case

- **9. Counselor's Challenges (communication, cultural, counseling approach, resources):**
- The counselor is not sure if Mia's current behavior and learning problems are a result of her accident or simply increasing pressure from her schoolwork. The counselor is not sure how to approach Mia, doesn't want to cause more stress. The counselor offers suggestions to Mia, but Mia does not follow through. The counselor had a sister who died in a car accident 15 years ago and has memories of her sister's death and the effect it had on her family. The counselor is not sure what to do next or where to look for help with Mia.



# Questions?





# References

- Adams, R.E. (2001). Working through: Deaf students' journey to success in the first year of college. *Dissertation Abstracts International*, 62, No. 08A (2001): p. 2679.
- Chickering, A.W. & Reisser, L. (1993). *Education and identity* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.
- Evans, N.J., Forney, D.S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco: Jossey-Bass.
- Harvey, M.A. (2003). *Psychotherapy with deaf and hard-of-hearing persons: A systemic model* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Kuh, G.D., Kinzie, J., Schuh, J.H., & Whitt, E.J. (2005). *Assessing conditions to enhance educational effectiveness*. San Francisco: Jossey-Bass.
- Lee, C.C. (1997). *Multicultural issues in counseling: New approaches to diversity* (2nd ed.). Alexandria, VA: American Counseling Association.
- Marschark, M., Lang, H.G, & Albertini, J.A. (2002). *Educating deaf students: From research to practice*. New York: Oxford University Press.
- Pascarella, E.T. & Terenzini, P.T. (2005). *How college affects students: a third decade of research*. San Francisco: Jossey-Bass.
- Upcraft, M.L., Gardner, J.N., Barefoot, B.O., & Associates (2005). *Challenging and supporting the first year student: A handbook for improving the first year of college*. San Francisco: Jossey-Bass.