

# Counseling Services for Deaf College Students

Robb Adams, Ph.D., Chairperson  
NTID Department of Counseling Services  
&  
Lee Twyman, M.S., Counselor  
NTID Department of Counseling Services  
Ombudsperson  
RIT Student Problem Resolution Office

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# Workshop Overview

## Tuesday morning

- Introductions
- Counseling theories and models

## Tuesday afternoon

- Case studies, role playing

## Wednesday morning

- Career development & counseling

## Wednesday afternoon

- Mental health counseling

# Presentation Overview

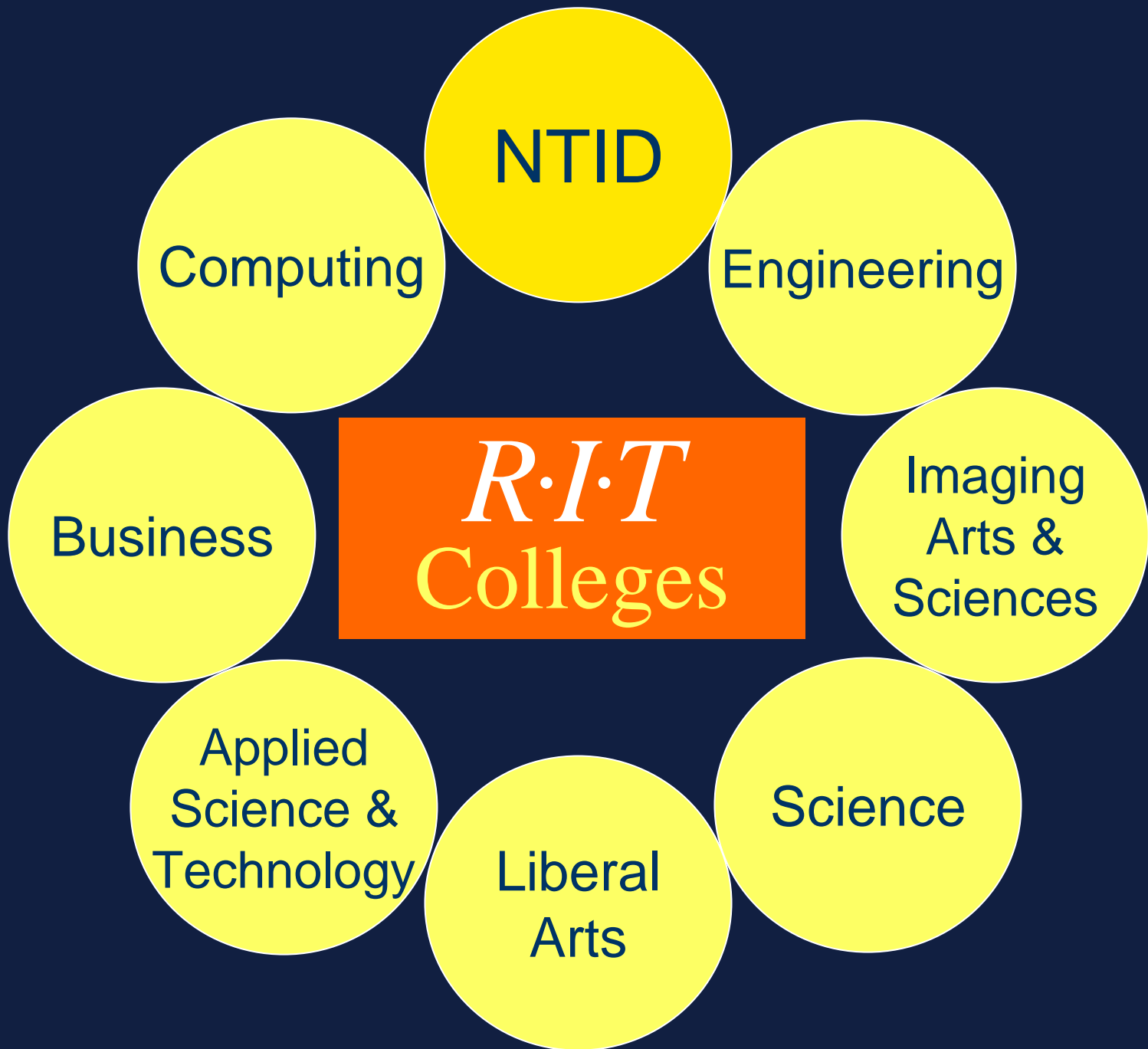
Tuesday morning

Introductions

Counseling theories and models

- Theoretical foundations
- Student development
- Cross-cultural counseling

Delivery models and strategies



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

National Technical  
Institute for the Deaf

Student &  
Academic  
Services

## Where we put our emphases:

### PRE-COLLEGE

- Explore Your Future
  - Parent Program
- Career Awareness Project
- New Initiatives
  - Outreach to Deaf Girls (STEM)
  - Outreach to ALANA
  - Outreach to Academically Talented

### COLLEGE ENTRY

- Summer Vestibule Program
  - Parent Program
- First Year Experiences - FYE
- Career Exploration Studies
  - Freshman Seminar
- Counseling/Academic Advising



National Technical  
Institute for the Deaf



Where we put our  
emphases:

## COLLEGE SUCCESS

- Counseling
  - Academic Advising
  - Mental Health
- Student Life Team/S.A.I.S.D.
- NTID Learning Consortium
- Liaison with RIT Student Affairs
  - Residence Life
  - Judicial Affairs



NTID  
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

A yellow circle with a thin black outline, containing the text "NTID Academic Affairs" in dark blue.

NTID  
Academic  
Affairs

- English
- Science & Math
- Industrial Technologies
- Arts & Imaging Studies
- Computer & Information Studies
- Business Studies
- Cultural & Creative Studies
- Communication Studies
- Research

# *Getting to Know Everyone !*

*Please pair up with someone who works in a different place and different age-group of students than you work with.*

*In your pairs, please discuss the following questions with your partner. One person can answer all questions, then the next person:*

- Briefly describe your job*
- What age group of Deaf persons do you work with?*
- How do you think Deaf people/students compare with hearing students?*
- What are your rewards and challenges for you when working with Deaf people?*

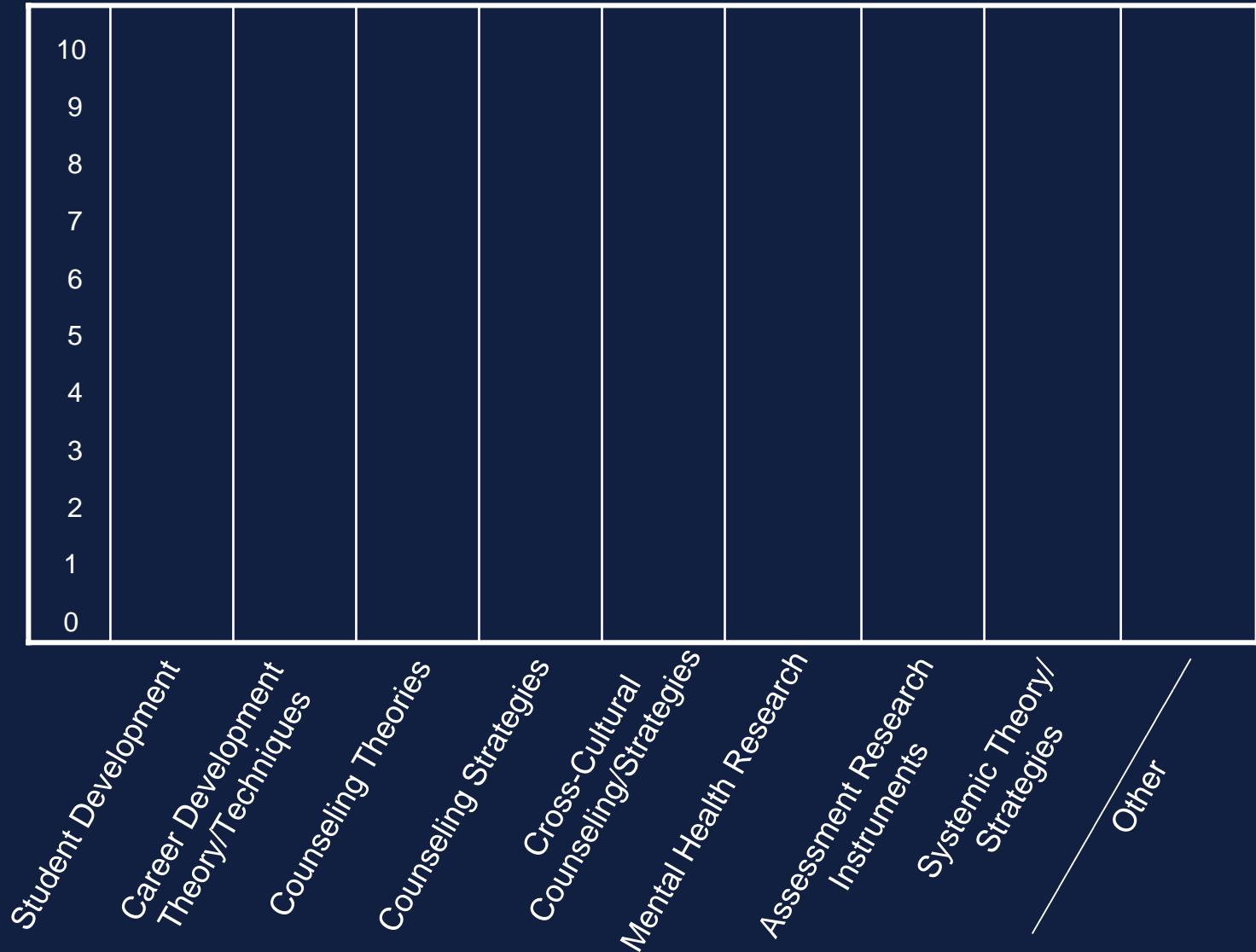
# Pillars of Learning for Deaf Professionals

## Instructions

1. For each Pillar, indicate your level of satisfaction with your knowledge in that area (on a 1-10 scale)
2. Rank (1-8) which “Pillar of Knowledge” is the most important for you to increase to enable you to work more effectively with your students/clients?
3. What would help you increase your knowledge in the first 3 most important “Pillars”?

# Pillars of Learning

## Professionals Working with Deaf People



# Theoretical Foundations

Cross-Cultural Counseling

Family Systems Theory

Student Development Theory

# Definition of Culture

- “...the integrated pattern of human knowledge, belief and behavior that depends upon [man’s] capacity for learning and transmitting knowledge to succeeding generations...the customary beliefs, social forms, set of shared attitudes, values, goals and practices...of a particular group.”  
Merriam-Webster Dictionary, 2004

# *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)

# *Cross-Cultural Counseling*

“Cross-cultural counseling/therapy may be defined as any counseling relationship in which two or more of the participants differ with respect to cultural background, values, and lifestyle. In most cases, the mental health practitioner is generally a member of the majority group and the client is a minority group member or international (a citizen of another country).” (Sue and Sue, 1982)

In 1992, Sue, Arredondo and McDavis suggested the usefulness of considering all forms of counseling cross-cultural (to some extent)

# Cross-Cultural Counseling Ethical Considerations and Principles

Ethical Principles (ACA, 2005)	Ethical Implications for working with deaf people
Counselors communicate information in ways that are both developmentally and culturally appropriate.	
Counselors use clear and understandable language when discussing issues related to informed consent.	
When clients have difficulty understanding the language used by counselors, they provide necessary services to ensure comprehension by clients.	
In collaboration with clients, counselors consider cultural implications of informed consent procedures and where possible, counselors adjust their practices accordingly	

# Counseling Goals and Theories

## 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

# Counseling Goals and Theories

Many counseling theories, models and methods

Four main theories of individual counseling

- Psychodynamic (counselor as expert, long term)
- Cognitive Behavioral (counselor as teacher)
- Humanistic (counselor learns with client)
- Multi-cultural (counselor cross-cultural)

We also want to address:

- Systemic Theory (individual as part of gestalt)

# Psychodynamic Theory

Focus on:

- Internal motivation
- Understanding your past/childhood
- Stages of development
- Structure of the mind
- Long term

# Cognitive Behavioral Theory

Focus on:

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

# 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)

# Systemic Theory

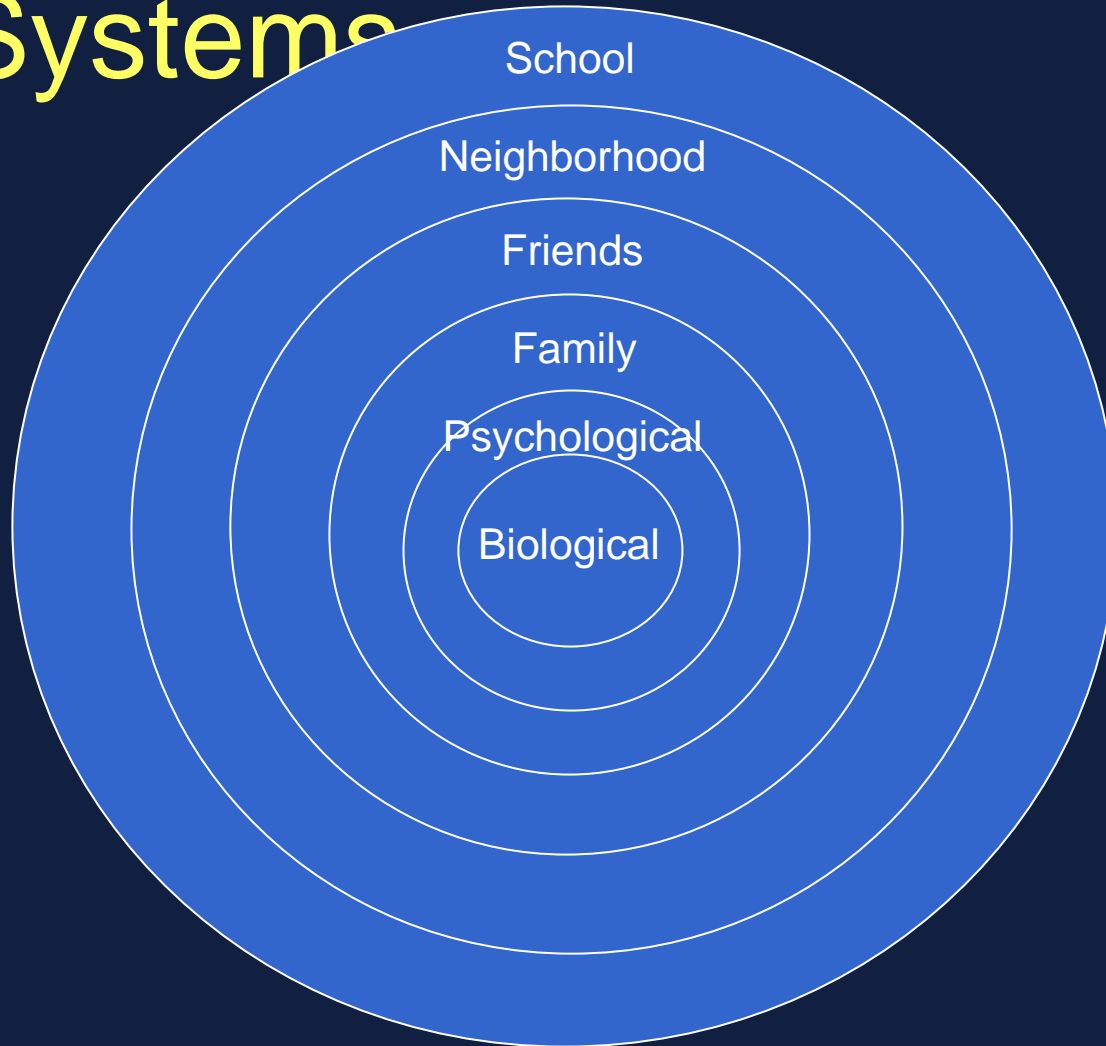
“Systems theory teaches us that natural systems or groups of persons, such as an individual, family, or larger social network, are always part of larger systems.”

(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

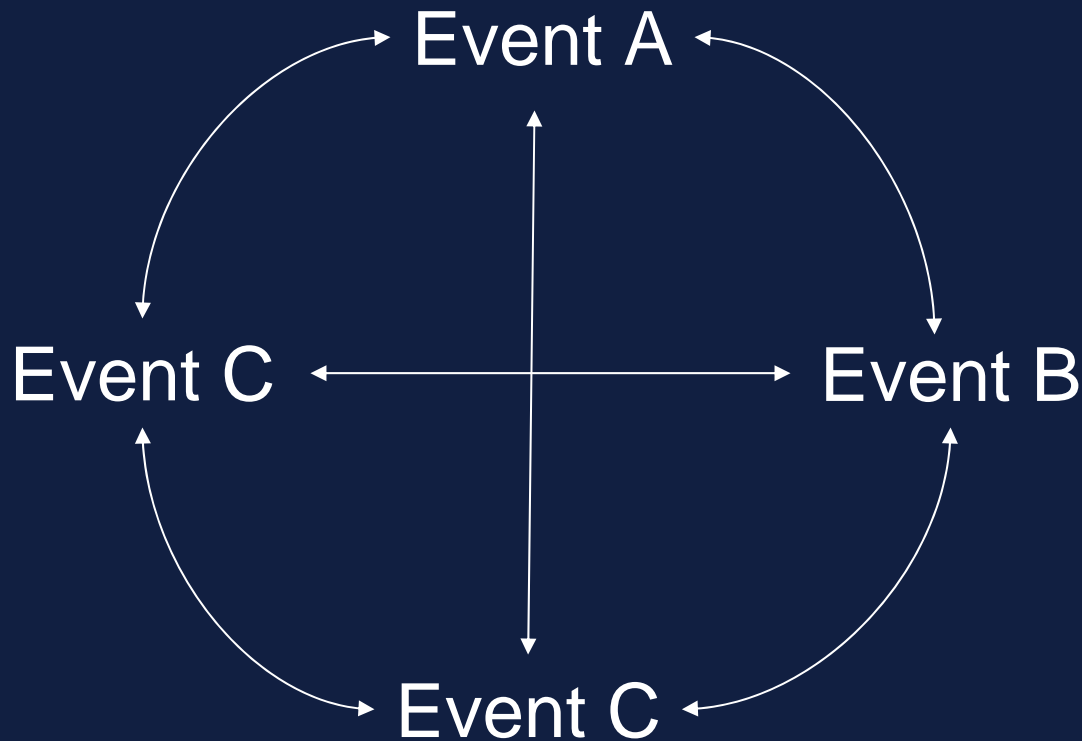


# Linear and Circular Causality Explanations for Behaviors

# Linear Causation (I.e. Behavior Therapy)

Event A → Event B → Event C → Event D

# Circular Causation (Cybernetics)



Systems self-regulate through feedback loops

# Systemic Theory and Mental Health

“The systemic perspective views behavior as the product of reciprocal, circular interplays between different hierarchical systems of the biopsychosocial field- between environmental conditions and intrapsychic processes.”

(Havey, 2003)

# Linear vs Circular Causality in Mental Health

## Linear

- Symptomatic behavior caused by medical or psychodynamic model
- Emotional or mental distress is a biological malfunction or illness
- Treatment consists of finding an etiology then instituting a treatment
- Often a medical model

## Circular

- Symptomatic behavior is a product of the recursive, reciprocal and circular interactions between the hierarchical systems and the intrapsychic processes (the individual).
- Therapist is not an agent and client is not a subject.
- Therapist and client are both members of larger field that acts and reacts continually and often unpredictably.

# Linear Causation and Mental Health

Event A (limited communication in family)

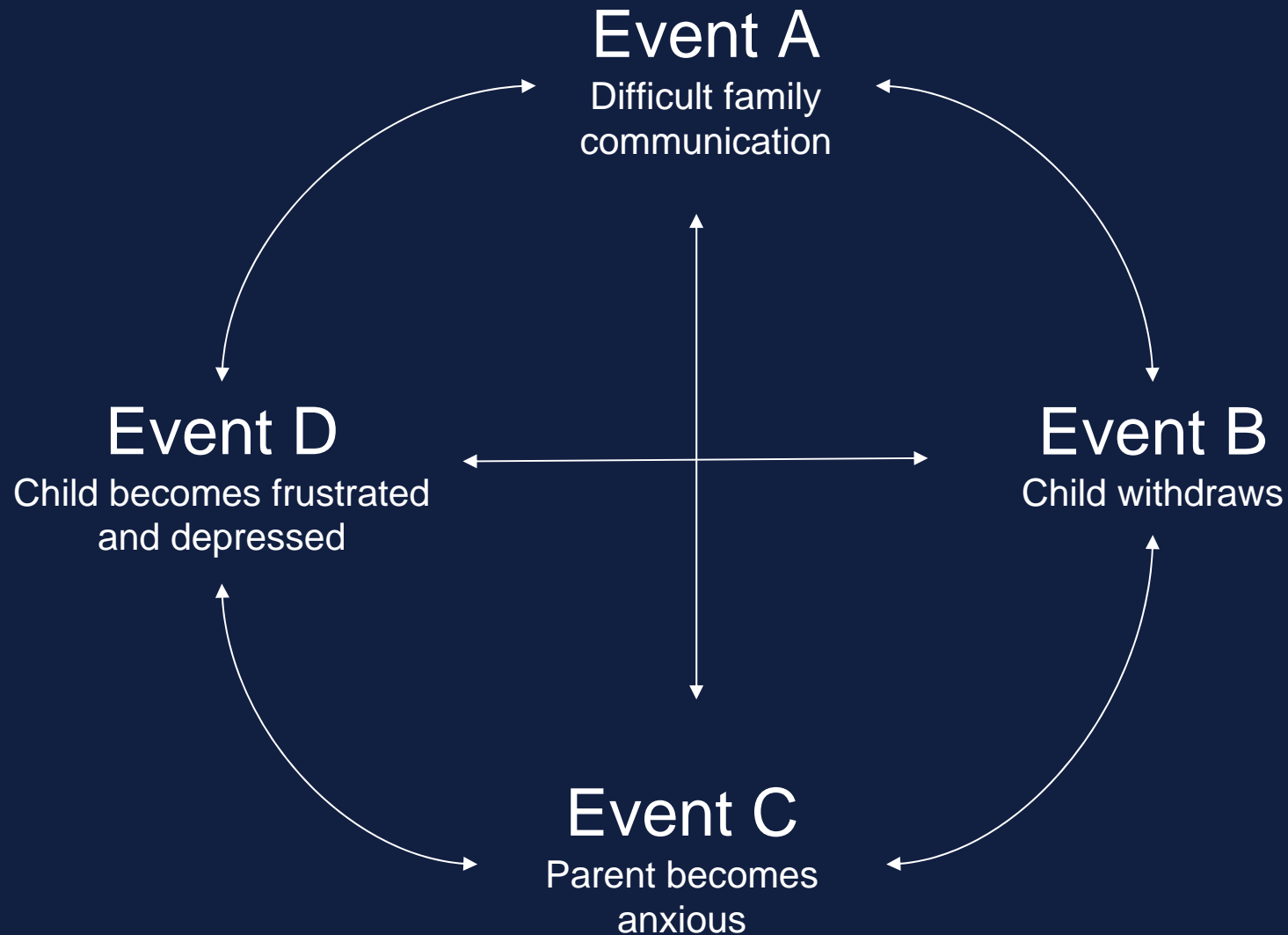


Event B (withdrawn child)

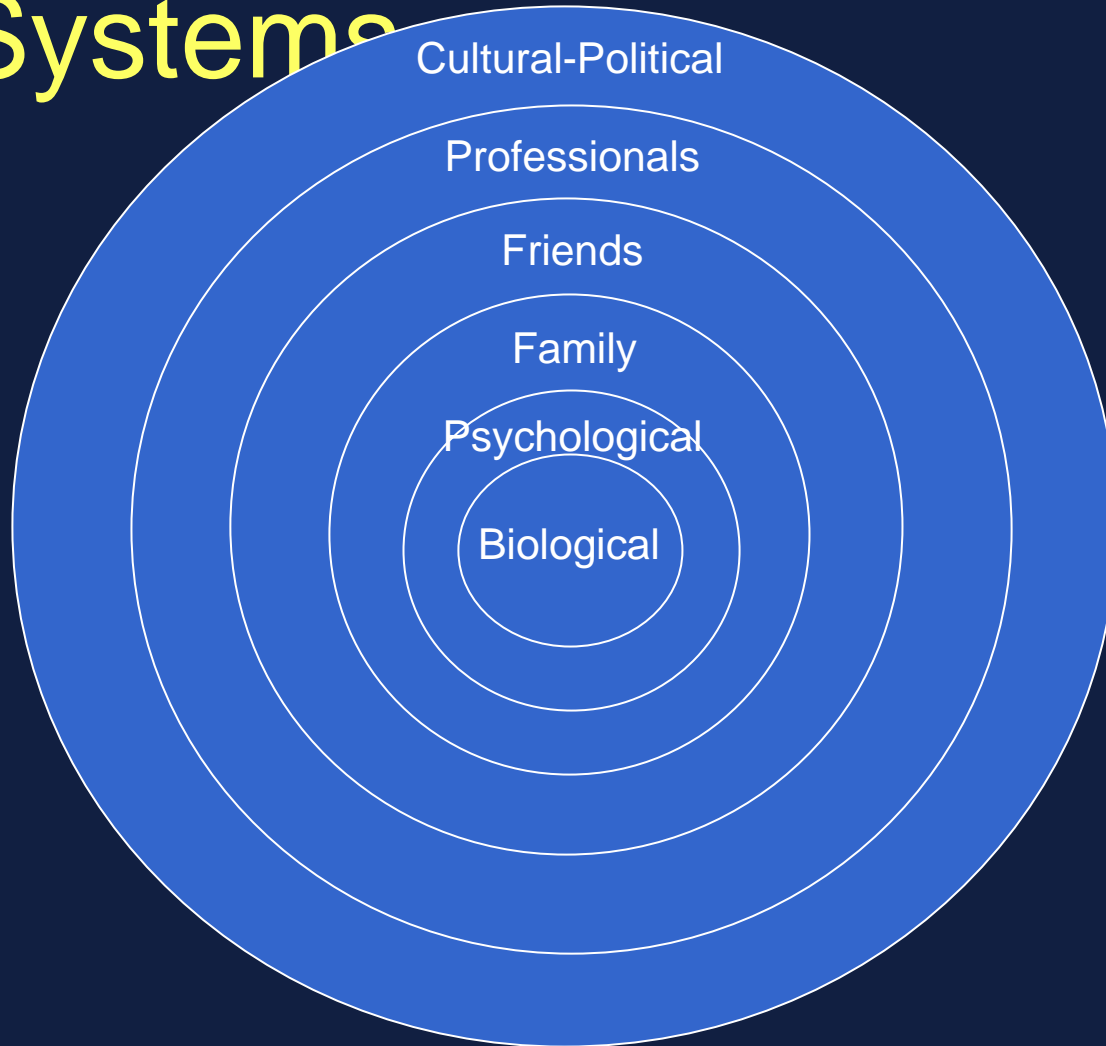


Event C (depressed child)

# Circular Causation and Mental Health



# Levels of Nested Systems



# Influences on Filipino Students



# Hierarchical Systems/ Biopsychosocial\* Activity

- Think about a particular student
- Describe the various and individual biopsychosocial influences on that student during the first year of college
- Pair up and share that story with a partner
- Group sharing and discussion

\* Harvey, 2003

# Biopsychosocial Activity

- Think about a particular student
- Describe the various and individual biopsychosocial influences on that student during the first year of college
- Pair up and share that story with a partner
- Group sharing and discussion

# Human Development

## Erik Erickson

Human development is a lifelong process.

There are eight stages of human development, each focusing on a different conflict that we need to solve in order to develop successfully into the next stage of our lives. We must resolve each stage or our ability to deal with consecutive stages is impaired. Failure to resolve a stage will affect us at some point later in life.

# Human Development

## Erickson

### 1. **Trust vs. Mistrust** (Infancy)

Child develops a belief that the environment can be counted on to meet his or her basic physiological and social needs

### 2. **Autonomy vs. Shame and Doubt** (Toddlerhood)

Child learns what he/she can control and develops a sense of free will and corresponding sense of regret and sorrow for inappropriate use of self-control

### 3. **Initiative vs. Guilt** (Early Childhood)

Child learns to begin action, to explore, to imagine as well as feeling remorse for actions

### 4. **Accomplishment/Industry vs. Inferiority** (Middle Childhood/Elementary)

Child learns to do things well or correctly in comparison to a standard or to others

# Human Development

## Erickson

### 5. **Identity vs. Role Confusion** (Adolescence)

Develops a sense of self in relationship to others and to own internal thoughts and desires

### 6. **Intimacy vs. Isolation** (Young Adult)

Develops ability to give and receive love; begins to make long-term commitment to relationships

### 7. **Generativity vs. Stagnation** (Middle Adulthood)

Develops interest in guiding the development of the next generation

### 8. **Ego Integrity vs. Despair** (Older Adulthood)

Develops a sense of acceptance of life as it was lived and the importance of the people and relationships that individual developed over the lifespan

# Student Development

## Definition:

“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

Many different college student development 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 (Intersecting dimensions)

- Context dimensions (environment)
- Core dimensions (personal)

# Student Development Theory

## Jones & McEwen Model of Intersecting Dimensions

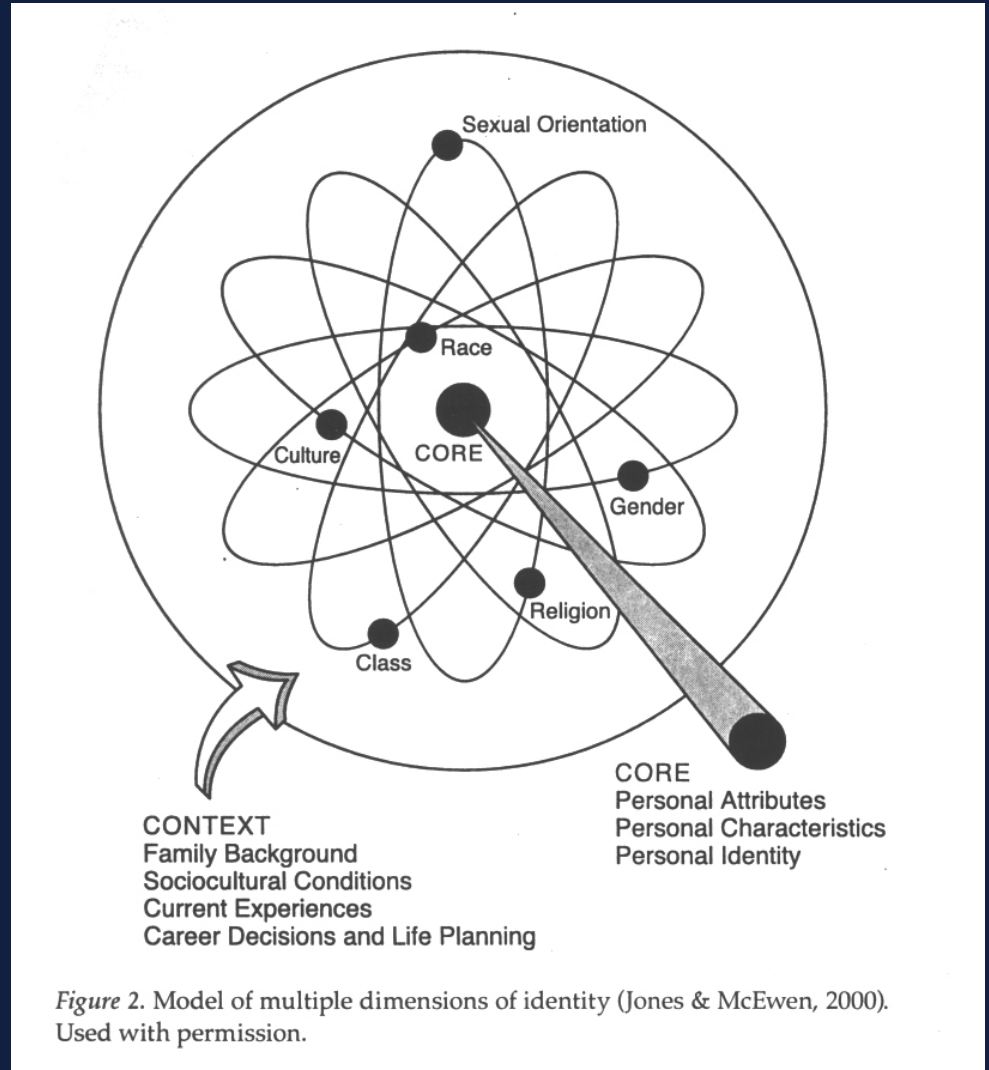
- multiple contextual dimensions of identity
- contextual dimensions are fluid
- dimensions influence core identity
- importance varies over time

# Student Development Theory

## Identity Development

Jones & McEwen

### Model of Intersecting Dimensions



# Student Development Theory

## Example of Jones & McEwen

- Deaf student goes to college
- Develops friendships with Deaf
- Changing cultural identities  
(Deaf and Filipino)
- Family structure changes

# Presentation Overview

Tuesday afternoon

Case studies

Role playing

Discussion

# Student Case Studies

## “Buried Blackboard Activity”

As we share each student case, give thought to the following issues for the client and counselor:

- Cross-cultural considerations?
- Student development considerations?
- Bio-psychosocial/systemic considerations?

# Student Case Studies

## “Buried Blackboard Activity” (continued)

Other Factors to consider:

- Setting up the environment
- Establishing the relationship
  - Effective Listening
  - Body language

What might the client have on his/her “buried blackboard” during the counseling session?

What might the counselor have on his/her “buried blackboard” during the counseling session?

How might we “unbury” and address these issues?

# Student Case Studies

## “Buried Blackboard Activity”

Counseling Strategies and  
Techniques to Consider:

- Powerful Questions
- Link Therapist
- Group counseling
- Peer counseling
- Family counseling
- Formal assessments

# Presentation Overview

## Wednesday

### Morning:

Career Development Models

Career Counseling

Career Assessment

- Holland Inventory - Interests
- Myers Briggs Type Inventory - Personality

### Afternoon:

Mental Health and Deaf People - Research

Assessment Research and Instruments

### Wrap-up:

Summary

Where do we go from here?

# Career Development

- definition

“constellation of factors that shape one’s career” (Reardon, et.al)

- enviornmental
- personal

# Career Development

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

# Career Counseling

- definition

“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)

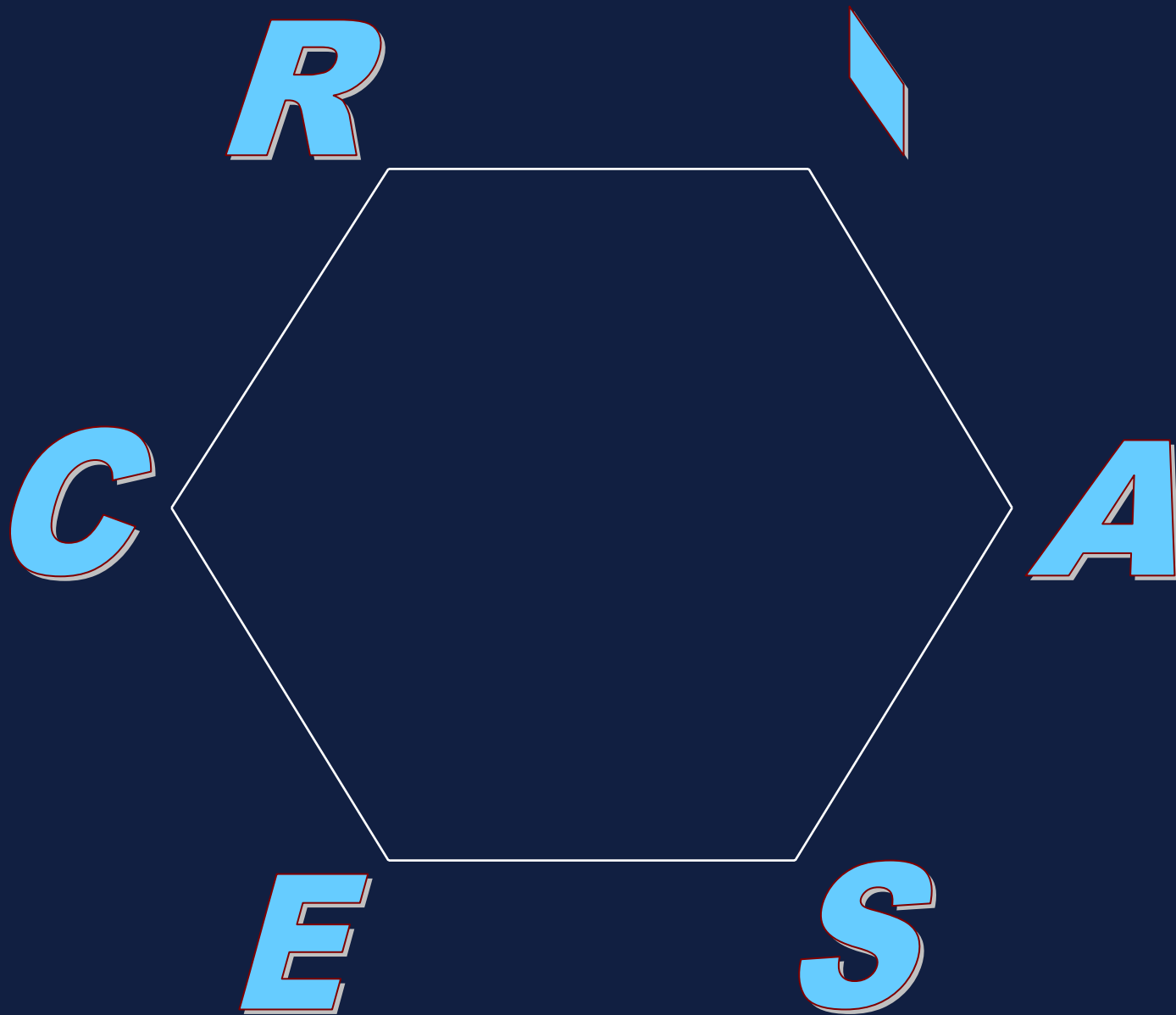
## Four Assumptions:

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
- Investigative
- Artistic
- Social
- Enterprising
- Conventional



# Vocational Personality Activity

- Complete and score interest inventory or World of Work hexagon.
- Share results with partner
- Consider the biopsychosocial influences that might have contributed to the outcome of the inventory
- Consider how your deaf student might score on this inventory and the biopsychosocial influences that could explain the outcome of his/her vocational personality

# Personality Assessment

## Myers-Briggs Type Indicator

Four dimensions of personality:

- Extroversion - Introversion (world view)
- Sensing - Intuition (gathering information)
- Thinking - Feeling (making decisions)
- Judging - Perceiving (organization)

# Personality Assessment

## Myers-Briggs Type Indicator

### Use of MBTI in counseling:

- increase self-insight
- develop non-judgmental view of self/others
  - identify learning preferences
- understand relationship issues
  - understand career interests

# Presentation Overview

Wednesday afternoon

Mental Health and Deafness  
Research

Academic and Intelligence  
Assessment Research and  
Instruments

Conclusions - Next Steps

# Mental Health and Deafness

## Mental Health Research:

Incidence in deaf population

Assessment issues

Communication issues

# Academic and Intellectual Assessment Issues with Deaf People

## Assessment Considerations:

- Client's Language level
- Communication between administrator and client
- Validity and reliability of instruments for deaf people

Instruments for consideration

# Conclusions

Summarization

Needs - what's missing,  
incomplete?

Next steps?

Networking opportunities

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