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SELF AWARENESS IN YOUNG DEAF ADULTS

by

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A thesis submitted to the Council
for National Academic Awards in
partial fulfilment of the
requirements for the degree of
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Abstract

SELF AWARENESS IN YOUNG DEAF ADULTS

A.C. Grant

Denmark's (1979) functional definition of profound deafness is adopted. Deaf individuals are aware of sound and may detect vibration but they have a limited facility of speech. Conrad (1979) and Rodda (1970) have shown the low level of scholarly achievement of such individuals. Denmark suggests that as young adults, they face the hearing world largely isolated from their parents, their friends and the professionals who advise them. This study is an attempt to explore the social problems brought about by such isolation.

The thesis investigates the individual profoundly deaf young adult's self concept in relation to others. A unique form of Repertory Grid interview (Kelly, 1955) using sign language was developed, and was successfully employed with the majority of individuals. However, it became apparent that a substantial minority were lacking, sometimes wholly, in a structured form of language.

A pre-interview routine was used to determine the form of investigation appropriate to the individual - an interview using sign language, or one placing heavy dependence on non verbal communication (such as mime and body language). Both forms of investigation enabled an 'existential phenomenological' description of the self-awareness of the individual to be produced. In the larger group, the procedure followed was near to the orthodox analysis of Rep Grids; in the smaller group, analysis involved a greater degree of interpretive intuition. Justification for the judgements made in each case is provided.

The findings are reported in the form of case studies: 40 based on Rep Grids, 10 on non-verbal interviews. The material provides an advance in the understanding of the experience of the profoundly deaf young adult. Exuberance and vitality feature in the majority group interviewed by Repertory Grid method. Examples of isolation and of intense personal relationships are found in the minority group. The deaf have a special concern with: those who accept them and those rejected by them; dependence upon deaf peers rather than hearing adults; the apprehension of success and personal failure.

The main finding of this research is that the young adult deaf do possess a self-awareness and this self-awareness is that of the normal individual. The idiosyncracies of deaf behaviour are especially well

represented in the smaller group. This research confirms the suggestion of Denmark that the majority of deaf individuals referred for psychiatric help are not suffering from mental illness. The study also provides research evidence for necessary changes in the early education and upbringing of the deaf.

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Chapter 1 Introduction

1 Presupposition

In earlier studies I had learned of failures in the education of the deaf in England. There appears to be little research upon the consequences of these failures. Tuckey (1973) was writing about this time "Little or nothing of what happens to them is known". Up to the present time my earlier studies allowed contact with other parents of deaf children, with teachers of the deaf and with those professionals associated with the care and upbringing of deaf children. Now a new perspective was to be introduced into this work. Instead of associating with those adults having responsibility for the hearing impaired, working instead with the deaf themselves. This perspective guided criteria for selecting the research sample population. Emphasis moved from the world of the hearing-impaired school leaver, to the world of the Young Deaf Adult. With the population partially identified, they appeared largely not to have been researched. These pre-lingually profoundly deaf young adults had left school, had entered the world of the adult deaf and were no longer the responsibility of the pedagogue.

At the commencement of this study, the following presuppositions were held;

1. The young deaf adult of 18 years or thereabouts will hold reflective views upon the type and quality of their own early life and present experience.
2. The young deaf adult will be able to communicate these views through the medium of total communication and these expressed views will show a sense of role identity and a

developed self-awareness based upon perceptions of others.

3. The education and training and the lived experience with the deaf community of this researcher will permit a detailed study and report to be made upon the self-awareness of the young deaf adult.

After a period of reflection upon these presuppositions, the following thesis was constructed.

1.2 The Main Study in Outline

The sequence of events leading to the preparation of this thesis is complex. This section attempts to describe some aspects of the study procedure. Some of the stages are discrete, some ongoing and continuous. Earlier work constituted what turned out to be a feasibility study directed to acquire insight into a psychology and a methodology for research with the prelingually profoundly deaf school leaver. This helped to prepare a pilot study to this research.

In the pilot study the decision was made to use an orthodox psychology and an established research method to obtain the raw data. Sign language was proposed as the style of communication. The small sample size of the pilot study justified the use of a video recording studio. A content analysis of the pictorial video experience was attempted but not adopted in the main study mainly because the feedback procedure, even in split-screen vision, largely failed to show the efforts of and the achievements of the young deaf. In the video studio much of what was being said in the early attempts at interview was in

signing and in silence. Later and in the much larger main study sample population, a direct content analysis of the raw data and records of interview was made. Several statistical procedures, including principal component analysis, were tested for suitability in the pilot study period. Principal component analysis became the major statistical procedure of the main study. A further development shown within the pilot study, was the need for a 'pre-interview routine'. The 'pre-interview routine' became an intrinsic part of the methodology. It represents at one level a system of collecting information and evidence that effective communication with the given individual was possible; at a second level it became a test of the way that the deaf use certain fundamental concepts. At a different level the 'pre-interview routine' indicates the way in which this researcher promoted his own assimilation into the deaf culture.

The researcher had prepared a modified repertory grid interview and principal component analysis, for use with the main study sample population. Later, some individuals from within the opportunity sample which formed the main study, were judged through the 'pre-interview routine' to be unsuited to the Repertory Grid Method. The deaf at interview had revealed a sub-group. The first meeting with Michael illustrates this (see Chapter 8). Michael was in great distress. A superficial non verbal communication of sympathy only was possible. Later, endeavours to communicate with Michael in speech, in writing and in British Sign Language mostly failed. The

professionals responsible for Michael's care admitted they were largely unable to communicate with him. Michael is not exceptional, there were others. These were the deaf without speech or sign. It became necessary to develop an interview routine for this sub-group based upon non verbal communication.

My earlier studies and this present study are based upon the single premise; "Deaf children are normal children upon whom the handicap of deafness has been imposed". This premise is undermined and the logic is faulty if the deaf are not normal people. The non verbal deaf had called this premise into question. There was the surprise, of having certain parents and certain professionals, present individual non verbal young deaf adults, as those who are not normal. The 'non verbal interview' later described is a response to this predicament.

A search into the literature, for a definition of normality in deafness, moved eventually the original psychology of personal constructs and proposed analysis by way of existential phenomenology to the psychiatry of deafness. In this area of medical expertise there is in England at the present time, one major practitioner. Dr John Denmark (1966 - to the present). The work of Dr Denmark has won acclaim. However, in his work he states repeatedly that of those young deaf referred to him as 'not normal', as in need of psychiatric care, the majority are normal. His assertion is, that often these young people simply have associated problems of communication and social adjustment. In my earlier studies I had also

concluded that the pedagogy of 'pure oralism' had produced an endemic sickness of bewilderment in the deaf community (Grant, 1978. 1980).

Final preparation of the parts of the study being completed, the main study continued. The programme of interviews progressed to their conclusion. Forty 'Rep Studies' were completed, analysed by computer and reported upon. A single case study is provided by way of illustration. Ten 'non verbal interviews' were also completed, were analysed intuitively and reported upon. A second case study is provided by way of illustration. The parts of the main study are joined as the 'Array of Young People' and the full complement of study aims are tested against this. A list of proposed study achievements is made. The researcher takes licence in the section 'Some Recommendations'. The report ends with a Bibliography and Appendices.

1.3 The Study Aims

Through the medium of Personal Construct Theory, a modified Repertory Grid Routine, and qualitative methodology the study will show;

1. Pre-lingually profoundly deaf young adults will be able to describe themselves in relation to others living in a hearing world.

Additionally through the medium of non verbal communication and its attendant existential phenomenology, the study will also show;

2. Any pre-lingually profoundly deaf young adult in the

main study population who is judged to be non verbal, in a pre-interview routine, then by way of a non verbal interview, such individuals will reveal in themselves, a personal-interpersonal, spatial and temporal, Self Awareness.

This study uses the single premise; "The emergent Self Awareness of both the literate and the non verbal deaf of this study is sufficiently well formed to allow the description of 'normal' to be applied".

Note The dependence of this study on sensitive interviewing, whether the subjects were in the literate majority or in the non verbal minority, means that there was no scope for the testing of hypotheses in the sense of a classical quantitative study. In the phenomenology taught by Giorgi (1970), the interviewer and the interviewee interact during the period of dialogue. Intended meanings are negotiated between the participants so that the "lifeworld" of the interviewees is revealed. When role equality is established the interviewer provides structure and the interviewee provides content. To emphasise this the personal 'I' of the writer is lost, to be replaced by 'the researcher'. The personal he/she is replaced by 'the respondent'. Real identities are concealed in 'chosen names'.

1.4 The Main Study Population and Sampling Procedure

The study population is drawn from those pre-lingually profoundly deaf young adults presently living in England who are free from multiple handicap. The National Deaf Children's Society (1977) conducted a national survey

of the hearing-impaired population and estimated the number of profoundly deaf to be 1.5 per thousand live births. Conrad (1979), in his study of language and cognitive function, excluded those of the hearing impaired in ordinary schools, the multiply-handicapped, and those who became deaf after their third year (ie those with aural language learning). Using these criteria, he produced a figure of approximately 380 pupils for each of the year groups in his study. The decision in the present research to work with the profoundly deaf, further reduces the total population, on a proportional basis, to a figure estimated at 220 individuals in any one year group. The 220 or so individuals who comprise the total population of the profoundly deaf drawn on in this research, were born in or around the year 1968 and are now legally-defined adults. The interviewing was spread over England. Interviewing occupied a period of twelve months, commencing August 1985. The researcher was prepared to use in his select year sample, any deaf respondent with an eighteenth birthday in that period.

Lines of communication through parents, schools, voluntary associations, Local Authority education and Social Services, all established in earlier researches, allowed written contact to be made with this group (see Appendix A1, A2, A3). This written contact produced the opportunity sample. A sample size of 50 individuals was planned and programmed. A pre-interview and either a Rep Grid routine or a non verbal interview was used with all the sample population. Analysis of the main study raw

data was completed by the Summer of 1986. Analysis of all data continued from that time.

CHAPTER 2.0 'REVIEW OF THE LITERATURE'

There are three sections and a two-part glossary in this review of the literature.

2.1 GLOSSARY

A TERMINOLOGY OF DEAFNESS

Adventitiously Deaf

- When the individual acquired deafness during or after the period of acquisition of normal spoken language - perhaps from the age of three years

Deaf Children

- Those who require educational methods suitable for pupils with little or no naturally acquired speech or language

Functional Deafness

- The ability to discriminate speech from other sounds and vibrations whilst being unable to understand what is intended. This is regarded as the ceiling of performance of those properly described as deaf people.

Hard of Hearing

- Those with a degree of hearing loss imposed upon an otherwise life long experience of normal hearing

Hearing Impaired

- Anywhere on the whole spectrum of hearing loss, from very slight to complete

Partially Hearing

- Degrees of hearing loss which are not natural but in which residual hearing useful for practical purposes still exists

- | | |
|----------------------------|---|
| Partially Hearing Children | - Those whose speech and language, even if retarded, follow a natural pattern not requiring the educational methods used for the deaf |
| Pre-lingually Deaf | - Where the individual acquired deafness either before birth, at birth or in the early years of life, before the acquisition of natural spoken language |
| Profoundly Deaf | - An intense loss of hearing, such as to make hearing useless for practical purposes |
| Residual Hearing | - The small amounts of hearing that may be present in the cases of profound deafness |

A TERMINOLOGY OF TOTAL COMMUNICATION

- | | |
|--|--|
| Audiogram | - A graphic representation in standard form showing the results of a hearing test by pure tone audiometer |
| B.S.L.
(British Sign Language) | - As yet, a non formalised system of sign language, but is that recognised nationally by the British deaf - the natural language of the British deaf |
| Combined Methods
(of Communication) | - Combination of oral and manual methods of communication |

Communication	- The process by which thoughts and feelings are imparted and received
Finger spelling	- Consists of spelling out each word, letter by letter, by using different configurations of the fingers and hands to represent different letters of the alphabet
Gesture	- Spontaneous, formal and non formalised use of body movement significantly for the purpose of communication
Language	- A systematic method of expression of the symbols used for communication
Lip reading	- The ability to understand the spoken word of another person by watching the movement of his lips and face
Manual Sign Language	- Involves the use of hands and arms to convey the meaning of words and concepts. They differ in grammar and syntax from spoken language
Mime	- A performance with gestures and usually without words
Non Verbal	- Lacking in the understanding of the use of words. Not requiring the understanding of the use of words
Oral Methods (Oral Education) (pure oralists) (pure oralism)	- Those who teach through the use of speech, lip reading, the written word and any useful residual hearing

Pantomime	- Exaggerated mime tending to buffoonery
Pre-verbal	- The stage preceding the development of verbal language
Sign Supported English	- A system used (by some teachers of the deaf) where each word uttered is confirmed in sign and with fingerspelling in the exact grammar and syntax of the English language
Speech	- Articulate word utterances in ordinary voice. Use of the voice for verbal communication
Total Communication	- Involves the use of all means of communication:- gesture, sign language, speech, lipreading, fingerspelling, reading, writing, drawing, synthesis, and the amplification of any useful residual hearing.
Verbal	- Pertaining to the use of words - graphic or spoken. Having an understanding of the use of words

(The above preferred definitions are derived from those of:

'Teacher of the Deaf' 5, (3), 1981., Concise Oxford Dictionary 1952, Rodda 1970, Denmark 1979, Education Act 1944 and the Researcher's general experience. They are not absolutes.)

Footnotes

Speech and language are not necessarily synonymous.

"Speech is just one fold in the immense fabric of language". Merleau-Ponty (1964, p42).

The Deaf within the adult deaf community, will vehemently describe themselves as deaf. They stress that 'to be deaf' is not to be 'hearing impaired'.

The term deaf used throughout this study equates with 'functional deafness'.

2.2 THE INCIDENCE AND NATURE OF DEAFNESS

No one really knows how many hearing impaired live in the community. There are no exact tallies, only estimates. In considering the number of children handicapped by deafness the 1972, R.N.I.D. Report found it very difficult to categorise the 'partially hearing'. The Report estimates that, of a school population of 13.5 million in 1972, some 10,000 children had a hearing defect which made special education necessary and also that some 15,000 children on school registers were listed as wearing hearing aids. The R.N.I.D. Report then indicated that there are certainly more partially hearing children than prodoundly deaf children among the hearing-impaired population. Evidence to support this view and to suggest that the above estimate is typical of any year, is found in the N.D.C.S Report (1977) which states:

The number of pre-lingually deaf children is estimated to be 1.5 per 1,000 live births. Less severe degrees of impairment, however, are more frequent, perhaps in the order of 2 children per 1,000.

Whatever total sum this estimate represents, the number is thought not likely to fall with the present decline in the birth rate, as better medical techniques

now ensure a higher survival rate and a better detection rate amongst handicapped infants.

The detection of deafness in new born infants is not an absolute process. In some children the form of handicap detected may suggest a possibility of deafness, in others the deafness is first suspected by parents. Of other forms, adventitious deafness may be found in the early years, only by medical screening tests. (Hutchins, 1978).

The term hearing-impaired embraces the profoundly deaf, severely deaf and the partially hearing. There is no precise agreement upon these sub-divisions of levels of deafness. Using an audiogram to indicate the levels of sound amplification required to elicit a response in particular deaf persons enables more precise definition of these categories to be proposed in terms of hearing losses over a specific range of audio frequencies. The levels of deafness chosen by Conrad (1979) are those supported by Murphy (1956), Dale (1967) and Rawlings (1971) which suggest the use of the term profoundly deaf where a sound amplification in excess of 85 decibels is required. At this level, the deaf do not hear any sounds recognised as speech.

Factors responsible for early childhood deafness include: prematurity, anoxia, maternal rubella, rhesus incompatibility and meningitis. In other cases no direct cause can be ascribed and medical records would show 'Cause not known'. In spite of screening during infancy and the school years, some cases of profound deafness and

partial hearing remain unnoticed or wrongly interpreted (Rutter, 1970). Efforts to discover these cases early and to diagnose them correctly are presently both medical and educational priorities.

The relative situation of hearing-impaired and hearing children at the start of their formal education has been compared by Denmark (1973 and 1975). He suggests that the normal hearing child has been acquiring knowledge through his early years simply because he is able to hear and communicate easily with others. Each act of general education, builds upon a store of knowledge already acquired. But the child who is profoundly deaf from birth, or from an early age, cannot do this auditory language learning. The acquisition of verbal language is thus an immensely difficult task. What cannot be acquired through hearing must be acquired through other sensory channels: by vision, by lipreading, or through the written word. For the pre-lingually profoundly deaf child, therefore, the preverbal stage is very often protracted. Conrad (1977) finds that this state is only partly, if ever, completed. In this work, Conrad is referring to the development of internally verbalised language. The present study gives emphasis to the remarkable development of non verbal language in deaf children. Of the hearing-impaired child, Rodda (1970, p32) writes:

"For a long time it was believed that a definite relationship existed between deafness and mental retardation. More recent objective surveys draw the conclusion that hearing-impaired children are not retarded in non-verbal intelligence".

The writer presumes that a hearing-impairment is imposed upon otherwise normal children. Also he regrets

that the multiple-handicapped child is not the subject of this study. It is possible to argue that, "Blindness isolates a person from things" and "Deafness isolates a person from people". Rubella is often responsible for a deaf-blind condition. The time available is inadequate for the task of researching into the nature of a deaf-blind existence.

Myklebust (1964) in his study of deafness, sums up the situation thus "There are brilliant, average, dull and mentally-retarded deaf and hard of hearing individuals just as there are in the population of the normal hearing". Conrad (1977, p138) records that for those, "educated in England, with hearing losses greater than 85 decibels at the age of 15 - 16, one half had a reading age of less than 7 years, half lipread worse than the average hearing child and only 10% had speech that was easy to understand". Thus the profoundly deaf school leaver is likely to have both an educational and a medically discernible handicap. "Deaf children normally leave school at 16 years regardless of their standard of education. Too few of these children can read or write adequately or have sufficient numeracy or background knowledge, especially of the sciences, to enable them to take advantage of the normal sources of Further Education" (British Deaf Association, 1973).

Of their schooling, Clyne (1972, p76) wrote:

"Deafness does not imply lack of ability, but it does cause a slowing down in the fundamental learning processes. Additionally, the isolation of some born deaf young people in Special Schools, often residential; makes it inevitable that some social skills are slow to develop. Thus the transition from school to Further and Adult

Education is difficult. For most born deaf, the years between 16 and 19 must be written off as a fallow period during which time, gradual adjustment to the outside community and work takes-over considerations for continuing education".

This phrase, 'the fallow period 16 - 19', is not the experience of this researcher and the present study can be regarded as a test of the statement's validity (see Chapter 9).

Tuckey (1973, p80) writes "Impressively little is known of what happens to the hearing impaired after they leave school, usually at the age of sixteen years". Denmark adds to this, "at the age of seventeen after some twelve years of schooling, many have not acquired speech or lipreading skill and in some cases they can not talk at all" (Denmark et al 1979, p72). At the present time, the position appears not to have improved at all and the social consequences now become apparent. Denmark in a study of those hearing impaired referred to him for psychiatric care found the majority fall into the three categories: (i) those suffering from mental illness; (ii) those with problems regarded as directly related to their deafness; and (iii) those with communication disorders. He writes, "the majority were children, adolescents and young adults, (of these) 24.4% were between the ages of sixteen and twenty" (Denmark 1985, p282).

Then, there is a more dramatic finding in this and in the many works by Denmark. He states that, of all those referred to his care, more than half were not suffering from mental illness in the conventional sense. They merely act out the problems of those with poor education and inadequate communication skills. He insists, the

professionals, including teachers of the deaf, are quite likely to be unable to communicate with the deaf in any meaningful way.

Denmark has described how his observation of contemporaries in the deaf community began in the period when his father was a Headmaster of a School for the Deaf. Thus Dr Denmark is largely unique as a psychiatrist with considerable knowledge of educational practices, in this early period he was allowed to 'grow-up' with the deaf.

At the end of the period of their formal schooling the deaf possess few formal qualifications. To add to this there is the practice of most young deaf adults, who in any form of examination require but do not receive the assistance of a trained interpreter. Then in counselling for the adult life misjudgement and confusion ensues. It is not surprising to read, "many young deaf have problems of behaviour and adjustment" (Denmark and Warren, 1972). "They are emotionally immature, authority bound, given to impulse and limited in social sensibility" (Remvig 1971). In the light of this, Denmark and others set out to measure in the young deaf, instances of; frustration, temper, aggression, of being led by bad company, of major delinquency, criminal activity, social behaviour, problems at work, withdrawal and resentfulness of the handicap (Denmark et al, 1979). In this major, yet much neglected, study of the social ills of the deaf community Dr John Denmark and his extensive team of professional researchers produced measurements of the many aspects of the lived world of the young deaf adult. Note a full list of the

various tabulations obtained by this team of researchers is provided as an appendix to this study (see Appendix A14).

The earlier stated presupposition did not point to any study of the psychiatric needs of the deaf. On reflection, this direction now appears as an inevitability. A feasibility study and a pilot study was used to produce study aims which appeared achievable in the manner of an orthodox psychology. However, there exists an area of overlap between this present study and the work of Dr John Denmark.

Denmark suggests that the majority of those referred to his care are not there because of a mental illness requiring treatment by psychiatry. The majority of those referred to him are there because of social uncertainties caused by a failure in communications. This further suggests the theme of a communications breakdown between the young deaf person and the professionals who advise and educate them.

Independent of this, and in the area of research into the education of the deaf, my earlier studies arrived at similar conclusions (Grant 1976, 1980). There are similarities and differences in this overlap of research. The sample population used in the work of Denmark et al (1979) is defined in much the same way as in the present work. Denmark's work sample is larger (N=75). His team of researchers working with both parents and professionals, have researched and reported extensively. There appears to have been very little, 'take-up' from this study. Denmark and the team drew much of their

information from the hearing community which impinges upon the world of the deaf.

In this present study a major difference lies in the avenue of approach going directly to the deaf community. Now, the young adult deaf talk for themselves. The study, based upon a qualitative psychology, is aimed at a small group of young people, properly anticipated by Gesell (1954, p117-120) they are, each "A well adjusted non-hearing child who is completely managing the limitations of his sensory defect". However, there was the surprise development in the period of the main study. This development tended to move a part of the study from the psychology of deafness to a 'deaf psychiatry'. It was discovered within the opportunity sample (N=50), a smaller group (N=10), which might be representative of those thought to be in need of psychiatric assessment. After a period of correspondence, then meeting with Dr Denmark (see Appendix A13), it was decided to extend this thesis, from that of a qualitative study based upon orthodox psychology to one which necessarily demands a more radical technique in order to arrive at a "phenomenological" description of the individual's "lifeworld". The general theme of this is now stated:- "When there are young deaf adults who are experiencing major communication difficulties which render inappropriate the part of the main study in the area of repertory grid and qualitative psychology, then a second approach of a more radical nature, will be used to determine whether these individuals are equally natural and normal young adults".

2.3 A METHODOLOGY SUITED TO A QUALITATIVE STUDY

Having presumed a general normality in the deaf, the main method of classical Freudian psychology was rejected largely on the grounds of its dependence upon verbal exchange. My earlier studies in the education of the deaf had prepared the way for a cognitive rather than motivational approach. The expectation of intense problems of communication with the deaf ruled out studies of 'the unconscious' as a model of their mental activity. Signing and Total Communication were seen as vital to the progress of this research. Behaviourism was also rejected, on the grounds that its psychology, is dependent upon empirical observation of the externals of behaviour. This study seeks to understand the activities of 'the mind'. The study required a cognitive psychology, which lends itself to an interview and interpersonal examination, in a non-oral mode.

There is an alternative choice to the above Psychologies in the work of George Kelly (1955). His methodology and psychology have been evaluated by Fransella (1975), Bannister and Mair (1968) and others. Having previously used this psychology with some success when working with both deaf and hearing children in a feasibility study, Personal Construct Theory was retained for this research. In Kelly's work there is a framework for research which anticipates the needs peculiar to the deaf. Kelly (1955. Vol 1. p16) writes:

"If we reach an understanding of how a person behaves, we discover it in the manner in which he represents his circumstances to himself. A person is not necessarily articulate about the constructions he places upon his

world. Some of his constructions are not symbolized by words; he can express them only in pantomime. Even the elements which are construed may have no verbal handles by which they can be manipulated and the person finds himself responding to them with speechless impulse. Thus, in studying the psychology of man-the-philosopher, we must take into account his subverbal patterns of representation and construction. What we are proposing is neither a conventional philosophy nor a conventional psychology. As a philosophy it is rooted in the psychological observation of man. As a psychology it is concerned with the philosophical outlooks of individual man. Upon this framework we propose to erect a limited psychological theory".

Personal Construct Theory contributes to the school of psychology, in which, 'the self is established by an interaction with others'. There is much precedence for this. The symbolic interactionism of G H Mead (1934) is upon this basis. Here a person's self-concept develops in relation to the reactions of other people to that person and to how he reacts, as he perceives other people reacting to him. Similarly Goffman and other Role-Theorists recognise that self in a social structure arises through interpersonal communication. Satre (1981, Translation) suggests that by anticipating anothers' reaction and ones own reaction to the others' reaction, a person is able to examine and evaluate several courses of action and choose from them. Kelly would add that the success or otherwise of this particular choice is an internalised event which establishes a personal construct and that this personal construct if used predictively, is a guide for future actions. The use by the deaf of the personal - interpersonal relationship is the focus of this research.

At this stage of the research, self-identity, self-concept and self-awareness are regarded as sufficiently

similar to be viewed as the one object of the study. This begs the question,

"Where self-awareness depends upon a social interaction, what happens to that self-awareness when there is both a restricted social interaction and a severe problem of communication?"

Additionally "Do the resulting misunderstandings in the social interaction imply a resulting misunderstanding of the self? In this review of the literature, the researcher has found no answer to these questions. An attempt to describe the quality of self-awareness held by the pre-lingually profoundly deaf young adult appears to be an unexplored and unresearched field of human psychology.

The studies of deaf adolescents at work, by Storer (1977) and Sawtell (1978), indicate that there is a scarcity of British research in this field. Medical matters reveal a more prolific area of study, though much of what research there is, is mainly anatomical and is aimed at younger deaf children. The Psychiatry of Deafness is the exception. Here there appears to be some correlation with adolescence.

In education, Conrad (1979), tested the reading ages of deaf school leavers and produced general agreement with the American studies of Myklebust (1964), where standardised tests of literacy and numeracy indicate a 7-8 year retardation at the age of 15 years. Furth (1966), has pointed out the impropriety of regarding this difference as a reading difference, rather than a linguistic incompetence. The problem is therefore more

deep rooted than a mere "low reading age". Conrad finds that the deaf never develop an adequate internal linguistic facility. The study of 'perception' by Merleau-Ponty provides an insight which might point to a misinterpretation by Furth and Conrad in this respect. Conrad and Furth refer to a restricted internal linguistic facility. They do not refer to the possession by the deaf of an extensive internalised 'non-verbal vocabulary of signs'.

It is the possession of a 'non-verbal vocabulary' which if shown to exist and which if then shown to be demonstrably available would facilitate the articulation of a deaf 'Self-awareness'. This generally stated, apparent failure of development of an internal linguistic facility governed the search for a suitable methodological framework for this study.

Personal constructs were judged to be the appropriate statements to use, in this search for an internalised language. Personal constructs are based upon a clinical cognitive theory of personality. What distinguishes the theory is its adaptability in studying how the individual perceives, interprets and conceptualises the events of his or her environment. Other researchers have used a non-verbal form of personal construct technique. Ravenette (1975) who used photographs of real people with young children, and Reidel (1970) working with drawn patterns illustrates this. Further Kelly (1955, Vol 1, p110) suggests "that a person is not necessarily able to articulate the constructions

he/she places upon his/her world. Some constructions may not be symbolised in words and may only be expressed in pantomime, others by speechless impulse". This instruction provides for a direct approach to deafness. Radically, the greater part of this study it is thought will be conducted in the medium of a sign language.

THE REPERTORY GRID

In Personal Construct Method the words or phrases used by an individual, to segregate the roles of small groups of people (triads) into the two who are similar (emergent pole), and the one who is different (contrast pole), not only describes the personal characteristics of these people (the elements) in the group, but these statements also describe the perceptions of the individual participating in the segregating procedure. Bannister and Mair (1966) and Mair (1967), provide a guide to, and evaluation of the various forms of and methods used to obtain these segregations. After a study of this, the Role Construct Repertory test (REP) was chosen for this study.

The REP test provides a means of determining the elements and constructs an individual employs to interpret his/her environment. The principal features of this approach are, that these construct systems control the role one plays in life and that constructs are revealed in the individual whenever he talks/signs about other people. In so far as REP technique indicates the "lifeworld" of the individual, it provides a basis for an existential-phenomenological description.

In this Repertory Grid form, selected individuals known to the deaf person are chosen as 'the elements'. These elements are then sorted into triads and described in 'constructs'. For statistical purposes, the triadic sorts are processed in a systematic sequence. These to be further analysed as 'The Sets'. Content Analysis is carried out in advance of Principal Component analysis. Kelly (1955), Ravenette (1964 to 1975), Slater (1964 to 1977) and Bannister (1968 to 1970) are amongst those who offer methods of statistical analysis which are suitable for this research method.

THE TOTAL COMMUNICATION VERSION OF REPERTORY GRID

Kelly himself recommends the adaptation of the REP grid to meet the needs of the situation and specifically instances its suitability for use in the non-verbal mode. Thus the technique of Total Communication can be regarded as the appropriate medium for the conducting of a REP grid with pre-lingually profoundly deaf young deaf adults. Here, Total Communication describes oralism, lip speaking and lip-reading, pantomime, ideosyncratic signs and gestures, pictures, drawings, photographs, writing, British Sign Language, sign-supported English and all other forms of non-verbal communication. Thus the method of communication is very different to the normal, yet the essential structure of the Repertory Grid remains the same.

The sixteen elements chosen as the basis for the grid have been largely used at different times by Kelly and by others. The study of self-identity by Norris and

Makhlouf-Norris (1976) is of particular interest as they instance 'SELF' as one of the elements. In the British sign language of the deaf, there is a clear sign-signal for 'self' which is different to the sign-signals for 'I' and for 'me', for 'we' and for 'all'. This will, it is hoped, provide for levels of discrimination in the choice of sign to be used. Even in this, it recognised that there are limitations in the use of a sign language mainly because the sign chosen is only a symbolic representation of the message and meaning involved. For example, 'Mother' can become the symbol for social belongingness. 'Father' can become the symbol for maturity. In most people the gestalt of, 'Mother' and 'Father' represents personal constructs of a much higher order than that of their individual identity. In sign language this kind of figure symbolism is more characteristic of the simplistic personal constructs one might first form in childhood. It is uncertain whether the deaf can use this gestalt figure symbolism. Kelly (1955, Vol 1, p44), writing on interpretation points to the weakness. "Of possibly many meanings, and many symbolisms, just which is intended, is perhaps the most subjective decision required of a therapist when proposing treatment".

The nature of meaning after translation between two established languages is arguable. The nature of meaning after translation between sign language and the English language is even more problematical. There is no record of an attempt to translate the non verbal body language of the deaf into the English language. This study presents a

first attempt at a guiding phenomenology for this translation. There is as yet no 'National Dictionary of Sign' used by the British Deaf Community and regional variation in signing does occur (see Appendix A16). The 'Word Game' in the pre-interview routine represents a long and earnest period of negotiation in which the meaning of Key words/signs to be used in the Repertory Grid is established. In this period the personal 'I' is lost and the researcher also allowed himself to be interviewed and then educated. (See Chapter 4).

2.4 A METHODOLOGY SUITED TO A NON VERBAL STUDY

The central part of this study is based upon a sign language version of the Repertory Grid procedure. After the stated uncertainties in first obtaining the raw data of interview, it was anticipated that there would be further difficulties in the interpretation of this data. The form of analysis chosen for this area of study is that of a qualitative method. When the raw data of interview became available, a Content Analysis was applied to the written constructs and a Principal Component analysis was applied to the matrix of raw scores. This generated a further qualitative analysis of both within the guidelines of an existential self awareness. This work is reported upon in the form of Case Studies.

A pre-interview routine, based upon the strategies of existential phenomenology, had been created for this study. When this pre-interview routine revealed a subgroup, within the sample population, unable to meet the sign language requirements of the Repertory Grid, a

decision was taken to develop an alternative interview routine. The phenomenology preferred is that outlined by Giorgi (1972), Wertz (1985).

In this phenomenology, a quantitative or qualitative method may provide the initial information concerning the first person experience. Later it is this first person experience which is then subject to the technique of phenomenological analysis. The real meaning of the phenomena within the experience is being sought. Ashworth (1981; p26) writes:

"From phenomenological psychology comes the corrective which asks more of description than a merely subjectivist interpretation of action: the interpretative understanding must move towards that which is truly the essence of the phenomenon".

This study is a search for the inner self which is the young deaf adult.

The study set out to use the sign language of the deaf as the medium through which a first description of a deaf self might be made. The problem further developed to become the search of a description of self, to be made when expression, through the medium of sign language itself, is not available. These are the truly non verbal deaf.

There being no literature upon the self awareness of the non verbal deaf, alternatives were sought. In the major study of schizophrenia by Laing the theoretical phenomenology of Husserl and Heidegger was used in clinical psychology. Laing (1960, p37) writes; "what is existentially true is lived as 'really' true". This study examines the lived world of the deaf. Other minority

groups have been researched. In terms of research in the Social Sciences, the works of Goffman (1959-1963) arguably best represent this. Phenomenological studies of 'mind' have been recorded by Keen (1975) with a normal individual, and by Van den Berg (1972) using a psychopathological subject. These studies dimension the 'mind' of a thinking person in terms of the spatial, temporal and the personal - interpersonal. Both studies illustrate the now preferred technique for use with the non verbal deaf. This comprises of, 'phenomenological reduction', which is a contextual reading, then 'imaginative variation' and 'interpretation'. In other areas of Human interaction Kvale (1983) and Wertz (1983) offer similar studied analyses of research data using this phenomenological reduction. They show how an expansion of meaning and fundamental truths may both be drawn from original data.

All these phenomenological models of analysis include the theoretical underpinning outlined in the philosophical existentialism of Sartre and Merleau-Ponty. Sartre (1957) in his major work, argues that Man's self-awareness is established only when man becomes aware that others have awareness of him. Merleau-Ponty (1962) provides a complimentary opinion, by suggesting that 'awareness' is derived from an observation of things, and this adds to the awareness of self. It is to be emphasised that the central aim of this "phenomenological" work, is to provide a description of the life world of the profoundly deaf young adult.

The further extension of such analytical techniques,

the formation of a Non verbal interview and the subsequent analysis obtained, during the 'pre-interview routine' and the 'Non Verbal interview' of this study, is described in detail elsewhere. (See Chapter 4).

Critchley, et al (1981, p20) writes,

"The difficulties of assessing the subjective experiences of deaf persons who are not only without speech but also have limited verbal language cannot be overestimated...Deaf persons may not understand or know words in a question and so the meaning of the question is not only not appreciated but may be misunderstood...Questioning may well bring out the affirmative nod without understanding, well recognised by experienced workers with the deaf. Deaf persons may nod because they are unwilling to admit when they do not understand a question".

As a result of this admonition, fundamental to the method of data gathering, in this area of the study, will be, the repeated check upon each question asked and each response recorded. Giorgi makes explicit the mutual dependancy of the researched and the researcher. In this case the individual deaf use the researcher for contact with the hearing world. A constant negotiation of meanings and of responses occurs throughout. The non-verbal deaf of the sub group are not suited to the Sign Language version of the Repertory Grid, as this has a large Sign/verbal content. This study also searches for a lived truth described in non verbal language. In the psychiatry of deafness, Critchley, et al (1981, p32) wrote, "thought disorders are particularly difficult to detect where the means of communication is rudimentary". This stricture must apply to a non-verbal interview with the deaf. To add to this general uncertainty, deaf such as these have been described as; Immature, egocentric,

lacking in foresight, prone to impulsive and sometimes aggressive behaviour (Basilier 1964), and; Aloof, disengaged, disassociated and isolated with respect to others (Micklebust 1964). It is important to dispel any general notion that this sub-group of non verbal deaf people, are simply 'the mentally retarded deaf'. This is definately not so. Denmark describes them, "the range of (their) intelligence follows a normal distribution, from below average to above average. They are educationally retarded and emotionally immature" (1975, p2). "Uncomplicated pre-lingual profound deafness presents an enormous barrier to normal language development. When it is complicated, by even a minimal degree of intellectual retardation, then language development becomes even more difficult" (1978, p7). The Non Verbal interview of this study is essentially a verbal record made of a non-verbal conversation. There appears to be no precedent for this practice.

This radical approach to an interview based upon non verbal communication is a further attempt to understand the life-world of the deaf by an orientation 'from within' the lifeworld of the person being studied. Thus the 'subject' and the investigator co-operate in trying to uncover psychological truths. Intended meanings in each non verbal dialogue are subsequently negotiated. At a later stage in this empirical work, there is a place for reflection. This is necessary if the work is to comment on lifeworlds in general. Reflection here aims at uncovering essential characteristics and particular psychological features. It is argued that the empirical

aspects of this study and the reflective procedures which follow are mutually supporting in this search for the self in a non verbal identity.

The existential model argues that 'Self' is essentially intersubjective, and the development of relations with others precedes the awareness of Self and of others. There is a weakness in this model in respect of this research. This is the reported 'isolation' of the deaf. If the respondent cannot be 'reached' during the interview situation, then this argues there is a 'non relation with others' and consequently no Sartrean awareness of Self can develop. At this stage of the research it is not known whether the deaf do possess a self awareness.

The first objective of this study, through the use of both Repertory Grid and Non Verbal method, is to establish whether the deaf do have a self-awareness. Both methodological approaches have their strengths and weaknesses. The first method is well established, by precedent. The use of existential phenomenological psychology of deafness especially in a non-verbal form is yet to be justified.

In this review of the literature, and in respect of this research, the described task, is to take the other persons non verbal world and articulate it. There are dimensions which presuppose this other world. The dimensions were established by Sartre, Merleau-Ponty and Heidegger. The use of the interpretative response is to be found in the work of Goffman and this is the model from

which this radical technique takes its form. Outlined above are the resources used, to create a model interview in non verbal format which attempts an initial description of the world of the pre-lingually profoundly deaf. The spatial, temporal and personal - interpersonal dimensions used, are drawn from existential phenomenological philosophy. These dimensions are those which are essential in describing any lived world whatsoever.

Graumann (1970, p57) summarises:

The proper subject-matter of phenomenological psychology is man-in-his world. It is man, not consciousness nor behaviour, least of all responses of an organism. It is the bodily existing person. It is world, not physical reality nor external stimuli. It is nature and the historically grown human world as far as the person experiences it, behaves towards it, is conscious of it. Thus man-in-his-world implies that neither man nor world are independent entities, but rather terms of a meaningful relationship, the essential characteristic of which is **intentionality**. Which means that man is bodily related to a world which he posits as existing independently of his being related to it. This - real or imaginary - world posited as objectively existing motivates the person to act, i.e., to behave towards it in a meaningful way. This co-existence of man and world, of person and situation, must be conceived as a dialectical relationship; neither can be thought of without the other.

The theory to be examined in the non verbal interviews of this study becomes, "those individuals, met in the main area of the research, who are judged unable to complete the sign language repertory grid will, when allowed, be able to participate in a non verbal interview. This participative routine, will reveal in the respondent a possession of Self-awareness. Finally, the Self-awareness described, will support the claim, made earlier in presupposition and then stated as an objective in this research, that these individuals are normal young people who are both non verbal and deaf.

3.1 THE FEASIBILITY STUDYMethod

A feasibility study in anticipation of the present research took the form of a small scale study of a socio-legal problem involving a group of pre-lingually profoundly deaf young teenagers. This concerned the lack of successful communication between a mother and her wayward 15 year old son. (Grant 1979). A serious misunderstanding between mother and son became apparent when the police were making enquiries about a disturbance in a public place. The matter came to an end when the police accepted "that there was no criminal intent in the child in question". The study chose to examine this police statement and tried to establish whether deaf children had formed the concepts of right and wrong, lawful and unlawful, punishment and justice.

In the feasibility study the researcher went to the writings of George Kelly. In 1955 Kelly produced his major work "The Psychology of Personal Constructs", (two volumes). The theoretical structure of the psychology involved in Personal Constructs is provided in the first volume. The methods of statistical analysis outlined in volume two were appraised but seemed to be outmoded. After a review of much supplementary literature surrounding 'Personal Construct Theory', the researcher was drawn to use Kelly's work. Kelly himself recommended the adaptation of his technique to meet the needs of the

prevailing circumstances.

A.T. Ravenette, in the period 1968 to 1969 had developed methods of administering the grids to children through the medium of photographs. Reidel (1970) had introduced non-verbal impersonal picture representation into the theory. After further adaptation a methodology for working with deaf children had been developed.

At the time of the survey, the City of Sheffield employed only one Welfare Worker able to use sign language to communicate with the deaf. No Teacher of the deaf had this skill. When an infringement of the law involving a school age child occurred in a public place, School Governors, the Police and Parents were at a loss.

The sample used in the survey consisted of five teenage boys all known to each other. Three were pre-lingually profoundly deaf, and two had normal hearing. The test instrument was "The Role Construct Repertory Grid". The survey was directed to three proposals.

- (1) The role attributes of the whole group, both deaf and hearing can be obtained.
- (2) The list of role attributes obtained will match favourably with the pre-test description of each individual child.
- (3) The individual from within the group who holds different attributes to 'Law and Order' would be indicated by a statistical analysis of the outcomes of the modified Kelly-Ravenette REP Test.

Note Role attribute means, which supposed
'characteristics' are attributed to each of several
'identities', represented by photographs of real but
anonymous people.

The application of the REP consisted of Rank Ordering
a set of photographs against a table of eight provided
constructs. Each photograph consisted of a different
contemporary youth engaged in some activity.

The provided constructs are listed below:-

- (1) which boy will/will not have a lot of friends.
- (2) " " " " make his mother angry.
- (3) " " " " make a policeman angry.
- (4) " " " " make his teacher angry.
- (5) which boy is/is not good friends with the other
 boys.
- (6) " " " " often worried and frightened.
- (7) " " " " the same as you.
- (8) " " " " best to change into.

A Rank Order correlation was calculated and tabulated
in the form of a correlation matrix. A cluster analysis
of the first three simple linkages were performed for each
matrix.

The conclusion to this survey suggested:-

- (i) that the results of the Repertory Grid analysis had
 not clearly matched the pre-test character
 description of each participant; perhaps due to the
 scarcity of data in this small sample.
- (ii) that the individual with a different attitude to law
 and order had produced different results in the

Repertory Grid.

- (iii) that the method of analysis using clusters of elementary linkages proved to be inconclusive and that some complementary tests of personality should be performed at the time of the application of the Repertory Grid. NOTE this finding later inspired the idea of a pre-interview routine.

The main outcome of this small scale survey was the confidence that research in this field was possible. It was claimed at that time, that it was possible to make contact with the pre-lingually profoundly deaf child through some formal structured approach, and to draw meaningful conclusions from the results obtained. In this respect alone the feasibility study had turned out to be a success. The content of this feasibility study is reflected in the preparation of a Pilot Study now described.

3.2 PILOT STUDY

METHOD

In the early stages of this main study a pilot study was completed. The Pilot Study initially chose to examine some of the pre-suppositions held by the researcher, and later to determine which of these could be appraised during the projected main study. Three pilot study aims evolved from this. These are:-

- (1) Pre-lingually profoundly deaf young deaf adults will be able to describe themselves in relation to others living in a hearing world.

- (2) These deaf will believe that early life experience has failed to give proper preparation for adulthood.
- (3) These deaf will hold restricted views upon personal attainment and potential for self-development.

The Pilot Study entailed an acquisition and an understanding of British Sign Language. It also required the development of a vocabulary test and other tests.

The decision to make a direct approach to the profoundly deaf in the pilot study and in the main study had established major problems in the area of language communication. In an attempt to come to grips with these problems, the Pilot Study was used to establish what was thought to be a satisfactory model for an interview situation.

A small sample of four pre-lingually profoundly deaf young adults was used in the Pilot Study. All had contributed in some manner at an earlier time in the Feasibility Study. Of the group in question, all had a home background in which English was the mother-tongue. Yet none were fluent oralists. All used a combination of spoken English, mime, signs, lip-reading and the purely physical non-verbal forms of communication. None had been instructed in the use of British Sign Language. Subsequently, the researcher took the decision to conduct the Pilot Study interview in 'Total Communication'. Total Communication may be defined as the technique of combining all the forms of communication mentioned above.

It was intended that the four pre-lingually profoundly deaf young adults should take part in a REP

test and in a video-recorded interview with the researcher. This would allow the subsequent appraisal of the interview data and some checking for consistency of interpretation. Several viewers were planned for and became involved in this appraisal. They included both deaf and hearing individuals.

In this way a tentative claim of validity is made in the transcription from the Total Communication of the interview to the scoring of the Repertory Grid, and then to the manner of analysis. This approach helped, in the changes in procedure during the Pilot Study, which were carried over into the main study.

THE VOCABULARY TEST

Two introductory tests preceded the Repertory Grid interview. Here the respondent was encouraged to participate in a vocabulary test to determine word comprehension and levels of fluency in Total Communication. Also this is a way of encouraging the respondent to talk about other people. The list is in two parts, which consists of 'good, and 'bad' descriptions of persons.

'Good things to say':

Talks, Works, Calm, Helpful, Normal, Funny, O.K., Likeable, Clever, Truthful, Good, Clean, Best, Nice, Strong, Happy, Fit, Beautiful, Kind, Interesting, Adult, Sincere, Thinks, Quick, Child, Hearing, Serious, Fair, Trust, Sensible.

'Bad things to say':

Mean, Stupid, Selfish, Unreliable, Wastes, Worrier, Angry, Crazy, Fed up, Hate, Afraid, Cheat, Bad, Untidy, Silly, Low, Nasty, Weak, Sad, Ill, Ugly, Cruel, Boring, Difficult, Suspicious, Snob, Liar, Different, Bully, Simple.

NOTE There is a radical aspect to the vocabulary test. Because each word is checked for meaning, both verbally and in sign language, the meaning ascribed to each word is decided upon by mutual agreement between researcher and deaf respondent. The vocabulary test is first used as a measure of literacy. It also serves as the basis of an extended conversation in Total Communication. It then becomes a way of 'providing' or 'eliciting' the constructs needed to complete the Repertory Grid.

2 THE PEOPLE SCHEDULE (ALSO PRECEDES THE REP)

The respondent is given a guarantee of anonymity. The respondent is then provided with a sheet containing 16 role titles and is asked to write in the space available, the names of different 'real persons' to match each of these roles. These elements are essentially those established by Kelly. They are retained for the whole of the study.

Five Sets are then created from this list of 16 elements. The Sets establish a Personal - Interpersonal dimension. The first of the Five Sets starts from the respondent's immediate experience by drawing upon their knowledge of family life. This interpersonal dimension is

then extended into 'the School influence' and expands further into the world of Personal Friendships. A subjective assessment of others is then demanded, as the two remaining sets are Admired people and Rejected people. The Rejected Set takes-up the final position in the Repertory Grid test.

THE ELEMENTS (PILOT STUDY FORM)

- | | |
|----------------------------|-----------------|
| 1. SELF | |
| 2. MOTHER | |
| 3. FATHER | Family Set |
| 4. GRANDPARENT | |
| 5. GOOD TEACHER | |
| 6. BAD TEACHER | School Set |
| 7. HEADTEACHER | |
| 8. FRIEND (same sex) | |
| 9. FRIEND (other sex) | Friendships Set |
| 10. UNFRIENDLY PERSON | |
| 11. INTELLIGENT PERSON | |
| 12. ATHLETIC PERSON | Admired Set |
| 13. ARTISTIC PERSON | |
| 14. STUPIDLY ACTING PERSON | |
| 15. LAZY PERSON | Rejected Set |
| 16. HATED PERSON | |

Extra help may be offered and given by way of further role descriptions in order to facilitate a full set of nominations.

REPERTORY GRID PROCEDURE

The first set of three role title cards are offered to the respondent, who is then asked to sort them by 'similarity' (two cards) and 'difference' (one card). This is referred to as the triadic method.

The first triad is the first in a sequential pattern of sets used in the same order throughout the study. The sequential pattern of the five sets is a requirement of the computer programme providing the statistical analysis.

Example:

1st Triad = Self + Mother + Father

2nd Triad = Self + Mother + Grandparent

3rd Triad = Self + Father + Grandparent

4th Triad = Mother + Father + Grandparent

Note: The four triads make up the Family Set.

The respondent is then offered a choice from the list of words in the vocabulary test and is asked to create a 'personal construct'. This construct is bi-polar and is chosen to give the closest approximation to the reason for the preferred separation of the three role titles.

Example:

(Self + Mother) is Good (emergent pole)

(Father) is Bad (contrast pole)

"Good - Bad" is the first of the bi-polar constructs.

The respondent is then asked to locate these and each other element along a scale of dimension of the first construct. This dimension is graded on a five point

scale.

THE RATING SCALE

SCORE, 1 = very much
 2 = a little
 3 = not at all
 4 = a little
 5 = very much

The middle value 'not at all' is awarded when the element has none of the properties described by either end of the bi-polar construct. These raw scores are then tabulated. This procedure is then repeated using the second triad of titles in the family set. A second personal construct is elicited and scored. The procedure is repeated until the full sequential pattern has been applied to all the sets of the Repertory Grid.

Experience has shown that this form of interview demands considerable concentration by the respondent and that this concentration has to be sustained for periods lasting longer than one hour.

The respondents and other volunteers tested sustained an enthusiasm and concentration for the full period of the test. One feature showed dramatically in the video record of interviews. Much of the time was spent in signing and in silence. Much of the video time also recorded non-verbal communication. The term 'THE SILENT INTERVIEW' emerged.

STATISTICAL PROCEDURES

After earlier trials using The 'GAB' programme to analyse the Grid data (Higginbotham and Bannister (1982) , this method was rejected. An alternative was chosen. Slater (1967) had developed forms of computer based statistical analysis of Repertory Grid material and showed how this could be applied to studies of interpersonal relationships. Later, Slater's 'Ingrid 72' computer programme was preferred to others because of its openness and adaptability and because of the researcher's previous experience of these analytical techniques.

In the pre-pilot study period, some 20 interviews had been conducted with deaf and hearing volunteers. These using various grid sizes, with dichotomous, graded and ranked scoring systems. Content, linkage, cluster and principal component analysis had been tried. At the end of the pre-pilot study period, a well established interview procedure had been developed. This became known as the 'Silent Interview'.

The raw scores, obtained at interview, from the four respondents were compared and contrasted with an entirely false set of data created by the use of random numbers. This False Plot has no psychological significance and is used simply to validate the statistical procedures used in the Pilot Study. A list of the sub-routines used in this computer programme is given later under the heading False Plot Analysis. Slater (1977) also provides and describes several grids in which the raw data is obtained from tables of random numbers and calls these 'Quasi-Grids'. In a similar procedure, in the earliest stages of this

research, a quasi-grid using random numbers was created. This grid later became The False Plot used to evaluate the 'Ingrid 72' programme also to provide comparative statistics for the research.

The twelve sub-routines, chosen from the 'Ingrid 72' programme evaluated by using a False Plot matrix, were thought sufficient in spread and depth of complexity to allow an effective application to the raw score matrix of the four pre-lingually profoundly deaf respondents. A mapping of principal components in two and three dimensions for each respondent is also provided (see Appendix 12A). These mapping techniques were modified to a new format for use in the main study (see Chapter 4).

List of Sub-Routines Applied (Pilot Study)

1. Raw Score Matrix.
2. Element Means.
3. Construct Means.
4. Total Variation.
5. Bias and Variability.
6. Construct Correlations.
7. Element Sum of Squares.
8. Element Distances.
9. Principal Component Analysis.
10. Bartlett Test.
11. Two Dimensional Mapping.
12. Three Dimensional Mapping.

The Statistical Norms

1. Raw scores are first tabulated on blank score sheet.
A matrix of 20 columns and 16 rows was completed, using results graded 1 - 5 obtained from a table of Random Numbers.
The 20 columns represent the 20 constructs.
The 16 rows represent the 16 elements.
2. The element mean (average is 3.0). When using random numbers, the lowest mean obtained was 2.450 and the highest mean obtained was 3.45.
3. The Construct mean (average is 3.0). When using random numbers the lowest mean obtained was 2.25 and the highest mean obtained was 3.688.
4. The Total Variance is arrived at by calculating the sum of the squares of the deviation from the mean for each construct (column). The grand total for all the constructs is accumulated. When using the random number matrix, the total variation is 608.0.
5. Bias increases where more elements are referred to one pole of a construct than the other. Variability increases as the elements are contrasted more widely on the grading scale. The false plot produced a Bias of 0.2054 and a Variability of 0.7118.
6. In False Plot the highest Correlation between two constructs is -0.742 (or 55% variance). Child (1970) proposed that the distinction between unique variance and common variance of factor analysis is

lost in this programme of Principal Component Analysis. In this study a minimum value of 0.8 correlation (64%) is used to suggest a real correlation and, therefore, a genuine relationship between the two constructs in question.

7. A large sum of squares of deviations from the mean indicates that the element is an important one. The sum of squares for each element may be recorded as a percentage value of the total variation accounted for. A true average for the matrix is 6.25%. The random numbers produced a minimum value of 3.5% and a maximum value of 8.16%.
8. After normalisation of the raw score matrix, the elements can be placed on one mathematical dimension. Their distribution along this dimension is balanced about a centre point. The expected distance between any two elements drawn from a construct system can be calculated. In False Plot the expected distance between Element 1 and Element 6 using random number scores appeared as 0.916. From this value, a comparative distance between element E1 and E6 is derived.
9. Principal Component Analysis is the most complex analysis provided in Slater's programme. Each principal component, though mathematically derived, have a structure which suggests that they may be equated to the 'Superordinate Construct' of Kelly's theory. These superordinate constructs are

the main referencing standards which guide the thoughts and actions of the person holding them. Thus a study of the computed principal components should enhance any psychological profile of the respondents concerned.

In the computer print-out, the principal components form an ordered series each accounting for an independent part of the total variation from the largest to the least. Three or more principal components may be needed to complete the analysis. However, any residual variation left after three components have been extracted can still have a psychological significance.

The total variation accounted for by the first three components drawn from the False Plot matrix is given:

1st Principal component 22.61%

2nd Principal component 15.67%

3rd Principal component 7.07%

10. The Bartlett test is given within the 'Ingrid 72' programme and this gives a guide to the real psychological independence of the components to be examined. The Bartlett test was applied to False Plot and gave a nil result.

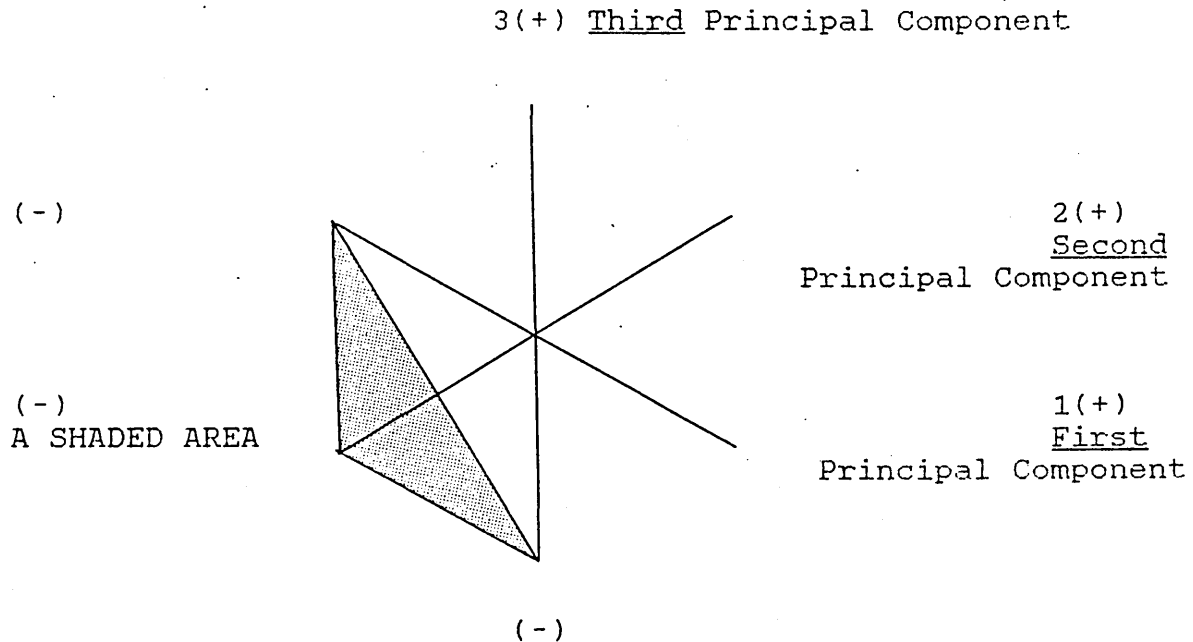
11. Slater's 'Ingrid 72' computer program has the facility for mapping of element distances in two dimensions. The first Principal Component constitutes the major axis. The elements are shown

to be spread out in different directions. A cluster of elements may be of psychological importance, as is the isolation of a single element. The computer program includes a graphics facility which maps the linear dispersion of the elements in the component space within the construct space. Further mapping relates the 1st and 2nd, 1st and 3rd, 2nd and 3rd principal components in this mathematical space. The two dimensional model is essentially elliptical in form, with the more important component given the major dimension. The analysis of the first three principal components in this way will largely exhaust the element variance. Further analysis was not pursued.

12. Slater's 'Ingrid 72' computer program has the facility for mapping element distances in three dimensions. As principal components are strictly orthogonal, then the first three components can be mapped at right angles to each other. These same dimensions can be superimposed upon a globe. Referencing from a globular map is only possible when points on the surface are regarded as interpenetrating dimensions with both a 'fore' and 'aft' pole showing exactly at the surface. The Pilot Study explored these mapping possibilities, and some were retained in the major study. However, to dramatise a visual presentation of the information a unique form of presentation of the first three principal components was created. Here the first three principal components, expressed as

derived superordinate constructs, are shown in three dimensional orthogonal space using the Standard Cartesian notation. This model projects the self-awareness of the individual showing within the shaded area of that space.

EXAMPLE OF MAPPING IN 3 DIMENSIONS (PREFERRED VERSION)



OUTCOMES AND CONCLUSIONS (PILOT STUDY)

1. The Pilot Study describes the attempt to interview a small number of pre-lingually profoundly deaf young adults. The decision to use the method of Total Communication appears to be vindicated.
2. A common vocabulary list was developed and used successfully to test word comprehension and signing fluency.
3. The vocabulary list was at first used in the extra

task of providing constructs for Repertory Grids. This technique was seen to have its limitations and the practice was largely discontinued. An exchange in Total Communication between Respondent and Researcher was substituted in order to elicit constructs for the Repertory Grid.

4. A suitable computer program for the analysis of the Repertory Grid was sought and after testing this and others, the program 'Ingrid 72' was found highly suitable.
5. A list of Elements (people) who populate the conceived world of the pre-lingually profoundly deaf young adults was developed. This list was divided into the sub-sets of: Family, School, Friends, Admired and Rejected people.
6. Quasi or a False Plot of random numbers was developed in order to provide familiarisation practice with 'Ingrid 72' and to provide a set of parameters for the various stages of statistical analysis, to be applied to the raw data. This proved a successful technique.
7. A video studio was used to record two interviews for analysis of the interview technique and to appraise the standard of Total Communication achieved by the interviewer. Subsequently the interview was modified to encourage a greater participation by the deaf respondent in the light of success in this.

8. The program 'Ingrid 72' proved extensive, complex and sophisticated. The program was appraised stage by stage by means of a separate review of the literature, and by drawing upon the interviewer's previous training and experience. The practise with False Plot was followed by a full analysis of each respondent's raw data. The quality and quantity of statistical analyses provided by the program 'Ingrid 72', appeared to be an entirely suitable match to the methodology chosen for this research study.
9. A content analysis of the interview data of the four respondents was made and this contributed to the creation of a psychological profile of each respondent. These records were given the anonymity of a letter-code of: H., C., R. and K. The program 'Ingrid 72' was then applied to the raw data. The data consisted of a 16 x 20 matrix grid, developed from Kelly's Personal Construct Theory into a full Repertory Grid. This analysis forming the substance of the psychological profile. The willing participation of the four respondents is regarded as a justification in continuing this methodology into the main study stage of the research.
10. There were limitations in the quality of the individual analyses reported upon. This reflects a general shortage and weakness of the information obtained in the earlier form of interview. The modifications which occurred during the Pilot Study,

projects the more realistic approach to the study now being made by the researcher.

11. The character studies of H., C., R. and K., produced at this stage of the Pilot Study, through content analysis and principal component analysis, were then compared with a series of abbreviated biographies of the four respondents. These biographies were prepared independently of and earlier to this stage of the Pilot Study programme. The comparison between a subjective biography and a statistically based psychological study produced sufficiently similar outcomes to convince the researcher that a methodology appropriate to the requirements of the main study, had been adequately developed.

(For a full account of the Pilot Study see Grant 1984).

12. The surprise development of the Pilot Study was the willing co-operation of the four respondents. This showed itself in the form of a communication explosion. This willingness to communicate, in this egalitarian form, together with the depth of perception revealed, greatly surprised the interveiwier. To justify this claim, a single comment of many made by each respondent, is illustrated below:

H - Whilst discussing the emergent and contrast pole of a construct used in the Repertory Grid, "but people are different, in different ways, on different days".

C - To differentiate between the elements of Good Teacher and Bad Teacher, he used the following sequence of signs. "Few good teachers at school", "All bad teachers lazy", "No work done" (by teachers, by pupils), "Most school learning rubbish", "Long holidays", "Rubbish waste of time".

R - "Is it really necessary for me to learn to speak 'orally' as is insisted upon by my parents - in order for me to talk about those who live around me?". (translation).

K - Seated alone in the melee of a college learning-resources centre gestured; "All people (here)". "Not talk (to me)", "But I like (to) talk (to) all people" (signed with sadness).

Footnote

That the young adult deaf, might not be willing to communicate, might not be able to communicate, is a myth. This myth, also held by the researcher as a presupposition in the development of this Pilot Study, is now abandoned. The Pilot Study outcomes and conclusions are regarded as clear evidence of the desirability of continuing this research into the main study stage.

CHAPTER 4 MAIN STUDY METHOD AND ITS EVOLUTION

4.1 THE PRE-INTERVIEW ROUTINE

INTRODUCTION

The Researcher is the stranger. The assumption is made that each deaf person to be interviewed has had a life long difficulty in communicating with strangers. The review of the literature leads to the conclusion that the young deaf adult even has difficulty communicating with his family, his teachers, and his circle of friends. Simple expediency dictates that rapport must be established. The deaf respondent must be won over and agree to be interviewed. The pre-interview routine was developed through experience gained in the pilot study period and in the earlier studies.

The pre-interview routine is set to begin at a slow tempo with a real and a physical separation of the two people involved. The situation is allowed to change and develop to a position where the deaf respondent understands what is required, is encouraged to become assertive, is allowed to control the formal interview, and is able to speak his/her mind. Before this state is achieved the pre-interview routine moves through four increasing levels of interaction.

LEVEL 1. THE VISITING CARD

2. THE PHOTOGRAPHS

3. THE WORD GAME

4. THE PEOPLE GAME

When this succession is successful, a very personal relationship can often exist. The deaf respondents also

have understood their rights to privacy and that indirect reporting will be the only outcome of the research.

THE VISITING CARD (TEST 1)

When the uncertainty of identity attendant upon a first meeting of strangers is resolved the pre-interview routine begins. The Researcher provides a stimulus. It consists of the long warm smile, followed by an equally long period of physical passivity. This is an entirely non-verbal communication. A second stimulus is provided by a long warm handshake and more passivity. The Researcher has a wide experience of meeting strangers who are deaf. In this initial period, the deaf are 'reading the countenance' of the person in front of them. The Researcher then passes across his visiting card and in pantomime invites the respondent to read this,

TONY

HOME
DETAILS

RESEARCHER

WORK
DETAILS

(See Appendix A2)

The visiting card shows two areas of emphasis; that of identity and that of 'role'. The Researcher then fingerspells T.O.N.Y. and looks for a response. He then invites the respondent to fingerspell his or her own name. In this way names are exchanged and the relative fingerspelling skill and styles can be assessed. This low-key approach is usually successful in terms of a first

empathetic bonding. The Researcher then fingerspells R.E.S.E.A.R.C.H.E.R. and invites a response by using the sign for 'question what is this?' This longer word and more complex fingerspelling provides the test of a much higher level of fingerspelling skill. The Researcher returns to the visiting card and points out this same word and checks for a meaning, using total communication. If this longer word can be taken in fingerspelling and should the longer word be known to the respondent, the Researcher prepares to attempt the full Repertory Grid Interview. If there is no acceptance of the longer word and if there is no comprehension of meaning, the possibility is accepted that a non verbal Interview Routine may have to be drawn upon. The respondent is then thanked for the co-operation provided.

THE PHOTOGRAPHS (TEST 2)

The pre-interview routine then extends into the entirely visual field using photographs. The Researcher passes across a two leaf album which contains a photograph of a group of four small children and a second photograph which contains the Researcher and one of these same children, now grown into an adult. (See Appendix A3).

A

GROUP OF
CHILDREN

INCLUDES A DEAF
BOY AGED 8 YEARS

B

TWO ADULTS

INCLUDES THE SAME
DEAF BOY NOW AT 18
YEARS OF AGE

The respondent is then invited to study these photographs. Again a response is invited by using the sign for 'question - what is this'? A success with the photographs usually indicates that a full interview is about to take place, and the pre-interview routine will be successful. The photographs are used to promote an informal interview situation and better relationship between both participants. There is, however, a hidden structure in this work. The Researcher developed this part of the pre-interview in anticipation of a later 'analysis of results' using the concepts of existential phenomenology. Several themes have underscored the conversation to date.

THEMES

a) THE PERSONAL - INTERPERSONAL DIMENSION

The Researcher using total communication, identified himself in the photograph. The photograph is then used, to identify one of those photographed, as an 8 year old deaf child. The four children are identified as the Researcher's own family. The terms and signs for; mother, father, child, family, deaf, hearing, etcetera are negotiated.

b) THE TEMPORAL DIMENSION

The Researcher indicated that 10 years have elapsed between the two photographs and attempts to convince the Respondent that the deaf child, is now a young deaf adult. Personal details are supplied as requested. The terms and signs for; age, time, years, fast, slow, now, etcetera are negotiated.

c) THE SPATIAL DIMENSION

The Researcher then returns to the visiting card and gives his place of residence and describes his method of travel and route, also travelling times and distances, all required to reach the present interview situation. The terms and signs for; place names, place of birth, travel, measurement, destination, etcetera are negotiated.

Note:

Van der Berg (1972) used the personal-interpersonal, the spatial and the temporal in illustrating the nature of the psychopathological. These three parameters are very prevalent in the literature of existential phenomenology and as such are themes deeply embedded in the pre interview routine.

At some time later in the research, the three dimensions are used as standards of reference, since temporality, spatiality and intersubjectivity are essential characteristics of any lifeworld. In the analysis of this existential phenomenology, the successful communication of information on these topics must be shown to be possible if the interview is to be at all meaningful.

THE WORD GAME (TEST 3)

The word game in its development had a gestation period of almost 3 years. The young deaf to be interviewed are themselves in the process of learning British Sign Language, as was the Researcher. In a further attempt to bridge the communications barrier, the Researcher draws upon communication expertise, gained in

part during several years of attendance at classes in the study of Sign Language. Mary Robinson, the deaf tutor there, offered advice upon many aspects of this part of the research and helped create a list of signs that might represent a part of the sign vocabulary of a young deaf adult. This list was performance tested upon a number of deaf volunteers (more than twenty) until two lists, each of 30 signs was decided upon. Words to match those signs were then listed. A word game derived from both lists was devised. The words became a list of 'good' things to say/sign of others, and a list of 'bad' things to say/sign of others. (See Appendix A4 and A16).

The respondent was asked to mark those words written in English, which were recognised. No comment was made at the completion of the first stage. The respondent was then asked to mark those words that a sign equivalent was also known. Only then did the Researcher ask for proof. This check took the form of related questioning by way of total communication. The respondent was asked to provide a small scenario that would convince the Researcher of the respondent's valid understanding of each word marked. Many respondents welcomed this and rose to the challenge. An equal number then confessed to an ambitious over-scoring and agreed that a re-scoring was necessary. It is the re-scoring result which is recorded. The Researcher regards any difference in the two scores as simply a wish to co-operate with, rather than a wish to deceive the Researcher. The choice of interpreting the overscoring as a wish to co-operate is heavily justified in the literature. (Rosenthal and Rosnow, 1975).

Of the sixty words listed, several word lengths were used. These included one word of two letters, four words of three letters and fourteen words of four letters. The remainder are described as 'the longer word'. The Researcher was anxious to informally test a further pre-supposition, also held by the sign tutor, herself deaf, that the deaf can commit to memory only the shorter words of the English Language. The longer words could only be guessed at. The general existence of a universal word memory shortcoming in the deaf, is the view held by this deaf tutor of sign language. The review of the literature indicates there is little written upon the subject of 'word length overload' in the deaf. The topic became a more serious part of this study after the Rep Grid interview with Don (Chapter 6). He claimed that he had left school aged sixteen, with no knowledge of the written word and yet by the age of eighteen he had taught himself to read (the tabloid press) by memorising the words he found there and then asking the 'older deaf' to explain them to him. This success contrasts with the 'non verbal' interview with Michael (Chapter 8). Here words have a 'first letter' and a 'last letter' and the other letters of the word were unrecognised. Any meaning had to be guessed at. At this point, a concept of word length testing was added to the study. A report is made in Chapter 9.

There are other equally important reasons for using a word game.

- i The word game provided for a period of time during which both the Researcher and the respondent adapt to the communication mannerisms which each other preferred.
- ii The word game provided a list of descriptions of people.
- iii Each word could be used as an independent concept in the assessment of others.
- iv Each word might be used to create one pole of a bi-polar construct.
- v The respondent at the end of the word game had gone through one lengthy exercise, which anticipated both the Repertory Grid and its constituent constructs.
- vi The conversation had been a preparation for a later participation in main interview routine.
- vii The word game was used to assess the levels of literacy of each respondent.

LEVEL OF LITERACY SCALE

The level of literacy was judged in terms of numbers of words recognised when written in English, and in terms of the sign equivalents to be substituted for the words recognised. The test is used twice, first with 'good' things to say, then with 'bad' things to say. A 'level of literacy' scale is shown below:-

<u>Recognised words</u>	<u>Appropriate Signs</u>	<u>Scale</u>
0 - 6	0 - 6	Bad
7 - 12	7 - 12	Poor

13 - 18	13 - 18	Average
19 - 24	19 - 24	Good
25 - 30	25 - 30	Excellent

For the full Repertory Grid Routine, the Researcher chose to work with those respondents who showed the average, good, or excellent levels of literacy in both word and sign comprehension in both applications to the test. This practice is illustrated in Chapter 5 'Interview Without Sound'.

When the levels poor or bad were established in both word and sign comprehension in both applications of the test, the Researcher provided a non verbal Interview Routine'. In this alternative form, it is the concepts held rather than the constructs used which became the subject of investigation. (Bolton 1972). The test results of the word game, for the fifty respondents at interview, is given in tabulation of psychometric data. (See appendix A.4).

THE PEOPLE GAME (TEST 4)

This game is used with all the respondents. In both the Repertory Grid and the non verbal Interview Routine, the people game is used to discover the number of people known by name. It is both a test of memory and of experience. All sixteen titles (element) of the Repertory Grid are used. The 'names' identify people who represent the various aspects of the full personal-interpersonal dimension. In existential psychology the recognition of others, is thought to lead to a recognition of Self. Self

is the first element in the personal-interpersonal dimension. The family circle is then used. This consists of mother, father, and a grandparent. The grandparent, through age and other experience may represent a different relationship to that of parents. The next set suggests the possible major influence of the School Experience. The Good Teacher and the Bad Teacher are shown in contrast. The Headteacher represents the authority figure. It is assumed that by the age of eighteen years, the young respondents also have a set of friends. This set consists of a friend who is a boy and a friend who is a girl, also a friend who is younger than themselves. This young person provides for an age contrast with the grandparent. A further set consists of those who are Admired. The young respondents are presumed to know a person whom they regard as intelligent, a person they know to be athletic and a person thought to be Artistic.

Note each of these terms of description have been the subject of an earlier negotiation of meaning in the word games. (See Appendix A5).

In order to provide a contrast of extremes, the respondents are then invited to identify a person whose behaviour is judged to be crazy, then name a person who is lazy and finally a person who is generally hated by the respondent. This last group is known as The Rejected Set. The People Game also tests informally a further presupposition; again held and taught by Mary Robinson, that the deaf are unable to remember peoples names. Generally it is thought that the deaf remember people only by description. 'Reading the countenance', has been

referred to earlier, in the 'visiting card (test 1)'.

Mary Robinson is a mature person now retired from full time work. In 1977 she became the first deaf person employed as a teacher by the LEA. She has since then actively taught British Sign Language to adult evening classes in the South Yorkshire Region. Mary Robinson represents the recognition by the hearing that they are best taught 'deafness' by a person who is also deaf. At this time there is no written record of her teachings.

In the People Game where a personal name is not known, then the title Mr. or Mrs. is usually agreed upon, together with a simple initial. As a last resort, the description of 'any person like this', (i.e. a young person) is sufficient to promote a conversation. A short discussion upon all 16 identities then follows to test authenticity.

There is an important theme underlying the reason for this game. All the people so named, then become the sixteen elements of Repertory Grid (or they may become the sixteen elements of the non verbal Interview Routine). It is in the practise of 'the people game', that the respondent has for the first time been encouraged to talk informally of self, and to talk of others. The respondents have been provided with a further meaning of privacy, secrecy, anonymity and the use of indirect reporting method to be used in this study.

At the end of the Pre-Interview Routine, (which may have lasted for one or more hours), a natural break usually occurs or is created. Either refreshments are

taken, or a plan is made for the next meeting. The Researcher uses this break-plan to decide whether to use the full Repertory Grid Routine or the Non-Verbal Interview Routine, in the subsequent event.

4.2 THE REPERTORY GRID METHOD

In the first instance when person to person contact is established, there is a request for biographical detail. Here both factual detail and any anecdotal experience are recorded. In this, the young deaf adult is encouraged to seek assistance from any such other people present. All responses are to be considered equally as valuable background information at this stage of the research. The respondent and Researcher then enter the pre-interview routine (described elsewhere in this report). In this case, the study then moves to a formal interview, in which structured questions are asked within the framework of Personal Construct Theory. Answers may be drawn from 'the word game', or elicited in 'free association' by means of the various techniques of Total Communication. These answers will become Grid responses, to be tabulated and analysed by specialised computer programme. The Repertory Grid study centres upon the selected individuals who respond to the pre-interview situation, who are judged to be literate, and who, in non-directive counselling are able to describe through the Repertory Grid Routine something of their way of being-in-the-world. This interview stage, may require two or more sessions (which the individual can cessate at any time). The records of these interviews are absolutely

confidential to the researcher, and to the individual concerned and indirect reporting can be the only outcome.

It is intended, during the period of the main study of this research to examine, to test and to describe levels of self-determination and social emancipation achieved by an opportunity sample of fifty respondents. These 18-19 year old deaf young people, having reached the legal age of adulthood still experience severe alienation and isolation and an inability to communicate with those with normal speech and hearing. Accordingly, the study centres through sign language upon the self-awareness (directly) and the social-awareness (indirectly) of those born profoundly deaf.

In practice, in the main study, some forty Repertory Grid interviews were completed and selected for analysis. Several other grids were rejected, on the grounds that the respondents did not meet the age-deafness requirements.

Drawing upon the experience gained during the Pilot Study, minor changes were introduced into the pre-interview arrangements. Also, prior to this qualitative work in the main study, some further small modifications to REP procedure were made.

These minor changes are;

1. A slightly revised Word Game. The four deaf respondents of the pilot study had suggested some simplification, (example, worrier became worry).
2. A slightly changed People Game. E.10 now is 'a young person' in order to contrast with the age of the grandparent. E.14 now becomes 'a crazy person'. The four deaf respondents preferred this

arrangement.

3. For orderly statistical purposes, E.8 becomes 'friend (boy)' and E.9 becomes 'friend (girl)'.
4. In the qualitative (REP) study, reference back to 'the word game' allows the deaf respondent to choose single word concepts, to help create the two poles required for each bi-polar construct. Where 'the word game' is extensively used, the Researcher indicates this by the phrase 'provided constructs', but where the deaf respondents creates his own construct phraseology, whether in written or signed form, the Researcher will use the term 'elicited constructs'. Again, as referred to earlier in the Pilot Study (3.2), where 'elicited constructs' develop, then immense problems of translation emerge.

AN EXAMPLE OF ELICITED CONSTRUCTS (Taken from the Pilot Study)

'K' HIS TABLE OF 20 'ELICITED CONSTRUCTS'

- | | |
|---|-----------------------------------|
| 1. Good Friends | - Sometimes angry |
| 2. Watching T.V. and talking all the time | No words on T.V. make me fed up |
| 3. Like sport watching | - Like only little sport |
| 4. Happy | - Sad |
| 5. Think writing is hard | - Get fed up when writing is hard |
| 6. Will help friend | - Is cruel |
| 7. Shout at me | - Never shout |
| 8. Few story | - Tell good story |

- | | |
|-------------------------|----------------------------------|
| 9. Like walking outside | - Few walks (in) fields |
| 10. Like woodwork | - Like cooking |
| 11. Fun actor | - Serious |
| 12. Like school | - Not bother school |
| 13. Go to college | - Sport is good |
| 14. Like party | - stay at home sometime |
| 15. Good play | - Not play |
| 16. Understand college | - Do not understand college |
| 17. O.K. | - Thick |
| 18. Can go out to town | - Not go out - will get lost |
| 19. Not like sport | - Supporter watch match football |
| 20. Not like cinema | - Like cinema |

Where such elicited constructs emerge, a skilled interpretation is required. They are often written transcriptions of British Sign Language, plus mime and gesture. The words written down represent an agreement between respondent and Researcher, upon what the deaf respondent is thinking. The above constructs have not been corrected, by the Researcher, into the grammar and syntax of the English Language, yet they represent the statements which gave the deaf respondent most satisfaction when they are dramatised and appear in writing (Yes - Yes - Yes!).

In Construct No.2, 'K' went to great lengths to explain, that when his mother and grandmother watched T.V. they also continued with a non-stop and contrasting oral conversation. 'K', who was disturbed by this conversation, had much more difficulty in following the T.V. presentation, mainly because he is deaf and receiving

no sound clues from the T.V. screen. Thus the construct dimension might be, 'those talking (devoid of meaning) and those with meaning (devoid of talking)'. The Researcher concedes to a paradoxical situation in a study of these particular constructs.

When the deaf respondent uses 'elicited constructs' such as these, the researcher found the Gestalt quality of words in some constructs clearly make the process of interpretation and analysis more difficult, than when working with the single-word 'provided constructs'. NOTE In the conventional meaning of the term, the Researcher does not actually provide any constructs. The respondent creates his or her own constructs, in one of the two ways just described.

PROCEDURE

The Rep test was turned into a 'board game' in the pilot study and this method was continued with in the main Study. In practice the lists of words provided by 'the word game' is on hand; in addition the list of names provided by 'the people game' is on hand, 'Record Slips' of blank paper are available to be used in the creation of the constructs. The Triad of elements are selected, in a sequential pattern by the Researcher, who then places each set of these element 'flash cards' in place on 'the board game'. The respondent has to place the two elements who are the same (emergent pole) and the individual in the triad who is different (contrast pole) in their respective 'slots'. The respondent had then to record on the paper blanks the construct ('provided' or 'elicited').

Finally, the respondent has to score the intensity on a five part scale. This last act involves a recording of each choice, and is the responsibility of the Researcher. The whole being repeated for the 20 constructs and the sixteen elements of the Grid matrix. The 'board game' proved to be a most successful system. The 'Repertory Grid board-game' is recommended for use with those respondents experiencing difficulty with the more usual verbal 'Grid Procedures'. The Researcher also points out that 'the Repertory Grid board-game' models the requirements of the computer program. At all times the Repertory Grid matrix and its raw data scoring was recorded in a form which anticipated the later analysis by computer. (See Appendix A8)

The section above describes the evolution of the sign language version of the Rep Grid. A study of forty such literate young deaf adults is made. One such case study 'Rose', represents much of what is found in the remainder. 'Rose' became the subject of case study No. 1 (Chapter 5). A shortened version of the other thirty nine case studies is also recorded (Chapter 6).

4.3 THE NON VERBAL INTERVIEW METHOD

INTRODUCTION

The Researcher chose to adjust his own plans very early in the period of the Main Study of this research. The Rep Grid method appeared to have failed. A feasibility study and a pilot study had been used to develop a form of Repertory Grid, thought to be suitable

for use with the young deaf adult. This method was tried and tested. But what had been clearly overlooked, in the small sample population of these earlier studies was that all those sampled were literate. It was not anticipated that there would be young deaf adults who were not able to recognise words in their written form. This experience was repeated several times. There were many deaf found who do not read. The choice was then to either abandon this non-reading group or devise a form of interview which gave emphasis to non-verbal communication. In the sub-sample, each person placed in 'the non-reading group' is a young person who could not hear, could not speak; could not lip-read; could not read, nor write, could not fingerspell and could not use the formal structure of British Sign Language. They all seemed to live in a world of non-verbal communication. They are thought to form the main candidature for Denmark's psychiatric assessment (see the discussion in Chapter 2, p17).

After reflecting upon this situation, and after a period of further study it was decided that an approach to these young people could be made. An interview routine, thought to be entirely novel which attempted to make significant in existential terms the non verbal content of an interview with a deaf person was developed. (Grant and Ashworth 1985). This in turn allowed the development of the non verbal interview now described. Such an emergency plan would ensure that the entire projected sample population could be interviewed.

The pre-interview routine was retained and consists of the four tests:

1. The Visiting Card; in which SPACIALITY is negotiated in sign
2. The Photographs; in which TEMPORALITY is negotiated in sign
3. The Word Game; in which the PERSONAL is negotiated in sign
4. The People Game; in which the INTERPERSONAL is negotiated in sign

These have been described earlier.

The Repertory Grid together with its attended statistics and computing were thought to be entirely unsuitable for this sub-group, largely because of the heavy dependence upon a verbalised form of communication. The REP is abandoned and the non verbal interview routine is substituted. In the REP GRID single flash cards carried the name and the identity of the sixteen elements of the personal - interpersonal dimension. These sixteen flash-cards would also form the structure of the non verbal Routine. They are used differently and in reverse order. (See Appendix A8).

PROCEDURE

The Respondent is shown all sixteen flash cards and is encouraged to believe that these also represent a game which is easy and enjoyable to play. The cards are each modified to carry a pictorial representation of a man or a woman. Then pantomime, gesture and drawing, together with all the aspects of total communication are used to convince the respondents that these cards represent real people; just as photographs represent real people. First, the Researcher became demonstrator and by way of example, used the bared teeth, the struck blow, the grasping hands,

all directed to the flash card representing 'the hated person'. The respondent is being asked whether he has similar feelings to express? The respondent is led on to identify any person who might be also hated in a similar way and asked whether this person is a man or a woman? whether young or old? whether known locally or in some other place? whether known by name or by initial? whether physical description of this person was possible? Negotiations then show which part of this earlier non-verbal description be recorded. Second an attempt is made to promote a small scenario in which the respondent gives meaning to such a term (eg 'A HATED PERSON'). This non-verbal account is summarised in verbal form upon the flash card itself. It was quickly realised that any personal difficulty in all of this, was due to the inadequacies of the Researcher. He had chosen to enter into the world of the non-verbal expression. The deaf, the illiterate deaf, are the complete masters of this form of communication. They are capable of "thinking without words". (Mycklebust 1964, Furth 1966).

The non verbal interview then moved slowly along the personal - interpersonal dimension. This is represented by the sixteen flash cards. Moving step by step, towards a description of Self, the Researcher became aware, that the respondent became aware of the nature of this 'game'. Giggles, frowns, mock rejections were aimed by each respondent at the card marked 'Self', long before this card was reached. These respondents clearly possessed 'self-awareness'.

The record of these exchanges, made in front of the

respondents, (upon the back of each flash card), represented only the merest abstract of the performance. It is with much regret that the Researcher knew of no other way of initiating these unique experiences and then of recording them, in such a way as to leave the exchange in its non-verbal form. The possible role of the hidden camera and the video studio was not explored in this late stage of the research. It is suggested that such provision could only inhibit the free expression of the young deaf person. The young person is judged to be conversing from a position of security, 'on his home ground'. No doubt the extent to which the reporting of these conversations depends upon the skill or otherwise of the researcher places at some risk the objectivity (ie public replicability) of the research.

ANALYSIS

In this method there are several distinct stages to the analysis of the interview transcript. First, there is the verbalised record of the non-verbal experience, written out in the time order that the scenario developed. Second, there is the translation and interpretation of this record into a formal language. The third stage records any discrete observations made upon the first or second stages, observations which may make either or both earlier stages more relevant to the final stage. The fourth and final stage, occurs after a period of study and reflection. The Researcher draws upon his own personal experiences of the world of the deaf, to re-examine the three earlier stages. An extrapolation and

interpolation of the above adds to the whole. This group analysis of responses, concerning each single element in the personal - interpersonal dimension is added to those of the full group of sixteen elements. The fourth stage is written under the heading 'FINDINGS'. These sixteen 'Findings', are used to create a psychological profile of the respondent. This profile is thought to be a first ever attempt, to describe in existential terms each deaf person's way-of-being in our hearing world.

EXAMPLE

To explain the complexities of all this, an example is provided.

The Scenario of 'Bad Teacher' (Drawn from Case Study No 2. Gilbert)

This scenario was recorded, part way through an interview with Gilbert. Gilbert and the Researcher had at this stage established some rapport. Gilbert was using a little of each aspect of total communication. He had failed completely in the word game. He is one of the illiterate deaf.

Placed on a table, the flash card number E.6. had the title, 'X' is a bad teacher' upon it. The Researcher signed, "now can we talk about a person who is a Bad Teacher". Gilbert nodded agreement. Gilbert was asked, "Is this a man or a woman?" Gilbert signed. "Woman". He was then asked, "Have you a name?" Gilbert indicated he could not remember her name. The Researcher drew an idiograph of a woman on the flash card and added 'Mrs' to the title. Gilbert nodded a confirmation that this was

correct. The Researcher slowly fingerspelled the questions Mrs. 'A', Mrs. 'B', Mrs. 'C', and continued until Gilbert showed an excited reaction to Mrs. 'H'. This became the full title on the flash card. "Mrs. H. is a bad teacher". After repeating the process, a second confirmation showed that this was correct. He was then asked, "what is the problem", and, "why is Mrs. 'H' a Bad Teacher?" Gilbert then non-verbally pantomimed his response (a person, who is breathing-in, deeply, through the nose, having tightly compressed lips, then, snorting-out, a fast, short, exhalation of air). Gilbert had demonstrated, that this represented a very angry person. Gilbert then mimicked in silence, a person talking, pointing and nodding. Gilbert signified that he, Gilbert, is being reproached. Then Gilbert signed, "time-ago". The question was asked, "a little time ago?", "One year?", "Two years?". Gilbert reacted to the question "10 years ago?". This might have meant, that the event took place when Gilbert was 10 years old, or that the event itself is ten years past. Gilbert then pointed, to an unseen, far distant place and looked past, his own outstretched hand and finger. The Researcher established that 'the event' took place at Gilbert's school, when Gilbert was a younger person. Gilbert confirmed this. The question was asked, "Were you a very bad person?", making Gilbert the subject of the conversation. Gilbert nodded and signed "it is true, I was very bad". Gilbert then transposed the action, dramatically. He became Mrs. 'H', stood up from his chair, changed his arms and hands into claw shapes, and raised one hand as though to strike a blow. Gilbert

had changed identity and he became the Mrs. 'H' for a short period of the scenario. Gilbert then reverted to being Gilbert, and non verbally exhaled a long slow blow of air, fanning this air with loose fingers. He made it clear that he had been in a very dangerous situation with this woman. The other person being the aggressor. Then, Gilbert pantomimed "I play silly", and "she said to go home". To end this scenario, Gilbert smiled, a personal eye contact, at the Researcher, relaxed his body, and then effectively rested his case.

During the time that Gilbert was acting out this scenario, the Researcher was engaged in jotting notes, and in making sketches on a small drawing pad, placed in full view of Gilbert. At the end of the sequence (above), with a smiled sign of gratitude and warmth and encouragement, the Researcher replicated the major features of Gilbert's non-verbal expression and explanation and at the same time, made the briefest of written records, on the reverse side of the particular flash card. The Researcher explained the nature of this record to Gilbert, who then authenticated the same by returning the flash card to the researcher. In this way the Researcher now tentatively claims 'a valid record'. The interview then moved onto flash card No. 5 'Good Teacher' and began a repetition. This was further repeated, until all sixteen flash-cards were used up.

At another time, after a period of some weeks, and after much reflection on this non verbal experience, a fuller record of the event was made.

FORMAT (STAGES)

1. Signed Record - Copied from the flash card.
2. Interpretation - A subjective intuitive assessment.
3. Comment - Any significant feature noted at interview
4. Findings - The studied contributions of this Researcher.

EXAMPLE

SCENARIO E.6. 'THE BAD TEACHER'

STAGE 1. SIGNED RECORDS

STAGE 2. INTERPRETATION

- | | |
|-------------------------|---|
| a. Mrs. 'H' | Again, there is an inability to remember personal names. |
| b. Breath deep | This was a profound <u>non-verbal</u> communication. |
| c. Nods, Looks | More non-verbal communication. |
| d. 10 years | This event took place when Gilbert was 10 years old. |
| e. Distant | This event took place at a distant place. |
| f. Truly Bad | Gilbert was very bad. |
| g. Angry, Cross | Mrs. 'H' became ' <u>BAD</u> '. (or very angry at least). |
| h. Very, very dangerous | In order to check this non-verbal comment carefully, the researcher drew upon a better awareness of Gilbert's sign-literacy. This recheck confirms this is a correct statement. |
| i. Play about, Time ago | The 'event' is again referred to. |
| j. Go home | This appears to be the punishment meted out. |

STAGE 3. COMMENT

The Researcher had to reassess his own feelings and his own non-verbal contribution to the interview. The two profound non-verbal remarks (i.e. 'breath deep'; and 'very, very, dangerous'), had produced some emotional stress in both participants. The Researcher was forced to ask "is Gilbert playing to his audience in the manner of a professional actor?" This line of reasoning was abandoned in the face of Gilbert's honest sincerity.

STAGE 4. FINDINGS

The concept of Bad Teacher is not established.

The importance of non-verbal communication is confirmed.

A temporal and a spatial awareness is easily established in the manner of the signing.

Note

An assembly of sixteen 'findings' is made. One scenario for each of the sixteen flash cards. This and other information gained at interview is used to create a 'psychological profile' of Gilbert. (See Chapter 7).

The section above is devoted to non-verbal communication and to the evolution of the non verbal interview routine. A study of ten such non-verbal young deaf adults is made. One such case study, 'Gilbert', represents much of what is found in the remainder. 'Gilbert' became the subject of the case study No 2. A shortened version of the other nine case studies is also recorded (Chapter 8).

CASE STUDY NO. 1. ROSE5.1INTRODUCTIONTHE CONTACT (MADE THROUGH PARENT AND SOCIAL WORKER)

The Researcher had contacted the Senior Social Worker for the deaf in a large Midlands town. After an explanation of the research project had been provided, the Social Worker offered every assistance. She advised, "I have over five hundred deaf people on my books. I am overworked, but I will write to one particular family and give them the choice of meeting you. The girl there meets all the research requirements that you stipulate".

After various letters and telephone calls, agreement had been reached. (See Appendix A1). Two meetings were agreed upon. At the first meeting, only the mother and the Researcher were present. A lively conversation upon the problems of parenthood and deaf children took place. The mother agreed that it was sensible to take notes upon a general description of the daughter. She offered the following information. "Rose was born without much difficulty. I then discovered that I had contracted German Measles during the pregnancy. Rose was born profoundly deaf from birth but there are no other known defects that are usually associated with the Rubella Syndrome. She is now grown up. She left school at sixteen but still attends the local College of Further Education. She is there as a full time student in order to gain the academic qualifications required to start a

Nursery Nursing Course. Ideally, Rose would like to be a Teacher. She wants to teach deaf children. She would be good at this. She has a great deal of patience and compassion. She has two older sisters, both hearing, both educated at University. Her father and I are both professional people. I teach languages to 'A' level G.C.E. students. Rose is as capable as any member of this family. Rose is quite willing to be interviewed. She has just finished participating in a survey of emotional - sexual relationships amongst young deaf adults. I'm not sure what Rose could add to that survey, although she does have a steady boyfriend. Rose is seldom angry, in fact, she is only annoyed when people constantly interrupt her father with telephone calls for help. These people call non-stop night and day. That's about all I can say. Rose is modest, kind, beautiful and interesting. She is a lively girl. She is looking forward to meeting you. She is quite prepared to talk about being deaf and all the problems that this has brought her".

THE MEETING WITH ROSE

A further meeting took place in the family home. This began with a period of utter confusion. The father had arranged to collect Rose from the F.E. College. About this time he 'phoned home' to say he was unavailable. By way of an alternative, the mother and the Researcher set out immediately to collect Rose by car. Rose was not to be found at the meeting place. It was possible to sense the mother's anxiety on the return journey. This

evaporated when Rose was found to be safely at home. Rose had made the journey home by local bus, when her father had not appeared. There was some amusement in this and Rose introduced herself with a brief handshake. She then took the Researcher on a tour of the home and introduced each cat and dog in the extensive range of family pets. There had been no hesitancy in this informal first meeting.

Rose is well dressed, attractive in her looks and has a pleasant personality. She is of average height. She wears an unobtrusive cosmetic hearing aid. Rose uses speech in her address. There were unusual voice modulations and irregular cadence, yet it was possible to follow and comprehend what was being said. The whole family use oral communication. After the father had returned and had been introduced, the parents, Rose and the Researcher took tea in a pleasant family lounge. The occasion was used to explain the plan for a formal interview. The parents were invited, and accepted the opportunity to participate in the early stages of this pre-interview. All were present for TEST 1.

TEST 1 consisted of a formal introduction by way of the visiting card. The introduction had been made entirely in fingerspelling technique. TEST 1 is used as a measure of fingerspelling skills.

All were present for TEST 2.

TEST 2 consisted of a card, holding two photographs. In the first photograph, the Researcher's own four children appeared. In the second photograph, the Researcher and one of his children appeared. The child

was now some eight years older and reappeared as a young adult. TEST 2 was used to introduce the concepts of space, time and personal relationships. TEST 2 also served to reveal the preferred method of communication.

All were present for TEST 3.

TEST 3 consisted of lists of words. Rose was asked to mark the words that she recognised and then was asked to provide a sign equivalent for these words. TEST 3 is used as a measure of literacy. The parents were onlookers to this game of words.

All were present for TEST 4.

TEST 4 is described as the 'People Game'. Rose was asked if she could provide the name of a person known to her, who might match each of the sixteen elements of the game. The parents provided suggestions in the latter stages of this test. At no time were the real identities made known. Anonymity was preserved in order to encourage description of these people during the Repertory Grid routine. Further detail of these tests is provided.

At this point, an evening meal was taken. After the meal, Rose and the Researcher moved to a private study. A full sign language version of the Repertory Grid routine was performed. This took some three hours to complete. Short tea-breaks eased the intense concentration of both participants. During the Repertory Grid routine Rose worked for long periods using sign language and used no speech. A justification is claimed for the title of this chapter; 'An Interview Without Sound'. Upon completion of the Repertory Grid, the Researcher took his leave of this

very pleasant family, and, in privacy, completed the following notes of introduction, meeting and interview.

5.2 PRE-INTERVIEW ROUTINE

THE VISITING CARD, (TEST 1)

Rose accepted the name of the Researcher in fingerspelling and could fingerspell her own name easily and clearly. Rose then accepted the word 'Researcher' in fingerspelling at the first attempt and indicated an appreciation of its meaning. Rose went on to express an interest in the present research using total communication. She agreed that some book should be written to help parents to understand the problems of the deaf child and those of the young deaf adult.

Finding:

Rose has excellent fingerspelling skill. She has good oral speech and lip-reading ability. She uses total communication without hesitation. She is aware of the nature of and the possible consequences of academic research. She is pleased to participate in 'adult matters'.

THE PHOTOGRAPHS, (TEST 2)

Rose accepted the card which held the two photographs. In a conversation using total communication Rose agreed that the four children in the first photograph represented the Researcher's own family. Rose then accepted that one of these children could be photographed

some eight years later and reappear as a young adult, working in the presence of the Researcher. Rose expressed an interest in the young girl in the first photograph and reasoned that this girl was now of a similar age to herself. Rose then questioned the Researcher upon the behaviour, experiences, attitudes and achievements of this girl. Rose was pleased to learn of several similarities and remonstrated with her own mother upon the several differences. Rose had deduced that this girl had more personal freedom because she was a hearing person.

Finding:

Rose is able to use details of space, time and personal relationships in her conversation. She uses total communication technique. She uses oral speech. She is prepared to question others and make comparative assessments of herself.

THE WORD GAME, (TEST 3)

Rose took the following list of words. She indicated that she recognised all the words and could provide an explanation for each.

TALKS	MEAN
WORKS	STUPID
CALM	SELFISH
HELPFUL	THIEF
NORMAL	WASTES
FUNNY	WORRY
O.K.	ANGRY
LIKEABLE	CRAZY
CLEVER	FED-UP
TRUTHFUL	HATE

GOOD	AFRAID
CLEAN	CHEAT
BEST	BAD
NICE	UNTIDY
STRONG	SILLY
HAPPY	LOW
FIT	NASTY
BEAUTIFUL	WEAK
KIND	SAD
INTERESTING	ILL
ADULT	UGLY
DEAF	CRUEL
INTELLIGENT	BORING
ATHLETIC	DIFFICULT
CHILD	LAZY
HEARING	SNOB
SERIOUS	LIAR
FAIR	DIFFERENT
ARTISTIC	BULLY
SENSIBLE	SIMPLE

Using total communication, Rose then provided a small scenario to give meaning to each word. She gave B.S.L. sign for each word and added some local variations. This was a powerful demonstration of competence and skill. The existence of this sign skill was largely unknown to the parents. Rose explained that she had not been taught signing in school, but that several of her teachers had presented their lessons in both sign and oral form. Rose claimed that the adult deaf community which she met in the

Deaf Social Club, had nurtured her signing. However, she claimed that the majority of her sign knowledge had been provided by her young contemporaries at school.

Finding:

Rose is assessed at the literacy level of excellent in both words understood and in their sign equivalents. This literacy appears to be the result of a personal ability, a good schooling, the help of the adult deaf community, and a highly literate home background.

PEOPLE GAME, (TEST 4)

Rose and her parents studied the following list of identities in the People Game. After the rules of the game and the nature and practice of anonymity had been explained, Rose identified thirteen of the sixteen elements.

- E1 SELF
- E2 MY MOTHER'S NAME
- E3 MY FATHER'S NAME
- E4 A GRANDPARENT'S NAME
- E5 A GOOD TEACHER
- E6 A BAD TEACHER
- E7 THE HEAD TEACHER
- E8 A FRIEND (BOY)
- E9 A FRIEND (GIRL)
- E10 A YOUNG PERSON
- E11 AN INTELLIGENT PERSON
- E12 AN ATHLETIC PERSON
- E13 AN ARTISTIC PERSON

E14 A CRAZY PERSON

E15 A LAZY PERSON

E16 A HATED PERSON

The mother then helped by suggesting two further identities.. Lastly, Rose was quite adamant that she did not hate any person. Rose would not accept 'permanent dislike' as a reclassification for the hated person. Rose finally agreed to identify and yet keep private the name of a person who on occasions, Rose has 'some dislike for'.

Finding:

Rose has a good memory for names. Rose and her mother share confidence about the people they both know. Rose has a personal morality which will not allow her to hate.

5.3

REPERTORY GRID

METHOD

The Repertory Grid routine had been arranged in the form of a board game. The 'People Game' provided the sixteen elements and the 'Word Game' provided a list of concepts. The elements were selected in a sequence of threes. Rose was required to indicate the similarity between two and a corresponding difference for the third in each triad. Twenty such descriptions were produced in this way. A scale of intensity was also provided which allowed Rose to discriminate further between each element. Rose studied the lists of words provided yet in each case elected to write out her description of similarity and of difference. The twenty constructs elicited in this way

are now listed below;

Note: A description of this Repertory Grid routine is provided in Chapter 3 and Chapter 4. Some minor statistical analyses are included in this section. They were obtained at a later date in the research programme. The major statistical analyses are reported upon in the section of this chapter entitled, 'Principal Component Analysis'.

TABLE OF CONSTRUCTS

C1 TALK A LOT	TALK IN A DIFFERENT WAY
C2 WORK TOGETHER	WORK SEPARATELY
C3 HELPFUL	NOT HELPFUL
C4 FAMILY	NOT RELATIVE
C5 FED-UP + BORING SOMETIMES	NOT FED-UP + BORING
C6 ACT, KNOW WELL, BETTER KNOW WHAT TO DO	NOT LIKE THIS
C7 GOOD COMMUNICATION	POOR COMMUNICATION
C8 WORRY	NOT WORRY
C9 NOT POSSESSIVE	POSSESSIVE
C10 LIKEABLE	NOT LIKEABLE
C11 HAPPY	NOT HAPPY
C12 SAD	NOT SAD
C13 FIT	NOT FIT
C14 NOT SILLY	SOMETIMES SILLY
C15 SOMETIMES (TIMID) WITHDRAWN	NO SOMETIMES NEITHER OF THEM
C16 SENSIBLE AND INTELLIGENT	A BIT NOT SENSIBLE AND INTELLIGENT
C17 TRUTHFUL	NOT TRUTHFUL
C18 NOT SELFISH	SELFISH

C19 LOVE DISTANCE PLACE

DOESN'T CARE DISTANCE
PLACE

C20 SOMETIMES STUPID

NOT STUPID

CORRELATIONS BETWEEN CONSTRUCTS

- | | | | | |
|----|-----|-------|--------------------|---------------------------|
| a) | C1 | W | talk a lot | - talk in a different way |
| | C2 | 0.830 | work together | - work separately |
| | C10 | 0.819 | likeable | - not likeable |
| b) | C2 | W | work together | - work separately |
| | C3 | 0.823 | helpful | - not helpful |
| | C10 | 0.833 | likeable | - not likeable |
| c) | C3 | W | helpful | - not helpful |
| | C8 | 0.825 | worry | - not worry |
| d) | C7 | W | good communication | - poor communication |
| | C10 | 0.926 | likeable | - not likeable |
| e) | C10 | W | likeable | - not likeable |
| | C11 | 0.944 | happy | - not happy |

Note:

All correlations between constructs of 0.800 and above are provided. W is used to indicate the size of correlation.

Finding:

These constructs are unique to Rose. They reveal a descriptive prose which is clear, logical and very able to meet the criteria of the formal construct. No logical inconsistencies are noted. Conversely, there is a single theme to these correlations. All suggest that working together and communicating together creates a helpful, likeable and happy relationship. Rose created the elicited constructs. She makes only partial reference to the concepts which were listed in the word game. Some

typical 'deaf errors' of spelling, syntax and grammar are present in the list of constructs. The construct (C2) work together - work separately, contributes the greatest amount of variance. The construct (12) sad - not sad, contributes the least variance.

RAW SCORE - CONTENT ANALYSIS

PROCEDURE

In this procedure the Content Analysis represents a first attempt to understand 'Rose' the person. A board game format had been devised for the sign-language version of the Repertory Grid interview (see appendix A11, A12). The board game provided a physical location for the sixteen flash cards. The respective identities of these sixteen elements could be seen by the Respondent but not by the researcher. The researcher could only see a number sequence on the reverse face of the flash card. This number sequence determined the pattern of TRIADIC SORTS involving groups of three flash cards selected sequentially. The first group of three cards were located on the board by the researcher and then relocated on the board by the respondent in the space marked "these two people are the same" and "this person is different".

A conversation in total communication established a reason for the separation of the two (emergent pole) and the one (contrast pole). This conversation in the many languages of the total communication was transcribed into written English (deaf respondents version) and set on to a 'recording slip' which, now carried the bi-polar construct, was also positioned on the board game. Various

arrows and lines drawn on the board game invited the respondent to grade the three elements on this construct with a score of intensity (the five point scale). The researcher used a 16 x 20 matrix to record these graded scores for the three elements in the Triadic Group. In the period that this triad and the record slip remained in position on the board, the respondent was also invited to score all the remaining thirteen elements against this construct. In this way all the elements are scored on all the constructs. In the Content Analysis which follows, the presentation of the data and the subsequent analysis takes the following order;

The set of elements is named (eg. The family set)

The elicited construct is presented (eg. C1 Talks a lot - talks in a different way).

The percentage value of the total variance provided by that construct is shown (eg. V = 6.85%).

The full personal-interpersonal dimension is drawn (eg. Self, Family, School, Friends, Admired, Rejected).

The group of the elements along this dimension is indicated.

(E1 E2E3E4 E5E6E7 E8E9E10 E11E12E13 E14E15E16)
The raw score, on the five point scale, is given for each element (eg 2 144 252 114 114 115).

The triad which generates that construct is identified (eg. TRIAD, E1, E2, E3). The whole is read, analysed and the more important points summarised in the section marked 'FINDINGS'.

NOTE

The board game had marked out 'the scale of intensity', shown below:

Similar (emergent pole) score 1 - very much like this
2 - a little like this

Difference (contrast pole) score 5 - very much like this
4 - a little like this

Non contribution score 3 - not like this at all

In 'findings', the researcher scans the whole set of scores on that particular construct to look for important similarities, differences and non contributions. The researcher intuitively summarises this information. The twenty constructs, with sixteen elements scores on each, generalise the twenty findings. These findings are then used to create in part the psychological profile of Rose, which is to be presented at the end of this case study. In the interim, the scoring of Rose of her 'Self' is presented as 'Rose - a single dimension'.

RAW SCORE - CONTENT ANALYSIS

3.3 THE FAMILY SET

C1 Talk a lot - Talk in a different way V = 6.85%

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
2	144	252	114	114	115

Finding: Triad, E1, E2, E3

Rose and her mother talk a lot. This is the basis of a successful relationship. Rose sees herself as more reserved a person than her friends and those she admires. The Bad Teacher, the Lazy and the Hated Person 'talk' in a quite different way.

C2 work together - work separately V = 7.56%

-						-
Self	Family	School	Friends	Admired	Rejected	
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16	
1	115	153	214	124	155	
-						-

Finding: Triad, E1, E2, E4

This construct contributes the highest variance percent. In this way Rose makes the major discrimination between the 16 elements. A closed circle contains Rose, mother, father, good teacher, girl friend, intelligent person and crazy person. Well outside this scheme is, grandparents, bad teacher, the lazy and hated person. The construct is seen as a clear attachment to 'the work ethic'.

C3 helpful - not helpful V = 5.86%

-						-
Self	Family	School	Friends	Admired	Rejected	
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16	
2	114	252	114	124	454	
-						-

Finding: Triad, E1, E3, E4

Mother, father, friends and intelligent person are helpful to Rose. The association with the intelligent person is seen as an indication of a self-image. The bad teacher and the lazy person provide the contrast.

C4 family - not relative

V = 4.46%

-

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
3	141	554	433	435	555

-

-

Finding: Triad, E2, E3, E4

This construct is difficult to interpret. It seems to suggest that the grandparent is on the mother's side of the family. No other person is a family relative.

THE SCHOOL SET

C5 Fed-up and boring sometimes

- Not fed-up and boring

V=6.35%

-

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
1	552	513	253	553	231

-

-

Finding: Triad, E1, E5, E6

This construct shows that Rose is extremely self critical. The bad teacher and hated person receive the same degree of criticism. In this self-reproach, Rose may be assessing her own character or she may be implying that the sheer professionalism of mother and father is too much to live up to.

C6 Act, know well, better know what to do

- Not like this

V = 4.70%

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
5	225	251	455	454	455

Finding: Triad, E1, E5, E7

This extended phrasing is an example of the way in which Rose verbalises a construct. The phrases add up to a clear description of professionalism. Thus mother, father and head teacher have this maturity. Rose does not see herself as possessing this attribute.

C7 Good communication - Poor communication

V = 4.2%

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
2	112	251	114	122	134

Finding: Triad, E1, E6, E7

Rose places great emphasis upon good communication.

She is critical of a bad teacher. This appears as the major weakness in this person. Her parents and her friends have excellent communication skills.

Note: The Researcher can only be amazed at a description of a teacher of the deaf 'with disasterously poor communication skill'.

C8 Worry - Not worry

V = 4.59%

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
2	123	252	113	121	453

-

Finding: Triad, E5, E6, E7

Perhaps to worry is to show concern. The good teacher and head teacher have this concern, the bad teacher does not. Rose, her friends and those she admires all possess this quality. The lazy person has no worries.

THE FRIEND SET

C9 Not possessive - Possessive

V = 5.62%

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
2	443	111	522	413	511

-

Finding: Triad, E1, E8, E9

Rose and her girlfriend are not possessive. The boyfriend is possessive. Mother and father are possessive, or perhaps protective. The school set show none of this caring provision.

C10 Likeable - Not likeable

V = 5.58%

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
1	112	252	114	112	145

-

Finding: Triad, E1, E10

Rose and her boyfriend are likeable people. In her judgement those who lack this quality are the bad teacher and the someone she dislikes on the odd occasion. Rose appears to describe almost everyone known to her as likeable. This makes the criticism of the young person very surprising.

C11 Happy - Not happy

V = 5.45%

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
1	111	252	114	122	245

-

Finding: Triad, E1, E9, E10

Rose is happy with her friends but not with the young person. The family set are happy people. The bad teacher and the hated person are without happiness.

C12 Sad - Not sad

V = 2.60%

-						-
Self	Family	School	Friends	Admired	Rejected	
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16	
2	333	333	124	112	443	
-						-

Finding: Triad, E8, E9, E10

Sadness, or perhaps solemnity. Rose and her girlfriends have this. The young person does not. This might be a sadness felt by deaf people at the imposition of their handicap. The family set and the school set are not like this. This construct creates the smallest contribution to percentage variation.

THE ADMIRED SET

C13 Fit - Not fit

V = 5.53%

-						-
Self	Family	School	Friends	Admired	Rejected	
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16	
1	412	232	143	414	155	
-						-

Finding: Triad, E1, E11, E12

Rose is athletic as is her father and boyfriend. The intelligent person and the artistic person are not fit. The lazy and the hated person must be quite unfit. Mother is not fit. Grandparent is fit. It follows then, that Rose regards fitness as no prerogative of youth.

C14 Not silly - Sometimes silly V = 5.91%

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
1	224	153	414	114	454

-

Finding: Triad, E1, E11, E13

Rose and the intelligent person are not silly. The artistic person is sometimes silly. The bad teacher and the lazy person are silly often.

C15 Sometimes (timid) withdrawn V = 4.59%
- No sometimes neither of them

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
5	255	324	253	412	232

-

Finding: Triad, E1, E12, E13

This construct may describe the quiet or even the sullen person. The athletic person and the artistic person are like this. Rose, the intelligent person and her boyfriend are different, perhaps they are extravert, even exuberant.

C16 Sensible and intelligent V = 4.59%
- A bit not sensible and intelligent

-

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
1	112	122	421	114	452

-

Finding: Triad, E11, E12, E13

The artistic person is not very sensible. The intelligent person and the athletic person are sensible and intelligent. Rose sees herself, her mother and father as both sensible and intelligent. The full school set is also given this quality, the good teacher most of all.

THE REJECTED SET

C17 Truthful - Not truthful

V = 3.31%

-						-
Self	Family	School	Friends	Admired	Rejected	
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16	
1	111	233	123	114	143	
-						-

Finding: Triad, E1, E14, E15

The crazy person is truthful. The lazy person is not. Rose and her whole family are extremely truthful. This is a strong moral construct, as Rose is part of a religious household. Rose surprisingly chooses to exclude the bad teacher and the head teacher from this moral dimension.

C18 Not selfish - Selfish

V = 4.26%

-						-
Self	Family	School	Friends	Admired	Rejected	
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16	
1	112	131	223	215	144	
-						-

Finding: Triad, E1, E14, E16

The person disliked (hated) by Rose is selfish. Rose and her parents are unselfish, but her grandparent is losing this quality. The crazy person is known to be unselfish.

C19 Love distance place V = 3.46%

- Doesn't care distance place

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
1	211	133	124	241	241

Finding: Triad, E1, E15, E16

There appears to have been the influence of the good teacher in this construct. Both good teacher and Rose are described as having a love of travel. The lazy person appears to want to stay at home. The appreciation by Rose and the members of her family of a wider view of the world is seen as an expression of maturity.

C20 Sometimes stupid - Not stupid V = 4.62%

Self	Family	School	Friends	Admired	Rejected
E1	E2E3E4	E5E6E7	E8E9E10	E11E12E13	E14E15E16
1	142	414	244	241	214

Finding: Triad, E14, E15, E16

The person disliked is not stupid. The crazy person and the lazy person can be sometimes stupid. Rose and her mother can sometimes do the silly thing. Father is seldom stupid. Father may be the stern and principled person, but Rose makes the very charming admission that she can still behave as might a child.

SELF (IN A SINGLE DIMENSION)

CONSTRUCT

S C O R E S

C1 TALK A LOT		TALK IN A DIFFERENT WAY
C2 WORK TOGETHER		WORK SEPARATELY
C3 HELPFUL		NOT HELPFUL
C4 FAMILY		NOT RELATIVE
C5 FED-UP + BORING SOMETIMES		NOT FED-UP + BORING
C6 ACT, KNOW WELL; BETTER KNOW WHAT TO DO		NOT LIKE THIS
C7 GOOD COMMUNICATION		POOR COMMUNICATION
C8 WORRY		NOT WORRY
C9 NOT POSSESSIVE		POSSESSIVE
C10 LIKEABLE		NOT LIKEABLE
C11 HAPPY		NOT HAPPY
C12 SAD		NOT SAD
C13 FIT		NOT FIT
C14 NOT SILLY		SOMETIMES SILLY
C15 SOMETIMES (TIMID) WITHDRAWN		NOT SOMETIMES NEITHER OF THEM
C16 SENSIBLE + INTELLIGENT		A BIT NOT SENSIBLE + INTELLIGENT
C17 TRUTHFUL		NOT TRUTHFUL
C18 NOT SELFISH		SELFISH
C19 LOVE DISTANCE PLACE		DOESN'T CARE DISTANCE PLACE
C20 SOMETIMES STUPID		NOT STUPID

1 2 3 4 5

SCORE 1 A LOT LIKE THIS
SCORE 2 A LITTLE LIKE THIS
SCORE 3 NOT LIKE THIS

SCORE 4 A LITTLE LIKE THIS
SCORE 5 A LOT LIKE THIS

Finding:

Rose describes herself as a talker. She is helpful and works closely with her family. She is sometimes fed-up and finds life boring. She accepts that she is immature and tends to worry. She is not possessive and is quite likeable. She is not always happy. She is often very sad. Rose is fit and she is sensible. She is very truthful and not at all selfish. Rose admits to being very stupid on occasions.

Rose reveals a very clear assessment of self. She moves her self-image through each grade on the scales provided. The feature of sadness and immaturity is noted. The absence of the construct deaf - hearing is thought to be a remarkable tribute to those responsible for her upbringing. The constructs reflect Rose's capabilities. They are logical, sensitive and very descriptive.

5.4 PRINCIPAL COMPONENT ANALYSIS

NOTE detail of this methodology is to be found in 'pilot study' and 'main study-evolution'.

<u>DATA ARRAY</u>	<u>ROSE</u>	<u>(CHAP 6)</u>	<u>(CHAP 3)</u>
		<u>GROUP MEAN</u> <u>SCORE</u>	<u>FALSEPLOT</u>
TOTAL CONSTRUCT VARIANCE	605.0	(MEAN 578.3)	(608.0)
CONSTRUCT BIAS	0.3223	(MEAN 0.3486)	(0.2054)
CONSTRUCT VARIABILITY	0.7100	(MEAN 0.6907)	(0.7118)
ELEMENT DISPERSION SCALE	1.51	(EXPECTED 1.64)	(1.64)
SUMMED THREE COMPONENTS	67.94%	(MEAN 66.64%)	(49.3%)
FIRST PRINCIPAL COMPONENT	47.00%	(MEAN 38.79%)	(22.64%)
SECOND PRINCIPAL COMPONENT	12.50%	(MEAN 15.50%)	(15.67%)
THIRD PRINCIPAL COMPONENT	8.40%	(MEAN 10.88%)	(11.07%)

Finding:

Rose has produced a total construct variation which is larger than the mean for the whole group of forty respondents to the Repertory Grid. This indicates that Rose is using the constructs descriptively. Analysis shows a Bias of less than the mean and a construct variability greater than the mean. Rose is prepared to use all the values on the five point scale without excessive preference. She is also prepared to use the higher and lower values to point out the similarities between the elements and the differences where they exist.

When the elements are mapped in two dimensional space, Rose requires a scale of dispersion which is less than the mean for the group. This indicates there are no extremely different people in this personal - interpersonal assessment.

Rose has produced a complete set of Raw Score data and this has been processed by the INGRID PROGRAM. Rose has shown that the pre-lingually, profoundly deaf young adult is capable of pursuing an interview, based upon a Repertory Grid procedure. The first three Principal Components provides 67.94% of the total variation accounted for. The mean for the first three Principal Components for the whole group of 40 respondents is 66.64%. Rose is typical of the whole group in having a construct system with very prominent principal components and therefore prominent superordinate constructs. The Researcher attempts to analyse the first three Principal Components.

The first of the three principal components listed provides 47.00% of the total variation accounted for. The mean for the first principal components for the whole group of 40 respondents is 38.79%. The 47.00% is regarded as a high value on the first principal component and this suggests a LOW COGNITIVE COMPLEXITY, as evaluated by Jane Chetwynne (in Slater 1972 vol 2). The Principal Components, No.2 and No.3 are lower than the mean values for the whole group. This implies that these constructs are producing superordinate constructs of a reduced perspective.

Rose has a firm construct system based on a small number of principal components (superordinate constructs). The high relative value of the first principal component suggests a low cognitive complexity which translates into an uncomplicated young adult. The first principal component should then indicate the basis of the construct system, used by Rose to measure her world.

FIRST PRINCIPAL COMPONENT

LOADINGS

E15 Lazy	-1.3839	E11 Intelligent	0.8216
E6 Bad	-1.3690	E2 Mother	0.8077
E16 Hated	-1.1410	E3 Father	0.7650
E10 Young	-0.7725	E9 Girl	0.6726
C1 Talk in a different way		Talk a lot	-0.8337 (R)
C2 Work separately		Work together	-0.8953 (R)
C3 Not helpful		Helpful	-0.9195 (R)
C7 Poor communication		Good communication	-0.8586 (R)

C10 Not likeable	Likeable	-0.9297 (R)
C11 Not happy	Happy	-0.8908 (R)
C14 Sometimes silly	Not silly	-0.8170 (R)

THE SYMBOL (R) INDICATES THE CONSTRUCT IS REVERSED.

Finding:

The first principal component may be regarded as the primary superordinate construct. In this case, Rose chooses a negative pole which is made up of those she least admires. In this group of people rejected by Rose, there is the lazy person and the bad teacher both with similar influence. The group as a whole have poor communication and are unhelpful and unlikeable. In contrast, the opposing pole is constructed from close family and close friends with the intelligent person providing the major orientation. These people are helpful, work together and talk a lot. This results in a likeable, happy set of people.

The derived Superordinate Construct is suggested as:

UNHELPFUL PEOPLE - GOOD COMMUNICATORS

SECOND PRINCIPAL COMPONENT

LOADINGS

E5 Good teacher	- 0.5126	E8 Boy	0.7575
		E14 Crazy	0.6029
		E13 Artistic	0.5610
C9 Not possessive		possessive	0.6939
C16 Sensible and intelligent		Not sensible and intelligent	0.6533
C20 Not stupid		Stupid	-0.7135 (R)

Finding:

The negative pole in the second 'superordinate construct' revolves around the qualities of the sensible, intelligent good teacher. The contrast is made in a group consisting of boyfriend, crazy person and artistic person. They are possessive and stupid. A further study of this construct might suggest the professional giver of information is contrasted with those who demand most for themselves.

The derived Superordinate Construct is suggested as:

THOSE WHO GIVE - THOSE WHO DEMAND

THIRD PRINCIPAL COMPONENT

LOADINGS

E4 Grandparent	-	0.5175	E13	Artistic	0.7175
C13 Fit			Not fit		0.6282
C18 Not selfish			Selfish		0.5206

Finding:

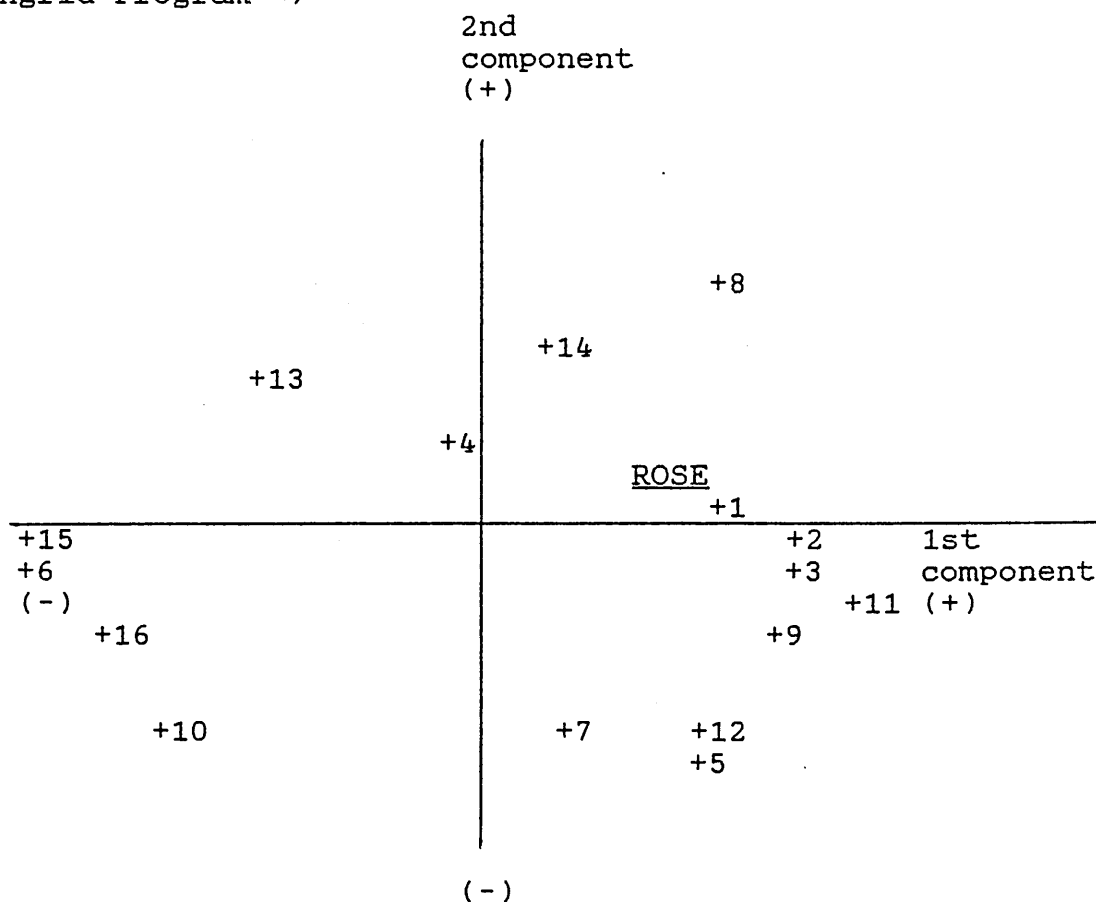
In this third 'superordinate construct', the Grandparent has the approved qualities of fitness and unselfishness. The artistic person provides the contrast in not having these qualities. The negative pole might be the quality of fit, even athletic. The contrast then would be with the selfish, self-centred artist.

The derived Superordinate Construct is suggested as:

FIT - ARTISTIC

SELF (IN TWO DIMENSIONS)

COMPONENT 1 VERSUS COMPONENT 2 (Drawn from Slater's 1972
Ingrid Program)



Finding:

In terms of the first component, Father, Mother and the girl friend and intelligent person are given a similar identity. They are located far away from the lazy person and the bad teacher. Rose aligns Self with the boyfriend and the athletic person. All three are similar in terms of the first principal component. At this pole, all are good communicators. In terms of the second principal component, the boyfriend and the athletic person are very different. The former is possessive, the latter is sensible. Rose is unable to show a Self that is very close to any other of the sixteen elements. By general displacement, Rose judges her Self to be most like her

parents and her girl friend and the intelligent person. She is least like the lazy person, and equally least like the bad teacher. In all of this Rose retains her own self-identity. This two dimensional displacement of the sixteen elements within the construct space is a major feature of the computer program 'Ingrid'.

5.5 A PSYCHOLOGICAL PROFILE

ROSE

Rose was born profoundly deaf. She is now eighteen years of age. She completed her secondary level education in a School for the Deaf and now attends a college of further education. She lives in a large house with parents who are of professional status. Rose displayed composure when introduced to the Researcher. She shows a love of her parents and an affection for the household pets. She is seldom given to anger and expresses care and concern for her parents and grandparents. Rose presents herself attractively and her command of oral speech is sufficient for a hearing person to understand and follow explanation or general conversation.

Rose can lip-read with skill sufficient for her to participate in her 'oral' household. Rose is accomplished in fingerspelling and this underscores her comprehensive vocabulary. Rose is pleased to participate in the research and other matters of concern to the adult community. Rose can recognise the change from child to adult and has no difficulty in following conversations of a temporal or spatial nature. Rose can question a speaker carefully until she is assured of a correct understanding

of the point under discussion. Rose is quite bilingual in that she can also converse in British Sign Language. This particular skill was unknown to her parents. She holds to an opinion that she does not hate anyone but concedes that there is an occasional dislike of some others. Rose has a good memory of names, she is prepared to work hard and concentrate long periods of time. The lazy person is assessed to give a maximum contrast to this particular quality. Rose does not maintain the previous indicated 'high standards of literacy' when called upon to write out her 'elicited constructs'. Here spelling mistakes occur and Rose demonstrates the peculiar patterns of grammar and syntax found in the profoundly deaf. The redeeming feature of the writing, is the very descriptive nature of many of the constructs provided. Rose can discriminate when scoring these constructs and uses all the levels of assessment equally well. These constructs do have a central theme.

The correlations listed, indicate that Rose holds in very high regard 'communicating and working together'. She sees this as likely to produce helpful, likeable and happy relationships. When rating herself, Rose is very self-critical, seeing herself as sad and sometimes boring and stupid. The Researcher is not of this opinion and points to the remaining constructs which are logical, sensitive and widely descriptive.

Rose and mother talk together, but other than this, Rose sees herself as reserved. Rose has a clear attachment to the work ethic. There may be an element of

compensation in this hard work, as Rose forms a strong attachment with those regarded as intelligent. Rose places herself in this group. Rose can be very critical of herself, perhaps she sees herself in some way to blame for not achieving the University education given to all the other members of her family. Again Rose is her own detractor in suggesting that she lacks maturity, professionalism and communication skills of her own parents. All of this, does give Rose some cause to worry. This is not extreme, 'to worry' could equally be 'to have concern'. Rose sees her boyfriend as being possessive. Yet, in describing herself with both boyfriend and girlfriend, as likeable, this does offset some of her self-criticism. Additionally Rose can be happy, sometimes sad. This she shares with her friends. Rose is healthy and athletic and not given to being silly. She is sensible and intelligent, but she has some reservations in any excess of behaviour. Rose is completely truthful. She is not selfish. She has maturity and experience of travel, yet makes a final admission that on occasions she just might be given to some stupid or childish action. In all of this there is clear evidence of introspection.

Rose appears to have a construct system attuned to one prominent superordinate construct of communication. This strong construct suggests a relatively low cognitive complexity. Her world appears to be divided along the lines of, those members of family, the friends, the intelligent, who possess good communication skills. The group of individuals rejected, are the lazy and the disliked, in fact those with poor communication skills.

(This group includes the bad teacher). Those with good communication skills are likeable and happy and Rose is part of this group. Rose, in the second principal component, describes the good teacher as sensible, intelligent and not possessive. She includes herself with her boyfriend in this. Against this, the crazy person is sometimes stupid and sometimes demanding. Rose places herself close to her mother and father and furthest from the crazy person. There is a similar gulf between Rose and the bad teacher. Rose recognises that she is in good health. In the third principal component she rejects the selfish artist. Rose presents a contradiction. She has good communication skills and is capable of giving much, yet she regards herself as a demanding person. She appears to undervalue herself and make much of the good in others. The Researcher regards this as the virtue of modesty, held by an intelligent and very attractive young person.

SELF - IN THREE DIMENSIONS

FORMAT

In this principal components analysis, the first three principal components of the REP, have been reported upon. Each principal component analysed, was drawn from several elements and several constructs, all shown to have made an important contribution to that component. Each element and construct was given a negative - positive loading. The researcher sought to convert this negative - positive separation into the emergent pole - contrast pole of a derived Superordinate Construct. Superordinate

constructs are the controlling influence in the way a person perceives of himself and of others and is also a major predictor of a person's behaviour. In this way, each Superordinate Construct is the researcher's best attempt, by a largely intuitive criteria, to give a word symbolism to each respondent's frame of mind. This is thought to be new knowledge and the major outcome of this study of the young deaf adult.

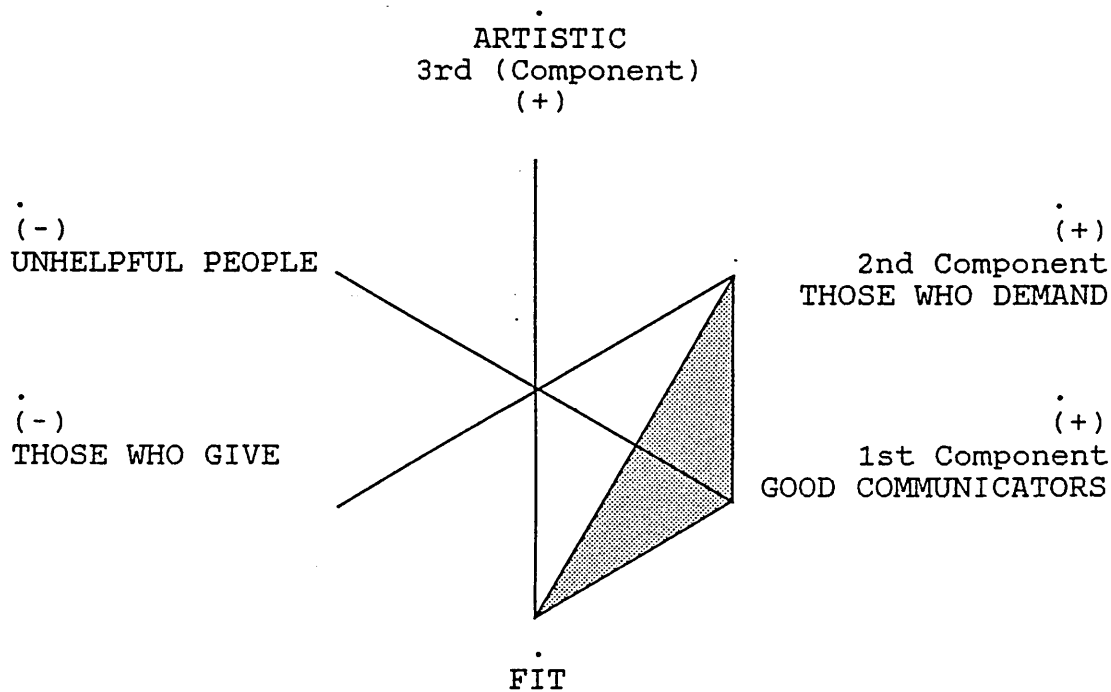
In the table which follows, the image of Self is represented by a value of 'loading'. A negative prefix indicates association with the emergent pole. A positive value indicates association with the contrast pole. The size of decimal at the end of this table indicates the intensity of association. Thus a unique three dimensional picture portrays the Self Awareness of this young deaf adult. This feature is the researchers design and is exclusive to this study. It is not the 'global' representation to be found in Slaters Computer program, 'Ingrid' (see Appendix A12).

TABLE OF LOADINGS

FIRST SUPERORDINATE CONSTRUCT (E1. LOADING 0.5169)
is ((-) UNHELPFUL PEOPLE - GOOD COMMUNICATORS (+))

SECOND SUPERORDINATE CONSTRUCT (E1. LOADING 0.2252)
is ((-) THOSE WHO GIVE - THOSE WHO DEMAND (+))

THIRD SUPERORDINATE CONSTRUCT (E1. LOADING-0.3873)
is ((-) FIT - ARTISTIC (+))



ROSE SEES HERSELF IN THE SHADED AREA OF PSYCHOLOGICAL SPACE

Rose has a very clear image of herself. Rose is a very good communicator. This allows Rose to give much of herself when dealing with others. In this she is a model of her parents. Rose presents herself as a demanding person. The Researcher disagrees and translates this into a personal modesty. Rose is fit and healthy. She makes no claims to be an artist. This view is at odds with her physical presentation. She dresses and presents herself

in a vivid and attractive manner. In this she is a model of her mother. Rose is unselfish yet can be introspective. This may reflect something of comparison with her sisters, who are high achievers. Rose makes no excuses for her deafness. In the hearing world around her she is prepared to be deaf, to have deaf friends and to mix with deaf adults. Rose does not measure herself against her deafness. Her only regret is that deafness may preclude her from being a teacher. The Researcher accepts this possibility, and equally vehemently rejects it. If only to repeat the mother's assessment of her child. 'Rose is the right person to be teaching young deaf children'.

CHAPTER 6 THE REPERTORY GRID METHOD

6.1 Prioritising the Superordinate Constructs derived from principle components analysis of the forty Repertory Grid Interviews

Introduction

In the previous chapter, an in-depth case study (Rose) was used to detail method and analysis. When completed this produced 'a psychological profile' and 'graphical presentation of self in three dimensions'. Now the method and analysis have been omitted for the sake of brevity. The 'Psychological Profiles' and 'Graphical Presentation of Self in three dimensions' have been retained for the forty respondents to the Repertory Grid. In order to facilitate a first reading of this reduction of the data, the derived Superordinate constructs are initially presented in the form of tables. Each of the three tables contains a first, second or third Superordinate Construct, for each of the forty respondents. There are two possible ways recommended for the reading of these tables. The first is to regard a single table as an overview of the superordinate constructs held by the sample population and by projection of the whole population. In this way it is possible to ascertain the priorities and the guiding themes, which orientate and perhaps control the self awareness of the literate deaf. This first method of 'reading' the tables has been attempted and findings are listed at the end of each of the three tables.

The findings obtained in this way support the claim that the literate deaf do have a system of priorities which is largely common to the full population. First and

significant in existential terms, the deaf are aware of those who accept them and those who reject them, and they reciprocate in kind. Then the literate deaf show that they draw more from their deaf peers than from the hearing (adults) who surround them. Lastly, in the literate young deaf adult there is the self imposed presence of comparative personal success and the risk of personal failure.

These findings are new knowledge of deafness and represent support for the claim of 'normality' in the literate young deaf adults. (A further analysis of results of the Repertory Grid interviews is provided in Chapter 9).

A second possible way of reading the three tables which follow, is to compare the three derived Superordinate Constructs of a single respondent and from this practice, move to reading, 'the Psychological Profile' of that same respondent (which is to be found in the final section of this chapter). In this way individual character studies are possible.

NOTE

In each table of Superordinate Constructs, derived from the Principal components for each respondent, there is a column headed 'Self-loading'. This value represents the location of Self in that dimension. The Superordinate Construct itself, is the researcher's best attempt to give meaning to all the Elements and Constructs which 'loaded' that particular 'principal components' (See Chapter 5 for 'Method').

TABLE 1 FIRST PRINCIPAL COMPONENTTHE DERIVED SUPERORDINATE CONSTRUCTS

	<u>NEGATIVE POLE</u>	<u>SELF- LOADING</u>	<u>POSITIVE POLE</u>
SAM	The Oppressors	0.0032	The Considerate
DON	Caring People	-0.0436	Irresponsible People
RAY	Outsiders Disliked	0.780	Close Family Circle
ROSE	Unhelpful People	0.5169	Good Communicators
DOT	Despicable Types	0.6908	Capable People
LUIS	Good Character	-0.1526	Unfriendly People
CHRIS	Silly Child	-1.3157	Respected Father
NICK	Despicable People	0.6758	Respected People
ANNE	Beautiful	-0.8758	Ugly
PAT	Hated Adults	0.5690	Best Friends
KAREN	Cruel Liars	0.0702	Happy Family
WILL	Crazy	0.7947	Sensible
MEL	Uncertain Self	-2.2659	Hated Others
ALAN	Stupid Deaf	0.0853	Honest People
RUSS	Superior Intellect	-1.0708	Inferior Nature
ROY	Good Companions	-0.7720	Bad and Ugly
PETE	Close Family	-0.3873	Disliked Outsider
KATE	Cruel People	0.2887	Fair Minded Adults
ANDY	Talkative Friends	-1.2234	Silent Enemy
FAITH	Reliable Friends	-0.2987	Hated Enemies
LIL	Amusing Adults	-0.5327	Hated People
PADDY	Close Family	-1.0333	Hated Teachers
JACK	Happy Home	-0.8625	Cruel Adults
GUS	Bad Influences	0.6636	Reassurance
DAN	Good Teachers	-0.3097	Hated Teachers
SETH	Outdoor Types	-0.1212	The Irresponsible
LUCY	Trustworthy	-0.1597	Despicable
ARNOLD	Adult Liars	0.7644	Interesting Friends
JANE	The Bullies	0.3427	Fair People
RENE	Stupid Liars	0.1105	Adult Friends
TANYA	Calm Men	0.7842	Emotional Women
RITA	Bad People	-0.3350	The Morally Good
LANA	Adventuresome	-0.7793	Moaners
MORRIS	The Rejected	-1.0542	Sensible and Liked
SID	Normal	-0.6372	Hated Stupidity
	Intelligence		
ROB	Kind Friends	-0.0905	Difficult People
SANDRA	Interesting		
	Intelligence	-0.6372	Hated Cruelty
TESS	Lieing Teachers	0.9251	Truthful and Intelligent
MIKE	Angry and Cruel	0.4143	Nice and Calm
NED	Hated People	0.0804	Nice People

Finding

Prominent in Table 1, is 'the assessment of others'. The traceable theme is that of 'those who accept the deaf and those who are rejected by the deaf'.

TABLE 2 SECOND PRINCIPAL COMPONENTSTHE DERIVED SUPERORDINATE CONSTRUCTS

	<u>NEGATIVE POLE</u>	<u>SELF- LOADING</u>	<u>POSITIVE POLE</u>
SAM	The Easygoing	-0.1301	The Serious
DON	Adult Hearing	0.3102	Young Deaf Club
RAY	Immature Deaf	-0.0050	Mature Adults
ROSE	Those who Give	0.2252	Those who Demand
DOT	Clean and Helpful	-0.3540	Simple and Happy
LUIS	Responsible Adults	0.4557	Youthful Pleasure
CHRIS	Honesty	-1.1906	Dishonesty
NICK	Deaf Humour	-0.1908	Cruel Hearing
ANNE	Waster	0.5685	Worker
PAT	Youthful	-0.9109	The Concerned
	Exuberance		
KAREN	The Calm	-0.7531	Aggressive Adults
WILL	Lazy Young Deaf	-0.3777	Serious Hearing Adults
MEL	Sad Adults	-0.1778	Happy Children
ALAN	Interesting Friends	-0.1888	Boring Adults
RUSS	Young Deaf Friends	-0.4755	Untrustworthy Adults
ROY	Brash Youths	0.0015	Considerate Females
PETE	Academic World	0.2328	Free Young Friends
KATE	Verbose Adults	0.6814	Quiet Friends
ANDY	Good Sense	0.1444	Irresponsibility
FAITH	Over Superior	0.7779	Uncertainty
LIL	Self Possessed	0.9961	Uncertain Adolescents
	Adults		
PADDY	Aquaintances	-0.5446	Close Friends
JACK	Adolescent Friends	-0.4203	Young People
GUS	Weak	0.2110	Athleticism
DAN	Young Athletes	-0.4371	Staid Females
SETH	The Talkers	0.0727	The Doers
LUCY	The Deaf	0.0930	Hearing Superiority
ARNOLD	Youthful	-0.1728	Authoritarian
JANE	Youthful Fun	0.0326	Sensible Adults
RENE	Angry Young Adults	-0.1959	Other Age Groups
TANYA	Good People	0.2706	Crazy Liars
RITA	Crazy People	-0.2989	Serious People
LANA	Honest and Truthful	-0.0565	Liars
MORRIS	Happy Family	-1.4739	Lazy People
SID	Interesting Young	-1.0229	Boring Adults
ROB	Sensible Adults	0.7047	Irresponsible Youth
SANDRA	Family Ties	1.0194	Close Friends
TESS	Young Friends	-0.5947	Close Family
MIKE	Lazy Youth	-0.0778	Adult Women
NED	Working Adults	0.8058	Young Friends

Finding

Prominent in Table 2 is 'youth'. The traceable theme is that of, the friendliness of young deaf peers - the seriousness of aged hearing adults.

TABLE 3 THIRD PRINCIPAL COMPONENTTHE DERIVED SUPERORDINATE CONSTRUCTS

	<u>NEGATIVE POLE</u>	<u>SELF- LOADING</u>	<u>POSITIVE POLE</u>
SAM	The Immature	-0.6371	The Calm
DON	The Failures	-0.9210	The Accomplished
RAY	Weak Females	0.5065	Clever Men
ROSE	Fit	-0.3873	Artistic
DOT	Outdoor Sports	0.0445	Office Work
LUIS	Friends	1.0760	Family
CHRIS	Deaf Companions	-0.1623	Artistic Hearing
NICK	Feminine	0.0473	Masculine
ANNE	Sad	0.1647	Happy
PAT	Truthful Hearing	0.2844	Weak Deaf
KAREN	Old Age	0.3094	Capable Adults
WILL	The Talented	-0.1447	The Weak
MEL	Cruel Children	0.3837	Likeable Adults
ALAN	Happy Friends	-0.2880	Sad Family
RUSS	Mature Relationships	0.1799	Youthful Excesses
ROY	Complicated Adults	0.5154	Uncertain Youth
PETE	Old Ladies	0.1862	Masculine Activities
KATE	Male Affection	0.4395	Mother Love
ANDY	Calm	-0.1422	Crazy
FAITH	Morbid Adults	-0.1375	Happy Youth
LIL	Silly Talk	-0.2152	Stupid Behaviour
PADDY	Irresponsible Youth	-1.0574	Respectable Adults
JACK	Conscientious Teacher	0.1906	The Lazy
GUS	Talented People	-0.0203	Lazy and Boring
DAN	Aggressors	-0.0577	The Weak
SETH	Clever People	0.4889	Humerous People
LUCY	The Clever	0.6398	The Beautiful
ARNOLD	Childish People	0.2443	Adult Friends
JANE	Superiority	0.5338	The Concerned
RENE	Mature Teachers	-0.0397	Childish Concerns
TANYA	Worried	-0.3216	Capable Deaf
RITA	Hard Working Adults	0.6496	Happy Children
LANA	Serious People	-0.0190	Childish
MORRIS	Funny Old People	0.7818	The Clever Young
SID	Artistic Hearing	-0.2602	Athletic Deaf
ROB	Lazy Men	-0.7631	Artistic Women
SANDRA	Talented Youth	0.2006	Venerable Age
TESS	Strong People	0.4813	Sensitive People
MIKE	Hearing Adult	0.6300	Deaf Child
NED	Youthful Vigour	0.1225	Serious Adult

Finding

Prominent in Table 3 is 'uncertainty'. The traceable theme is that of, those with talent and success and the risk of a personal failure.

6.2 THE FORTY YOUNG DEAF ADULTS

01 SAM

Sam was interviewed, during the several meetings at his home. Sam is a pleasant and quiet young person. He possesses much nervous energy. He fingerspells his own name slowly. He could understand the researcher's name. However, he showed little understanding of the nature of a research programme. When using Total communication, Sam placed heavy reliance upon Sign Language. He has received no training in Sign language and has learned his Sign vocabulary from his young peers. His oral skill is extremely limited and is insufficient for formal communication. Sam was able to join in a conversation about the children in the first photograph, and did agree that the deaf child had grown into the young deaf adult in the second photograph. Sam managed a low score in recognising words written in English in the Word Game. This score was improved to average, in the re-run of the game, using Sign recognition. Sam has a good memory for names and was able to identify thirteen of the sixteen individuals in the People Game. Sam has a lower total construct variation than the mean for the forty respondents, and this suggests he is reluctant to make distinct assessment of the elements. Sam has a construct Bias, greater than the mean. He has a preference for the description of 'similar' rather than 'different'. A low variability reinforces this conservative description. Sam requires a large dispersion scale, to place each element along a personal-interpersonal dimensions. This suggests that certain individuals have made a distinct impression

upon him.

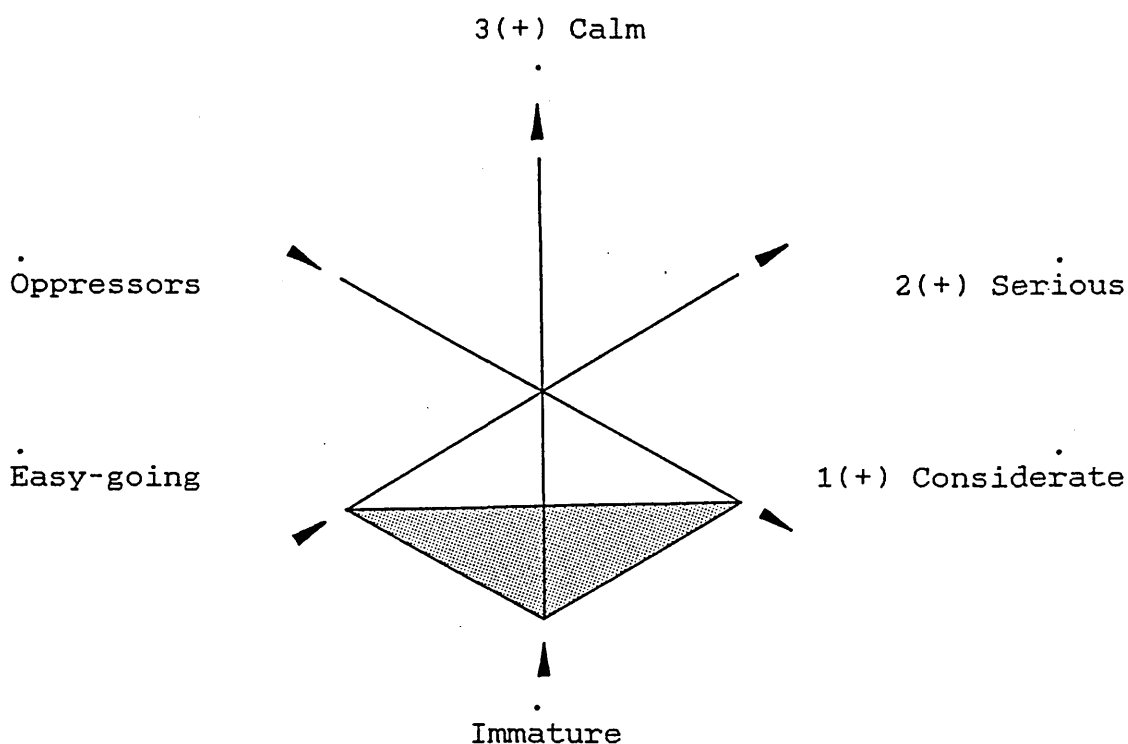
The first three principal components each account for a similar total variation to that of the mean of the whole group. In this respect, Sam can be described as being typical of the other young deaf adults. The content analysis suggests that Sam talks with his mother. Father is a calming influence. Sam described himself as happy and hardworking. He thinks of himself as reasonably-clever. Sam is helpful, but sometimes unkind. He thinks of himself as a bad person in respect of his relationship with his girl friend. He claims a similarity with the good teacher, and a difference with the bad teacher. He suggested that the bad teacher is a boring person. Sam accepts his small physique, and his limited strength. He feels he is now more adult than child. He claimed no physical beauty. Sam does not claim the quality of very clever. The bad teacher is given this accolade. Sam claims some athleticism in great proficiency at snooker. Sam also claimed to be a fit person. Sam is a nice person, the bad teacher is not a nice person. Sam is sensible, interesting and serious. Sam rejected the poor qualities of the lazy person and the bad teacher, yet, Sam failed to associate himself, with his friend, the young person or the intelligent person.

In terms of the first principal component, again Sam presents himself as neither the serious, nor the easy-going person. This suggests a very conservative outlook on life. In terms of the second component Sam is very close to his mother and grandparent but chooses to

distance himself from his father. Lastly, Sam distances himself most of all from the bad teacher. Sam appears heavily self critical and judges himself to be immature.

In total, Sam presents himself as caught between those who oppress and those who are considerate, caught between the easy-going and the serious, more immature than self assured, more conservative than flamboyant. In fact, as a young deaf teenager rather than as a young deaf adult.

THE SUPERORDINATE CONSTRUCTS



SAM sees himself in the shaded area of psychological space.

Sam sees himself as easy-going and considerate of others. Most of all, Sam sees himself as immature, when looking at others in the world about him. This immaturity may be that of 'age' or emotional development. It could just as easily be, the lack of development of an intellectual-self, which is hidden away, in this young

deaf person.

02 DON

Don met the researcher in the Deaf Club of a large Provincial City. Otherwise, he lives alone, in a flat provided by Social Security. He is tall, slim and reserved. Don fingerspells his own name and shows in fingerspelling a good understanding of the term 'researcher'. When the photographs were produced there was an easy conversation about the young people portrayed. Don signed quickly and clearly. He agreed that one of the young children, can also be a young adult, in the second photograph. Don claims to know the young deaf adult shown there. Don has little oral skill. The conversation continued mainly in Sign. Don has not received tuition in Sign. He claims his skill is received, first from other deaf children, then from the deaf adults he meets in the Deaf Club. Don played the Word Game quickly and claimed a recognition of all but one of the words written. This was confirmed as correct. Don offered the explanation, that he began to read newspapers when he was 17 years old, and in the space of one year, had taught himself the English language. Don was able to present all the words in Sign, and added many local variations. He provided signs to support the several different meanings of certain words. The word 'fair' was explained in three different ways. Don had no trouble recalling the name of a full complement of sixteen elements in the People Game and when given the choice of provided or elicited constructs, chose to write

without assistance the constructs required. Don showed the many mistakes in written English which are typical of the prelingual deaf.

Don completed the Repertory Grid in the space of two hours. Analysis produced a total construct variation, very much higher than the mean of the forty respondents. This suggests Don made full use of the scales, in order to provide good description of, and clear discrimination between the elements. The analysis showed little bias, which infers Don will describe by difference or by similarity equally well. A high variability also showed that Don has used all the values of the scale. When the elements were mapped in two dimensional space, the large scale of dispersion confirmed the descriptive nature of the construing. The sum of the first three principal components was similar to the mean of the whole group. This similarity continued, in the percentage variation accounted for, in each of the first three principal components. Don is no more and no less complex, than is typical in the deaf in this study.

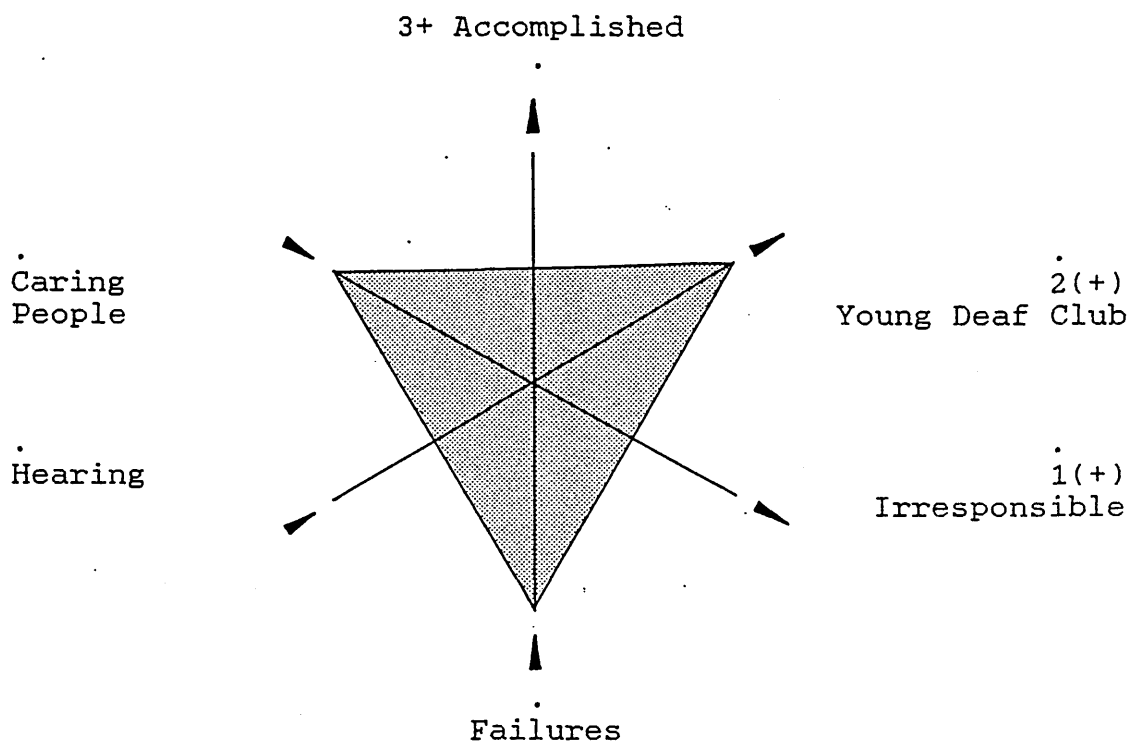
The logical nature of Don's construing, shows in the early constructs. Don chooses: male-female; deaf-hearing; young-old; working-not working. The distinction between those who are deaf, and those who are hearing, accounts for the largest single variation. Deafness, or otherwise, becomes the dominant description. Don distances himself from his family. Mother and Father are working, but he is not. Don appears to use the term 'clean' to mean socially acceptable, and in this way discriminates against the Bad Teacher. He places this person firmly amongst those of

the Rejected Set. Don admits to illness that will prevent him from ever driving a motor vehicle. He asked for reassurance that it was the illness, rather than his deafness that so prohibited him. Don admitted to smoking heavily. He chooses to judge others, against this 'bad' habit. He discriminates between the members of the School Set, by their degree of calmness. He adds 'fairly calm' to his description of Self. The constructs, live with parents and member of Deaf Club, shows a dichotomy of identity. Don does not live at home. Don does 'live' in the Deaf Club. The Deaf Club is clearly the substitute home for this young deaf adult. Don judges himself to be sensible and quite intelligent. He is not athletic, neither is he artistic. The bad teacher is artistic, a possible connection is implied. Don again refers back to his illness as he makes comparison between his friend (boy) and girl friend. They are both quite healthy. Generally, other people are judged to be quite nice. Don included himself in this. The exceptions to this niceness, are the bad teacher, the crazy person and the hated person. Don lives alone and therefore sets his own standards of behaviour. The Rejected Set are never helpful. Don is a helpful person. He has too much time on his hands. Don suggests that he would like to be doing more things. He would like to be out at work.

The good teacher is responsible for orienting Don's outlook on life. The good teacher represents those who have cared for Don in his younger life. The contrast is made, between the good teacher, and others who are

younger, less intelligent, less nice and less helpful. Don sees himself as caught exactly between the two influences. Presently, Don is also caught, between two further influences, the absent-mother and the ever-present young friends in the Deaf Club. Don in respect of both these influences is always inwards looking. He looks at himself as all these others see him. This introspection continues. The 'others' consist of the athletic, the artistic, those able to work and drive. 'The others' are accomplished in these things. Don is prepared to dwell upon his own presumed failures. He is not yet aware of his own potential. Here is an intelligent young man who has taught himself two languages, the language of Sign and the language of English.

THE SUPERORDINATE CONSTRUCTS



DON sees himself in the shaded area of psychological space

Don is deaf, he is also ill. He has a low self-

esteem. He claimed that he is not accomplished and that he is a failure. Don reads the newspapers avidly and is able to see that the world goes on without him. Perhaps this describes many young people who are living alone.

03 RAY

Ray agreed to meet the researcher at the local Deaf Club. Ray is of small stature. His agitation indicated an excitable young man. After working for one hour, he 'discovered' another appointment. During a second meeting, Ray showed great concern with speed of completion. At the end of this second interview, he disappeared with alacrity. Ray fingerspelled his own name easily. Using fingerspelling Ray indicated an understanding of the nature of research, and supported the general concept. When the photographs were discussed, Ray used both oral-speech and signed communication, equally well. His speech is not difficult to follow. He complemented each explanation, with Sign. The 'Sign' he learned from other young people and members of the adult deaf community. These adults he meets at the local Deaf Club. Ray quickly remembered fourteen of the sixteen names required for the People Game. He accepted suggestions in naming the remainder. When the Repertory Grid requirements were explained to him, Ray chose the system of elicited constructs.

At the later meeting, and in order to complete the grid more quickly, Ray changed the system and resorted to using the concepts listed in the Word Game. This latter technique was thought by him, to be a general improvement

on the Repertory Grid method. After computer analysis, and from the results obtained, Ray produced a total construct variation much less than the mean of the whole group. This low value, suggests that by resorting to the provided 'constructs', Ray had severely restricted his powers of description. There was some bias in the way Ray scored the constructs. Ray sees himself as similar to others. He frequently opted for the middle range score indicating that many were 'not like this'. The 'summed variation accounted for', in the first three principal components, was the same as the mean for the whole group. This figure concealed the value of a low percentage on the first principal component, and high percentage values on the second and third principal component. The implication of this, might be a very high 'cognitive complexity'.

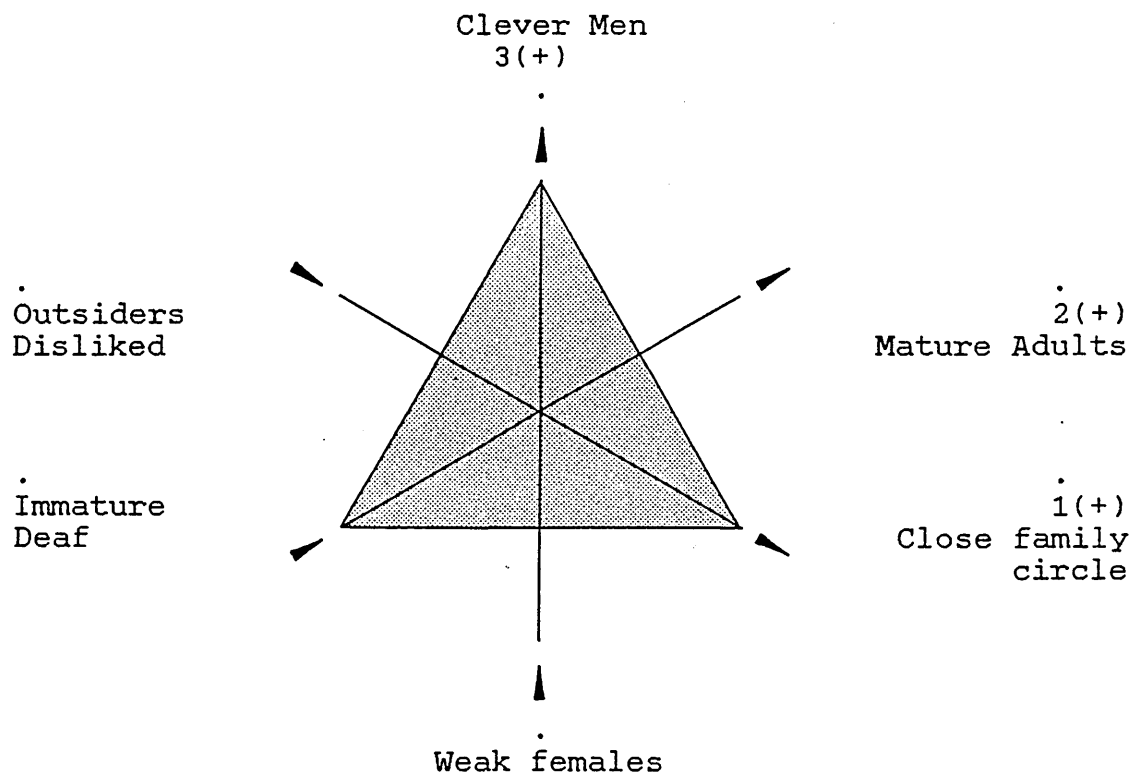
Ray was very aware of his own high level of literacy and oralism. He made this the subject of the first construct. Other early constructs, discriminated between young and old, male and female, family and others. In comparison with the school set, Ray described himself as less-clever. Ray introduced the construct of deafness and hearing, and this produced, one of two, very high values for percentage accounted for. Ray is very aware of his own deafness. Ray stated that he is not totally good. Ray claimed most of his acquaintances are quite interesting people. He then stated, 'that women are weak people and children are dirty.' This indicates that Ray is capable of strong prejudice. The prejudice may be a result of Ray's temperament, or of his up-bringing, or of

his deafness or of his lack of a good education. Ray is happy with his friends and indicates personal satisfaction. Ray talked and worked hard. He is helpful and regards himself as 'one of the best'. He described himself as being still at school (ie further education). He made it quite clear that he would prefer, to be out in the real-world of work. This, being the final construct, it provided the greatest percentage variation.

The hated person, the bad teacher and the athletic person created the negative pole of the first principal component. The members of Ray's family produce the positive contrast to this. In this component, Ray reveals how much he depends upon the support of the family unit. In terms of the second principal component, Ray rejected the crazy, the lazy and young people. He contrasted this group, with a description of several adults. These adults being, clean, hearing and clever people. Ray presented himself as not belonging to either of these two groups. Ray distances himself, with emphasis, from the person described as athletic. Ray does not give a reason for this. Ray groups, the athletic person with the hated person and with the bad teacher. Ray claimed to be very different to this group. Father and the two friends, are displayed as being the closest to Ray. Perhaps the close association with father has promoted this rejection of women. In terms of the third principal component, it is the young strong males who dominate. Ray represents himself as slightly immature, as dependent upon his family and as being one of a group of strong and clever males. Ray displays a prejudice against women that might be

associated with the lack of a good general education and social up-bringing.

THE SUPERORDINATE CONSTRUCTS



RAY sees himself in the shaded area of psychological space.

Ray draws his strength from the closeness of his family circle. This hearing-speaking world has influenced Ray's oral abilities. He sees himself as immature and relates his shortcomings to his deafness. He is prepared to dislike outsiders and dislike weak females. He presently thinks that men are naturally more clever and more able than women. He projects himself into this masculine stereotype by association. He is an adolescent male.

04 ROSE

See case study number 1 (5.1) (Page 82).

Dot attends a residential College of Further Education for the Deaf. She is on an office skills course of study. She is tall, slim, well dressed. She was interviewed in the Student Union building. At the meeting, Dot could fingerspell her own name. In fingerspelling she understood the name of the Researcher. She also understood the term researcher. Dot has good oral speech and lipreading. She provides excellent sign supported English. She has been taught in schools which teach in both oral and sign method. Dot understood the content of the first and second photograph. She accepted that a young child in one photograph might appear as a young adult in a second photograph. When playing the word game, Dot marked all the words as understood. She demonstrated this understanding with sign equivalents. Dot is assessed at the literacy level of excellent in both words understood and their sign equivalents. Dot has an excellent memory and named all sixteen elements in the people game. Dot chose the constructs provided as a simple method of enacting the Repertory Grid.

After a first analysis of results, Dot had produced a total construct variation less than the mean of the forty respondents. This may suggest that the provided constructs have limited her powers of description. The analysis also showed a very large value of bias, and relatively small value for variability. Dot shows a determined use, of the extreme values on the scale. She makes most elements 'very similar' to the construct

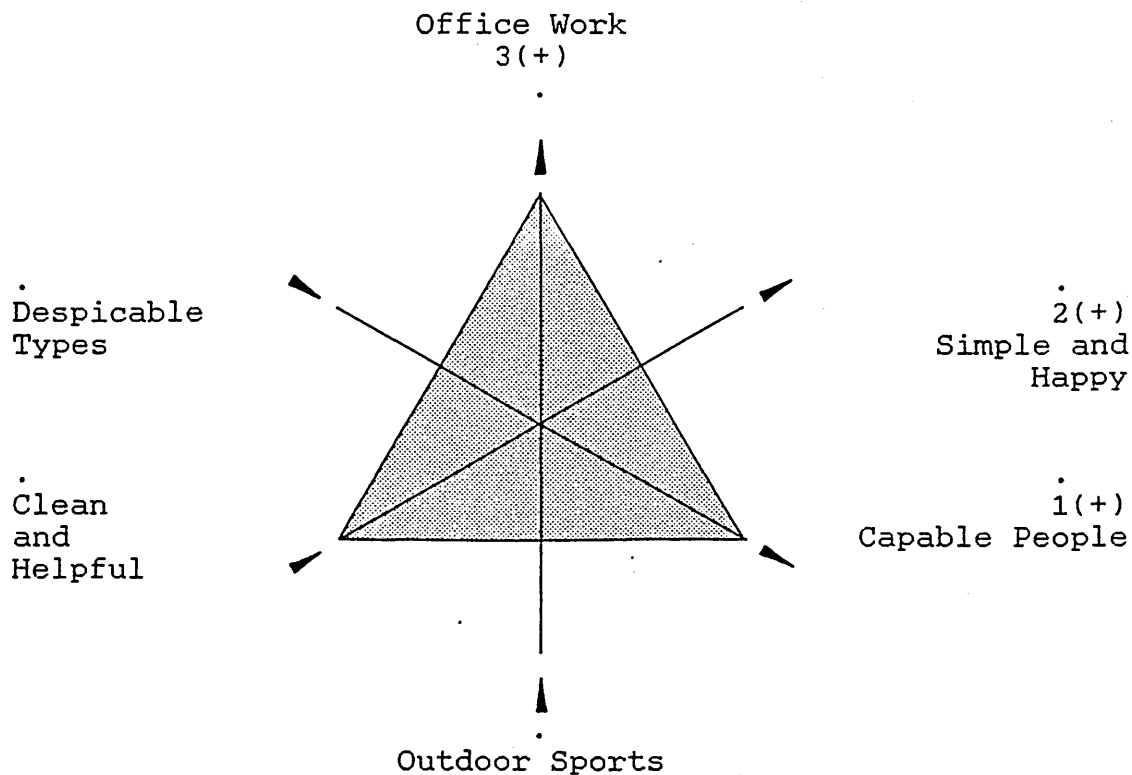
provided. Dot required a small scale of dispersion when a mapping of elements, is provided. The summed first three principal components, shows a percentage value close to the mean for the group. The percentage variation accounted for in the first principal component is much higher than the mean. This points towards a low cognitive complexity. There is a doubt that this means simplicity. Perhaps it is more a case of singlemindedness and clear thinking. The percentage values for second and third principal component are correspondingly low.

In a raw score content analysis, Dot described herself as a happy person. She is clean, likeable and interesting. The bad teacher is boring and angry. Dot is calm, has clear command of language and is a lively person. Dot and her boy friend have great fun together. Her girl friend is of a more serious person. Dot is quiet. The intelligent person is also quiet. Dot and her family are clever, normal, sensible people. The young person is very different to this. Dot is fit, nice and kind. She prefers work to sport. The work in question is that of secretarial skills. The athletic person is very fit, but not very nice. The severest criticism is levelled at the crazy person and the lazy person. They are wasting their lives. The whole of the rejected set are silly. The hated person qualifies, as being particularly bad. The crazy person and the hated person are stupid. The hated person is a snob. Dot is not like this.

The Principal Component analysis produced an

important first principal component. At the negative pole, the whole of the rejected set are joined by the athletic person and the bad teacher. They are quite despicable. Dot stands alone at the positive pole. She provides the contrast. She is sensible and not given to waste. The Head teacher and the boy friend have similar qualities. In terms of the second principal component, Mother and Father create the negative pole. They are likeable and interesting people. The artistic person is also like this. The positive pole describes the good teacher as simple and truthful. The grandparent is like this also. When the elements are mapped out, Dot is seen to be very close to the Head teacher. This is a position of maturity. The rejected set are located at the maximum possible distance. Mother and Father appear as a single identity. They are similar to the artistic person. The two teachers and the athletic person are located at some separate distance. The young person is at the exact centre of the map. This represents a position of no significance. In the third principal component the athletic person is presented in contrast to the lazy person. The bad teacher is also lazy and this is shown to have a connection with the work taught in an office. This is seen as an unfortunate circumstance. Dot is to pursue her working life in an office environment.

THE SUPERORDINATE CONSTRUCTS



DOT sees herself in the shaded are of psychological space

Dot is to be found in the company of the Head teacher. They represent the capable people. They are the high achievers. Dot knows herself. She has rejected completely, those others who are boring and silly. They are not normal people. Dot is not a snob. She is a clean, helpful and very nice person. She is truthful and recognises that others can be less clever and still be very happy people. Dot looks to those who find their enjoyment in sport. Dot is fit but defers to her academic talent. She knows that her future is in a thinking world. Dot is a good organiser and her talents are considerable. She is more than a good secretary. She knows, she is one of the next generation of leaders needed by the adult deaf community.

Luis attends a College of Further Education for the Deaf. He studies electrical engineering. He agreed to be interviewed in the Student Union Building. He is small and young looking. He was hesitant in all his responses. He frequently changed his answers. There is some element of trying to please the Researcher in his responses. Luis could fingerspell his own name and understood the name of the researcher. He had no understanding of the term researcher. Luis was prepared to discuss the two photographs. He used sign. He has little oral speech. In a study of the second photograph, Luis accepted that one of the children had been re-photographed, years later, and now appeared as a man. Luis quickly ticked-off all the words listed in the word game. He was able to demonstrate their meaning and produced a full complement of sign equivalents. He is assessed at the literacy level of excellent in both words recognised and in sign. He has been taught by teachers using sign. Luis produced identities for all the sixteen elements in the people game. In the Repertory Grid, Luis chose to use the provided constructs. Luis has hesitancy and indecision.

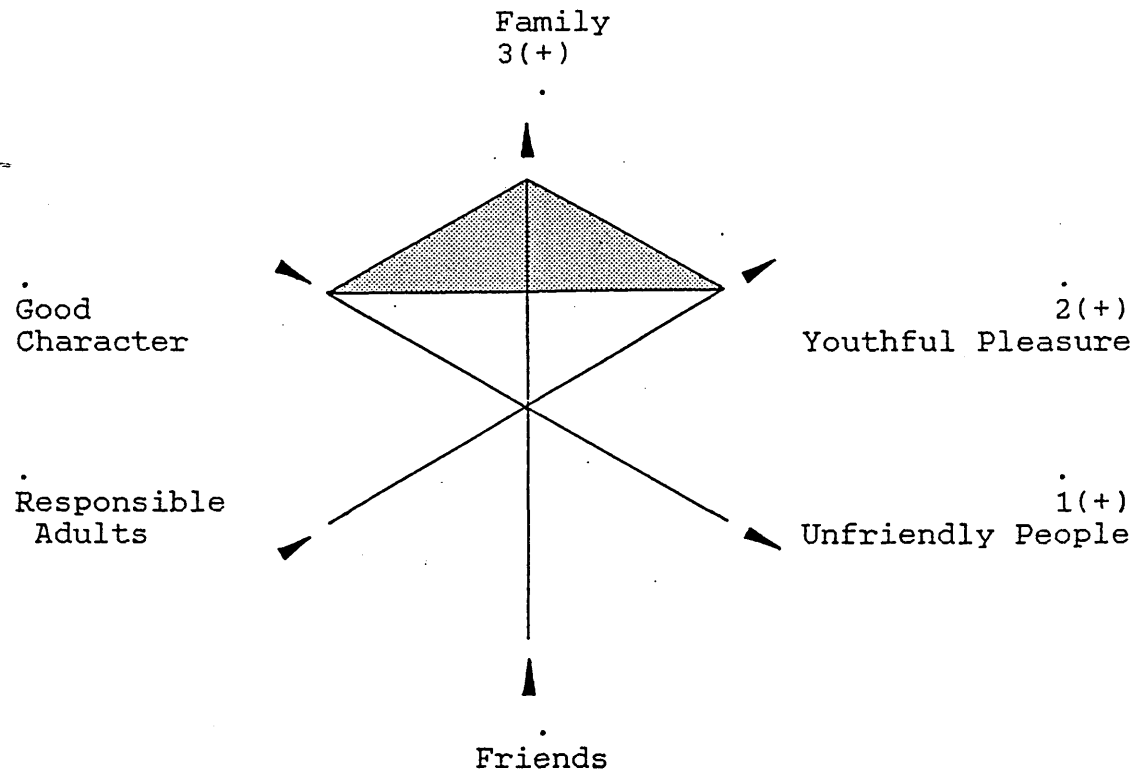
After a first analysis of the results of the Repertory Grid, Luis was shown to have produced an extremely low value for the total construct variation. This suggests Luis is being very conservative in scale values and is using the constructs in a modestly descriptive way. The results showed a low value of bias and a low value of construct variability when compared to

the mean of the forty respondents to the Repertory Grid. These low values suggest that Luis will use all the scale values provided, but that he is using them very sparingly. This approach is confirmed, as Luis required only a small scale of dispersion when the elements are mapped out. This could mean that Luis sees very little differences in people who surround him. The sum of the first three principal components produces a percentage value similar to the mean of the group. The first principal component has a low value of percentage for the variation accounted for. The second and third principal components have relatively high percentage values. The implication of this might be a high cognitive complexity. A preferred explanation is that, as all three values have similar significance, there is no emphasis on any particular area of construing. People seem to Luis, to be all, very much the same.

In a raw score content analysis, Luis judged himself to be OK and likeable. His family is all very adult and he is still a child. Father is a hard working person and he stands alone. Luis is helpful and truthful. The two teachers conceal the truth about Luis. Only the Headmaster is truthful. Luis admitted to being unfair and sometimes crazy. In spite of this Luis is kind and funny. The friend (boy) is admired. The girl friend is criticised. Luis is not silly. He is clean and interesting. The athletic person is always shown to be different to the intelligent person and the artistic person. Luis is strong and friendly. It is the lazy person and the hated person who are different.

In terms of the principal component analysis, Luis disposes of the hated, the lazy and the athletic person. They form the positive pole of the first principal component. A clear contrast is made at the negative pole. Here, mother and father represent all that is good. They are joined by the good teacher. Luis projects himself towards this family grouping. In the second principal component, Father and the Headteacher impose a firm character. They are adult and intelligent. The behaviour of young people provides a contrast at the positive pole. These young people are a bit childish, yet they are still very interesting. Luis tends to join in with this group's activities. When the elements are mapped, they appear as individuals but are close, in a small scale of dispersion. This suggests that Luis has looked closely and has still judged them all, to be very similar. Father and the Headteacher show the greatest individuality. Perhaps they represent power and authority. Luis is to be found closest to the artistic person and the girl friend. Luis is conscious of his artistic, sensitive nature. Luis joins the young person by association in the third principal component. They are shown as likeable members of the same family. The boy friend and the crazy person form a contrast. They are fit, fair, and a little less likeable. There is a suggestion, that Luis judges himself in terms of, how much others are seen to be liking him.

THE SUPERORDINATE CONSTRUCTS



LUIS sees himself in the shaded area of psychological space

Luis sees his mother and father to be of good character. The good teacher has this quality. Luis joins his parents and takes his character from them. He has rejected many adults because they are unfriendly towards him. This points to a personal loneliness and to a distinction between young people and adults. Luis is still a young person. His personal friends join him in youthful irresponsibility. When those closest to him are to be judged, Luis again turns to the strength of the family unit. This suggests a very close circle, and a tendency to look inwards for reassurance. Luis has intelligence. He does not yet have maturity.

Chris attends a College of Further Education for the Deaf, to learn motor vehicle body repair skills. He is an ordinary looking young man. The interview took place in the College office. Chris could fingerspell his own name and accepted the name of the researcher. Chris could not take the word researcher in fingerspelling. He had no understanding of its meaning. When the first photograph was discussed, Chris showed poor oral communication and limited sign skill. He was quite interested in the children photographed. He agreed that one of the children could be photographed at some time later and appear as a young adult. Chris played the word game with enthusiasm. When he learned later that his answers were to be then checked, he failed to support many of his claims. He uses the 'nodding syndrome', in which he always indicates an understanding. Much of this understanding is illusionary. Chris is assessed at the literacy level of average in words understood and in sign equivalents. His previous studies have been entirely in the oral manner. Chris has some difficulty in remembering names and had to be encouraged to use initials for many of the elements in the people game. In the Repertory Grid, Chris chose the constructs provided.

After a first analysis of the results, Chris had produced a very low value of total construct variation. This suggests that much of the descriptive nature of the constructs is not being used. In comparison with the mean for the group of forty respondents to the Repertory Grid,

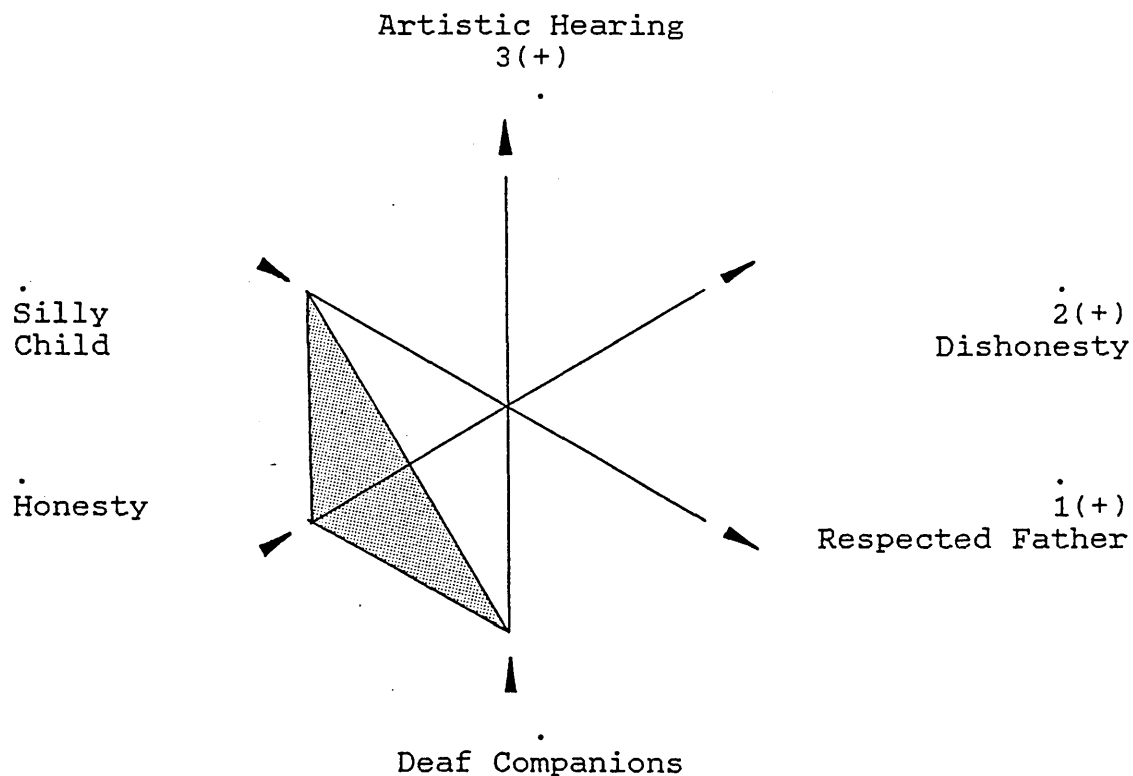
Chris had produced a high value of bias and a low value of variability. This indicates preference for the one extreme value of similarity on the scale provided. Chris has an inability to discriminate between others. When the elements are mapped out in space, Chris required a very large scale of dispersion. This is a contradiction to his limited powers of description. An explanation is found in the position of very extreme isolation reserved for his assessment of the element 'self'. Chris can describe himself, even though he has some difficulty describing others. The summed percentage variation of the first three principal components is low. This low value is marked by an equally low value on the first principal component, an average value on the second and a high value for the third principal component. The values go against the means of the whole group. This reflects a lack of decision, or perhaps a lack of communication skill, rather than a highly complex system of constructs.

In the raw score content analysis, Chris described himself as a good person. He is sensible and helpful, he is fair. Father is interesting and kind. Mother talks. There is very little discrimination between the good and the bad teacher. The bad teacher is slightly more clever. The Head teacher is sad. Chris prefers to be calm rather than angry. He is not very fit, but he is happy. Chris is very deaf and is quite lazy. His friend (boy) is a worker. His girl friend is not very nice. Chris is often very low. He regards himself as a child. He is quiet and he regards this as normal. The artistic person is not quiet and not normal. The crazy person and the hated

person are boring. The hated person is a thief. The crazy person is a bit simple. Chris is not like this.

After principal component analysis, Chris is to be found in an extreme position, at the negative pole of the first principal component. Surprisingly, Father takes up a contrasting position at the positive pole. Father has many talents. Father is interesting, clever, fit and working. Chris is ashamed of the poor comparison which he makes. Chris admires the qualities he sees in the Father and this guides him to a rejection of the hated person and the crazy person. They are thieves. This offends a personal sense of decency. Chris again distances himself from others, in terms of the second principal component. When the elements are mapped out in space, the isolation of Chris from others is the major feature. In contrast the whole of the rejected set form a single group and represent a singular characteristic. The whole of the school set make little impression on the arrangement of the elements. They are not significant in this pattern of thinking. Chris reveals a deeper aspect, that of a hidden self, in the third principal component. He discriminates between the intelligent and the artistic, coincidentally between the deaf and the hearing. He locates himself close to the girl friend. They talk to one another. This seems to be a possible way out of his isolation. Chris associates this girl with happiness.

THE SUPERORDINATE CONSTRUCTS



CHRIS sees himself in the shaded area of psychological space

Chris thinks of himself as a child. Chris is still learning to sign. Chris is still learning to read and write. His studies in Further Education, are supported for the first time, by sign language. Chris has a very poor image of himself. He feels rejected by Father. Father has all the good qualities, that Chris would like to see in himself. There is something of this father to be found in Chris. Chris has rejected the hated person because he is a thief. Chris is an honest person. At the present time, the lonely Chris has found a companion. He is able to talk with and find humour in a girl friend. Chris knows that he is lazy yet he credits all those he admires with the will to work. Perhaps in time Chris will join the workers and grow to be like his father.

Nick attends a College of Further Education for the Deaf. He is there to study electronics and computing. He is a quiet, well built, handsome young man. His supervisor called him 'the gentle giant'. Nick could fingerspell his own name and understood the name of the researcher. Nick accepted the word researcher in fingerspelling and understood its meaning. Nick showed interest in the details of the first photograph. His conversation was almost completely in sign. He accepted that one of the children could be photographed a second time, as a young adult. Nick was quite pleased to learn details of the successes of this young deaf person. In the word game, Nick found difficulty only with the longer words. He produced clear sign equivalents for the words he knew. Nick is assessed at the literacy level of excellent in both words understood and in their sign equivalents. Nick has a good memory for names and was able to identify fourteen of the sixteen elements of the people game. Nick chose to use the constructs provided in the word game.

After a first analysis of the results of the Repertory Grid, Nick had produced a relatively large value for the total construct variation. This is a tribute to Nick's powers of description and discrimination. Nick produced large values for bias and for construct variability when compared to the mean for the forty respondents to the Repertory Grid. Nick has no hesitation in using the extreme values of the scale provided. He has

a preference for noting the similarities that he finds in other people. When the elements are mapped out in space, Nick requires a large scale of dispersion. The hated person is placed at the extreme position.

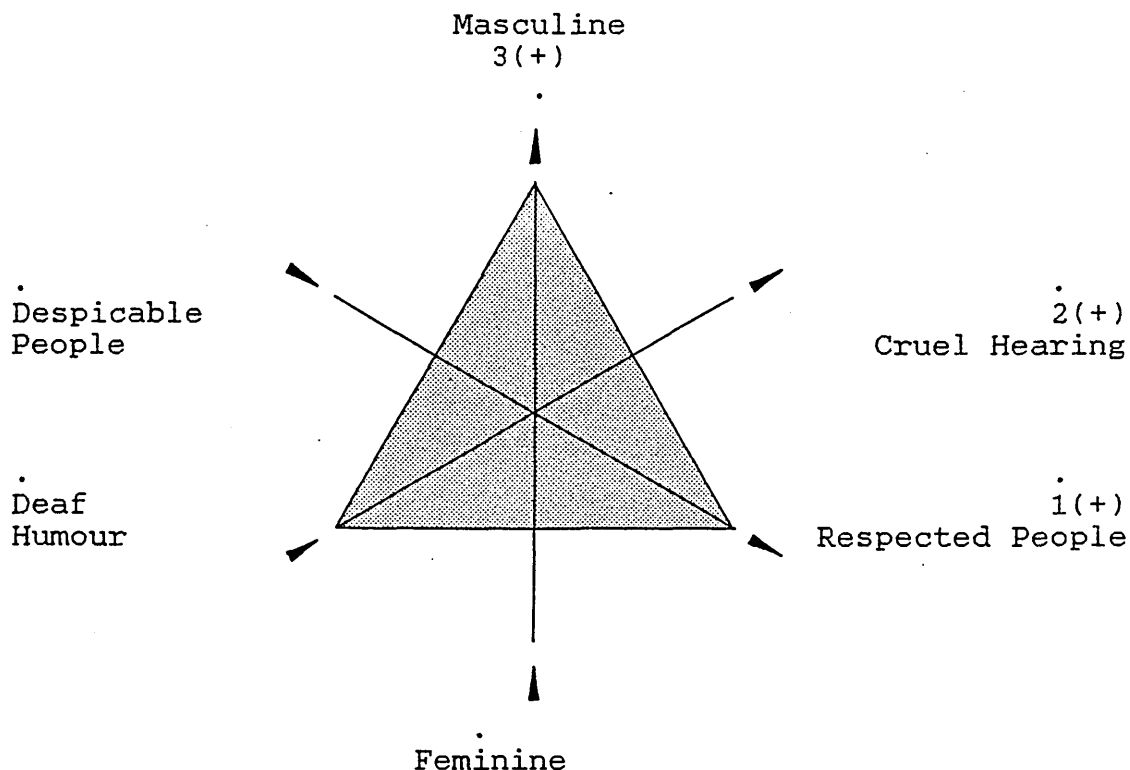
Nick produced a high percentage value for the summed first three principal components. This is suggestive of good powers of description. The percentage variation accounted for in the first principal component is higher than the mean. This indicates a low cognitive complexity or intense single mindedness. The value of the second principal component is high also. This appears to confirm Nick's ability to judge others. The value of the third component is relatively low.

In a raw score content analysis Nick sees himself as strong, nice and hardworking. He surprisingly described himself to be still a child. Nick is aware of his deafness. He is happy to converse with his friends and the good teacher, who is also deaf. Nick is clever, as is the deaf teacher. Nick is funny. He finds the bad teacher is sad. Nick's girl friend is kind. His boy friend is not. Both friends are very interesting. The hated person is boring. Nick is normal. Nick is good. The intelligent person is bad. Nick is athletic, the artistic person is not. Nick is OK and happy. The bad teacher is not. Nick is rather lazy and untidy. The hated person is angry and cruel. The lazy person and the crazy person are low types. Nick is not like this.

In terms of the first principal component, Nick placed the bad teacher with the rejected set. They are stupid and lazy. The positive pole provides the contrast.

Here the girl friend is described as kind and clever. Nick, his father and his friends receive a similar description. In the second component, Mother is described as a cruel person. The crazy person and the lazy person are described as funny. In this mapping out of the elements, the hated person is pushed out to an extreme position. In contrast Nick gathers about him, his friends and the good teacher. Father is located close. Mother is located some distance away. In the third component, Mother and the girl friend illustrate the nicer qualities of being female. The bad teacher appears as strong and cruel. When the three components are projected as superordinate constructs, Nick sees himself as masculine, deaf and respected.

THE SUPERORDINATE CONSTRUCTS



NICK sees himself in the shaded area of psychological space

Nick rejects the hated person with a deep conviction. He has similar feelings for the bad teacher. Nick has no association with the lazy or the crazy. Nick places his girl friend at the top of the list of those people he has a great respect for. Nick knows that he is calm and clever. He is associated with the athletic person, his father, and his girl friend. They are all very capable people. Nick does like humour. He finds none of this in the hated person. His Mother and the Head teacher are cruel. They are also hearing. Nick's girl friend is a nice clean person. She lacks the physical strength of others. Nick has this strength. He has intelligence, he has calm. This is a capable young person.

09 ANNE

Anne is a short, plump girl. She dresses in a plain manner. She attends a College of Further Education for the deaf, in order to improve the standards of her general education. The interview took place in the College office. Anne asked for the door to be locked in order to ensure a full privacy for the interview. Anne could fingerspell her own name and could understand the name of the researcher. Anne could not follow the spelling of the word researcher. She had no understanding of its meaning. Anne relaxed during the conversation about the children in the first photograph. She showed a real interest in these children. Anne uses oral speech but this is not very clear. She uses lipreading. The conversation however was more successful when conducted in sign. Anne

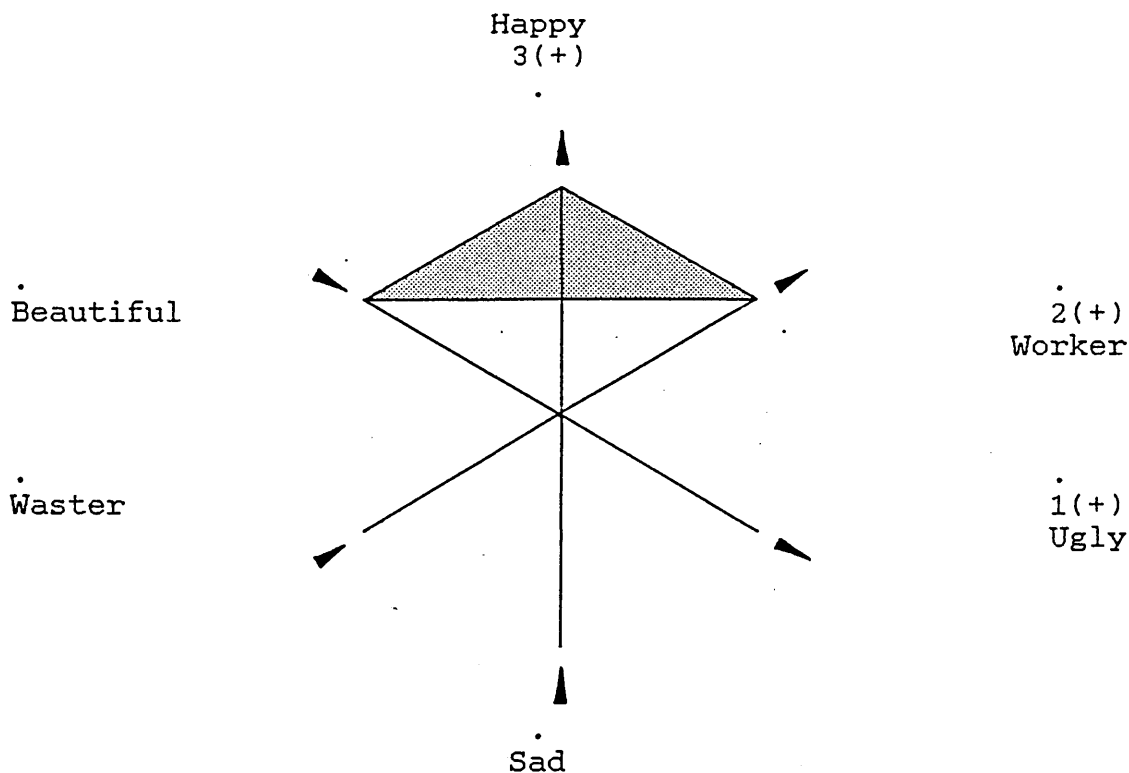
accepted that the second photograph showed one of the children, now grown up into a young adult. On the people game Anne required much encouragement before naming twelve of the sixteen elements. Plain initials were used for those remaining. After a first analysis of results of the Repertory Grid, Anne had produced a total construct variation higher than the mean for the whole group of forty respondents. The results also showed a low value for bias and a high value for variability. These results indicate that Anne was prepared to use all the scales provided. Anne used the constructs provided by the word game. It is thought that these simple constructs allowed Anne to provide these large values of variation from the mean. Anne is not thought to provide fully descriptive constructs as her level of literacy is assessed as good in words recognised and their sign equivalents. The meaning of all the longer words eluded her. Anne recognised only a small scale of dispersion when the elements were mapped out. In this small area all the sixteen elements were widely dispersed. Anne is seen to be in a position of some isolation. When the principal component analysis was completed, Anne had produced a summed percentage value for the first three components very similar to the mean for the whole group. Anne therefore is judged to be a typical person who is deaf. The first principal component is slightly higher than the mean. This is now regarded as an important pointer to Anne's general perceptions. The second and third principal components were low values. In a raw score content analysis, Anne presents herself as clean and likeable. She works and is OK. Father is one

of the best and mother tends to work. Anne is calm and helpful. She and the good teacher like to talk. The good teacher is kind yet the bad teacher is not like this. Anne and her boyfriend are both good. Anne admitted to drinking in public houses with her boyfriend. She was very proud of this achievement. Anne is a happy person but her boyfriend is sometimes sad. Anne is fit and strong. The athletic person is very strong. This person is also a bit simple and can sometimes be cruel. Anne is sensible and not cruel. The bad teacher can be a little crazy. The Head Teacher is not like this. The intelligent person and the athletic person are beautiful. The artistic person is ugly. The whole of the rejected set are fed-up, stupid and boring. Anne is not like this. She does tend to hate the crazy person.

After the principal component analysis was assessed, Anne had produced an important first principal component. Here Anne showed how she judges people upon their looks. Other people tend to look beautiful or tend to look ugly. As a deaf person this judgement is made in the absence of much other more usual information. In the second principal component, Anne again indicates a close affinity with her boyfriend. They are similar people. They both work. The bad teacher, by way of contrast, tends to waste. When the elements are mapped out in terms of first and second principal component, Anne is clearly presented as a lonely person. Her closest companions are the boyfriend and the athletic person. There are no clear groups amongst the other elements. The bad teacher is in

some isolation. The mother is quite close to this person. The feature which joins the crazy person with the artistic person and the athletic person is their happiness. It is the absence of well developed constructs that provides the clearest guide to Anne's general demeanour. The three superordinate constructs developed from the principal components seem to be simplistic. Perhaps this is the best way to describe this young deaf person.

THE SUPERORDINATE CONSTRUCTS



ANNE sees herself in the shaded area of psychological space

Anne makes no sophisticated appraisal of others. For Anne the others are either beautiful or ugly. This apparently simplistic judgement is based upon a real shortage of other information. Anne is prepared to judge others largely upon what she sees. Anne then discriminates between those who are active and those who

are not. Anne sees herself as a happy person. Most others are seen to be sad.

10 PAT

Pat is of medium build, slim with red hair. He attends a College of Further Education for the deaf. He studies electronics. He agreed to be interviewed in the student union building. Pat could fingerspell his own name and accepted that of the researcher. He could not take the word researcher in fingerspelling. He had no understanding of the work of a researcher. In a conversation about the first of the photographs, Pat showed little interest in the children. He has good sign communication but poor oral speech. Pat showed an interest in the second photograph and accepted that this youth was one of the children, now grown-up. He was pleased to learn that this deaf youth possessed a driving licence and car. To drive is one of Pat's ambitions. Pat had some difficulty with the word game. His level of literacy in terms of words written in English is assessed as good. In sign his achievement is greater. His sign skill is assessed at the level of excellent. Pat had to use initials of people in the word game in order to identify all the elements. When the choice was offered to him, Pat preferred to use the constructs provided in the word game. After a first analysis of the results of the Repertory Grid, Pat had produced a total construct variation almost identical to the mean for the group of forty respondents. Pat's powers of description and discrimination are therefore typical. Pat produced a low

value of bias and a value of variability which was typical of the mean of the group. Pat is prepared to use all the scale values provided. When the elements were mapped out in terms of the first two principal components Pat required a relatively small scale of dispersion. The elements were widely scattered. This indicates that Pat sees all the elements as individuals. The summed first three principal components showed a percentage value of the variation accounted for, to be much lower than the mean. This implies a high cognitive complexity. The second principal component was lower than the mean and the third showed a higher percentage value. This suggests that there is more explanation required after the three components are assessed. Pat now appears as a complex person.

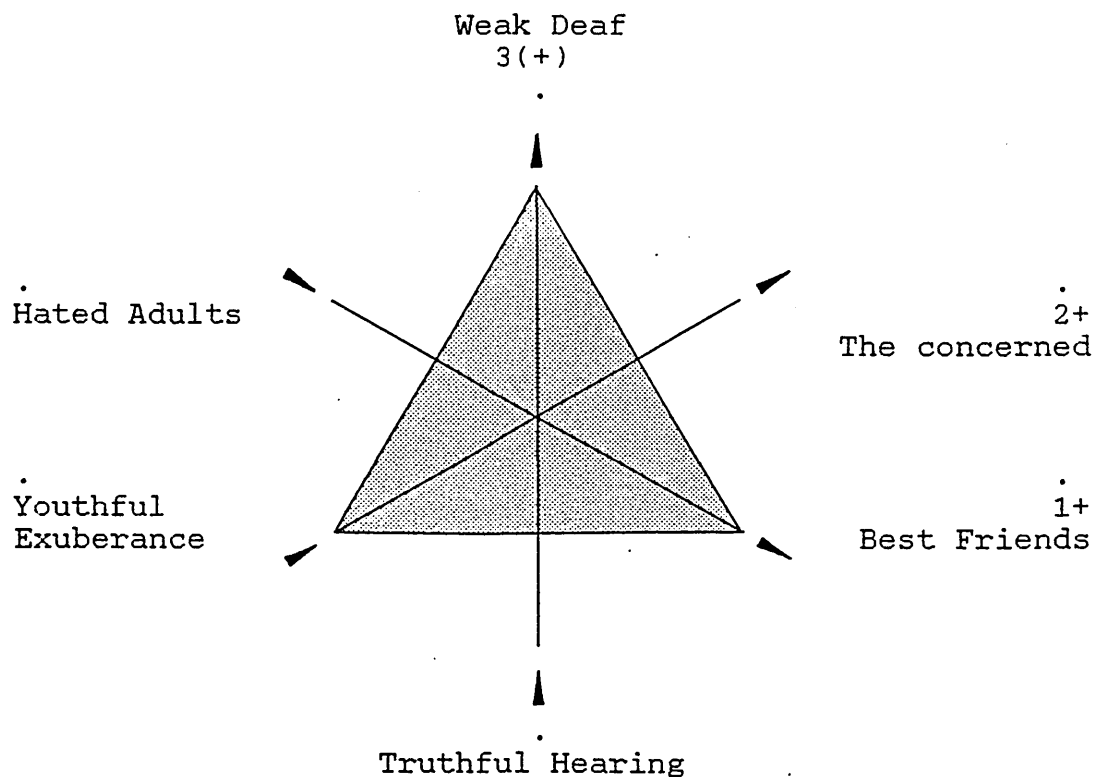
In a raw score content analysis, Pat firstly uses a construct of adult-child. This accounts for the largest percentage variation from the mean. In this important construct, Pat judges himself to be still a child. Pat is then described as happy, fit and truthful. Pat has a young mother who is described very differently to his father. Pat contributes an emotional construct when describing the school set. They are all thought to be stupid. Pat describes his friends and himself as being serious. Pat finds his friend (boy) more interesting than his girl friend. In comparison, Pat is ugly, his girl friend is not ugly. The bad teacher is ugly. Pat sees himself as relatively beautiful. All the members of the family set are beautiful. There is much humour in his friends. The young person tends to be sad. Pat and his

friends are simple. Father is not a simple person. Pat admits to being lazy. Pat is very deaf. The bad teacher is also very deaf. Father is also deaf. The intelligent person has artistic qualities. Pat is not artistic. The bad teacher tends to show anger. The lazy person can be very angry. The girl friend can be very angry. Pat chooses to remain calm. The crazy person is a liar. Mother and father are not like this. Pat does sometimes feel low. Pat feels weak and he tends to worry. Pat judges himself to be not silly and quite likeable.

After a principal components analysis, Pat has indicated that the first principal component is concerned with the bad teacher. This person is stupid and ugly. The lazy person is similar and they both tend to be hated. The girl friend points to a contrast at the positive pole of the construct. Together with the boy friend, mother and self, they represent simple fun. Pat is not a person to worry. In the second principal component Pat contrasts himself and father. His father is much given to worry and is quite fed-up. But father talks and is kind. He appears to be concerned with Pat's welfare. When the components are mapped out Pat is seen to be quite alone. The friend (boy) is his only close companion. A further search locates the good teacher as the next influence on self. Pat provides the greatest measure of separation for the bad teacher in one dimension, and for father in a second dimension. Pat has little in common with either. The third principal component is complex. Pat appears to associate honesty with hearing. At the opposite pole of

the third component, Pat locates the hated person. This person is deaf and weak. In a projection of the three components Pat reveals that he also is deaf and weak. In this analysis there might be the suggestion that Pat is afraid of growing up.

THE SUPERORDINATE CONSTRUCTS



PAT sees himself in the shaded area of psychological space

Pat is prepared to judge others by their looks. The bad teacher and the lazy person are seen as ugly. Pat is prepared to hate. Pat can find good in others. He judges his boy friend and his girl friend to be of the best. Pat places himself and mother in this category. They are all the best of friends. These friends have the further qualities of youthful exuberance. They are happy, fit, interesting and do not worry. Pat sees all these qualities in himself. He is not ready to associate himself with the adult concerns shown by his father.

Where possible, Pat is prepared to credit the hearing with truthfulness. He is critical of any weakness he sees in the deaf. Pat is not very critical of himself. He is a little lazy and given to feeling low. Pat seems to portray all the confusions of adolescence rather than the confusions of profound deafness.

11 KAREN

Karen attends a College of Further Education for the deaf as a full time student. She is there to learn office skills. She is small and plainly dressed. The interview took place in the student union building in a small private office. Karen could fingerspell her own name and accepted that of the researcher. Karen took the word researcher in fingerspelling and understood its meaning. She fingerspells elegantly. In a conversation about the children in the first photograph, Karen was interested to learn details of their home life. Karen has good oral skill. She lipreads and is prepared to support the conversation with sign. Karen accepted that one of the children could be photographed a second time and appear as a young adult. In the game, Karen had difficulty understanding the longer words and those with the adjective endings (art to artistic). She is assessed at a literacy level of excellent in both words understood and their sign equivalents. Karen has a good memory for names and was able to identify thirteen of the elements. Initials were accepted for the three remaining identities. In the Repertory Grid, Karen chose to use the constructs provided by the word game. After a first analysis of

results, Karen had produced a total construct variation higher than the mean of all forty respondents to the repertory grid. There was very little bias in her responses. She produced a high construct variability. This suggests that Karen is using all the scales provided and is able to discriminate between the elements concerned. When the elements are mapped out, Karen required only a small scale of dispersion. Here the elements are largely individual, scattered in this relatively small area. Karen sees the elements as individual people. After principal components analysis was applied, Karen produced a summed total variation to the first three components only slightly lower than the mean for the group. Karen is fairly typical of the whole group of respondents to the grid. Each of the first three principal components showed a percentage value for the variation accounted for, which was very similar to the mean. Again Karen is being typical of the whole group.

In a raw score content analysis, Karen makes an early construct account for the greatest deviation from the mean. This construct of deaf-hearing represents the most powerful form of discrimination used by her.

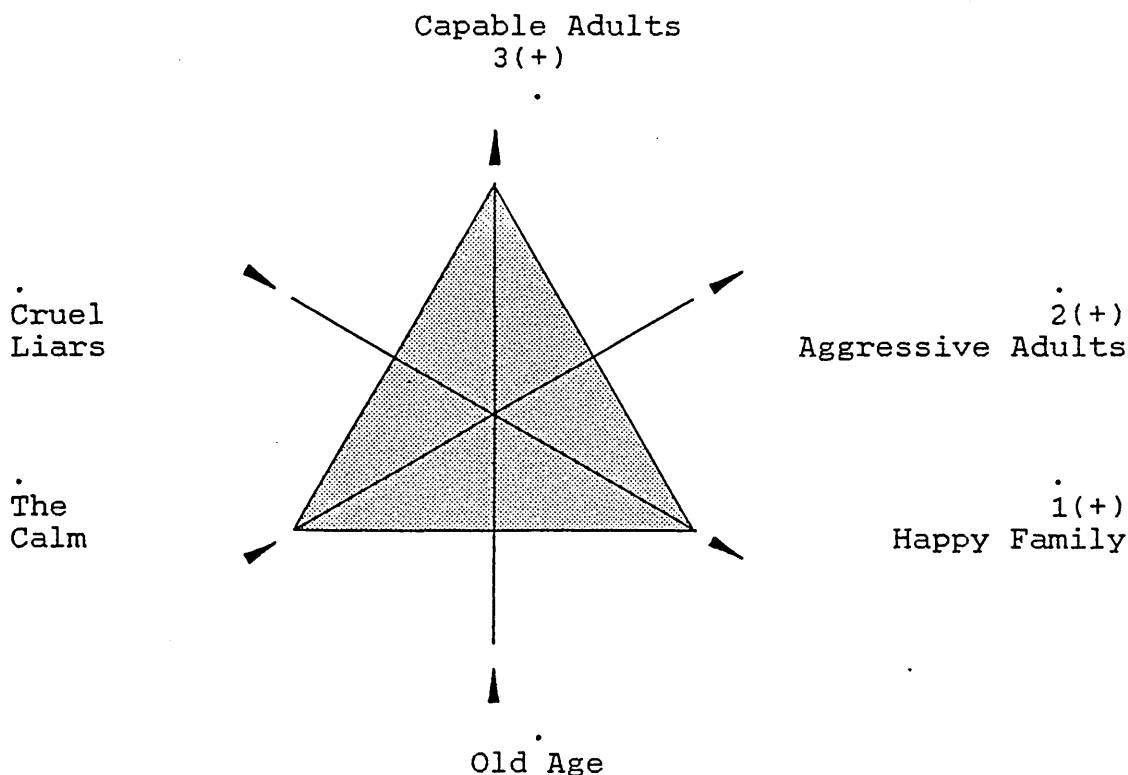
Karen describes her parents, the grandparent and the good teacher in much the same way. They are workers. They live at home. Karen lives away at college. They are old but Karen is young. Karen is likeable. Father is intelligent. There are no other deaf people at home. There are no deaf teachers at college. All the teachers at college tend to get angry, especially when Karen is

bad. Karen tends to stay calm. She is one of the best. Karen is happy and sensible. The girl friend is the same in every way. Karen is athletic but not artistic. Karen judges herself to be clever and the whole of the teacher set to be interesting. The bad teacher is not always honest and can be quite cruel. Karen is a kind person. She finds kindness in the lazy person and the hated person. However, the whole of the respected set are seen as stupid.

In a principal component analysis, Karen showed a first principal component which describes the family set. They are happy and kind. The good teacher joins them in this. The contrast at the negative pole consists of the whole of the rejected set to which is added the young person. Essentially they are cruel liars. In the second principal component, Karen and her girl friend are shown as calm and likeable. They contrast with the whole of the teaching set and the artistic person. This group is intelligent but they tend to get angry. Perhaps the most significant feature of a map of elements which shows the dispersion over the first two components is the very closeness of Karen and her girl friend. This is then a most important friendship. The two of them play no part in a further contrast between the teachers set and the family set. The boy friend is central in both components. In a third principal component, the grandparent is contrasted with the Head teacher and the intelligent person. Whereas they are capable people, the grandparent is no longer such a person. Karen has now seen fit to reject the young person in an earlier component and the

grandparent in the third. Karen sees herself as not yet an adult. She is no longer a young child. She is somewhere in between.

THE SUPERORDINATE CONSTRUCTS



KAREN sees herself in the shaded area of psychological space

Karen finds those who lie to be objectionable people. She sees lies as an act of cruelty. Karen feels that others are telling lies about her. Her deafness intrudes upon a search for the truth. Karen is most at home with her family. They are good people, who know Karen and do not lie about her. It is important for Karen to have a trustworthy friend. Karen is living away from home. She has found a girl friend who is one of the best. This friendship allows Karen to describe herself as a calm person. Karen's only criticism of her teachers is that they tend to get angry. She knows her teachers are

capable people and she sees the change that comes over old people. Similarly, Karen finds the young person to be weak and silly. This suggests that Karen is an adolescent, just slightly frightened of adults and very anxious to find a secure identity.

12 WILL

Will is a tall young man. He lives in his own flat. He is on a Manpower training course in electronics. The interview took place at his flat. Will could fingerspell his own name and accepted the name of the researcher. He accepted the word researcher in fingerspelling and understood its meaning. In a conversation concerning the first photograph, Will showed little interest in the children. He has good oral speech. He supports his oral communication with fluent signing. He has worked with teachers who use sign. Will showed more interest in the second photograph. He accepted that this represented one of the children, now grown up. Will enquired what examination assessment had been achieved by this young deaf person and compared them with his own. Will found difficulty with the word intelligent, apart from this he recognised all the other points of the word game. Will is assessed at the literacy level of excellent in terms of words understood and their sign equivalents. Upon receiving assurances upon anonymity, Will was prepared to name all sixteen elements in the people game. Will chose to work with the constructs provided in the word game during the Repertory Grid procedure.

After a first analysis of the results of the

Repertory Grid, Will had produced an extremely high value for the total construct variation. This is a tribute to Will's powers of description. Will then produced a high value of bias and variability when compared with the mean of the forty respondents to the grid. These values indicate that Will uses the extremes on the scale. He is prepared to use either end of the bipolar scale. When the elements were mapped out, Will required an extremely large scale of dispersion. This was due mainly to the extreme distance that Will placed between himself and the bad teacher. Will produced a high summed total for the percentage of variation accounted for by the first three principal components. This confirms Will's powers of clear description. This produced a high percentage value for the first principal component. There is no suggestion of a low cognitive complexity, rather a very definite orientation in the first principal component. The percentage value of the second and third principal component was lower than the mean for the group. These components are of a lesser significance.

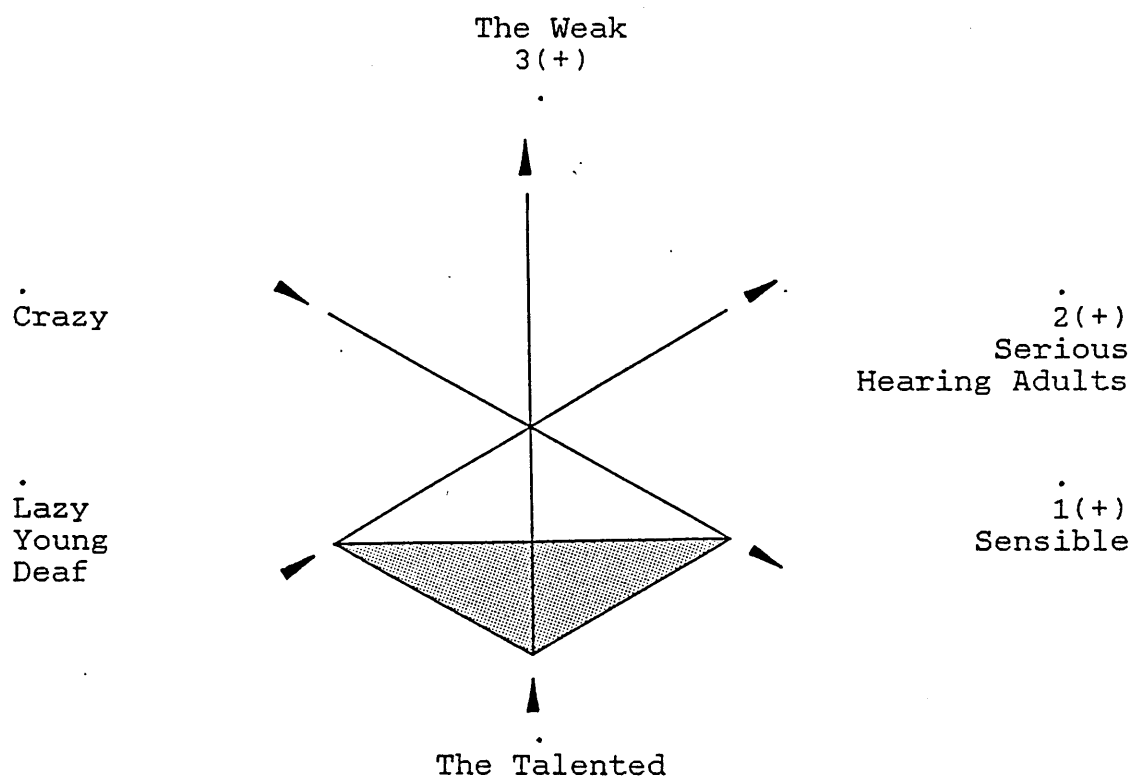
In a raw score content analysis, Will choose first the constraint of deaf-hearing. Will and his friends are very deaf. Will is prepared to talk a great deal and judges himself to be very intelligent. In comparison with the family set and the school set, Will still sees himself as a young person. Will is good, strong and interesting, yet he is not yet prepared to be a serious person. The bad teacher is described as boring. Will and his friend (boy) are quite ugly when compared to the beauty of his girl friend. The family are all beautiful people. Will

is funny, happy and quite nice. His girl friend is all of these things. Will is clean, calm and fit. He is very critical of the lazy person. Will shows a great affinity with the artistic person. Whereas Will is sensible, the whole of the rejected set are silly, even crazy. Will judges himself to be a likeable person. He reserves hatred for the bad teacher, the lazy and the hated person. Will is definitely not a snob.

After a principal component analysis, Will produces a first principal component which accounts for a very high percentage of the total variation. In this, Will compares the qualities of the bad teacher and the qualities he sees in himself. The bad teacher is crazy. Will is sensible. There appears to have been or perhaps there still is, a major clash of personality. Will associates the bad teacher with the lazy person and the hated person. Will associates himself with the artistic person and with his girl friend. In a second principal component, Will compares the young deaf he knows to be lazy with the several hearing adults he knows to be serious people. When the first two principal components are mapped out, Mother and Father are presented as identical. The intelligent person and the athletic person make no significant presence. The lazy person is in an extreme position in terms of both components. Will's closest companion is his girl friend. In the third principal components Will contrasts the talented artistic person and the athletic person with the problems of the very young and the very old. For the latter, their common identity

is a silly weakness. Will is not like this. He knows he is talented in his own right. He is a deaf person who can speak for himself.

THE SUPERORDINATE CONSTRUCTS



WILL sees himself in the shaded area of psychological space

Will is sure of himself. He has a strong personality. He is prepared, even as a young man, to show great affinity with the artistic person and affection for his girl friend. He is fit, calm and sensible. Because of these talents, his judgement of the bad teacher and the lazy person as being crazy must be respected and seen with some alarm. Will makes the second principal component into a study of generalisations. He sees the young deaf as being lazy. He recognises the serious nature in some adults. He can see this quality in the person he hates. The very young and the very old are weak. Will belongs to a chosen group. They are artistic, intelligent and

athletic. They and he are very talented young people. The next generation of the profoundly deaf may have one of its natural leaders.

13 MEL

Mel lives in a self-contained flat. He is away from his parents. Social Care staff have placed Mel in the companionship of a very able young adult who is also deaf. It was suggested that Mel might find this other male companion to be a stabilizing influence. Mel is tall, slim and in good health. Mel was able to fingerspell his own name. He accepted the name of the researcher in fingerspelling. Mel did not accept the word researcher in fingerspelling. He had no idea of its meaning. When the first photograph was introduced as a topic of conversation Mel became very excitable. He speaks rapidly, but none of this oral conversation was found to be comprehensible. Mel is learning sign language for the first time. Mel was interested to learn of these children. The researcher used total communication with heavy emphasis on sign. Mel accepted that in the second photograph one of the children had been photographed after a period of time and now appeared as a young adult. A further erratic conversation then ensued. In the word game, Mel is assessed at the literacy level of good in both words understood and in their sign equivalents. Mel was able to identify thirteen of the sixteen elements in the people game. He accepted initials would suffice as names for the remainder. In the Repertory Grid, Mel used the constructs provided.

After a first analysis of the results of the Repertory Grid, Mel had produced an extremely low value for total construct variation. He makes repeated use of the middle scale value in order to describe self and others as 'not like this'. Mel has limited the constructs' descriptive power. He produced a low value of construct bias and variability when compared to the mean for the forty respondents to the Repertory Grid. Mel did use extreme values on the scale to describe extreme features in the elements, yet he does this in a very sparing manner. When the elements are mapped out, Mel requires an unusually large scale of dispersion. This large area of map is required to locate an image of self at a very extreme distance from all other elements. Mel produces a summed total construct variation which is very similar to the mean of the group. The percentage values from the first three principal components is also typical of the mean. Mel is at the centre of this group of fairly young deaf adults. There is no clear indication whether Mel has a high or a low cognitive complexity.

In a raw score content analysis, Mel describes himself as a child. He is very deaf. He is happy. His family are sad and they worry. Mel tends to stay calm when his family get angry, and when the teachers at school get angry. Mel and his family and the two teachers are helpful. The Headmaster tends to be mean. Mel makes two very surprising claims. First he is good and everyone else is nasty, then, he is truthful and all others are liars. Mel confirmed his understanding of these claims.

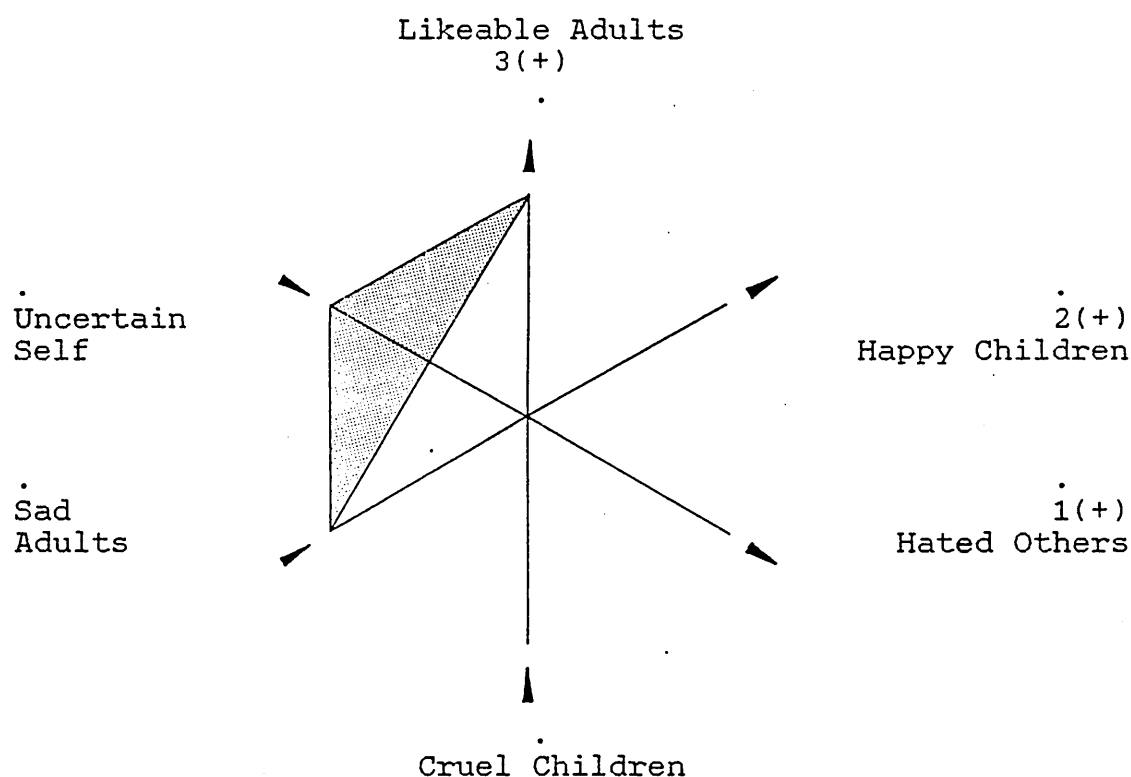
He vigorously defended these claims as the researcher checked them. At this juncture the Researcher displayed scepticism. Again Mel showed utter conviction. Mel then described his friends as kind. Mel made the confession he was not like this and that he is a bully. In contrast Mel then described himself as quiet, likeable and one of the best. The young person is cruel. Mel suggested that he is fair and normal, yet all others are difficult and snobs. Mel then described himself as ill. He finds the intelligent person interesting. He describes all his family as fed-up. Mel thinks his teachers are ugly. He describes himself and his girl friend as beautiful. Mel and the good teacher are the only people who work. The whole of the rejected set are selfish. Mel is very much afraid. The crazy person is stupid yet Mel is not like this. He is sensible. The researcher now adds that this last claim is also suspect.

In terms of the first principal components Mel shows a self which is very different to all others. The maximum difference is suggested as that between the 'self' and the hated person. Self is described as normal. The other is described as difficult. In the second principal component there is a clear contrast made between the family who are sad with worry and the happy, childish ways of the crazy person.

When the elements are mapped out in space each of the sets of elements appear as discrete units. This might suggest that the Repertory Grid has some predictive properties. However, this feature is overshadowed by the displacement of the element 'self'. Self is shown to have

no association with any of the remaining fifteen elements of the Repertory Grid. The self which Mel describes by way of constructs is utterly alone. The third principal component seems to contrast the cruelty that Mel sees in children with the serious nature of the head teacher. This appears as a rational and perceptive component. Mel seems to produce information at interview which is sometimes believable and at other times is not.

THE SUPERORDINATE CONSTRUCTS



MEL sees himself in the shaded area of psychological space

There are many unusual features in this three dimensional projection. Mel projects a self which is full of uncertainty. There are adults who are likeable. There are adults who are sad. There are others who are hated. Mel accepts that some children can be cruel and that some children are happy. When the distinction between child

and adult is removed, a clearer picture emerges. Mel construes a self which is 'likeable and cruel', also a self which is 'sad and is happy'. This implies both a hated and a satisfied self'. The researcher admits that a suspicion remains, whether 'Mel' and 'Self' are constant and one and the same person.

14 ALAN

Alan is a well dressed young man. He presents himself with a serious intensity. He is stocky and well built. He lives with deaf friends in a private flat. He is at present on a course of study in Further Education. He studies maths, electronics and computing. Alan could fingerspell his own name and took the name of the researcher in fingerspelling. He also took the word researcher in fingerspelling and understood its meaning. In a conversation around the first photograph, Alan used good oral speech and good sign in equal amounts. When the second photograph was used, Alan accepted that one of the young children had been photographed a second time and reappeared as a young deaf adult. Alan has a good memory and provided names for all the sixteen elements of the people game. Alan is judged at the literacy level of excellent in both words understood and in their sign equivalents. In spite of this fluency, Alan still chose to use the constructs provided by the word game.

After a first analysis of the results of the Repertory Grid, Alan had produced a total construct variation, larger than the mean of the group of forty respondents. This indicates Alan is being very

descriptive in his construing. He produced a low value of bias and a high value of variability. This indicates Alan will use all the scales values provided. When the elements were mapped in space, only a small scale of dispersion was required. This implies a degree of similarity in the sixteen elements described.

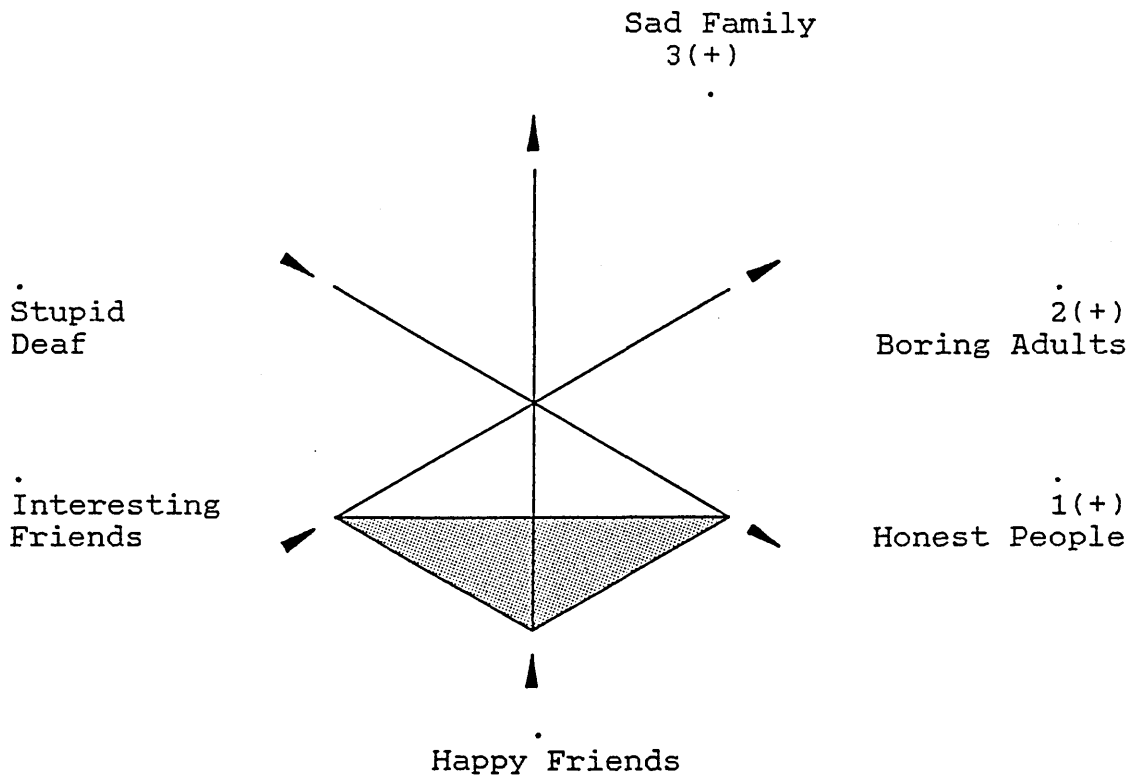
After the principal components analysis had been applied, Alan had produced a low summed percentage value for the first three principal components. This translates into a low percentage for the first principal components and relatively high percentage values for the second and third component. The Researcher is prepared to accept that this indicates a high cognitive complexity in this case.

In a raw score content analysis, Alan begins his construing by describing himself as happy. The whole of the family set are described as kind. Alan and his father are strong. Alan and his mother are very sensible. Alan is deaf. His best friends are deaf. The whole of the rejected group are deaf. Alan will discriminate amongst his peer group. The good teacher is the deaf teacher. The good teacher is fair and interesting. The bad teacher is boring. Alan sees his friend (boy) to be still a child. He regards himself and his girl friend as being adult. Both his friends do tend to be silly. Alan is always truthful. His girl friend sometimes lies. The intelligent person and the artistic person are workers. The athletic person tends to waste. Perhaps athleticism is a waste of time and effort. The whole of the rejected set are regarded as particularly nasty people. The bad

teacher is a little like this. The whole of the rejected set are described as cheats. This description is in contrast with Alan's honesty. The lazy person, and particularly the crazy person, are described as being cruel. Alan and his family and friends are not like this.

The whole of the rejected set reappear as the negative pole of the first principal component. The description that they are cheats and liars holds them together. The young person and very admirably, the head teacher, are presented as the contrast. These two very different identities share their fundamental truthfulness. In the second principal components, Alan groups together all his friends, who are very likeable people, including the crazy person. The bad teacher and the intelligent person make the contrast. They are bad and boring. In a mapping of all the sixteen elements, Alan locates himself at the centre of dispersion. He is prepared to first look at, then analyse the character of the group of people around him. The closest similarity exists between Alan's two friends. There is a suprising difference shown between his mother and his father. In the third principal component, Mother and Father are shown to have a common sadness. Alan's two friends make the distinction. They are deaf, quiet and funny. Alan is happy to be with these friends. He values the qualities he finds in these deaf friends, for he is very critical of the stupidities he sees in others amongst his circle of young deaf adults.

THE SUPERORDINATE CONSTRUCTS



ALAN sees himself in the shaded area of psychological space

Alan is an intelligent person. He is also mature. He is prepared to reject stupid behaviour. He rejects the immaturity and excesses of stupidity that he sees in many deaf peers. These silly deaf are not being honest with themselves. Alan has achieved fluency in communication. He is able to judge between the honest person and the liar. Many adults are rejected as boring people. Alan finds his friends to be much more interesting people. It is amongst his friends that Alan finds happiness. He regrettably detects a prevailing sadness amongst his family. Alan has an honest integrity that has shown throughout the interview.

Russ is a tall, slim, dark-haired, healthy young man. He attends a College of Further Education as a weekly boarder. He is there to improve upon his low standards of general education. There were three meetings. The Repertory Grid interview took place in the student common room. Russ could fingerspell his own name but could not fingerspell 'researcher'. Russ had no awareness at all of the work of those engaged in research. Using total communication, the researcher and Russ talked about the young children in the first photograph. The conversation was slow and difficult, as only now, Russ is learning sign language for the first time. Sign was used as the bases of the conversation. Many meanings were negotiated at the time of the interview. Russ did accept, that in the second photograph, one of the children was now rephotographed as a young adult. Russ put much effort into the word game and was assessed as having a poor to average level of literacy in words written in the English language. Russ has a better score in his understanding of signed words and after a period of explanation and negotiation, Russ opted for the full Repertory Grid interview. Russ showed a good memory for names and required only little help to identify the full sixteen elements of the people game. Russ used the lists provided in the word game to create description of others. He has little skill in written English. After computation of the raw scores, Russ was shown to have a total construct variation much less than the mean for the other forty

respondents. This suggests that Russ is still feeling his way and limiting his description of others. There is very little bias in the way Russ uses the various grades and little variability. This confirms the limited powers of description. The summed total variation of the first three principal components is very typical of the whole group of respondents. The high percentage variation accounted for on the first principal component indicates a low cognitive complexity. The low values on the second and third principal component adds to this view.

The first construct used by Russ, divides the sixteen elements into family and others. The family who live away and those at home. There is a very strong family circle about him. Later Russ makes the distinction between those at work and those not. Russ describes himself as an interesting talker and hard worker. Russ produces a philosophical concept, in the construct of 'working together to learn the truth'. Russ is strong. Russ is funny. He also admits to his deafness.

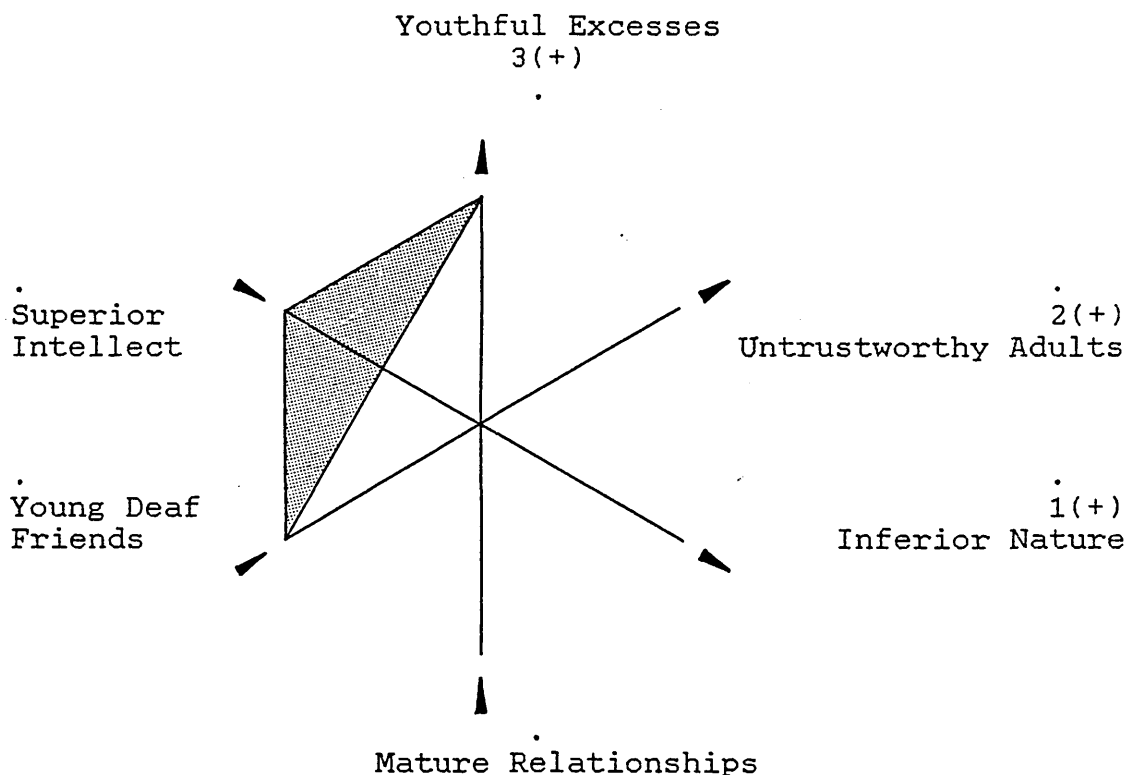
There is mutual happiness when Russ is with his friend (boy). He has a different relationship with his girl friend. Russ describes himself as good and one of the best. He also makes the admission of a liking for art and dance. There is a surprise in the way that Russ rejects the intelligent person as an enemy. There is no explanation of this. Apart from this Russ presents himself as a very friendly person. Russ is fit and normal and in this Russ projects himself as being ready for a fight at any time. He is not afraid. Russ likes both the good teacher and the bad teacher as they both give out

good ideas. They are both very clever. There is little individual description of the bad teacher. Russ is thought to be over critical, when he describes himself as not clever.

The negative pole of the first principal component pairs father , son and the two teachers. This is in contrast with the Head teacher, the lazy and crazy person. These are rather low people. Russ and his group are funny, happy and hardworking. Russ turns to his best friend (boy) to create the negative pole of the second principal component. They are both deaf. The hated person and the bad teacher come together to form the contrast . There is a wide dispersion of elements in the mapping of the first two principal components. Russ is on his own. The bad teacher is on his own. The hated person is moved away the largest distance. The school set and family set represent a group which is found closest to Russ in this two dimensional mapping. A very different construct is proposed for the third principal component. Russ describes his girl friend in complete contrast with a description of youthful excesses and this suggests a serious relationship. When the three components are mapped out as superordinate constructs Russ presents himself with considerable maturity. He admits to some youthful excess. He forms a natural association with those of superior intellect. He draws strength from his family and friends. The researcher suggests that when Russ has acquired greater fluency in reading and writing he will become a very powerful influence in the world of

the young deaf adult.

THE SUPERORDINATE CONSTRUCTS



RUSS sees himself in the shaded area of psychological space

Russ has confidence in himself. He has young friends who are also deaf. Together they indulge in youthful excesses. This suggests a happy and secure young man. He appears as having a superior judgement which allows him to reject as untrustworthy those adults of inferior nature who are not worthy of his friendship.

16 ROY

Roy was interviewed at home. Two meetings took place. These lasted, in total, some five hours. Roy could fingerspell his own name but had difficulty fingerspelling the word researcher. He did not understand what such work entailed. Roy enjoyed the conversation about the children, in the first photograph and agreed

that one child could be photographed some years later and appear as a young adult in the second photograph. Roy preferred to use sign language in this conversation. He described teachers in his secondary school who used sign to support their teaching. When playing the word game, Roy established a 'good' understanding of words written in English and produced clear sign equivalents for each word recognised. Roy was assessed at the level of 'good' in both word and sign literacy. Roy showed a good memory for names and identified fifteen of the sixteen elements without help. After more conversation, a name was allocated to the last identity. Roy wanted no help in performing the Repertory Grid, but when shown the alternatives, he reverted to using the 'concepts' listed in the word game. After analysis of the raw scores, Roy had produced a total construct variation less than the mean of the whole group of respondents to the Repertory Grid. This suggests Roy has limited powers of description. There was very little bias in the way Roy scored the constructs, this and a low construct variability suggests Roy was prepared to use all the values on the scale provided but used the extremes sparingly. The sparse nature of the description meant that when the sixteen elements were mapped in construct space, all were enclosed in a relatively small area. Roy produced a low value in the summed total of the first three principal components and this confirms the lack of dominant constructs in Roy's choice of description. Roy had a low score on the first principal component, average on the second and higher than expected on the third. This

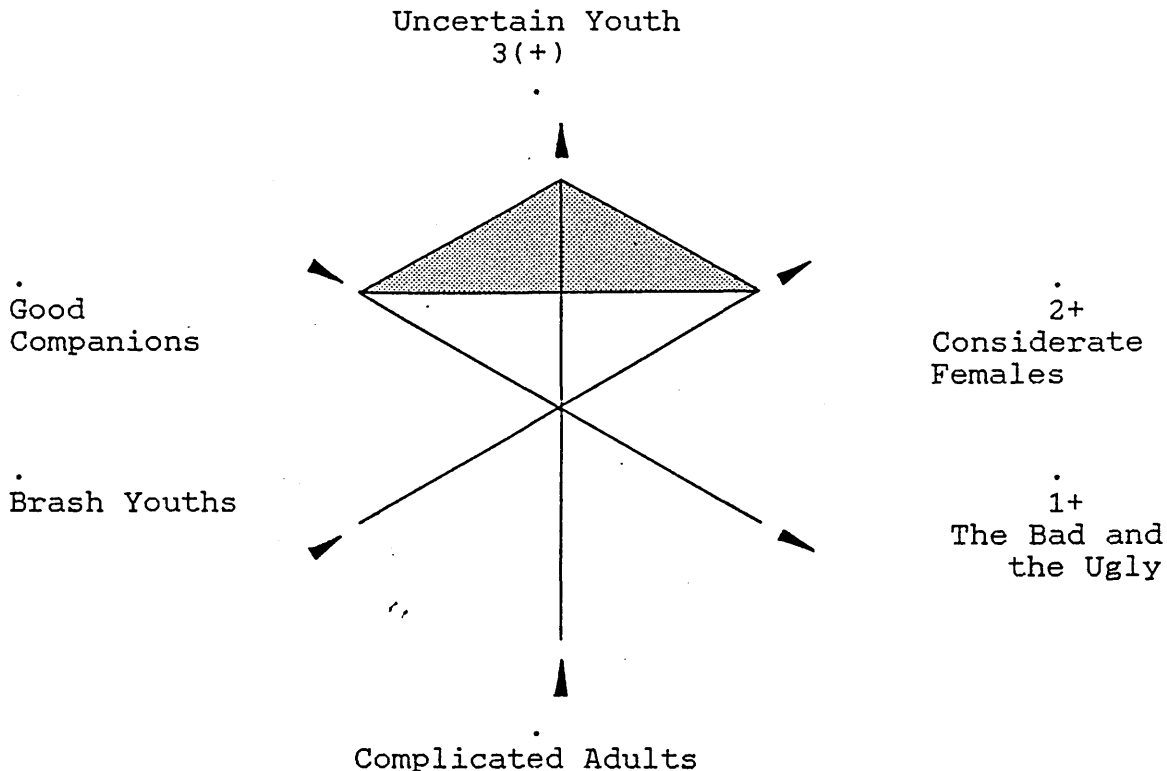
pattern adds to the general belief that Roy does not reveal any strong view and tends to generalise.

Roy's first construct relates to fitness. This is a quality he sees in himself and admires in others. Roy is less kind than others in his family. He is a very angry person and this anger is found in the bad teacher, the Head teacher and the crazy person. The good teacher and the Head teacher are described as truthful, as are Roy's parents. Roy used the mid-scale score of 'three' to describe himself and in this way conceals whether he is a truthful or untruthful person. Roy describes himself as a fair person and the bad teacher as not fair. The whole school set is untidy and Roy is very different to this. Roy is prepared to describe himself as a bully, but does not reveal whether or not he is a snob. Very strangely Roy describes both the good teacher and the Head teacher as snobs. Roy and his whole family are helpful. Roy's friend (boy) is not a helpful person. In spite of this Roy's boy and girl friend are described as the best, funny and clean. Roy is clean and funny but describes himself as not one of the best. Roy sees himself as strong and not silly, but admits to being not very clever and quite fed-up. Roy is healthy, nice and kind but will not admit to being good or ugly. Now at this later stage of interview, Roy is still remaining elusive.

Roy is sufficiently self aware to use his own identity to orientate the first principal component. He has qualities of good, nice, funny and clean and these are shared by Mother, boy friend and Head teacher. The

contrast or negative pole of this component is the nasty, ugly, bad teacher who is associated with the hated person and the lazy persons. In terms of the second principal component, the boy friend orientates this dimension. With the athletic person they are both fit and strong. The kind and helpful Mother and Grandparent provide the contrast. When the two components are mapped out, the greatest separation in distance and therefore in character, is shown between the boy friend and the lazy person. They are very different. The tightest cluster of elements consist of Mother, Head teacher and girl friend. The possibility exists that these three are all women and thus 'female' is the shared identity. Roy has further perception of himself and with the young person forms the positive pole of the third principal component. They are truthful, fair and fed-up. The Grandparent and the artistic person are different to this as they are interesting people. When the derived superordinate constructs are mapped in three dimensional space, Roy is shown to be a person full of contrast and contradiction. He is not brash but he is uncertain. He is reassured by the company of some. He is unsettled by the company of others. He associates himself with considerate behaviour yet admits to being a bully. He will not say whether he is being truthful or untruthful.

THE SUPERORDINATE CONSTRUCTS



ROY sees himself in the shaded area of psychological space

Roy seeks the reassurances of good companions. Others are seen as bad and ugly. Roy sees adults as complicated and inconsistent and this in no way helps Roy to discern a correct pattern of behaviour. Roy makes the distinction of brash youthful behaviour and tends to reject this. He appreciates considerate behaviour and finds this practice in women. He associates himself with considerate behaviour. There are heavy contrasts to be found in these constructs. This adds up to a rather uncertain view of others and an uncertain view of Self.

17 PETE

Pete was interviewed at home. He is short and tending to plump. He is in good health. The family home is comfortable and respectable. Mother hovers in attendance. She is surprised to learn that Pete uses sign

language. This is an oral household. Pete fingerspells his own name. He is prepared to accept that a researcher is a person who writes books. In fingerspelling, Pete takes the word researcher at the first attempt. He needs added information to give meaning to the word. In total communication the photograph of the young children and their identities are discussed. Pete places much emphasis on his very good oral articulation. There is heavy personal satisfaction at being able to talk in a recognisable way and this tends to indicate a snobbish attitude towards the 'signing deaf'. He accepts that the second photograph is also one of the children, now grown up. He repeats the earlier assertion of status in the form of a question, "should the deaf person speak or use sign?". Pete's oral fluency is translated into a good understanding of the English language. The Mother is quite surprised when Pete illustrates each of the words with a sign equivalent. Pete describes a teacher at school as teaching with the help of signing and adds, some of Pete's friends - 'the deaf ones' - also sign. Pete is assessed at the excellent level of English and sign literacy. Pete's fluency continues as he names all sixteen identities in the people game. In Repertory Grid, Pete writes out his own elicited constructs.

When the analysis of raw scores is made, Pete produces a total construct variation much less than the mean for the whole group of forty respondents. This suggests Pete is very limited in his range of description or very limited in his range of acquaintances. There is little bias in Pete's responses and little variability in

his responses. This suggests that Pete will use both similarity and difference equally, when making a decision. He is also prepared to use the intermediate values in the scoring system. The dispersion of the sixteen elements is achieved in the use of limited space. This implies that there are no great differences between the sixteen people identified. Pete produces a low value for the summed three first principal components, which implies a limited power of description. This low value translates into a low value on the first principal component but a correspondingly high value on the second and third principal component. The feature is thought to describe a complex person. However, the similarity in the description nature of all the components makes this feature doubtful.

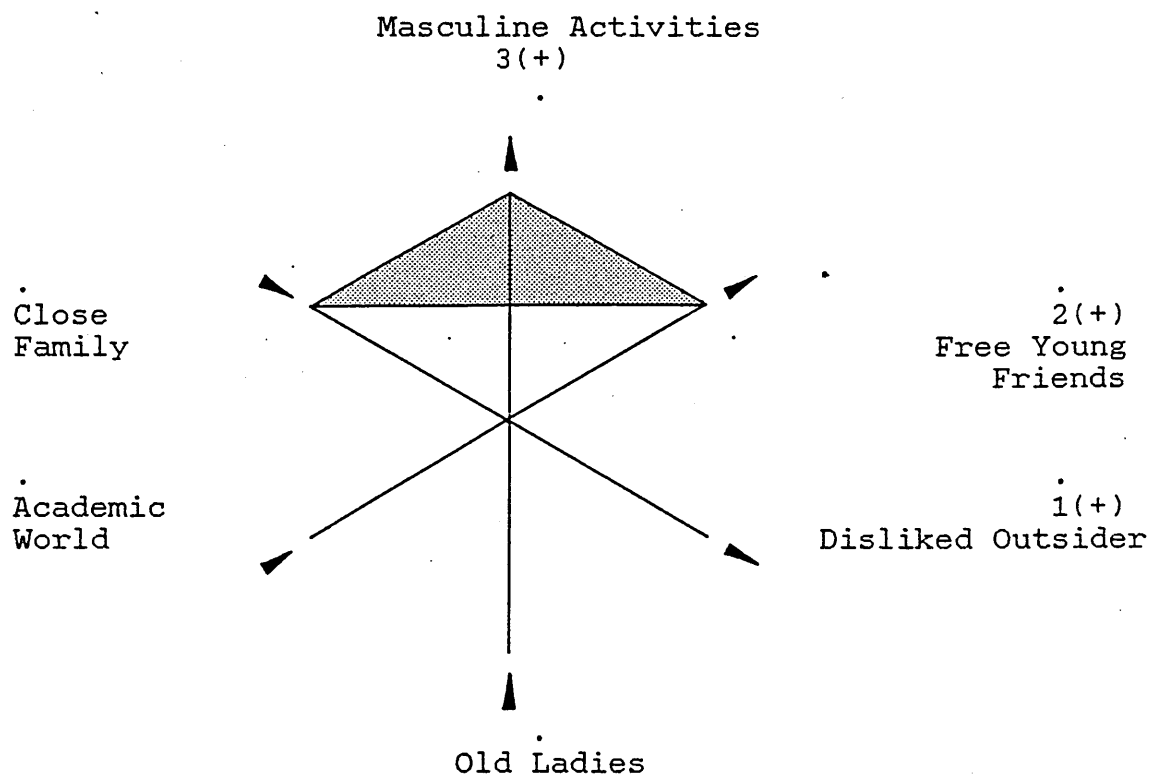
In a raw score content analysis Pete's first choice of construct, uses the image of parent and child to emphasise the 'talk' quality of his home. He then chose a construct that discriminates between deaf and hearing and presents himself as not completely deaf. He resorts to a simple construct of age when discriminating between members of his family. When describing the school set, he identifies the bad teacher as a funny person, adding that Pete and all his friends like fun. Fun equates with laughter. Pete sees himself as less clever than his teachers and less clever than those he admires. Pete describes himself and his family as not cruel, yet he is prepared to identify the bad teacher as a cruel person. Pete admits to being physically weak, as is his girl

friend. Pete points out the strength of his father, his other friends and the athletic person. Pete, Mother and Grandparent are snobs. Father is not like this. This construct accounts for the largest percentage variation in the raw scores. Pete describes the physical beauty of his girl friends and gives his Granparent this quality also. The sixteen elements are then tested against the quality of presenting a happy face. Pete still regards himself as a young person. Both Pete and his father like to play snooker and this is seen as a pleasant association between Father and son. Snooker is also popular amongst Pete's male friends. Pete admits to being not artistic and not athletic. He claims a degree of competence when using a computer at college. The intelligent person is admired for having a better competence in this. Pete claims that he and his family and all his friends are not crazy. Pete rejects all those others who are thought to be crazy. He will not describe the school set in this construct. Perhaps Pete is unsure whether such detail is completely confidential. Pete makes a final distinction between those who are good and those who are bad. The rejected set and the bad teacher being critized. Pete, his friends and his family represent 'the good'.

In terms of the negative pole of the first principal component, the family orientate this. The rejected set provide the contrast. The family are good, sensible and talk a lot. The others are bad. The second principal component accounts for a high percentage of the variation and describes the authority of the academic of school world and makes the contrast with the sense of freedom

that Pete finds amongst his chosen friends. The strong feature of this circle of friends is their liking of fun. When the dispersion of elements in space is made, Pete places himself close to the centre of this world and places the other friends quite close. The family group is contrasted with the rejected set and the Headmaster is contrasted with Pete's young friends. In terms of the third principal component, Pete places much reliance upon facial image. Thus, those with beautiful features are contrasted with those of happy features. This dependency upon the visual is understood by the researcher to be very important when a deaf person is making judgement upon others. Pete reveals a sense of personal security as he locates himself within the space encircled by family, friends and typical masculine behaviour. The strength of this web about him tends to suggest a personal insecurity. Pete is seen to be heavily dependent upon others and in this way indicates his own youth and immaturity. Pete as yet does not assume to the problems of growing up and being deaf.

THE SUPERORDINATE CONSTRUCTS



PETE sees himself in the shaded area of psychological space

Pete places great stress upon the masculine activities of his free young friends. Yet Pete is not yet prepared to detach himself from the closeness of his family ties. Pete seems to have a cosy world in which he dislikes all outsiders. The implication of this is that Pete is still immature. He knows that the academic world stands for discipline and to escape this Pete prefers the company of his young friends. Pete seems to have a lot of growing-up still left to do.

18 KATE

Kate was interviewed at home. Home was in suburbia in a Midland's town. Two visits were required to complete the full Repertory Grid. On the occasion of the first

meeting, Kate used fingerspelling to demonstrate her own name and to demonstrate understanding of the term researcher. Kate found the photograph of the young children to be interesting and the conversation which ensued was equally in the medium of sign and oral communication. Kate accepted that one of the children was deaf and that this person could be photographed after an interval of some ten years and now appear as an adult in the second photograph. After studying the lists in the word game, Kate established that she had a complete understanding of the words written in English and then translated these words into sign equivalents. Kate's level of literacy is established as excellent. In the people game, Kate was able to identify fifteen names. The final name being suggested by her Mother, after Kate had made protestation that she did not hate anyone. The manner of the Repertory Grid interview was explained to Kate and she elected to write out her own constructs. A second meeting was required to perform the Repertory Grid and at some later time this work was analysed. Kate produced a raw score total construct variation slightly less than the mean of the whole group of forty respondents. This suggests that Kate is slightly more conservative in her description of the sixteen elements. There was a small bias in her responses which indicate Kate is more prepared to be different than similar to the others being described. Kate is not fully prepared to use all the divisions of the scoring scale and this confirms her conservatism. When the elements are presented in two dimensional space, Kate requires a very large scale of

dispersion and uses this to place the Bad teacher at a great distance from the other elements. In terms of the variation accounted for by the first three principal components, Kate has a low score. This percentage is shared out amongst the three components in an almost equal pattern. This low score on the first principal components and relatively high scores on the second and third component, reveals a high cognitive complexity and in this way suggests that Kate is a deep-thinking person.

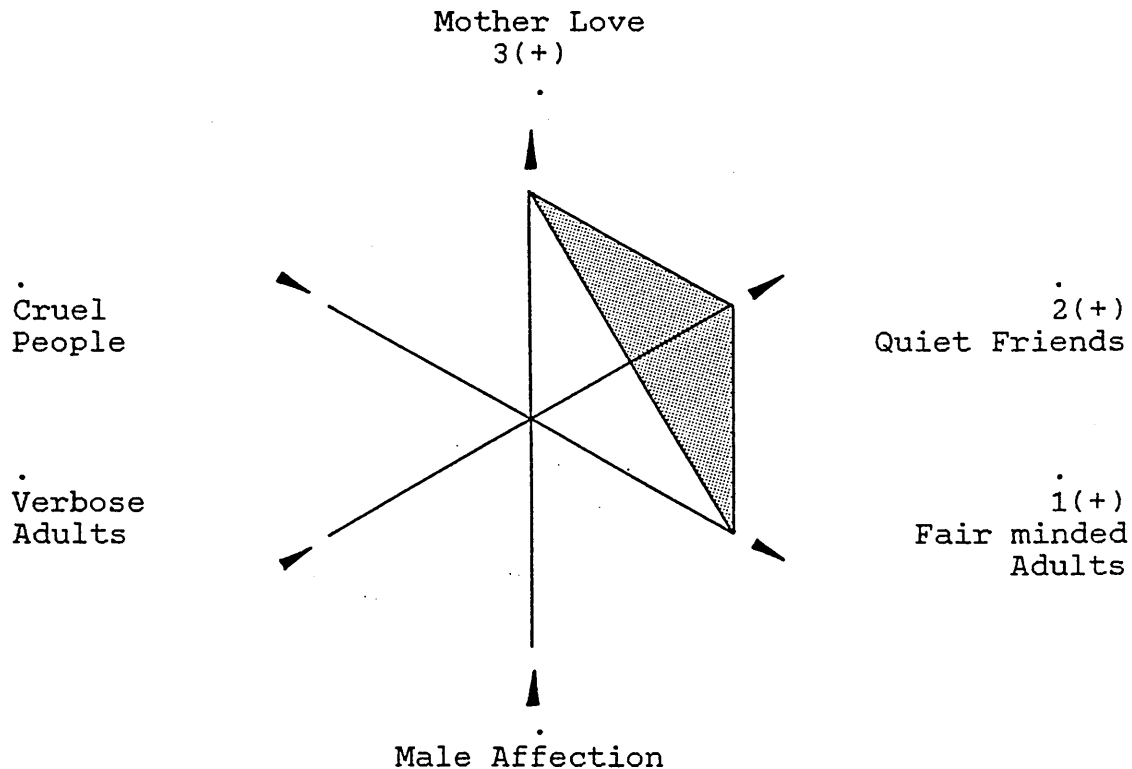
In a raw score content analysis, Kate indicates a close association with her mother and girl friend and a very close association with her Grandparent. Kate and her friends are quiet. Kate seems to disapprove of any excesses of drink. She presents some distancing between herself and Father. Kate remembers the very quick temper of the bad teacher and contrasts this with the even temper of herself and family. Mother and the good teacher have a very high level of intelligence and this leads Kate to describe herself as just intelligent. The bad teacher is remembered for his cruelty and apart from the hated person there is no other cruelty in Kate's recollections. The bad teacher and hated person were deeply unfair, with the good teacher very fair in comparison. Kate judges herself to be a fair person. Kate is the least fit person in her circle of acquaintances. This is thought to be more of the artistic temperament than of any signs of illness. Kate is well aware of her feminine nature and regards herself as more adult than child. Much to the surprise of her oral family present, Kate revealed that she and her

circle of closest friends converse in sign language. Some sign supported teaching had been met with at school. Kate is attending college to improve upon her meagre academic qualifications. Kate's 'A' level GCE in Art reveals her as both a clever and a talented person. Kate is very self aware and describes herself as not selfish, not spiteful, kind and yet not really beautiful. This last being unfair to her, as Kate is a very attractive young woman.

In terms of the first principal component, the hated person and the athletic person combines with the bad teacher to orientate this major dimension of thinking. They are cruel, spiteful and selfish. Father, the good teacher and Mother provide the contrast. They are kind and fair and Kate locates herself firmly within this group. In terms of the second principal component the bad teacher and the head teacher drink a lot and talk a lot. This is very different to the way Kate sees herself and her girl friend. They are young, quiet and deaf. When the dispersion of elements are mapped out, it is the closeness of Kate and her girl friend that is most revealing. Together they have arranged themselves to be the greatest possible distance from the bad teacher. The bad teacher is prominent in both first and second principal components and is rejected by Kate in both styles of thought. Father and Mother figure strongly at the positive pole of the third principal component. Father is shown to be somewhat distant. Kate reveals a close association with the talented mother. It is not quite clear whether this association is just one of mother love or of love and respect for her mother's artistic

talents. In total, Kate projects herself as a quiet, fair-minded young woman who lives without hate. This shows in the clear countenance of an attractive young woman.

THE SUPERORDINATE CONSTRUCTS



KATE sees herself in the shaded area of psychological space

This projection shows Kate to be a fair-minded young woman, quiet and full of mother love. Kate is an adolescent person, a woman who is physically very beautiful. She has no brashness. She is quiet and prefers the company of quiet people. She really is a very nice person who is deaf.

19 ANDY

Andy was interviewed in the family home, yet it became clear that Andy is happiest when amongst his deaf peers. Andy has good fingerspelling, lipreading and oral

skills. He will converse in total communication but prefers to use sign. He understands that the two photographs represent one of the children growing into a young adult. Andy had no real problems with the word game. He required help with only the longest of the words. He is assessed at the level of excellent, in understanding words written in English, and at the level of excellent in the substitution of sign language for those words listed in the word game. Andy has a good memory for names. He required help only with the name of a past head teacher and the name of a person Andy had identified to his Mother as the hated person. Andy accepted the Repertory Grid procedures and agreed to use his own elicited constructs. After the analysis of the Repertory Grid raw scores, Andy had produced a very high total construct variation. This is confirmed in Andy's choice of elicited constructs. There is no real bias in the way Andy uses the scale. He produces a high construct variability which adds further to the testimony of Andy's powers of description. The summed percentage of the first three principal components is high. The first of the three principal components also shows a high value of percentage of the total variation accounted for. This implies a low cognitive complexity or considerable single-mindedness.

In a raw score content analysis, Andy and Mother have a close loving relationship. Andy is given to testing his father. Andy has rejected the Grandparent in question. No information or reason for this is given. Andy can

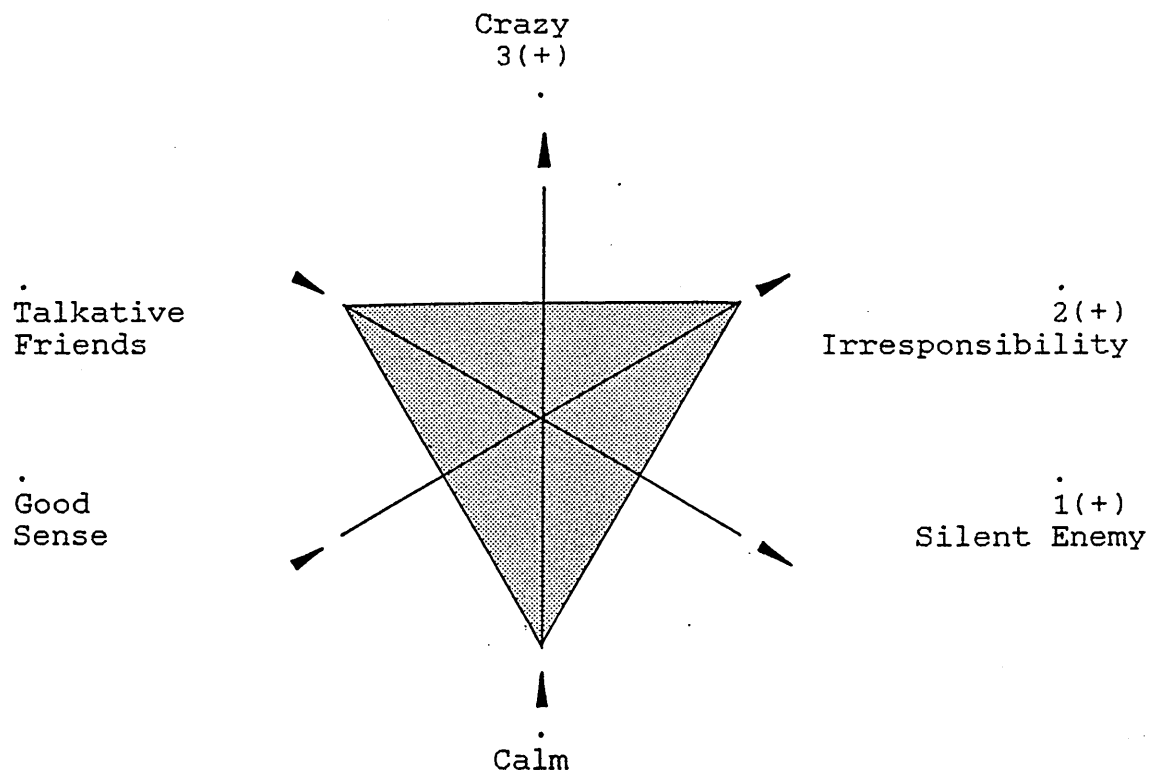
discriminate between the levels of application of each construct and this is reflected in the wide range of raw scores. The good teacher is interesting, the Bad teacher is a bore. The Head teacher has made no good impact at all. Andy is prepared to describe a hatred for several people known to him. He is prepared to use non-verbal communication to express this. The Good teacher has humour and this is important. Yet Andy sees himself as a serious person. This seriousness makes Andy's use of the construct of enemy. An important revelation. The Bad teacher and the Head teacher are involved in this construct. Andy is sometimes prepared to play the fool but his immediate family will not join in. Andy will choose between those he sees as kind and those mean. Andy is a kind person. Andy sees himself as intelligent. The Researcher confirms this. Andy's maturity is influenced by an adult deaf companion who is also an intelligent person. Andy is both fit and artistic, a brave admission for an athletic young man. This balance allows Andy to see himself as a very normal person. This is not how he describes the Bad teacher or the Head teacher. The busy person is always admired but this does not mean forceful. Andy sees himself as rather shy yet this does not prevent him from presenting himself as a strong and mature person.

Andy has a firm construct system based upon a small number of superordinate constructs. This low cognitive complexity appears to translate into an untroubled, uncomplicated young man. In the major construct revealed by the first principal component, the negative pole consists of a group of young people chosen by Andy as his

friends. They all use sign language. The Bad teacher and Head teacher are in contrast. A second superordinate construct appears as security and hardwork contrasted with the fool who is lazy. There are strong moral overtones to this. There is never a mention of ethics, nor religion, yet the family circle is seen as representating this. Andy's own nature, described by the Researcher as 'reserved', forms the negative pole of the third superordinate construct and this is in contrast with those thought to be excessively outgoing.

Andy is clearly a very conservative person. Andy is a secure person. He draws his strength from a close circle of friends and a stable home background. To work and to save is balanced by to spend and enjoy. Andy will only distance himself from those who appear to have abused his trust.

THE SUPERORDINATE CONSTRUCTS



ANDY sees himself in the shaded area of psychological space

Andy is mainly a conservative person. He will, however, allow himself a small measure of irresponsibility. This is tempered by a calm nature. Andy is a secure person and this security is based upon the close association he makes with his closest friends. Any great distance between Andy and others results from the way that he has been treated by them.

20 FAITH

Faith agreed to meet the Researcher in the Student Union building of a Residential College of Further Education for the Deaf. The Senior Social Worker had informed the researcher that Faith was there on a course of general education. He stated in this conversation that Faith was there because, "there was nowhere else to send

her". Faith is small, pleasant and inoffensive. She could fingerspell her own name. She read the name of the researcher in fingerspelling but could not follow the word 'researcher'. She had no idea of its meaning. When the photograph of the small children was discussed, Faith expressed herself in sign. She has poor oral speech and a restricted vocabulary. The interview continued at a slow pace with long repetitions. Faith understood that in the second photograph one of the young children reappeared as a young adult. In the word game Faith failed in most of the long words. When she learned that she had to demonstrate her understanding with a sign conversation she admitted to a greater number of words not known. Faith is assessed at the literacy level of average in words understood and in their sign equivalents. Faith has a poor memory of names. With effort she named ten of the sixteen elements. She was prepared to use initials for the remainder. In the Repertory Grid, Faith used the constructs provided by the word game. After a first analysis of the results of the Repertory Grid, Faith had produced a total construct variation much higher than the mean for the group of forty respondents. This suggests that Faith is able to produce descriptive constructs. Faith produced a very low value of bias teamed with an extremely high construct variability. In this way Faith showed her willingness to discriminate and to use the extremes on the scale provided. This willingness to use all the scale values led to a large scale dispersion of the elements when they were mapped out. The largest distance of separation was required for the bad teacher.

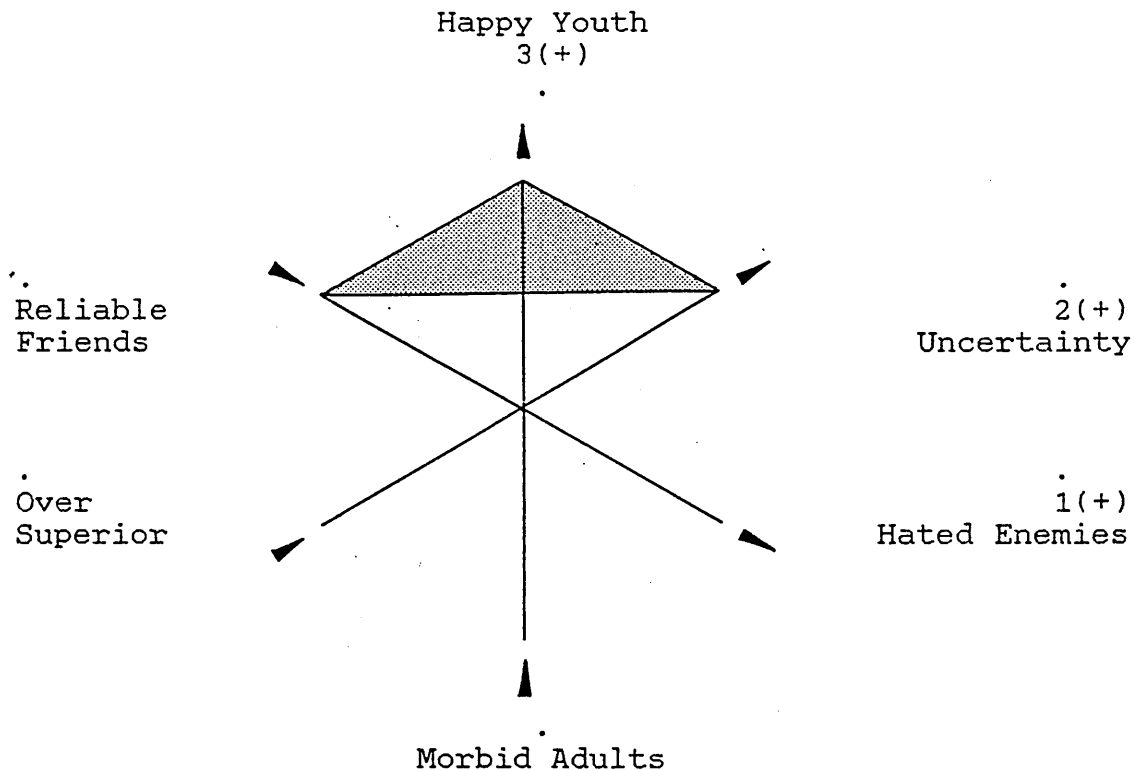
Faith offers much description of this person. After principal component analysis, Faith had produced a very large value for the summed percentage of variation accounted for by the first three principal components. This confirms that Faith is being clear in her description of others. She produces a massively high value for the first principal component. This suggests a low cognitive complexity and perhaps intense single-mindedness. The corresponding values for the second and third principal component were very low.

In a raw score content analysis, Faith immediately resorted to a construct describing her close family. This theme was present throughout the Repertory Grid procedure. Faith describes herself as likeable and nice. She admits to feeling fed-up at times. Faith produces the highest percentage variation in a construct of athleticism. She describes herself as athletic. None of the family set share her ability. The good teacher is clever. The head teacher is very clever. The Bad teacher is not like this. Faith is happy. She is a fair person. Her friends are shown to be very important. They are calm, funny and likeable. Faith describes herself as similar, yet she admits to being angry with others. The bad teacher is very boring. The intelligent person is very truthful. Faith is less truthful. The bad teacher is a liar. Faith is adult, helpful and OK. The intelligent person and the artistic person are snobs. Faith is clean. The family set is clean. The lazy person is silly and does not work. Faith accepts the crazy person but is prepared to hate

others in the rejected set. Faith describes herself as weak. The athletic person, the Bad teacher and the hated person are all described as strong.

The first principal component produces a very tight grouping at the negative pole. Friends and Grandparent are supported by Mother and the Head teacher. This group is described in the most admirable terms. Terms of bitter rejection are applied to the bad teacher. This person locates the positive pole. In terms of the second principal component, Faith demonstrates an affinity with the crazy person. Together, they are not clever people but they have happiness on their side. They are shown to make a contrast with the talented athlete and the intelligent person. In a dispersion of elements Faith is clearly on her own. The only person capable of giving her support is the crazy person. This implies considerable loneliness. Her father plays no part in this system of principal components. The crazy person orientates the third principal component. This person is likeable and kind. One implication of this is that Faith has experienced much rejection. Father now appears at the opposite pole of the component. He joins the artistic person and the lazy person. They talk much and appear as fed-up most of the time. They do not share Faith's sense of happiness.

THE SUPERORDINATE CONSTRUCTS



FAITH sees herself in the shaded area of psychological space

Faith is very definite in the division she makes between others. Experience has shown her that there are those who can be trusted. They are calm, adult and friendly. Others act in a crazy way. They are unfair, angry, silly and boring. The Bad teacher is typical of this group of hated people. Faith accepts that she is not clever but counters this with a happy disposition. She rejects those highly educated people, those with a sense of superiority. Faith will not join those whose talk is morbid. Faith still retains her kind, likeable and happy, unsophisticated nature. She is still a young person.

21 LIL

Lil is a strong, small young woman. She lives alone. Social care staff provided an office for the interview.

It took four, casual meetings before Lil agreed to be interviewed. Lil could fingerspell her own name easily. She understood the word 'researcher'. Lil can fingerspell well and very quickly. In a conversation about the children in the first photograph, Lil lost some of this reluctance to be interviewed. The meeting continued, mainly using British Sign Language. Some of her teachers, and all of the social workers used B.S.L. with Lil. Lil agreed that one of the children could be deaf, and could be photographed years later as a young deaf adult. In the Word Game, Lil produced very high scores in both words recognised and Sign equivalents. This allowed Lil to be assessed, as having an excellent level of literacy in both forms. Lil immediately provided fifteen of the sixteen names listed in the People Game. Help was required to identify 'a grandparent'. When the interview progressed onto the Repertory Grid, Lil chose from the provided constructs that were listed in the Word Game. Lil produced a higher total construct variation than the mean for the group of forty respondents. This is in part a testimony to her high level of literacy. There was little bias and a high variability. This indicated a willingness to use, the full range of the scale. The summed total of the first three principal components was just higher than the mean which should indicate that Lil is typical of the group. The slightly higher than average percentage score, on the first principal component, suggests both a single mindedness and a low cognitive complexity. The second and third principal components account for much lower values of the percentage variation and are therefore, less

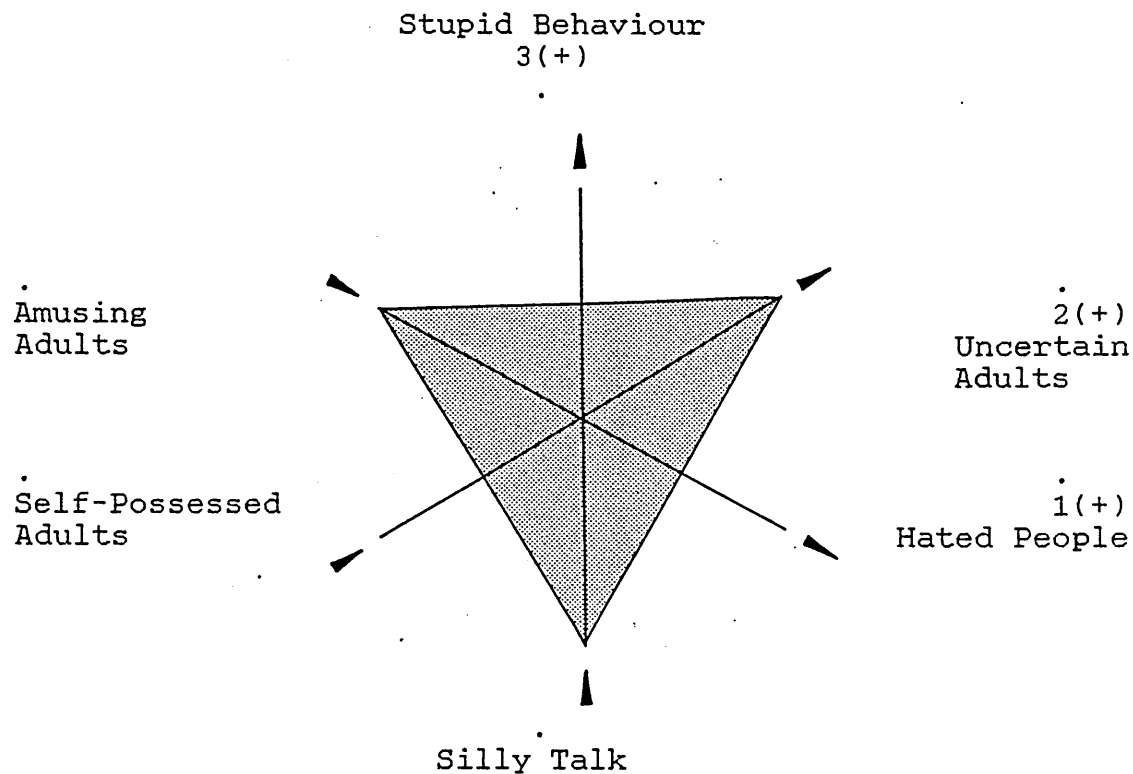
important in terms of the superordinate constructs.

In a raw score content analysis, Lil described herself as a sensible person. She 'talks' and can be funny, but sometimes is given to anger. Mother turns out to be a very different person. Lil describes the good teacher, as good and intelligent, and identifies with this person. Lil goes on to say that when she behaves stupidly, she is not being nasty. Lil will not describe herself as a beautiful person and admits to much worry. Lil will describe herself as one of the best but admits also to being fed-up. She is nice rather than clever. Lil is fit, calm and strong. This strength is needed, as Lil also admits to a frequent sadness. Lil is not afraid of work, she is athletic. Lil admits that she can be difficult and sometimes a liar.

In terms of the first principal component, the first stress is upon the boyfriend and the athletic person. The inclusion of the good teacher in this group adds the quality of adulthood. Lil joins this group at the negative pole. She rejects, even hates, many other people known to her. In terms of the second principal component, the artistic person has many qualities. Lil provided a list which includes beautiful and kind. The inclusion of 'boring' implies a certain maturity of judgement. Located at the opposite pole, Lil contrast herself strongly with this and admits to being difficult and angry. Mapping in two dimensions, reveals that Lil isolates herself a great deal from others. There are no close family ties. This adds much to the earlier statement that Lil lives alone.

The girlfriends and the crazy person have much in common. They talk, they are nasty. Lil is just a little like this. The young person and the hated person provide a contrast. In the third principal component, they are bad and Lil is not like this. Lil projects herself into the company of 'amusing adults'. Perhaps, because she is unsure of herself, this is presented as her foremost activity. This wish to be 'grown-up' is perhaps, the typical wish of every adolescent. Because of her other strengths, Lil will make the transition from her isolation, to join the 'family' of the adult deaf community.

THE SUPERORDINATE CONSTRUCTS



LIL sees herself in the shaded area of psychological space.

Lil is unsure of herself. Lil knows that she is given to silly talk. Lil projects herself into the company of amusing adults. She rejects stupid behaviour,

and is given to hating people. It is suggested that Lil would most like to be, a self-possessed adult. This is perhaps the wish of every adolescent girl. Lil is a strong person. She lives alone. She will make the transition into the adult.

22 PADDY

Paddy was interviewed in his home. This is the country estate. Mother had provided for the interview, a comfortable lounge well fitted out with antiques. Paddy could fingerspell his own name and easily lip-read the name of the researcher. He took the term 'researcher' at the first attempt and showed an understanding of its meaning. Paddy could lip-read well and tended to depend upon this skill in this 'oral' household. When the first photograph was discussed, Paddy was quite prepared to use his good oral communication. In the discussion of the second photograph, Paddy agreed that one of the children was now shown to be some ten years older. When it was explained that this person was profoundly deaf and used only Sign, Paddy also agreed to use his Sign as part of the conversation. Several teachers at his previous school had supported their oral teaching with Sign. When the aspects of the People Game had been explained, Paddy quite easily identified all sixteen people. Their names were kept anonymous at all times. Paddy would not accept any assistance in the development of the twenty constructs. The constructs represent a sound grasp of written language.

When the Repertory Grid was completed, analysis

indicated that Paddy had produced a very low, total construct variation. Importantly, it is suggested by the researcher that this will always be the case, wherever very lengthy, very precise and therefore, exclusive constructs had been elicited. Paddy showed some little bias in the ways he scored the constructs. A small value was detected in the construct variability. This suggests a rather dogmatic approach to selection on the scale of values available. There was a slight indication of conceit, even arrogance, in the way Paddy manipulated the interview situation. Paddy used repeatedly the middle-value in the scale provided. Paddy in this way is limiting his description of others. The sum percentages of the first three principal components was low compared to the mean of the group. The percentage total variation accounted for in the first principal component was low and this implies a high cognitive complexity. This is suggested as a possible pre-occupation with his self-image and the image of a few close friends. Correspondingly, other principal components show relatively high values, when compared to the mean for the group of forty respondents to the Repertory Grid.

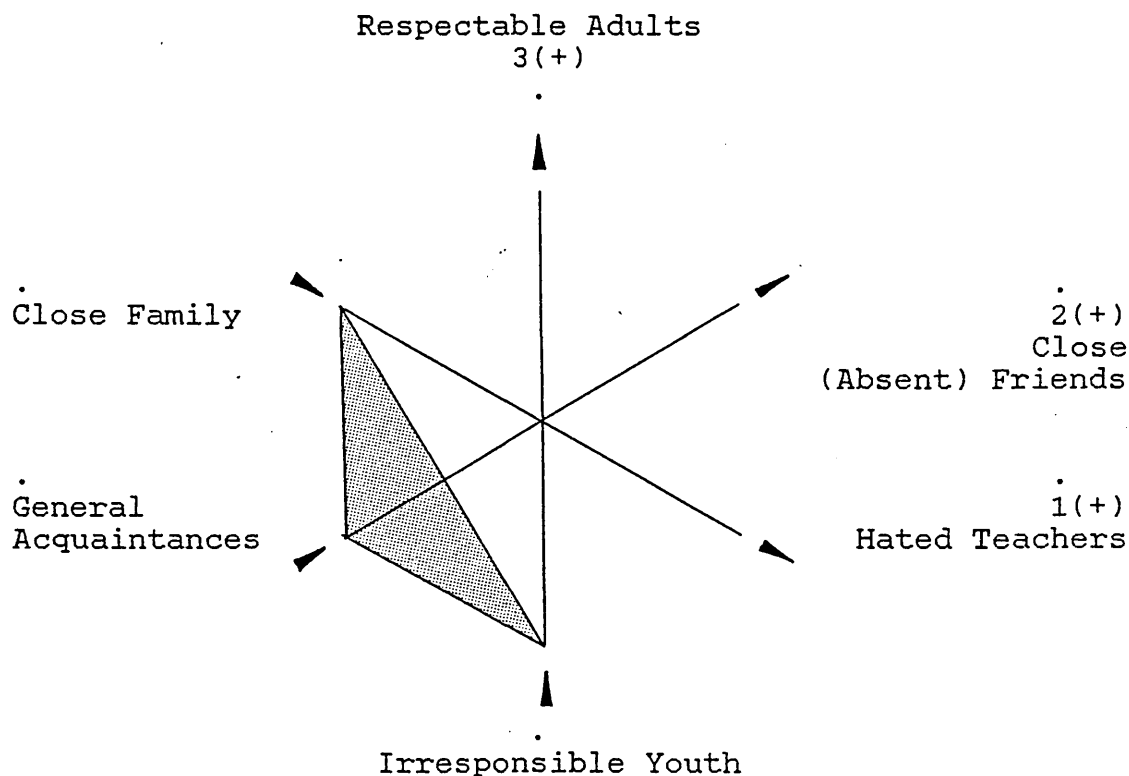
When a raw score content analysis is applied, Paddy indicated the closeness of his family, who are interesting and very helpful. Paddy however has lived most of his life away from home at boarding school. At school Paddy had a difficult time with the bad teacher and the head teacher. They were far too serious. Paddy got to know the good teacher very well. At school Paddy made friends

and indicated a serious relationship with a girl. The memory of this is apparent. Paddy, now at college, has new friends who are very close. He admired the intelligent person for his extensive knowledge of boating. This is the area of work in which Paddy is now receiving training. The intelligent person knows little about football and this puts him out of the very close friendship category. Professional football seems to be Paddy's overwhelming interest. Those who share this interest are similar to Paddy, those without this interest are boring.

In terms of principal component analysis, Paddy places the maximum possible distance between himself and the bad teacher. Paddy rejects the bad teacher, the head teacher and the hated person. At the positive pole of the first component, close to Paddy, comes his family. They are good helpful and intelligent. The second principal component, the negative pole shows that Paddy still thinks of a past girl friend. His present friends do not share this experience. They are his friends but they are located differently. At the positive pole of this component, Paddy then reveals a further affinity, this time for the crazy person. The third component shows that they were at school together. They went out together a lot. They create the negative pole. Mother and the good teacher represent the contrasts. They are close, but somewhat serious. In terms of two dimensional mapping, Paddy is clearly a lonely person. He has spent much of his life away from home. He has lost a girl friend. There is limited compensation for this. It is surprising,

and very significant that Paddy does not relate his deafness to this lonely state. Paddy has about him the strength of a close family and experience of many acquaintances at school, at college and at work. He retains the enthusiasm of youth. He is not yet prepared to accept the responsibilities of adulthood. His very good oral accomplishment and good literacy skills suggest a good schooling. On balance, Paddy seems to reject people rather than to accept them. This seems to be more a result of Paddy's singular nature rather than of his profound deafness.

THE SUPERORDINATE CONSTRUCTS



PADDY sees himself in the shaded area of psychological space

Paddy is a complex person. He draws heavily on the support of his close family. He produced considerable 'hate' for the bad teacher and the head teacher. He

discriminates between his friends. He suggests, some are very close, and some are mere acquaintances. Paddy is different from his closest friends, mainly due to a previous 'affair' with a girl. He admits to some irresponsibility, but will not go as far as 'troublemaking'. He retains his youth and is not yet ready to join 'the respectable adults'.

23 JACK

Jack is a handsome young man, very personable and willing to be interviewed. He is at a College of Further Education. He is there to improve upon his standards of general education. The interview took place in a private office. Jack could fingerspell his own name and accepted the researcher's name in fingerspelling. When the word 'researcher' was spelled out, Jack had no idea of the meaning of the word. After repeated attempts to understand, Jack accepted that a researcher is someone who is writing a book. The photographs were examined and they became the subject of a lengthy conversation in Sign. Jack accepted that the second photograph represented a lapse of time of some ten years, and that the young person now photographed, was profoundly deaf. When the interview moved onto the Word Game, Jack had difficulty only with the longest words. The researcher's Sign-equivalents for these words were accepted immediately. Jack is assessed at the level of excellent literacy in words understood and excellent literacy in Sign. Jack required help in naming two of the sixteen elements of the Word Game. He chose to write out his own elicited constructs. He made only

passing use of the lists of concepts in the Word Game.

After preliminary analysis of the Repertory Grid, Jack had produced a very high total construct variation, which suggests that his excellent standard of literacy was producing a very wide range of description. There was only the smallest bias in Jack's response, this and a high construct variability, suggests that Jack is prepared to use all the values on the scale provided. The wide range of description is confirmed, as Jack required a large scale of dispersion to locate the elements in space. The sum of the first three principal components is typical of the mean of the whole group of forty respondents. In this way Jack is very typical of the whole group. The percentage values of each of the first three principal components was also close to the mean for the group. Jack is a typical young deaf person.

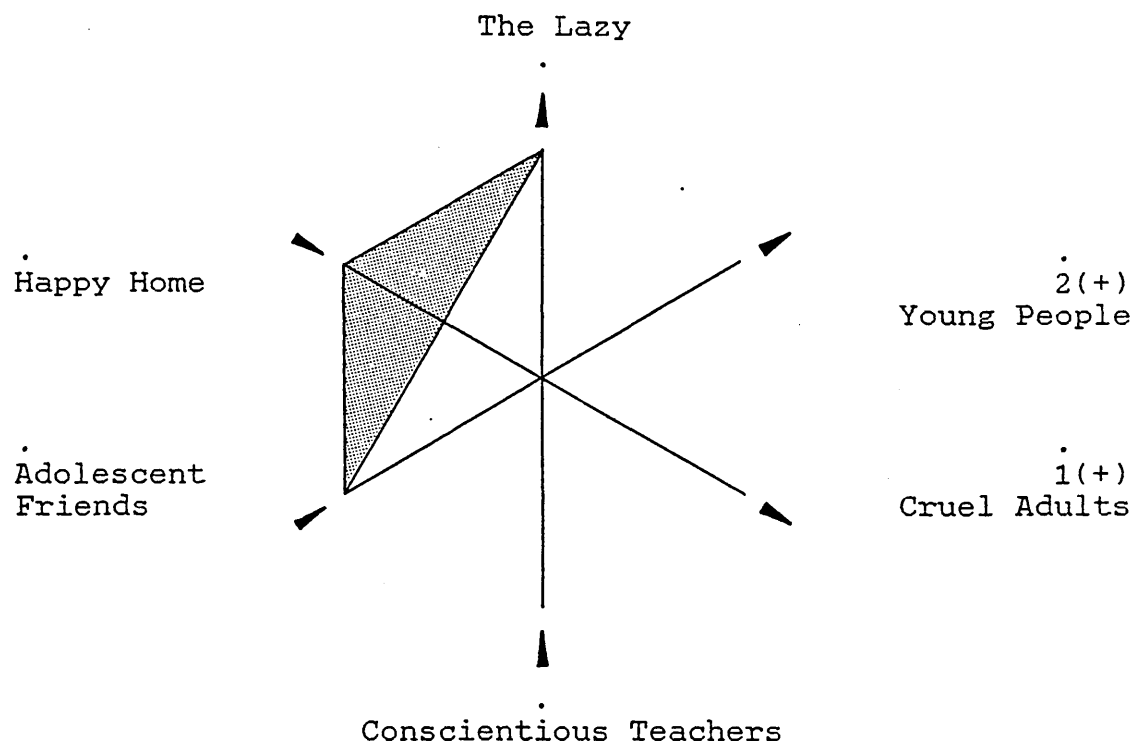
In a content analysis of the raw scores, Jack had produced 'clear' constructs of a logical nature. Jack sees himself as athletic, helpful, clean and talkative. His close family is very similar to this. Jack is clever, not cruel and not given to worry unduly. Jack is nice, likeable and interesting. The bad teacher is described as a poor communicator and very cruel. Jack described his present friends as interesting. This is in contrast with Jack's other friendship with the young person. The athletic person is happy. Jack described himself as a happy person. It seems that there was much argument at school. The rejected set are given to 'rowing'. Jack and his family do not row. Jack is not naughty, neither is he selfish or frightened. Jack presents himself as a very

balanced person.

After the principal component analysis, and in the first principal component, Jack appears very close to his family. They are all very similar. They are happy and likeable. In contrast, the artistic person and the bad teacher are angry, cruel and given to making rows. In the second component at the negative pole, Jack shows both boy and girl friend. They are described as not worrying. The young person is in contrast at the positive pole. When the first and second principal components are mapped out, Jack and his friends, set themselves apart from the bad teacher and artistic person in one dimension and apart from the young person in a second. The intelligent person is central and therefore, has no influence on these two major dimensions. Jack produces a strong third principal component. The head teacher and the good teacher are described as hard working and concerned. In contrast, the athletic person and the lazy person are not prepared to make any such intellectual effort. Jack admits to a similar tendency, even to a laziness. In a three dimensional projection, it becomes clear, that the happiness at home produced the major orientation of Jack's construct system. Jack is secure there, and from there is able to reject those adults who are judged to be cruel to him. Jack finds his peer group interesting and as is typical of adolescents, finds less interest in very young people. Jack presents the good teacher and head teacher, as a powerful influence. They are hard working, they worry, they are conscientious. Jack has seen this, yet,

is not overduly influenced by it. If at all, Jack makes little effort to join the academic community. He is lazily moving along, taking an uncomplicated look at life.

THE SUPERORDINATE CONSTRUCTS



JACK sees himself in the shaded area of psychological space

Jack is most secure at home. This has had the effect of making him a slightly lazy person. He does admire the conscientious efforts of the good teacher and the head teacher. Jack has rejected those adults he sees as dull. Jack is an adolescent with adolescent friends. His adolescence shows in the way in which Jack has grown apart from his young acquaintances. The whole suggests an uncomplicated look at life.

24 GUS

Gus attends a Residential College of Further Education for the Deaf. He is on a one year training course to acquire motor vehicle bodywork repair skills.

He is a tall, strong, quiet person. He has no extravagant mannerisms. The interview took place in the Student Union Building, in a private room. Gus could fingerspell his own name and accepted immediately the name of the researcher. Gus did accept the spelling of the word 'researcher' but did not know the meaning. He accepted that a researcher was a person who wrote books. Gus was mildly interested in the photograph of the young people and conversed mainly in Sign. He accepted that one of the young children was deaf and that this person could be photographed a second time as a young deaf adult. Gus was prepared to play the Word Game and demonstrated a good understanding of the words written. He had difficulty only with the longer words, and the words in which a suffix changed the word from noun to adjective (art to artistic). Gus repeated the Word Game using Sign, and was assessed at the literacy level of good, in both the written word and in Sign. Gus has a good memory for names and was able to give identity to all the elements in the People Game. The natural reserve of Gus is thought to be influential in his decision to use the constructs provided by the Word Game. This practice shortens the time required to perform the Repertory Grid.

After a first analysis of the results, Gus had produced a total construct variation higher than the mean of the group. This suggests a descriptive use of the constructs. He had a very low bias and a relatively high construct variability. It also indicates that Gus was prepared to use all the scale values provided without

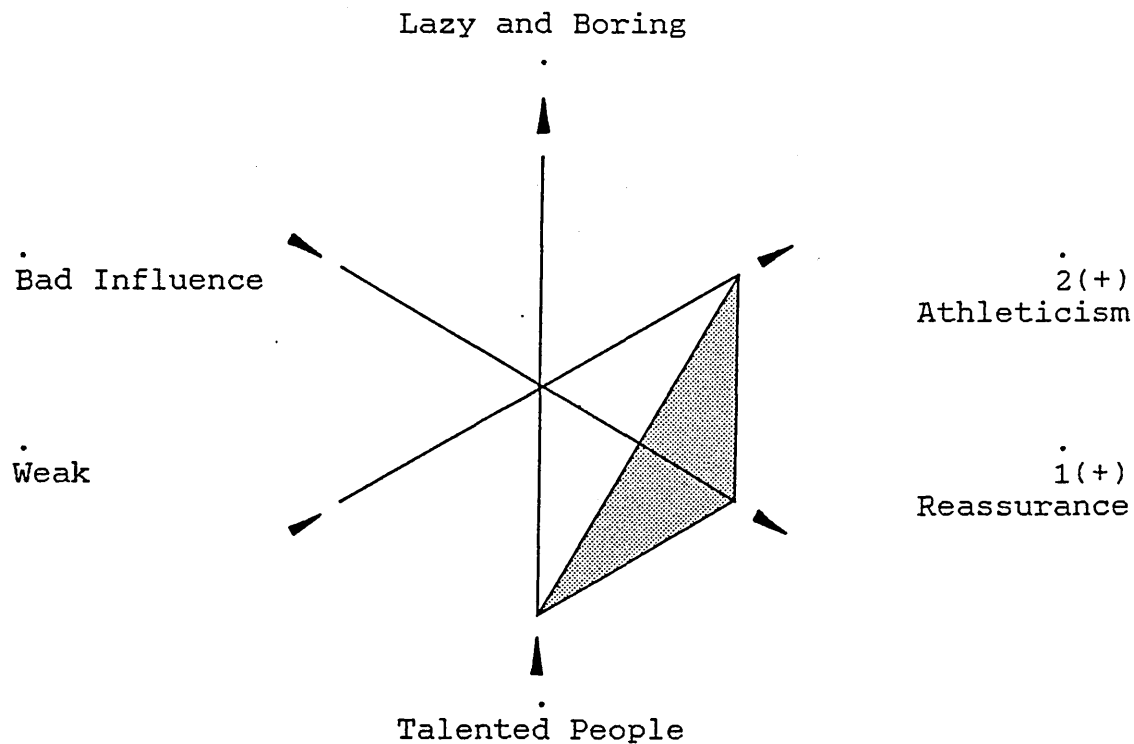
particular preference. In order to map the distance between elements, Gus required only a limited scale of dispersion. Gus places himself in the midst of others and does not look for extremes. Gus produced a summed percentage value for the first three principal components very close to the mean of the group. This suggests that Gus is typical in his construing. The slightly high value on the first principal component implies a low cognitive complexity. The fairly typical values for second and third principal component confirms this rather bland outlook presented by Gus, during the performance of the Repertory Grid.

In a content analysis of the raw scores, Gus chose as his first construct, those who talk. Gus scored himself highly. The construct of 'normal' is thought to equate with a reserved or serious nature. Gus described himself as interesting and truthful. He is self-critical and adds that he is less sensible than others. Gus will talk with mother, she is a sensible and truthful person. Gus described the bad teacher as unkind and unhelpful. The good teacher is clever and hard working. Gus described himself as working hard all the time. Gus indicated a friendship with a young person and a friend (boy) but the girl friend is sometimes not likeable. Gus and his friend (boy) do fall out and are sometimes enemies. Gus described himself as likeable. He placed emphasis on his being fit, strong and athletic. It then becomes slightly surprising to see Gus describe himself as artistic. Gus does not cheat, does not get angry and is not silly. He is fed up with the lazy person and the hated person. They

are very boring.

Principal component analysis confirms that the crazy person, the hated person and the lazy person orientate the first principal component. These people are liars, cheats, silly and unhelpful. The bad teacher is present in this group. The contrast to this is formed, at the positive pole, by the young person, the friend (boy) and mother. Gus adds himself to this group of truthful, helpful people. The weakness of the grandparent then creates the negative pole of the second principal component. The good teacher and the athletic person, because of their strength and fitness, provide the contrast. When the elements are mapped out in two dimensions, Gus surrounds himself with his friends, then, close by, his mother and the good teacher. The crazy person is set furthest apart. In terms of the third principal component, the athletic person and the artistic person are similar and form the negative pole. It is their talent which makes them different from others. The hated person and the lazy person, make the boring, contrast. In a three dimensional projection, the strongest influence upon Gus is judged to be his mother. Gus likes the company of the young person. Because Gus is observed to be big, strong and reserved, this combination implies a kind and gentle persuasion. His general physique, protects him from the aggression of 'the crazy person'. He is quite prepared to describe the whole of the rejected set, and others, as boring. Gus uses his strength in the best possible way.

THE SUPERORDINATE CONSTRUCTS



GUS sees himself in the shaded area of psychological space

The strongest influence upon Gus is the reassurance and strength he gets from his mother. Gus likes the company of his young acquaintances, and of his friend (boy). There is a complex, unexplained relationship between Gus and his girl friend. Gus strongly associates himself with the athletic person, and describes himself as very fit. He rejects the weakness he sees in the grandparents, and rejects the crazy anger of the lazy person, and the hated person. Gus understands what it is to be lazy and boring, and after consideration locates himself with those who have obvious talent. Gus is making no claim to those qualities, he simply rejects the alternative.

25 DAN

Dan attends a Residential College of Further

Education for the Deaf. He is on a one year course of study, to improve his general education. The interview took place in the Student Union Building in a private office. Dan is tall, strong and active. Dan could fingerspell his own name, and understand the researcher's name in fingerspelling. Dan accepted the word 'researcher' in fingerspelling, but did not understand the word. He accepted that a researcher is one who writes books. Dan joined in a conversation about the first photograph, and fully accepted that this child could be photographed a second time and appear as a young deaf adult. He was pleased to see that this person had been photographed at his work. Dan ticked off both columns of words as understood and then produced a weak form of sign for each word. The weakness referred to, results from Dan having a part-paralysed hand. Dan is assessed at the level of excellent in both Sign and words recognised. Dan continued to demonstrate his abilities, and easily named all sixteen elements in the Word Game. It is thought that Dan chose the constructs provided in order to simplify the Repertory Grid procedure.

After a first analysis of the results, Dan had produced a total construct variation much lower than that of the mean for the group of forty respondents. This implies that Dan was being conservative in his judgement of others. There was a low value of bias in the score and a low construct variability. This suggests that Dan was prepared to use all the values but chose intermediate rather than extreme values. In order to map out the

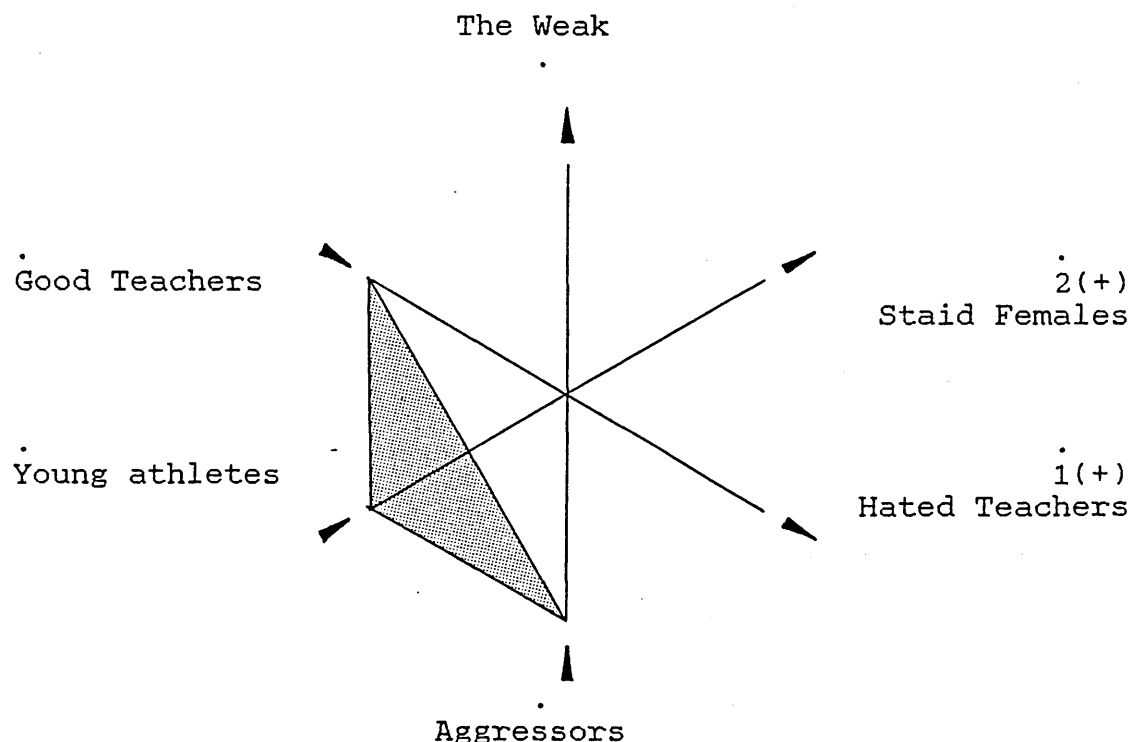
elements Dan required a scale of dispersion just larger than the mean, which indicates Dan was able to personalise all sixteen elements. The summed first three principal components produced a percentage lower than the mean. The first principal component showed a low percentage value for the variation accounted for. This suggests a high cognitive complexity. This complexity appears to be confirmed, in the high percentage value obtained, for the second and third principal component.

In a raw score content analysis, Dan begins with the constructs of Deaf-Hearing and this accounts for the highest percentage variation from the mean. 'To be deaf', or 'to be hearing', represents the major discriminator, in Dan's assessment of others. Dan then chose the formalised constructs of, man and woman, young and old. He described himself as a normal young man. Dan works hard, is happy and clean and for Dan, this is normal. The bad teacher is criticised as lazy and stupid. Dan and his friend (boy) are calm and clever. His girl friend tends to lie. Dan accepts that he can be less than truthful but makes the intelligent person and the athletic person completely honest. Dan regards himself as fit and strong but given to excessive amounts of talking. The bad teacher is the most cruel person described. Dan is funny but perhaps a little mean. Dan has a high self regard and describes himself as beautiful. The researcher records that Dan is always smiling.

After principal component analysis, Dan had placed the good teacher alongside the head teacher. Together they orientate the first principal component. They are

described as good, truthful and hard working. The contrast, at the positive pole, is provided by the bad teacher and a hated person. They are lazy and liars. The school set appear as a main feature in the development of his personal construct system. In terms of the second principal component, there are complex influences. Deafness and hearing appear as discriminators. But the presence of the athletic person, and in contrast, the artistic person, also seems to suggest, that this is more about young people and older females. When mapping is used to show the dispersion of elements, Dan does not put himself in any extreme location. He is fairly central in both principal components. This has the effect of dramatising the qualities of the different groups of teachers. Dan is prepared to place himself close to his friend (boy) and the athletic person. The greatest distances are reserved for the artistic person and the hated person. In terms of the third principal component contrast is made between the calm of the friend (boy) and the artistic person at the negative pole, and the anger and the strength of the bad teacher and the crazy person. In a three dimensional projection Dan 'sides' with the good teachers. He regards himself as a young, athletic and perhaps because of his outgoing and ebullient nature, more the aggressor than the oppressed. Dan has accepted his handicap, and is energetically overcoming its effects.

THE SUPERORDINATE CONSTRUCTS



DAN sees himself in the shaded area of psychological space.

Dan sees his youth and his masculinity. He knows that this tends to make him slightly aggressive. He tends to regard women as weak and as older than himself. The major influence which Dan reveals is that of the teachers. He divided teachers clearly into the two groups. There are the Good Teachers who work hard and are helpful and there are the Bad Teachers who are liars and are lazy. They are very definitely hated.

26 SETH

Seth was located, in the Student Union Building, of a Residential Further Education College for the Deaf. To begin with, Seth used a deaf friend as an interpreter. Seth is tall, strong, and very reserved. The other deaf person continued to act as intermediary until both were convinced of the possible merits of the researcher's

programme. Seth seemed reluctant to be interviewed on his own. He made repeated reference to the way in which his deaf friend interceded upon his behalf. The deaf friend was described as very clever and good at speech.

Seth was able to fingerspell his own name and accepted the name of the researcher. Seth could not receive the word 'researcher' in fingerspelling. He did accept that the researcher was there in order to write a book. Conversation took place slowly, and in Sign, about the children in the first photograph. Seth accepted that one child could be photographed a second time, some ten years later, and appear as a young adult in that photograph. Seth was interested to hear details of the work of this young deaf person and volunteered the information that he was being trained to paint metal cars. Seth had difficulty with many of the words written in English in the Word Game. Seth had never received any tuition in Sign Language and showed the same difficulty in producing Sign equivalents for the words listed. Seth is assessed at the literacy level of good in terms of words understood and signs produced. Seth has a surprisingly good memory for names and was able to identify all sixteen elements in the People Game. Seth started to use but was not able to complete the Repertory Grid using elicited constructs. He was very prepared to use the constructs provided by the Word Game.

After a first analysis of the Repertory Grid, Seth had produced a total construct variation very much lower than the mean for the group of forty respondents. This

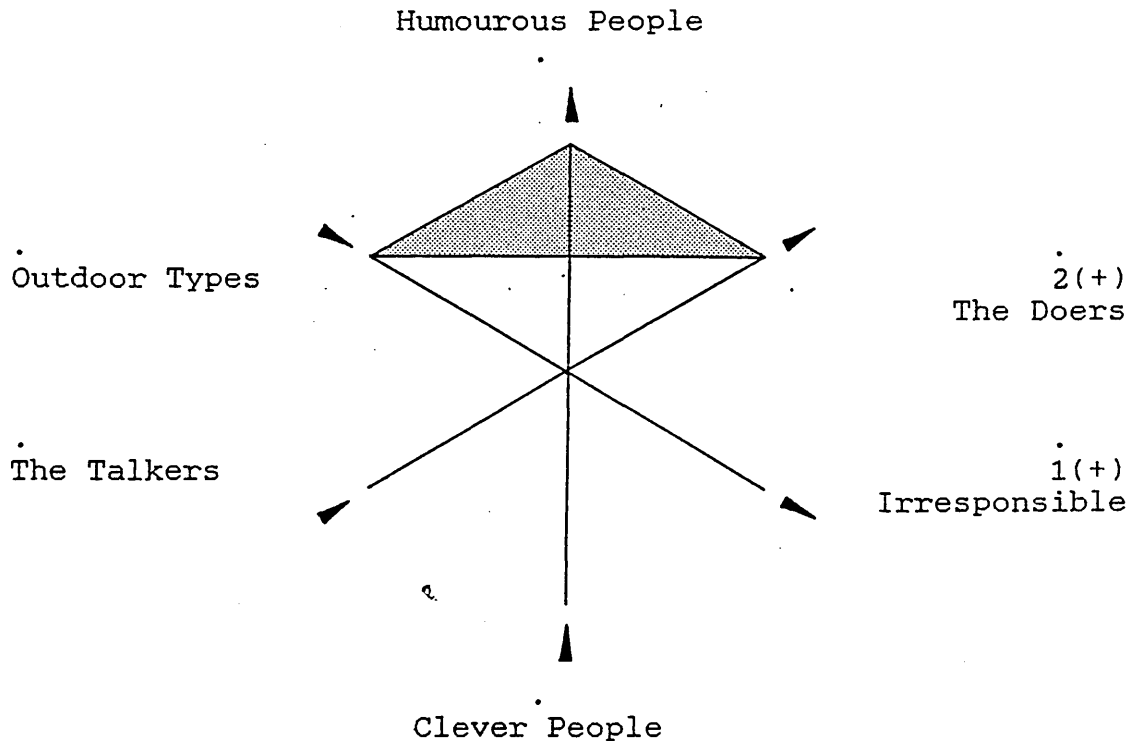
suggests only a limited power of description in Seth's constructs. There was a low bias and a typical value of construct variability. Seth was prepared to use both extremes and all the intermediate values, on the scale provided. Seth, again unexpectedly, required a very large scale of dispersion in order to map all sixteen elements. A single individual, the lazy person, was responsible for this. The summed value of first three principal components was typical of the group. In terms of percentage variation accounted for, the high first principal component suggests a low cognitive complexity, and a construct system based largely upon the single construct. Second and third principal components were correspondingly low.

In a raw score content analysis, Mother is described as very beautiful. Seth tends to be fed up with things in general. Seth described himself as a funny person. He is prepared to work but admits that he is not strong on talking. Seth will try hard to accomplish things and very strongly rejects the lazy person. Seth continued in a moral tone and indicated that he is not a good person. Seth has a hobby. He is interested in outdoor pursuits, especially walking. This activity makes Seth an interesting person. The girl friend gives Seth problems, yet he likes her intensely. Seth has no problems with his friend (boy) but admits this person is not one of the best. Seth is fit. Seth is athletic. He can be lazy and is sometimes 'unwashed'. He admits that sometimes his behaviour is a little crazy. Seth believes some others are more deaf than he is. But on balance, Seth suggests

that he is more clever than stupid.

In terms of the principal component analysis, the grandparent and the girl friend orientate the first principal components. There are men in this polarity also, and the common feature seems to be a general liking for the outdoors, and for walking. The lazy person represents the contrast at the positive pole. He is fed up and behaves in a crazy manner. Mother, and hated person, form the negative pole of the second principal component. It is the practice of incessant talk that joins them. The teacher and the athletic person provide the contrast at the positive pole. They appear as more active. When the elements are mapped, the lazy person is set aside. His behaviour is represented as an extreme position. Seth, however, places himself at the midway position and contributes little to the development of either of these dimensions. Mother's serious nature, and the cleverness of the bad teacher, determine the third principal component. Seth with his liking for humour provides the contrast. When the information is set out in three dimensions, Seth associates himself with the outdoor types. To be lazy, is regarded, as being irresponsible. Seth knows that he does not have oral speech and knows that he does not sign well. He described himself as 'not very talkative'. He described himself as strong and as a good worker. He does not project himself as a 'clever person' but he does have the good fortune to value humour. Seth seems to project the image that to be happy is to be content.

THE SUPERORDINATE CONSTRUCTS



SETH sees himself in the shaded area of psychological space

Seth likes the outdoor life. He likes walking, especially with his girlfriend. For Seth, this represents a form of correct and responsible behaviour. He stated that crazy people are 'not like this'. They tend to be irresponsible. Seth identified himself with the artistic person, mainly because such people are 'funny' people. Seth associates himself more with a state of humour than with a serious, or clever, frame-of-mind. Seth knows he is deaf, and rejects those given to endless talk. Seth prefers action to talk. He sees himself as a quiet and serious person.

27 LUCY

Lucy is a small person. She occasionally smiles. She seems reserved. She is attending a Residential

College of Further Education for the Deaf. She is there to improve her general education qualifications. The interview was conducted in a private office. Lucy could fingerspell her own name and accepted that of the researcher. She read the fingerspelling of the word 'researcher' but had no understanding of the meaning. She accepted that a researcher was a person who wrote books. Lucy is profoundly deaf, yet has quite good oral speech. Many of the words she used are quite audible and distinct. In a conversation about the children shown in the first photograph, Lucy supplemented her conversation with Sign. She informed the researcher that she could manage by lip-reading him. The researcher continued the interview using total communication technique. Lucy accepted that one young child could be photographed some years later as a young adult. She showed more interest in the young girl portrayed in the first photograph. Lucy quickly ticked off all but two of the words in the Word Game. She explained that 'like' was understood, yet 'likeable' was not understood. She had never seen the word 'intelligent'. Lucy showed a good memory for names and identified all sixteen elements in the Word Game. Lucy's natural reserve with strangers is suggested as the reason why she elected to use the constructs provided. In this way, a simpler form of Repertory Grid was enacted.

After a first analysis, Lucy had produced a total construct variation lower than the mean for the group of forty respondents. Again Lucy is showing some reserve in her description of others. Lucy does show bias in her responses. She prefers to indicate others as being very

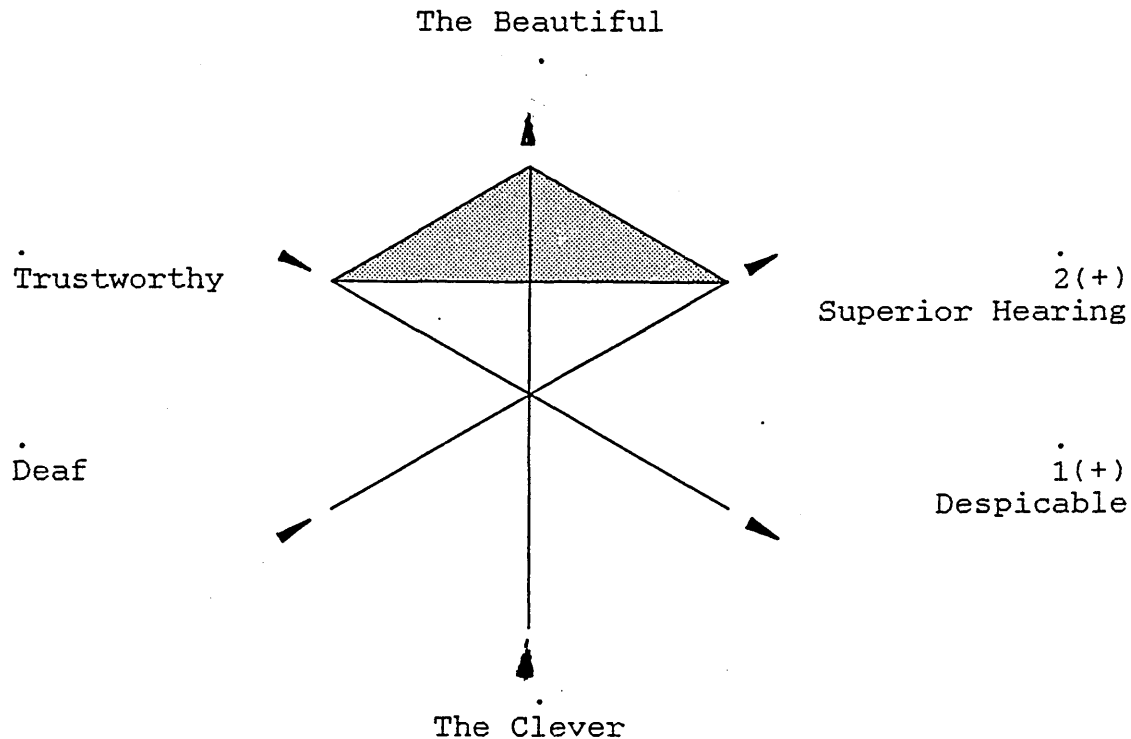
similar. She is reluctant to point out the difference in people. Lucy produces a low construct variability which indicates a further reluctance to use all the scale values provided. When the dispersion of the sixteen elements is mapped out, Lucy requires a large scale of dispersion. This large area is due mainly to the extreme distancing of the Hated Person. The summed total of the first three principal components is close to the mean of the group. Lucy is typical. This typical quality is repeated as each of the first three principal components show a percentage value of variation accounted for which is close to the mean of the group.

In a raw score content analysis, Lucy chose first the construct of man-woman. She goes on to choose a set of logical constructs to describe the Family Set. Lucy appears to be critical of Self. She is weak, not sensible and unhelpful. Lucy is calm and kind, yet she admits to being less than truthful. Lucy is serious and very artistic. She indicated that she is in no way athletic. Her boy friend is very similar. Lucy finds the intelligent person and the Artistic Person very interesting. She finds the athletic person to be boring. The intelligent person is not one of the best. The hated person comes in for severe criticism. Lucy is prepared to describe herself as clever and beautiful. Lucy is fair, honest and not selfish. The hated person is rejected in every construct which is critical. This person is a cheat.

In terms of the first principal component, Lucy is

strongly influenced by the qualities of the artistic person. Lucy adds her friends and describes this group as kind, calm, honest and interesting. The contrast is formed by the hated person. Together with the crazy person and the bad teacher, they are angry, boring, cheats. Lucy finds this group to be quite despicable. In the second principal component there are conflicting influences. The common feature of those who form the negative pole is their deafness. The influences observed in the positive pole is that of hearing and cleverness. When a two dimensional map is used, the extreme separation of the hated person is clear. The very tight grouping of Lucy's friends and the artistic person is also noted. Lucy identifies with the third principal component. She, the athletic person and the lazy person are the beautiful and the best. The opposite and positive pole of this component is dominated by the intelligent person. The grandparent is added. Together they are sensible people. In a three dimensional projection, Lucy separates others into those who are trustworthy and moves to join them, and those who are despicable. The hated person is responsible for this particular orientation. Lucy uses an important amount of oral speech and tends to associate herself with the hearing and their cleverness. The final revelation is the importance that Lucy attaches to her appearance and physical beauty. Perhaps this is typical of most young women living through their adolescence.

THE SUPERORDINATE CONSTRUCTS



LUCY sees herself in the shaded area of psychological space

Beauty is the easiest way for Lucy to judge herself. She projects herself into this image rather than that of the clever person. In terms of the first principal component, Lucy makes the clear distinction between those that she can trust and those whose behaviour is quite despicable. Lucy then believes that there is a form of superiority attached to the hearing. She will not describe herself as very deaf. There are others she judges to be more deaf than herself. In this way she moves her self-image to join those who have hearing.

28 ARNOLD

Arnold is a slim young man. He is at a College of Further Education in order to acquire vehicle body repair skills. He agreed to be interviewed and to meet the

researcher in the Student's Union Building. He arrived on time. Arnold could fingerspell his own name and accepted the name of the researcher. He did not follow the word 'researcher' in fingerspelling. He had no idea of its meaning. He accepted that the researcher was writing a book and agreed to help. In a study of the first photograph, Arnold used Sign exclusively. He accepted that the second photograph represented one of the children, now grown up into a young deaf adult. He appreciated this young person's achievements of a job, a car and travel. Arnold appears as a very serious young man. Arnold showed his integrity immediately in the Word Game and stopped the game at the word 'calm'. He claimed never to have seen the word and asked for a full explanation. Arnold is assessed at the literacy level of good in both words recognised in English and in their Sign equivalents. Arnold produced sixteen names for the elements in the People Game. He explained that he had no father and no mother. He had not seen them since childhood. He was encouraged to include their identities in the Repertory Grid. When given the choice, Arnold chose to use the constructs provided in the Word Game.

After a first analysis of the results of the Repertory Grid, Arnold showed one of the highest values of total construct variation when compared to the mean of the forty respondents. This suggests that Arnold is being very descriptive in his constructs and is prepared to use all of the scale values provided. Arnold produced a small bias, very close to the mean of the group. This result is complemented by a very high variability which suggests

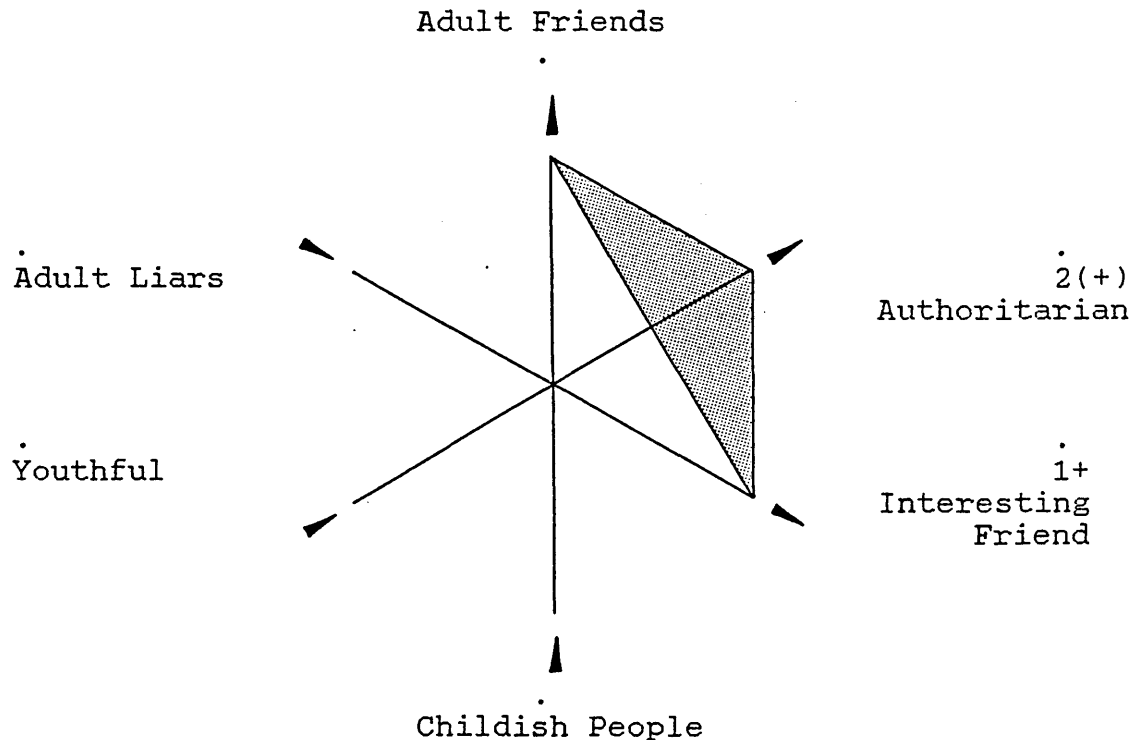
that Arnold is prepared to use the constructs to discriminate between the elements and thus to promote a very satisfactory Repertory Grid outcome. When the dispersion of the sixteen elements is mapped out, Arnold uses a relatively small scale. However, within this scale the elements are widely scattered. The exception being the cluster of friends as they are very close to 'self'. The summed variation accounted for by the first three principal components is very high. This reflects the descriptive power in Arnold's construing. The percentage value of the first principal component is extremely high when compared to the mean of the forty respondents. This high value might suggest a low cognitive complexity which again might be translated into intense single-mindedness. The percentage variation accounted for in the second principal component is high and in the third is low.

In a raw score content analysis, Arnold chose deafness as the first construct, which he uses to produce the highest percentage variation. This is the important construct. Arnold goes on to describe himself as good, kind and happy. The good teacher is a worker. The bad teacher is not at all helpful. Arnold is fit. He works hard. He does not claim to be intelligent. Arnold has the greatest affection for his friend (boy) with less than this for his girlfriend. He rejects the young person for his childish ways. Arnold is likeable, adult and truthful. Arnold is sensible and a good communicator. He uses Sign extensively. He is strong and artistic. He finds the intelligent person to be weak. The bad teacher

cannot communicate at all. Arnold is calm rather than angry. He is neither crazy nor selfish. Most important of all he has no hate for his missing parents.

In terms of the first principal component, the hated person is the lazy person and the bad teacher are grouped. They form the negative pole to the component. They are boring liars. The positive pole consists of Arnold and his friends. They have happiness on their side. The head teacher orientates the second principal component. He commands respect. Arnold is supported by the family group. The negative pole is represented by the young and the lazy. They are fit but they are not very clever. When the elements are mapped out there are two groups of significance. Mother and father are together, yet they are alone. They are at a distance from all others. Arnold is to be located at the opposite extreme. He is surrounded by all his friends. The athletic person is included. The rejected set are located, in the general direction of mother and father. The young person creates the negative pole of the third principal component. The contrast is made with a talented artistic adult. Arnold has produced a very powerful first principal component. It seems that his friends provide the anchor to his world view. He has rejected those adults who lie.

THE SUPERORDINATE CONSTRUCTS



ARNOLD sees himself in the shaded area of psychological space

Arnold is not a child. He is prepared to reject and criticize those with childish ways. He prefers the company of his chosen friends. They are mature. They have honest ways. Arnold is contemptuous of liars, of adult liars most of all. He can discriminate. He does have adult friends. They are talented people. They are good communicators. Arnold recognised the authoritarian role of adults and this is in spite of having no parent model to draw upon. Arnold is not yet ready for such a very adult role. He is content to be a young deaf adult. He is a fine person.

29 JANE

Jane attends a Residential College of Further Education for the Deaf. She is there to acquire typing and word processing skills. She is small and dresses

conservatively. The interview took place in a private office of the Student's Union Building. Jane could fingerspell her own name and accepted the name of the researcher. Jane accepted the word 'researcher' in fingerspelling and knew that this person wrote books. Jane has some oral speech which is quiet and distinct. Jane is prepared to lip-read and give an oral reply. She showed interest in the small children in the first photograph and was impressed by the second photograph. This showed one of the children, now grown up, at work. She accepted that it was the same person in both photographs and that this young adult was also deaf. In the Word Game, Jane had trouble with the one word 'intelligent'. She claimed never to have seen the word before. Jane accepted that the combined Signs of 'very' and 'clever', could mean intelligent. Jane is assessed at the literacy level of excellent in both words written in English and in Sign equivalents. Jane has an excellent memory for names and identified all sixteen elements in the Word Game. Jane is a conservative person and chose to use provided constructs.

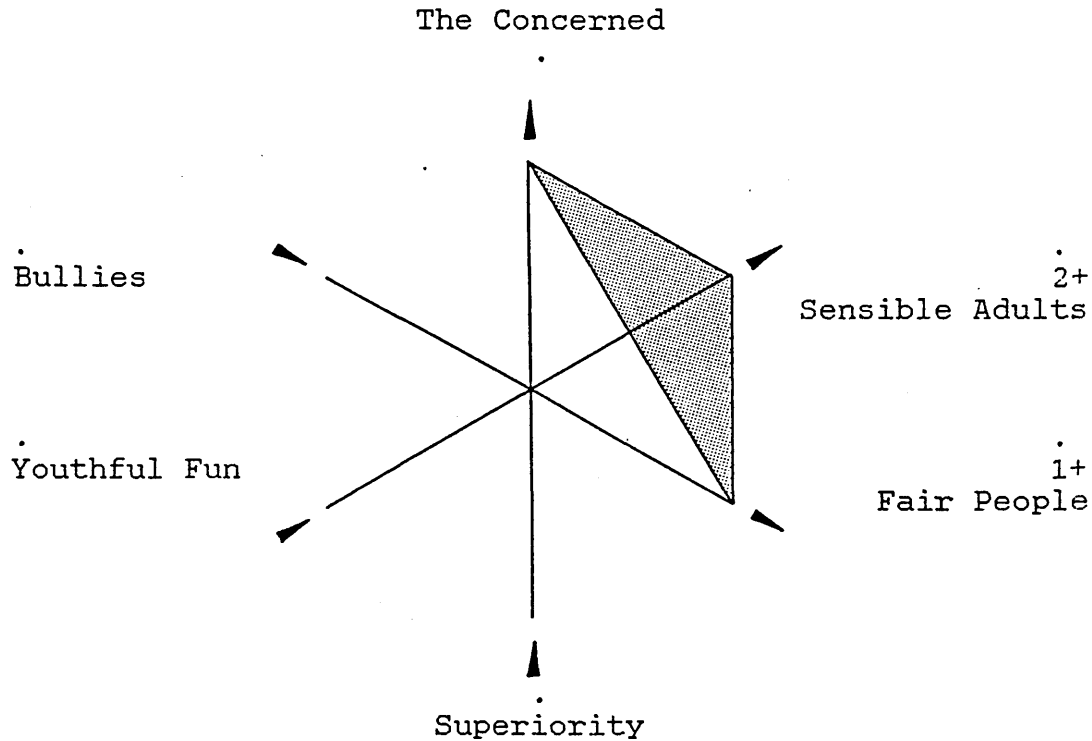
After the Repertory Grid, a first analysis showed Jane to have an extremely high total construct variation. This suggests that Jane is using the constructs in a very descriptive manner. There is a small bias, which indicates Jane is prepared to use both ends of the scale. She acquires a high construct variability which indicates a use of all the scale values provided. These values suggest that Jane is a literate person, well able to judge

those who populate this personal-interpersonal dimension. When the dispersion of the elements is mapped out, Jane required a smaller scale than is typical of the forty respondents to the Repertory Grid. This indicates an even spread and even description of all sixteen elements. The summed percentage of the variation accounted for by the first three principal components is very low. The first of the principal components is also very low in comparison. This suggests a high degree of cognitive complexity. At this point of the analysis, this aspect of Jane's character was concealed and unsuspected. Jane has correspondingly high values for the second and the third principal component. These latter components are important measures of the way in which Jane chooses to look at her world.

In a raw score content analysis, Jane first described herself as funny then described herself as calm. In a revealing way she then admits to being nasty and to being a cheat, and this makes her a difficult person to get-on-with. Jane can be interesting. She admits that she can be very much afraid. The good teacher at school is also described as very much afraid. The bad teacher is selfish. Jane tends to worry. This leaves her feeling 'low'. She tends to be lazy yet she is always very kind. Jane is fit. She is very artistic yet she will not describe herself as intelligent. She is both deaf and adult. Jane is prepared to hate the lazy person. She judges the intelligent person to be a liar then goes on to describe herself as being fair. She is likeable, clean and a very normal person.

In terms of the principal component analysis, the negative pole of first principal components consist of those who are liars, untidy and bullies. The good teacher, the head teacher and mother provide the contrast. They are clean, kind and fair. The friends and the athletic person dominate the negative pole of the second principal component. They are young, helpful and funny. The contrast is made by the very sensible adults. When both principal components are mapped out, the hated person is set far apart. Jane is surrounded by her family with the good teacher and the head teacher close by. Jane plays no part in the division she makes between her friends and the artistic person and good teacher. The bad teacher orientates the negative pole of the third principal component as a stupid person. Jane presents herself by way of contrast. She is calm rather than crazy. She is deaf and tends to worry. She is quite a nice person.

THE SUPERORDINATE CONSTRUCTS



JANE sees herself in the shaded area of psychological space

Jane projects a morally good self image. She regards herself as a fair person. Someone not given to bullying. In the contrast between, the fun that youth enjoy and the sensible behaviour of adults, Jane is to be found with the adults. Jane does not have the superiority she associated with the very intelligent 'hearing'. She recognises that she can be at times calm and at other times given to worry. Jane firmly locates herself with those who show concern.

30 RENE

Rene agreed to meet the researcher in the Student's Union Building of a Further Education College for the Deaf. She is attending a course of study in computing skills. She is short and powerfully built. She brings energy and enthusiasm with her. She could fingerspell her

own name and accepted that of the researcher. She accepted the term researcher in fingerspelling and understood its meaning. She had learned details of the interview procedure from other friends and was eager to participate. When the photographs were discussed, Rene communicated mainly in Sign. She was partly interested in the children but more interested in the young adult in the second photograph. She accepted that this was one of the children now photographed as a young adult. She completed the Word Game by giving both meaning and Sign equivalent for all the words listed. She questioned the meaning of one word only, that is, the derivation of 'Artistic' from the word 'art'. Rene is assessed at the literacy level of excellent in both words in English and in Sign. Rene has a good memory for names and identified all sixteen elements of the People Game. She preferred to use the constructs provided in order to speed-up the Repertory Grid.

After a first analysis of results, Rene had produced a total construct variation very much higher than the mean for the forty respondents. This high value suggests that Rene was using the constructs in a descriptive manner. Rene produced a low value of bias and a high value of variability. This confirms that Rene is prepared to use all the scale of responses provided. When the dispersion of the elements is mapped out, Rene required a relatively small scale. This reveals a wide scatter and individual character for the sixteen elements. The lazy person and the hated person appear as the closest pair. When the

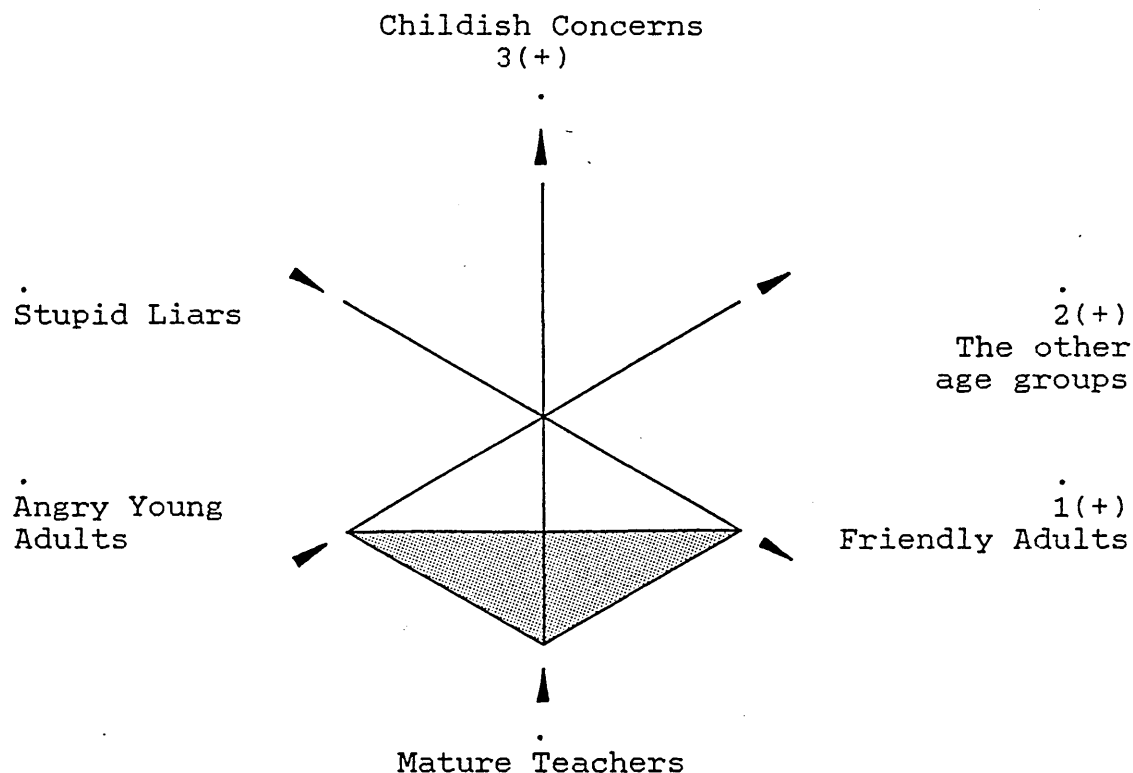
principal component analysis was applied, the summed percentage for the first three principal components was typical of the group as a whole. The individual percentages from first, second and third components were also very similar to the mean. This suggests that Rene is typical of the whole group of respondents to the Repertory Grid.

In a raw score content analysis, Rene first described herself as different to others and very difficult to get on with. She is an aggressive young woman. She works quickly and does not worry. She is angry, with surplus energy rather than calm. She is interesting and can be kind. The bad teacher is cruel and boring. Rene was very complimentary of her boyfriend. He is adult and beautiful. Rene was critical of her girlfriend. She is a snob, ugly and a liar. Rene is prepared to hate the bad teacher and hate the artistic person. No reason for this is given. The intelligent person is nice and unafraid. Rene is afraid but can be nasty at times. Rene is clever and not mean. The lazy person and the hated person tend to get fed up and are unfunny. Rene herself is a serious person.

In terms of the first principal component, there is shown a group of individuals who are stupid, ugly liars. They are the hated person and the artistic person, also surprisingly, the girlfriend and the lazy person. They are not nice people, yet Rene chooses one as her friend. The positive pole of the first principal component provides the contrast. Here the boyfriend is described as beautiful and kind. It is pleasing to see the headmaster

and the good teacher is included in this grouping. Together they are clever and unafraid. Rene is not like either of these groups. The anger of the athletic person and the intelligent person in the second principal component attracts Rene. She also can be angry. Grandparents and the young person provide the contrast. They are calm and quite likeable. In the mapping out of these two components, the lazy person and the hated person are seen to be close together. Rene is central, and is dissimilar. Rene shows herself to be equally distant from her boyfriend. Rene shows herself to be reasonably close to the athletic person in the second component, yet very distant to the young person. Rene is no longer a young person. In terms of the third principal component, Rene sees the good teacher and the bad teacher as similar in that they are both intelligent people. The positive and contrasting position is held by the young person. This child tends to worry and is often fed up. Rene puts herself central to this dimension and implies that she is like neither extremes. Rene is not a remote person, she is no longer a young person, given to worry. She is a compact person, full of strength and energy. She has a very quick mind and takes decisions quickly and easily. She took the least time of all the respondents to complete the Repertory Grid. She is a powerful, young woman.

THE SUPERORDINATE CONSTRUCTS



RENE sees herself in the shaded area of psychological space

Rene demonstrated a very positive role for herself and her age group. She is an angry person and yet is happy to be friendly with angry young adults. This group takes pre-eminence. Rene has little accord with the very young or very old. Adults are easily and clearly divided. There are the stupid liars amongst the adult community. Yet, Rene is prepared to make adult friends amongst the others. People generally are divided into those with a mature purpose in life, as is portrayed by the teachers, and those others having childish concerns. Rene is very central in all these divisions. She has the inner strength of a very able and very determined young person.

Tanya was introduced to the Researcher at a chance meeting in a College of Further Education. She attends a course of study leading to a qualification in Office Skills. The Interview took place in a private office. Tanya could fingerspell her own name and understand the name of the researcher at the first attempt. After two attempts Tanya took the word 'researcher' by fingerspelling, but suggested that she had not met the word before. She accepted that a researcher is a person writing a book. Tanya was not particularly interested in the photograph of the young children. She did accept that a child could be photographed a second time and re-appear as a young adult. Tanya communicated in adequate oral speech, and is prepared to use Sign and total communication. At this stage of the interview, Tanya appeared as a typical, yet reserved young woman. In the Word Game, Tanya marked all the words as understood. She then produced the sign equivalent for each of these words. Tanya is assessed at the literacy level of excellent in words and in sign. Tanya has a good memory and was prepared to identify the sixteen elements of the People Game. In a choice of procedure, Tanya used the constructs provided by the lists of concepts used in the Word Game. The Repertory Grid routine was completed speedily and without difficulty. Tanya coped with the interview without physical or emotional effort.

After a first analysis of the Repertory Grid, Tanya had produced a Total Construct variation much lower than the mean for the group of forty respondents. Tanya had

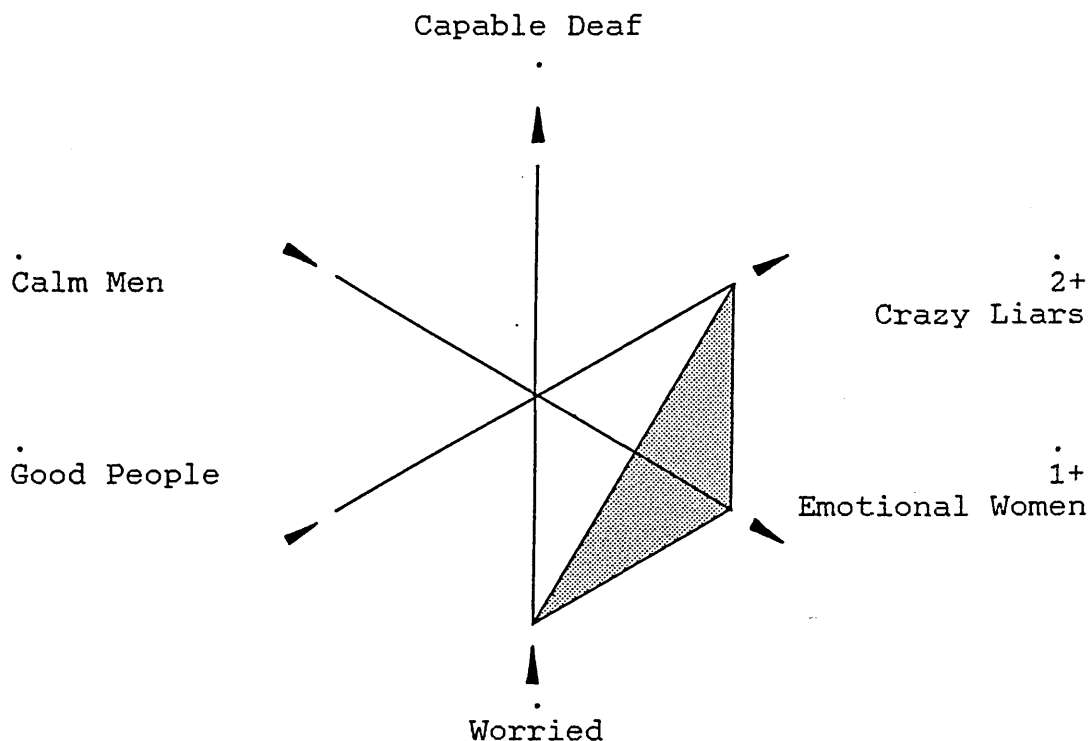
limited her powers of description by frequent use of the intermediate values on the scale provided. This indicated that each element is only 'a little like this'. Tanya showed a high value of bias and low value of variability. Tanya made most use of the 'low' values of the scale. These indicate the similarity between people. Tanya was reluctant to indicate differences in the people she knows. When the elements are mapped out, Tanya requires only a small scale of dispersion. An important feature of this dispersion is the large distance in which self is located well apart from the other members of the family. The summed total variation accounted for in the first three principal components is lower than the mean of the group. Tanya is not prepared to give much in a description of the others known to her. Tanya produced a very low percentage value on the first principal component and high percentage value on the second and third components. The Researcher is prepared to suggest as a result of this, that Tanya is a very complex person.

In a Raw Score content analysis, Tanya used very formal constructs. She began with woman-man and the hearing-deaf. Tanya described a hearing boyfriend who is nice, and a deaf girl friend who is beautiful. Tanya described herself as a sensible person. Tanya is silly rather than normal. She likes work and is one of the best. The bad teacher is a bully and a snob. The boyfriend is clever yet not likeable and not happy. Tanya is likeable and happy. She is sometimes mean and selfish. She is sometimes angry and bad. The intelligent person is

interesting. The artistic person is kind. Both Tanya and the crazy person tend to worry. Tanya described herself as a thief. In the construct, truthful and liar, Tanya describes herself as "not like this". This suggests a great deal of uncertainty in Tanya's self image.

The first principal component describes the emotional qualities of both men and women. Perhaps Tanya is alluding to her own adolescence. Here 'Self' provides a strong contrast with boyfriend, who is likeable and calm. Also located at the positive pole is the good teacher who has the qualities of likeable and truthful. This person also states the negative pole of the second component. The contrast here is provided by the crazy person, who is a boring liar. Tanya recognises that there are people who are good, and people who are not. In a mapping of the elements, Tanya describes a lonely, isolated 'Self'. The girl friend is her closest companion. Tanya places a considerable distance between herself and all the members of her family. She indicates that she is different. Perhaps she is pointing to her deafness. In the third component, Tanya describes a worried headmaster, and contrasts this person with others, who are talented, and who are deaf. Tanya seems to be defending deaf people.

THE SUPERORDINATE CONSTRUCTS



TANYA sees herself in the shaded area of psychological space

Tanya produces an image of Self which is highly critical. The first criticism is that made of women in general. Perhaps young adult women, who are judged to be very emotional even tending to be unstable. Tanya includes herself in this group. Some personal problems are perhaps indicated. Tanya is sufficiently mature to judge some others as good people. They have the many real attributes of nice people. For a second time Tanya is critical of herself, one who puts herself into contrast with good people. Tanya judges herself to be somewhat of a crazy person, given to stealing. These things tend to worry Tanya, especially when she sees about her other young deaf people who are capable and talented. Tanya typifies the terrors of being young and being afraid. Perhaps in time, and in reflection, much of this will be

seen to be the product of a vivid imagination.

32 RITA

Rita is a reserved young woman. She had to be encouraged to attend the interview by her Senior Teacher. She attends a College of Further Education to study Office Skills. Rita could fingerspell her own name and accepted the name of the researcher. She did not understand the nature of 'research'. When the two photographs were discussed, Rita showed only passing interest in the group of small children. She did accept that one child could be photographed a second time and appear as a young adult. Rita uses oral speech which is understandable. Rita can communicate in Sign. When Rita attempted the Word Game she spoke the word and gave a sign equivalent at the same time. She showed an understanding of almost all the words and is assessed at the literacy level of excellent in both words understood and their sign equivalents. Rita was able to provide identities for fifteen of the sixteen elements in the People Game. When the Repertory Grid routine was applied, Rita preferred to work with the provided constructs.

After a first analysis of the results of the Repertory Grid, Rita had produced an extremely small total construct variation. She prefers to use the intermediate scales, which suggest a limited application of the constructs. Perhaps Rita does not use the extreme values in case the promised anonymity is not preserved. She had to be re-assured that her responses would remain confidential. Rita produced a high value of bias and a

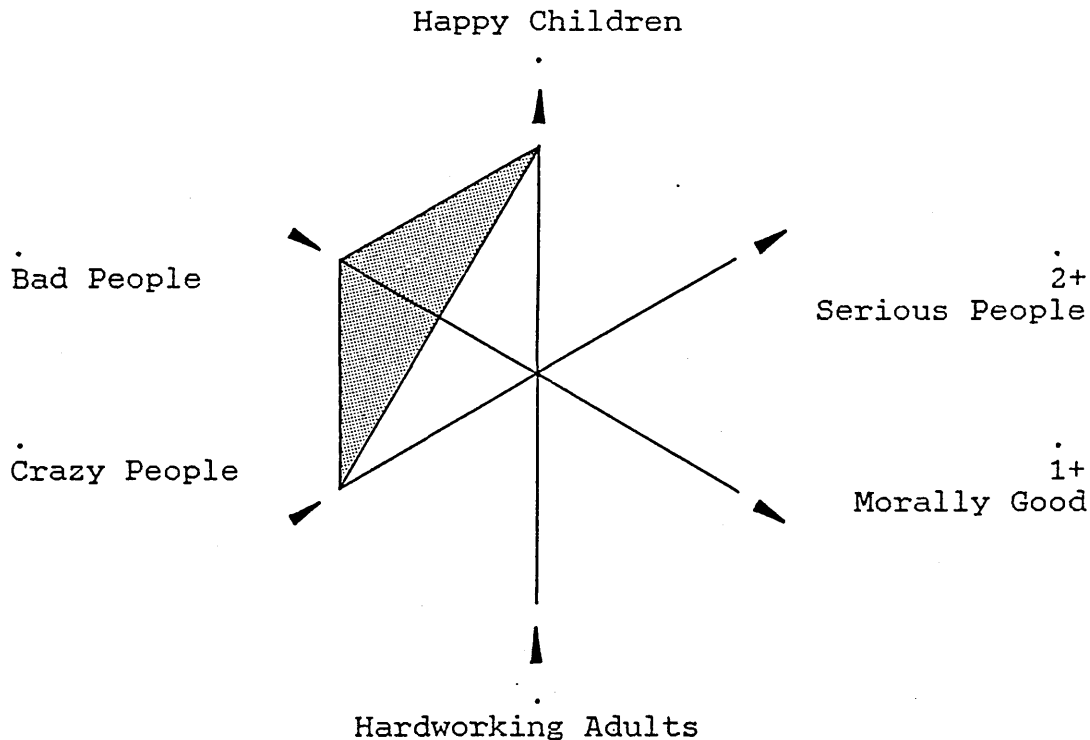
low value of construct variability, when compared to the mean for the group of forty respondents. She prefers to identify the 'similarities' in the elements, rather than their 'differences'. With the exception of the Bad Teacher, most others are judged to be 'the same'. When the elements were mapped out, Rita required the largest value of dispersion of all the forty respondents. This distance was required, to remove the Bad Teacher away from all the others. This passive dispersion is worthy of further investigation. When the percentage variation accounted for by the first three principal components is summed, Rita produced a very low total. The low percentage values for the first and second principal component is thought to indicate an unwillingness to be interviewed and a restricted scoring on the Rep, rather than a high cognitive complexity.

In the Raw Score content analysis, Rita described herself as a child, yet she describes her two friends as adults. Rita is a fair and serious person. Rita then described herself as good and clean. She used the extreme scores to indicate that the Bad Teacher is very ugly, very bad, a snob and not-normal. Rita is interesting and happy. The boyfriend is kind and truthful and very beautiful. The girl friend does not qualify as beautiful. The admired people are those who work hard. Rita claimed she is fit, then goes on to describe a Self that is weak, simple and talkative. The Bad Teacher is thought to be ill. Rita described all the members of her family as fed-up people. She then added that she feels the same. It is not clear, whether this is a temporary or permanent

disposition. The Hated Person and the Bad Teacher are different to other people. They hate, but others do not. The Hated Person and the Bad Teacher are also lazy cheats.

On the axis of first principal component, the Bad Teacher is located at the furthest possible distance from others. This is a very bad person. Close by, the Hated Person is placed second and surprisingly Rita is placed third. Other people are generally thought to be 'good people'. Amongst her friends, Rita makes a distinction between, serious and crazy, types of behaviour. Rita associates with the crazy person. In the second principal component, both Rita and the crazy person are shown to be different to the boyfriend and the girl friend. A further difference appears in the third principal component, Rita sees the happiness that is typical of children, and prefers this to the demands made upon her by the hard working adult. Rita has been a reluctant respondent at interview. Perhaps she regards the researcher as another hard working adult.

THE SUPERORDINATE CONSTRUCTS



RITA sees herself in the shaded area of psychological space

Rita makes the surprising association of 'Self', with the Hated Person and the Bad Teacher. All are bad people. There may be a sense of guilt in this. Others are judged to be morally good people. Rita then describes herself as being more like the crazy person, than like those others who are very serious people. The redeeming feature in this is the distinction between adults and children. Rita is still a happy child. The massive displacement between the Bad Teacher, and all others known to Rita, is worthy of further investigation.

33 LANA

Lana is a very deaf person. She has been taught in a completely oral educational system. She now attends a College of Further Education to study Office Skills. This work is taught also in the oral manner. Lana has no deaf

friends, and does not attend a Deaf Club. She makes no association with deafness or a deaf routine.

Lana has no fingerspelling skill. Lana has no sign skill. She uses lip-reading. This practice requires intense concentration. Lana copes easily at first, and then becomes irritable. She uses a powerful hearing aid. She describes this as providing noise, rather than speech. In a conversation about the children in the photographs, Lana showed interest when the children were small. She showed no interest in the young deaf adult in the second photograph. She did accept that this person was one of the children, photographed at some different time. Lana used speech, which can be understood. The words contain unusual modulation and cadence. She has a wide vocabulary. In the Word Game, Lana is assessed at the literacy level of excellent in the understanding of written English. She is assessed at the literacy level of bad in an understanding of sign equivalent. Lana had no difficulties with the People Game. She understood the practice of anonymity and named all the sixteen elements required. She declined the use of the word 'lists' for the Repertory Grid, and was determined to write out for herself all the elicited constructs. This produced errors of spelling, syntax and grammar, yet this practice also allowed Lana to use very inventive and very personal constructs. "Never bickering and no nastiness - nasty, bickering" is an example of one such construct.

Lana required three separate attempts to complete the Repertory Grid. Each successive attempt lasted for

approximately one hour of intense lip-reading concentration, followed by some hours of a different activity in a different place. After a first analysis, Lana had produced a very low total construct variation compared to the mean, of the group of forty respondents to the Grid. This low value may be explained perhaps in the following way. Lana is descriptive, but, the exclusive nature of the elicited constructs, forces her into repeated use of the middle scale value 'three' ('not like this'). Lana produced a bias and construct variability, close to the mean of the group. She is prepared to use the other scale values where possible, without particular preference. This lack of description also shows, when the elements are mapped out. Lana requires only a small scale of dispersion. In this small dispersion, all the elements are shown as being different people. When the first three principal components are summed, the percentage of Total variation accounted for, is lower than the mean for the group. The first principal component accounts for a low percentage, the second and third principal components account for a slightly higher percentage than the group means, all values being very similar. The researcher regards this unusual spread of percentage values as predisposing, 'well formed superordinate constructs'. They have very similar weighting in Lana's personal construct system.

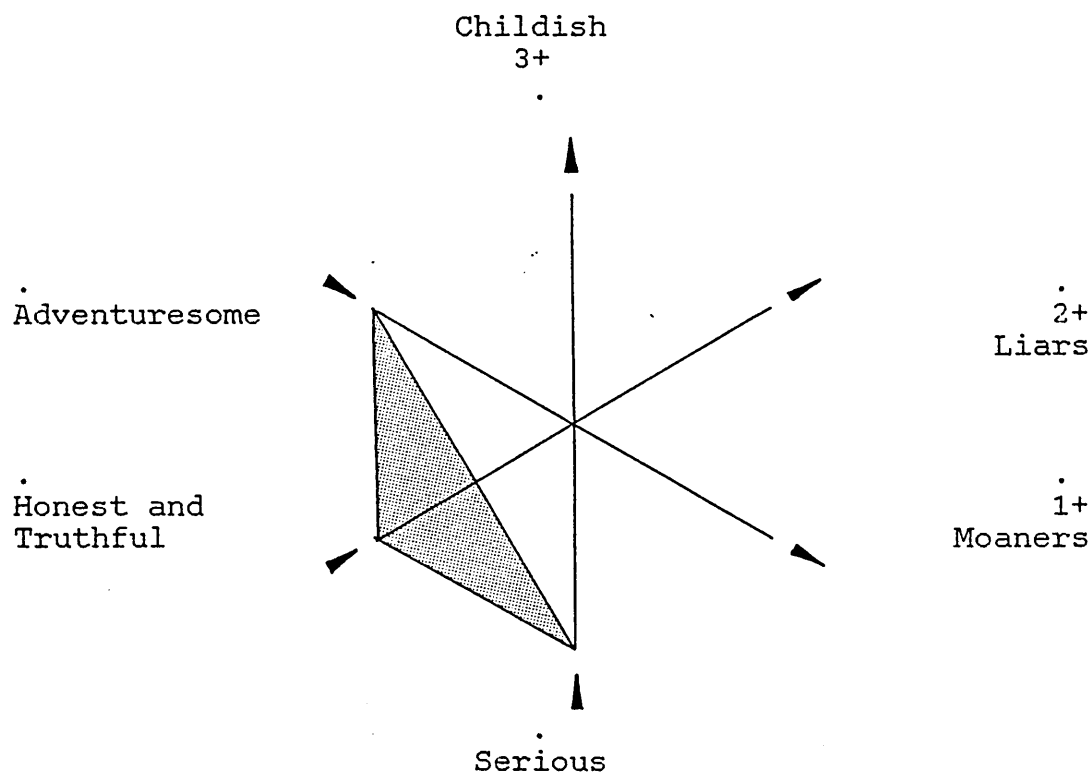
In a Raw Score content analysis Lana described herself as "having less than the five senses". She then went on to describe herself as being very deaf. She is different to the 'loyal' members of her family and

described herself as a 'pest'. Lana is happy. She does not chatter. She hardly moans at all. The family are adult and very close. Lana is not like this. Lana is not an artistic person. She has a girl friend, who is hearing, and the 'boy friend' is a casual acquaintance who is deaf. Both are described as adult people. The intelligent person and the artistic person have talent. Lana has talent. She describes herself as strong and her mother as weak. Lana is funny, and the Crazy Person is very funny. The whole of the friend set are very likeable people. Lana is very likeable also. Lana and her family have faults, but are truthful. The Hated Person is one with faults, and also lies.

Lana describes her Self in the first principal component. The Self, and the Crazy Person, are strong, funny, likeable and hardly ever moan. The Grandparent heads the contrast. This person, together with the Artistic Person, are fed-up weak and mean all the time. In the second principal component, a strong contrast is made between the father, who is quiet and serious, and the girl friend, who does little more than chatter. When the elements are mapped out in space, Lana is alone. The group closest to her consists of the Crazy Person and the boy friend. They are very different to the Grandparent and the Bad Teacher. Father is also shown in some isolation. He is very different to the hated person. He is loved and respected. Both mother and father create one aspect of the third principal component. They are likeable. They are faithful. The contrast is the hated

person. This person lies. In the Repertory Grid analysis, Lana has shown herself to be similar to a person who is described as crazy. 'Crazy' in this sense is thought to mean rebellious. Lana is quite prepared to dictate the patterns of her own behaviour. She is also quite prepared to tell others the limits of her acceptance and rejection. She proclaimed 'one day I will be famous'.

THE SUPERORDINATE CONSTRUCTS



LANA sees herself in the shaded area of psychological space

Lana is a determined person. She associates with the person described as crazy. The main feature of their behaviour, is that of being adventuresome. She is neither timid nor withdrawn. Lana is highly critical of those adults she describes as moaners. They chatter and do not live their lives, as Lana does. The quality of what is said, rather than what is done, is next considered. Lana

prefers those who are honest and truthful. She rejects the liars. There is a deeper nature in this ebullience. Lana sees the childish behaviour in people yet holds a higher regard for the quiet serious person, as exemplified by her father. The superordinate constructs show a span which adequately describe others. Lana is deeply aware of the world around her. She is testing her experiences. She is forming her own personality.

34 MORRIS

Morris is a tall, slim young man. He is quiet and withdrawn. He attends a College of Further Education full-time for the study of GCE 'O' Levels. It is with reluctance, that he agreed to be interviewed. Morris has been taught in an oral educational system. This oral teaching has continued into Further Education. He is profoundly deaf, yet has never been taught sign language.

Morris has no fingerspelling skill. He studied the photographs without comment. He was prepared to be told that one child in the first photograph re-appeared as a young adult in the second photograph. He nodded acquiescence. Morris uses lip-reading to understanding some part of the conversation. His replies were very mono-syllabic. When presented with the Word Game, Morris indicated quickly an understanding of all the words listed. He was unable to produce a single equivalent Sign. In the restricted oral conversation, Morris was able to convince the researcher, that most if not all, the listed words had been understood. He is assessed at the literacy level of excellent in words understood, and bad

in terms of Sign equivalents. Morris was prepared to name fourteen of the sixteen elements of the People Game. He accepted a first initial for the remainder. In respect of privacy and anonymity, only when the offer was made that Morris could tear up the flash cards upon completion of the Repertory Grid, did he became slightly more communicative. This destruction later became the standard practice in preserving anonymity. He has good oral pronunciation. The words are spoken very slowly. Morris chose to use the constructs provided by the lists in the Word Game.

After the first analysis of results of the Repertory Grid, Morris had produced a very low total construct variation. He frequently chose one scale value, then used this same value for the majority of the sixteen elements. Morris produced a high level of bias and low value of variability when compared to the forty respondents to the Repertory Grid. Morris indicates that most people are similar. He used the score of 1 (or 4) in preference to the other values available. When the elements were mapped out in space, Morris required a large scale of dispersion. This unusually large measurement was required to show a 'Self' which is located in extreme isolation. Morris judged Self to be absolutely different to all others on the personal-interpersonal dimension. Morris produced a percentage value for the total variation accounted for by the first principal components, which was lower than that of the mean. The second and third principal components account for high percentage values. The researcher

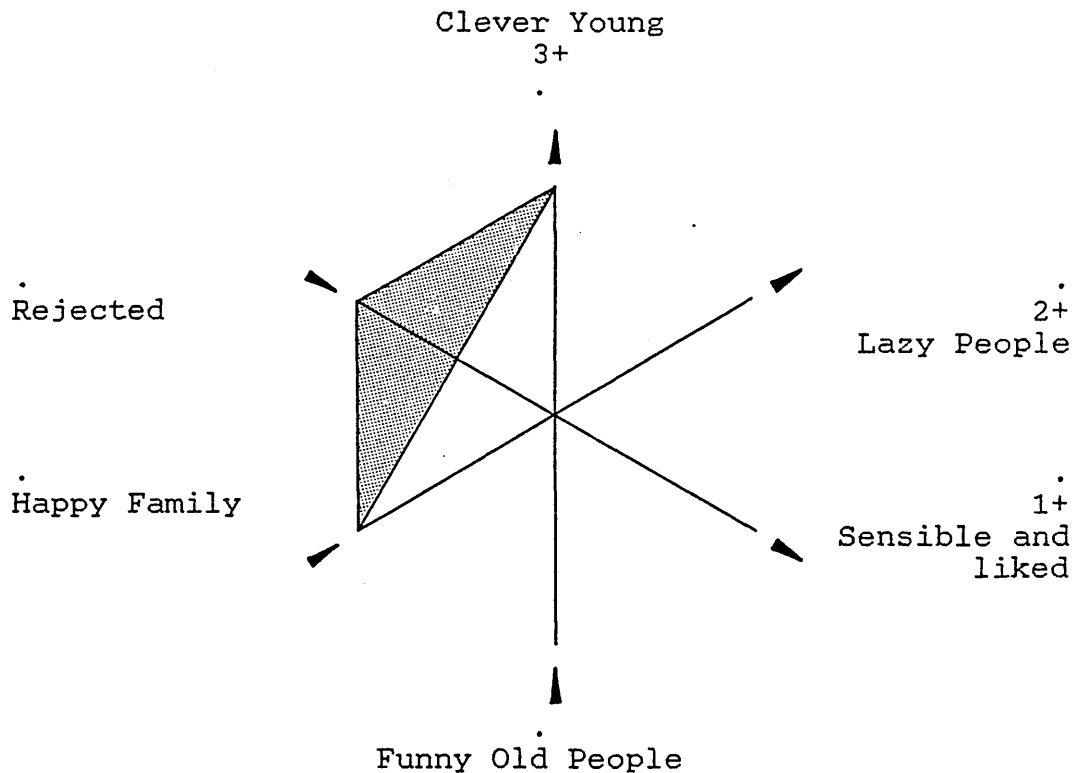
suggests that this is indicative of a highly complex young man.

In a Raw Score content analysis, Morris described himself as a young man. He then added that he is good and likeable. Mother is likeable and father is normal. The grandparent is very old. The good teacher and the bad teacher are described as workers. Morris then described himself as sensible and interesting. The bad teacher qualified as boring. Morris is fit and is athletic. The friend set are fair and are all OK. Both friends are then described as serious. Morris and his family are all happy. The admired set are the best. Morris described himself as truthful and kind. He added that he is artistic, and that he is virtually alone with this talent. Morris indicated that he is clever and that he is not funny. The bad teacher is described as a hated liar. The crazy person and the lazy person lie. Both Morris and the hated person are afraid. He replied to the direct question 'afraid of what?', by saying "everything".

In the first principal component, Morris assembles together the whole of the rejected set with the bad teacher. Morris then located, 'Self' within this group. They form the negative pole of the component. This describes people who lie as boring and hated. The contrast is made at the positive pole, by the Head Teacher and the young person. Both are nice and sensible. In the second principal component Morris appears at the negative pole, alongside mother and grandparent. They are good and happy. The lazy person creates the contrast. This person is bad. In the mapping of the elements, Morris shows a

remarkable consistency. Each of the ordered Sets remain as discrete identities. Either Morris agrees with this system of division of identities, along the personal-interpersonal dimension, or he is trying to please the researcher. Morris then presents 'Self' in a position of complete isolation. Morris appears alone, at the positive pole of the third principal component. He describes himself as young and clever. The family appear at the negative pole. They are old and silly. All three components contribute high percentage values, to the total variation accounted for. This suggests that they do represent the inner thoughts and the manner of construing used by this near silent and secretive person. The researcher puts on record that Repertory Grid has allowed this young deaf person to converse with a total stranger, in complete secrecy.

THE SUPERORDINATE CONSTRUCTS



MORRIS sees himself in the shaded area of psychological space

Morris is a very lonely person. He feels strongly that he is rejected. Perhaps Morris blames his deafness for this rejection. Morris puts his own position somewhere between the bad teacher, and the entire rejected set. He greatly admires the Head Teacher, who is both sensible and liked. Morris can return to the membership of his family. He finds happiness when at home. Even when at home, Morris sees that a difference exists. The parents and grandparents have their own peculiar ways. They seem funny old people. Morris knows that he is different to his family. Morris also knows that he is a very clever person. There are reasons for this separation. Morris judges that his cleverness sets him apart. Morris judges that his very youth sets him apart. Morris judges that his deafness sets him apart. The

researcher can only hope that any forthcoming friendship, with either a hearing or a deaf person, might lead Morris back from this chosen position of extreme isolation from both societies.

35 SID

Sid is a stocky young man. He attends a College of Further Education to acquire training in basic engineering skills. He is a very deaf person who has been educated in a totally oral system. In the past year Sid has been attending a Deaf Club where the members have been teaching him Sign language. He was particularly pleased to have the researcher join him for a day in College, and converse in Sign before each teacher and instructor. Many of these claimed they had no knowledge of Sid's sign skill and ability.

Sid was able to fingerspell his own name and accept that of the researcher. Sid accepted the word researcher in fingerspelling and understood that the work was involved in the writing of books. In a conversation about the children in the first photograph Sid used Sign and total communication. He accepted that the second photograph contained one of the children now grown up into a young adult. Sid has very limited oral skill. In the Word Game, Sid admitted to not knowing several of the words or Signs. He is assessed at the literacy level of good in both words understood and their Sign equivalents. Sid has a good memory for people's names and was able to identify the sixteen elements of the People Game. He completed the Repertory Grid over a period of two hours at

a single sitting. He chose to use the constructs provided.

After a first analysis of the results, Sid had produced a total construct variation very close to the mean of the forty respondents to the Repertory Grid. In this Sid appears as a typical young deaf adult. There was a slight bias in his responses. He preferred to indicate similarities, rather than differences. The variability was typical of the mean. Sid was prepared to use all the scale values provided. When the elements were mapped out in two dimensional space, Sid required a scale of dispersion, smaller than the mean. Many of the elements displayed a similarity. Sid and the artistic person were shown as very-different. Sid produced a total construct variation for the first three principal components which was higher than the mean. The first principal component showed a very high percentage value of the variation accounted for. The researcher is prepared to accept this as an indication of a low cognitive complexity. The second principal components showed a percentage value higher than the mean, and the third principal component with a percentage value lower than the mean. Sid is an uncomplicated young man who is deaf.

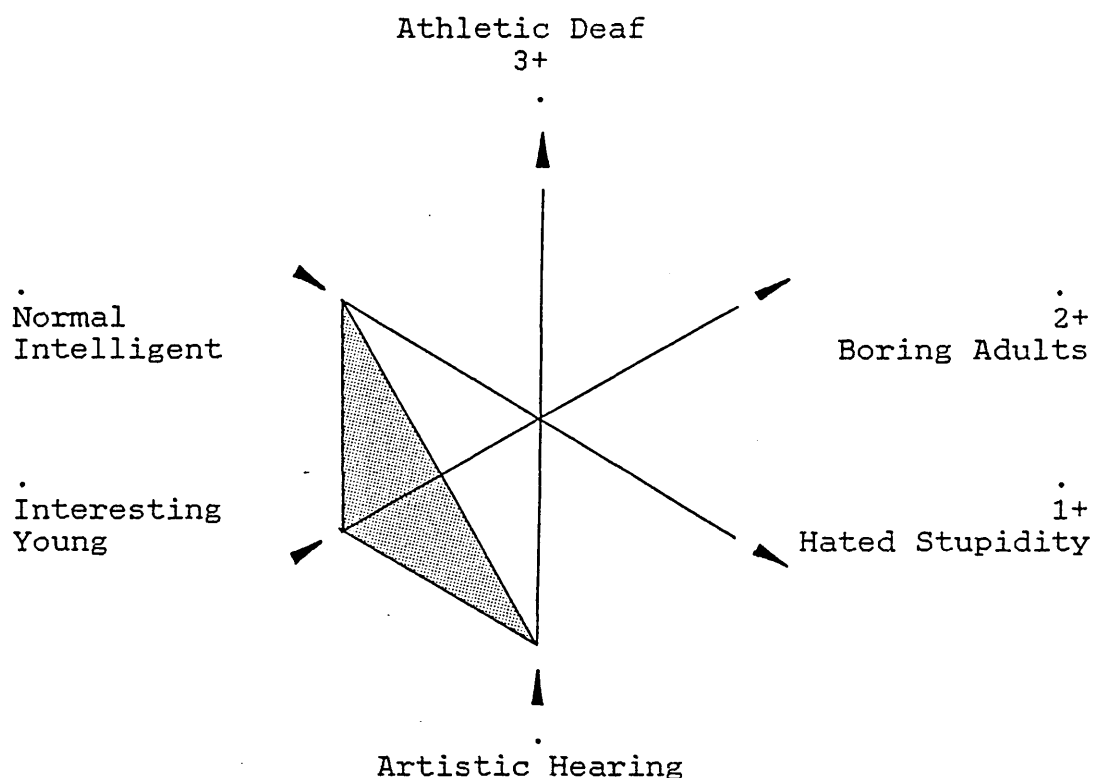
In a raw score content analysis, Sid used hearing-deafness as the first construct. Sid is deaf. His boy friend is deaf. His girlfriend is hearing. There were no deaf teachers at school. There are no other deaf members in Sid's family. Sid is hard working, is kind and athletic. Sid and the good teacher are normal. The bad

teacher is a snob and is hated. Sid remains good and calm. Sid and his friend (boy) are very funny. The girl friend is described as sad. The bad teacher is very sad. Sid is interesting. The crazy person is boring. Sid is OK and one of the best. The girl friend is selfish and different. Sid make the surprising disclosure that both his parents are ugly. By way of contrast, Sid and all his friends are beautiful. The grandparent is beautiful also. Sid shows that he is strong. He is also very artistic. All the admired set are described as intelligent. The whole of the rejected set are judged to be stupid. Sid will talk. The crazy person remains fed-up. Sid indicates that he is sometimes ill (this is not explained). Sid ends, by saying, he is not lazy and not a liar.

In terms of the first principal components Sid associated himself with the friend (boy) the athletic person and the young person. They seem to be people of normal intelligence. Sid creates a contrast at the positive pole of the component where the crazy person and the bad teacher are described as stupid. In the second principal component, Sid is associated with the talents of the artistic person. The contrast is made with the intelligent person, who remains as a boring adult. In a map of the elements Sid is shown to be alone and to be very different from the hearing girl friend. The bad teacher and the crazy person are forced to the extreme opposite position along the dimension of this principal component. In the third component, the artistic person is described as hearing. This appears as the construct which

discriminates against the young deaf, who are athletic and physical. Sid is a physically strong person with a strong male image. He is deaf and copes in a hearing world. He is training to be an engineer, yet he has a great liking for art. He was taught orally, yet he is learning to Sign. This is a young person of considerable personal maturity.

THE SUPERORDINATE CONSTRUCTS



SID sees himself in the shaded area of psychological space

Sid has an intense dislike of stupid behaviour. The crazy person fits into this category exactly. The bad teacher and the head teacher are also thought of in this way. Sid acts and behaves in a way that he thinks of as normal. He is happy, active and sensible. He has been educated in an entirely oral manner and this has not been successful. Sid has learned Sign language from the adult deaf of the local Deaf Club. When presented with the

opportunity, Sid will interact with other young people, both the deaf and the hearing. He tends to regard most adults as boring. Perhaps these same adults, are lacking in communication skills. Sid enjoys art and artistic things. He associates himself with a person who is a talented artist. He knows that this is unusual in the young male deaf as they are mainly athletic. Sid is both tough and talented. He is satisfied with his self image.

36 ROB

Rob attends College of Further Education, on a full-time basis, to increase his number of successes at GCE 'O' Level. He then intends to work in an office. He is a stocky young man with a reserved manner. Rob has been taught in an entirely oral school system. He has absolutely no knowledge of Sign. The Further Education College also teaches in the oral manner. Rob claims to know no other deaf person. Rob was unable to fingerspell his own name. He accepted that a Researcher is a person who writes books. In the conversation about the first photograph Rob used oral speech. He has good speech which can be followed easily. There are some unusual pronunciation and cadences. He accepted that one of the children could be photographed a second time and re-appear as a young adult. Rob indicated an understanding of all the words in the Word Game, but was unable to produce any Sign equivalent. He is assessed at the literacy level of excellent in words in English and bad in Sign. Rob was able to name fifteen of the sixteen elements of the People Game. He indicated never to have met a headteacher and

therefore, flatly refused to describe any such or similar person. This appeared as the first, in a succession of acts of non co-operation. In the Repertory Grid, Rob preferred, where possible, to use his written constructs rather than the constructs provided by the Word Game. During the Repertory Grid, Rob refused to use the intermediate scale values at all. He argued that people were all the same (and scored a one), or that people were all different (and scored a five) or that people were not-like-this (and scored a three). This was the second occasion, of non co-operation. When the Repertory Grid was scored and then analysed, Rob had produced a total construct variation massively higher than the mean of the group of forty respondents to the grid. This high score 'might' indicate a high descriptive power, but the researcher points out that this is more certainly the result of Rob's peculiar system of scoring the constructs. Rob produced a high value of bias and of variability. This reflects Rob's preference for the end-of-scale scoring method. When the elements were mapped out in space, Rob required a relatively small scale of dispersion. The elements portrayed in this way, appear as similar identities. There is an exception for the hated person. The total variation accounted for by the first three principal components was low in comparison to the mean of the forty respondents. Also the first principal component accounted for a relatively low percentage value. The second principal component showed as a typical percentage, and the third principal component as a higher

than mean value. The researcher is prepared to describe these values as indicating a high cognitive complexity. Rob seemed to be a very troubled person. Note After a period of reflection upon this matter the researcher suggests that the presence of the 'signing' researcher was giving emphasis to Rob's deafness. Previously in the entirely oral manner of Rob's education, deafness had been discreetly overlooked and had been concealed by the largely cosmetic hearing-aid. Intense concentration, and use of lip-reading was thought sufficient for communication in the oral mode.

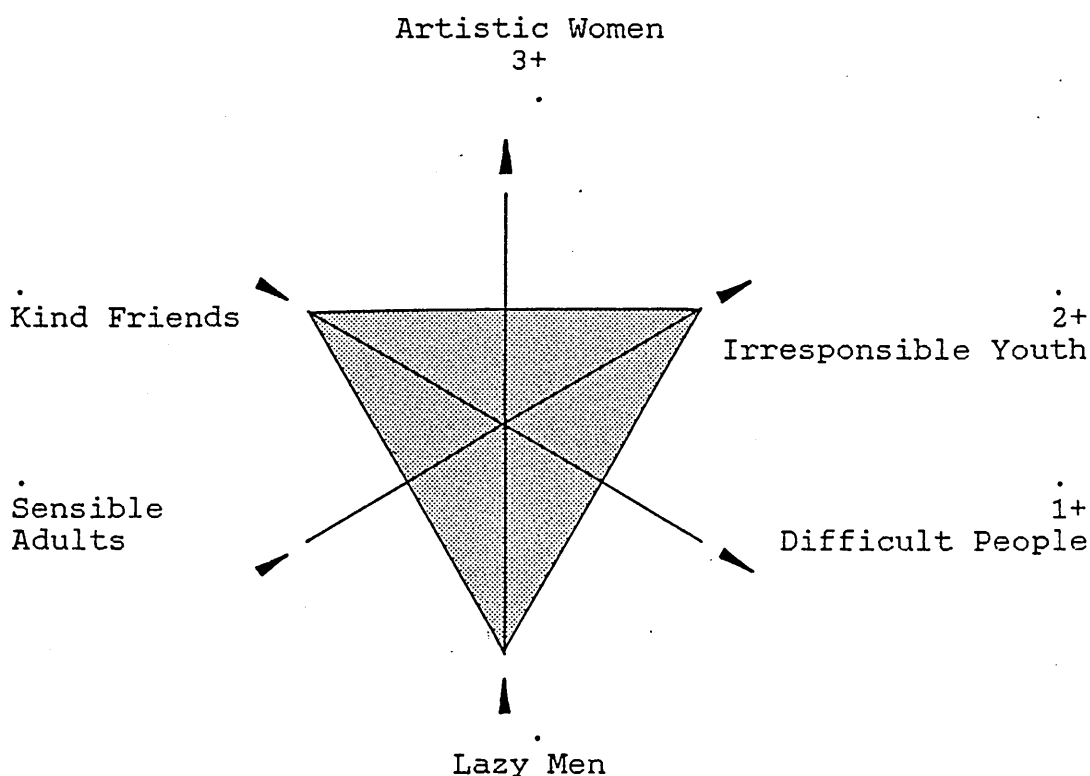
In a Raw Score content analysis, Rob chose male-female as the first construct. He refused to ascribe 'gender' to the headteacher, as this was an "unknown quantity". Rob then described himself as deaf, but then indicated there were no other deaf people on the whole of his personal-interpersonal dimension. Rob described himself as young and strong. Rob comes from a 'good' family and is himself a good person. The bad teacher is described as useless. Rob is an interesting person and the hated person is very different. Rob works very hard and the bad teacher is very lazy. Rob is clever yet his mother is stupid. Both Rob and his father are described as 'football fanatics'. The boy friend is described as 'best mate' and the girlfriend is described as likeable. Both Rob and the intelligent person are untidy. The artistic person and the girlfriend are artistic. Rob is not like this. The athletic person is fit. Rob is unfit. Rob is truthful. He is not dense, he is not a liar. The hated person is crazy and cruel. Rob is kind. He is not

difficult and not given to waste.

After the principal component analysis, Rob gave prominence to the artistic person. This person, supported by the father and the two friends, is described as interesting, kind and clever. The contrast, at positive pole of the component, consists of the hated person, the grandparents and the crazy person. They are cruel and crazy. In the second principal component, the two teachers are shown as old, truthful and likeable. Rob offers himself as the contrast, together with the hated person and the crazy person. They have youth on their side. In a map of the first and second principal component, the hated person is shown in an extreme position. Rob shows himself as the contrast to the bad teacher. Most other identities are shown as very similar, with little influence upon the orientation of these principal components. In the third principal component, Rob and the bad teacher are in association as they are both lazy people. The girlfriend and the artistic person are different. They are hard working women. When the three components are mapped in space, Rob appears again as irresponsible and lazy. The researcher confirms this description. From the personal experience gained at interview, Rob did not want to be interviewed. This act seemed to be drawing attention to his deafness. The interview brought Rob away from the general community of hearing students. Rob would not accept any compromise or adjustment in the rules of procedure. Illustrating this fixed attitude, is the refusal to describe 'the

headteacher', his refusal to use intermediate scales, his refusal to attempt the Sign-language section of the Word Game. In spite of these refusals, the researcher felt at no time, this was due to personal animosity. More likely, Rob was refusing to come to terms with his very profound deafness.

THE SUPERORDINATE CONSTRUCTS



ROB sees himself in the shaded area of psychological space

Rob is insecure. He looks for friends. Friends are those people who are kind to him. Other people are described as being difficult. Rob acknowledges the efforts made by his teachers. They are sensible and hard working adults. Rob, in comparison, still has the irresponsibility of youth. Rob makes a general distinction between men and women. In his judgement and experience, men are lazy and women are artistic. It is thought by the researcher that Rob sees and admires more

in the qualities of women than the qualities he has met with in men. Rob qualifies to be 'the uncertain adolescent'.

37 SANDRA

Sandra was interviewed at her suburban home. She is one member of a large pleasant family. No others in the family are deaf. She is an attractive young person. Sandra could fingerspell her own name. She accepted the name and the work of the researcher without any hesitation. In a study of the first photograph, with the whole family present, all engaged in making comparisons. Sandra has some oral speech, but was pleased to use Sign in communication with the researcher. Sandra accepted that one of the children could be photographed a second time and re-appear as a young adult. Sandra knew all but the longest words in the Word Game. She is assessed at the literacy level of excellent in both words understood and in their Sign equivalents. Sandra has a good memory for names and identified all sixteen elements of the People Game. In the performance of the Repertory Grid, Sandra preferred to use the constructs provided by the Word Game.

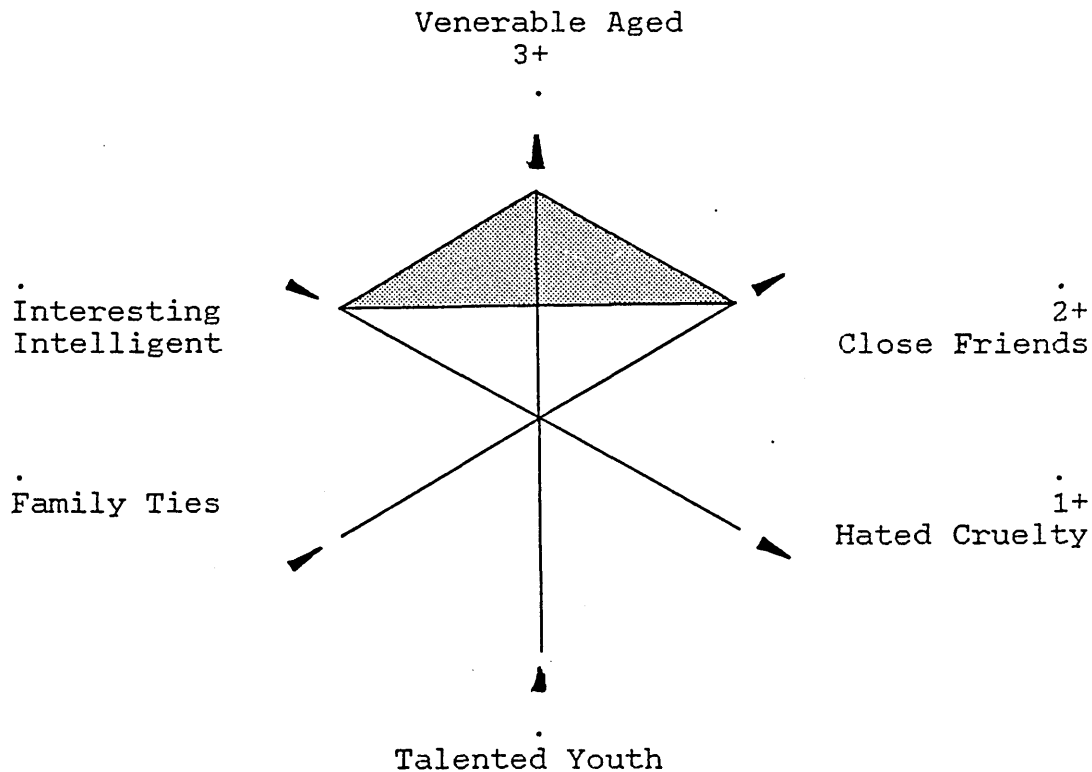
After a first analysis of results of the Repertory Grid had been made, Sandra produced a total construct variation similar to the mean of the group of forty respondents. In this respect, Sandra is typical of the group. Sandra produced slightly higher value for bias and variability. This indicates that Sandra uses all the scale values provided but has a preference for the high

scores of 'differences'. When the elements are mapped out in space, Sandra requires a large scale of dispersion, to locate herself and the bad teacher in opposing places of distinct isolation. Sandra produces a percentage value for the summed first three principal components, which is typical of the mean for the whole group of respondents. This value is produced by percentages on the first, second and third principal components, which again are close to the mean. Sandra is revealed as being a very typical young deaf person.

In the Raw Score content analysis, Sandra described herself as young and childlike, truthful and nice. She expressed a deep love of her parents and described the kindness of the grandparent. This is a very close family. At school, the bad teacher is untidy, sensible but cruel. The good teacher is very helpful. Sandra and all her family are very intelligent people. The boy friend qualifies as OK and the girl friend is the very best. Sandra and her friends talk a lot. They are normal, but the young person is different. Whereas Sandra is happy, the boy friend and the bad teacher especially, are snobs. Sandra is not funny. The athletic person is a snob. Sandra is interesting. The bad teacher is boring. Sandra is artistic. The intelligent person is serious. Sandra works, but the bad teacher is not like this. The rejected set are mainly boring people. They are 'horribly stupid' and hated. The lazy person is quite crazy. The crazy person and the hated person are ugly. In this description of others Sandra judges herself as being fair. In terms of the principal component analysis, Sandra produced a

first principal component which brings together the good teacher and father. They are fair, clean and intelligent. At the positive pole, Sandra placed the bad teacher with the rejected set. They are cruel. They are hated. In the second principal component Sandra contrasted the adult strength of her family, with the joyous fun of being young and being with friends. In a map of the first two principal components, mother and father are similar people. The rejected set are alike. Sandra is very much alone, and is in severe contrast with the bad teacher. Sandra makes the boyfriend and the girl friend her only close companions. In the third principal component, Sandra again looks at young people. They are talented and serious. The comparison is made with the grandparent, who is a person very old, but still quite likeable. The three principal components span age, emotion and intelligence. They seem to represent a mature form of construing. The researcher claims a study result, which describes a vivacious young person. The whole of this interview, was in silence and in Sign. "The deaf do speak for themselves".

THE SUPERORDINATE CONSTRUCTS



SANDRA sees herself in the shaded area of psychological space

Sandra has the quality of intellectual maturity. She finds matters of the intellect to be of deep interest. Sandra is also a young woman of feeling. She rejects cruelty, with a strong hatred. Sandra has an athletic physique and the good looks that go with it. She has a very powerful personal presence. She is deaf and does not speak orally. She has great respect for her family, but chooses the company of her peers. She recognises that young adults can be at the peak of their talent but this does not prevent Sandra from giving due respect to the aged. Sandra is a young woman of talent and potential. The researcher can only hope that a person such as this, might in due course advance the emancipation of the whole community of the deaf.

Tess was interviewed in a pleasant suburban home. The mother and a small child were present. Tess is an attractive young woman. Tess could fingerspell her own name and accepted that of the researcher. She took the word 'researcher' at the first attempt and indicated that she understood its meaning. Tess produced an engaging conversation about the small children in the first photograph and made contrast and comparisons with the young person present. Tess has some oral speech, but is prepared to use Sign when at home. The mother is now learning Sign-language. Tess accepted that one child could be photographed a second time, and re-appear as a young adult. She was surprised to learn that this person was deaf and made direct enquiries of his background and achievements. In the Word Game, Tess is assessed at the literacy level of good in words understood and excellent in Sign. She has a good memory for names and could identify all sixteen elements of the People Game. Tess elected to use the constructs provided by the Word Game.

After a first analysis of the results of the Repertory Grid, Tess had produced a total construct variation much higher than the mean for the forty respondents. This is a tribute to her powers of description. She produced an extremely low value of bias and high value of variability. Tess is prepared to use all the values on the scale provided, using each on the occasion she thinks fit. When the elements were mapped out in space, Tess required only a small scale of dispersion, yet on close examination, in this small space,

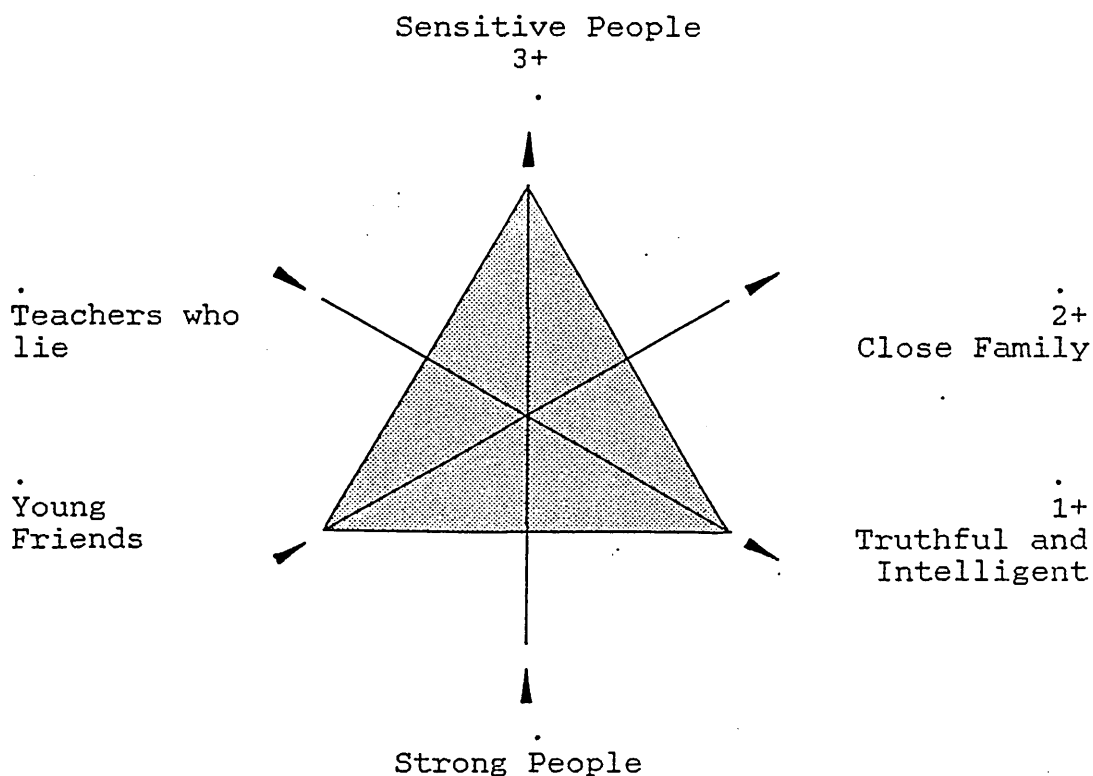
all the elements appear as distinct identities. Tess produced a summed total of variation accounted for by the first three principal components which is higher than the mean. She produces a very high percentage value for the first principal component. The researcher judges this to indicate a person of strong determination rather than of low cognitive complexity. The percentage values of the second and third component, were relatively low.

In a Raw Score content analysis, Tess described herself as a child. She is happy, quiet and good. The family are talkers and are prepared to help. Tess identified those people who are OK, and then lists all those she feels a hatred for. The Bad Teacher and the Head Teacher initiate the list. The same two teachers are ugly and boring. Tess finds the good teacher to be very interesting. The girl friend tends to worry. The young person is not liked very much. Tess works hard, and describes the whole of the rejected set as lazy. The girl friend is deaf. Tess is proud of the fact that her boyfriend is a hearing person. The bad teacher, the head teacher and the whole of the rejected set, are liars. Tess and the intelligent person are nice. The athletic person and the artistic person are different. Tess is clean. The lazy person and the bad teacher are particularly untidy. Tess and her friends are strong. The bad teacher is weak. The whole of the rejected set are described as stupid. The lazy person and the crazy person are cruel. The bad teacher and the head teacher are very cruel. The good teacher can be angry. The whole

of the family can be difficult. Tess is not like this.

In the first principal component, Tess joined together, the bad teacher, the head teacher and the whole of the rejected set. She listed their negative qualities, ending with stupid and cruel. Tess, her boyfriend and the good teacher provide the contrast. The second principal component consists of two groups, the friends and the family. In this distinction, both groups are described in glowing terms. In a map of the elements, Tess and her girl friend are closely identified. The bad teacher takes up the extreme position. In the third principal component, Tess seemed to be describing those who use their physical strength, and those with strong emotion. In this case strong emotion translates into sensitivity and talent.

THE SUPERORDINATE CONSTRUCTS



TESS sees herself in the shaded area of psychological space

Tess is fortunate. She has the choice of both a close family, and a group of close friends. Because of her youth and deafness, Tess prefers to be one of the group of friends. The strength she draws from these two groups, gives her the confidence to express strong opinions. She describes her contact with the teaching profession. All but the good teacher are liars, lazy or worse. She is aware of the contrast and has no difficulty in describing herself, and others, as truthful and intelligent. The third discrimination takes the form of those who draw upon their physical strength and those of a more sensitive nature. Tess is one of the latter. This allows her a deep perception of herself and of others. She is a person with the inner strength of a clear self identity.

39 MIKE

Mike was interviewed at home. He had returned from a day in the local Further Education College. He studies on a general education course. He hopes to work eventually in an office. Mike is a fresh faced, very young looking eighteen year old. He is profoundly deaf yet has exceptionally good oral speech. Mike could fingerspell his own name and understood the name of the researcher. He could not receive nor understand the term 'researcher'. He accepted that one of the children could be photographed a second time, and re-appear as a young adult. Mike could identify most of the words listed in the Word Game. He surprised his parents by creating signs for most of these words. This is an exclusively oral household. Mike is

assessed at the literacy level of good in both words understood and in their Sign equivalent. Mike produced names for fourteen of the sixteen elements in the People Game. The mother helped in providing two further names. In the Repertory Grid Mike preferred to use the constructs provided by the Word Game.

After a first analysis of the Repertory Grid, Mike had produced a total construct variation much lower than the mean for the forty respondents. He produced a high value for bias and variability. Mike chose often the low score of 'very like this'. He made limited use of the 'very different' score. When the elements were mapped out in space, a large scale of dispersion was required for a single individual. The lazy person was marked at a great distance from all the other elements. The summed total of variation accounted for by the first three principal components was higher than the mean. This figure was produced by the large value for the first principal component with relatively low percentage values produced by the second and third principal components. The researcher takes these results to indicate that Mike is an uncomplicated person of low cognitive complexity.

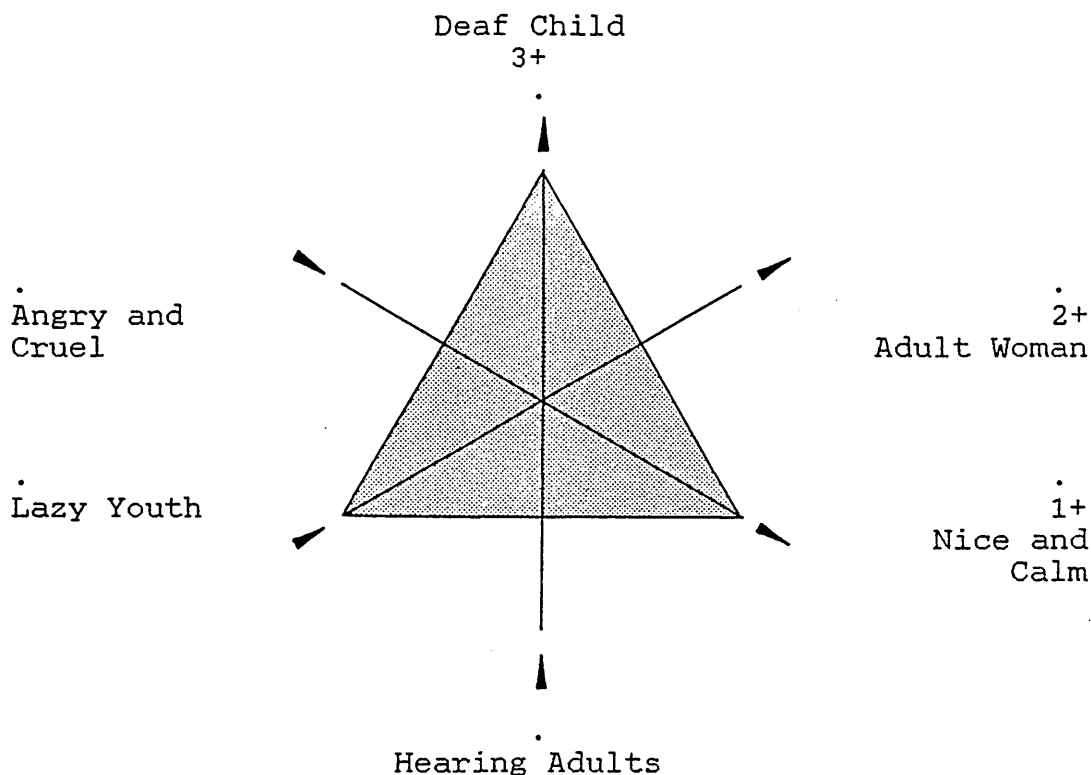
In a Raw Score content analysis, Mike chose the first construct as deaf-hearing. Mike indicated his own profound deafness yet presented no other deaf person along the whole personal-interpersonal dimension. Mike then describes himself as male and a child. Mike is a calm person. The bad teacher is described as very angry, the lazy person and the hated person have anger. Mike is

happy and normal. The bad teacher and the head teacher are sad. Mike is good. The lazy person and the hated person are bad. Mike is kind. The bad teacher and the lazy person are cruel. Mike and his boy friend are interesting. The girl friend is boring. The lazy person and the hated person are also boring. Mike describes himself as strong, fit and athletic. He surprisingly, described each member of his family as ill. The grandparent is weak. The intelligent person and the athletic person are of the best. Mike is clean, clever and nice. He is an OK person. The artistic person is stupid, untidy and nasty. Both Mike and the crazy person work. The girl friend is a low person. Mike is funny and likeable. The lazy person is hated and crazy. The girl friend is beautiful. The boy friend is ugly. Mike is not like this. The hated person is very ugly indeed.

The first principal component accounts for a very high percentage of the total variation. At the negative pole of the component, the lazy person takes up an extreme position. This person is supported by the hated person and the bad teacher. Mike describes them as very bad people. They are cruel. He makes the contrast at the positive pole with the athletic person who is both able and calm. This person appears to hold all the qualities which Mike admires. In the second principal component, Mike places the grandparent at the positive pole. This person seems to represent the older woman. The contrast is with the lazy person, who is male, helpful yet still a child. In a mapping of the elements, in terms of the first two principal components, it is the lazy person who

dominates the picture by the measure of separation. The intelligent person, the athletic person, the crazy person and the two friends make up a tight cluster of identities. The grandparent is presented as a very individual person. Mike joins the young person in the third principal component. They seem to represent the vulnerability of the deaf child. The artistic person is presented as the contrast. This person is a hearing adult who earlier came in for much criticism.

THE SUPERORDINATE CONSTRUCTS



MIKE sees himself in the shaded area of psychological space

Mike sees about him, adults who are cruel and angry. Mike is restless of this agitation and anger. He prefers the state of calm, where everyone is nice. Mike and the boy friend are 'interesting'. The girl friend is boring. The mother image and the woman teacher seem to be just a

little threatening. Mike knows he is a deaf child, and that he will never be as a hearing adult. At the present time, Mike conceals his deafness with good oral speech. For Mike, the future is very uncertain.

40 NED

Ned was interviewed at home. Home is a typical small suburban dwelling. The grandparents live with the family. The father is absent for long periods. Ned has had an unhappy school experience. He was taught in an oral, residential school under stressful conditions. He now attends a Further Education College where total communication is used. Ned could fingerspell his own name and understood that of the researcher. He could not take the long word 'researcher' and he had no idea of its meaning. In a discussion about the first photograph, Ned used Sign. He has virtually no oral speech. He accepted that one child could be photographed a second time and reappear as a young adult. There were many words in the Word Game which Ned could not recognise. Ned is assessed at the literacy level of average in words understood and good in providing the Sign equivalents. Ned provided names for thirteen of the sixteen elements in the People Game. He had to be given much encouragement and reassurance in the matter of privacy and anonymity before the three identities of the Rejected Set were agreed upon. In the Repertory Grid procedure, Ned chose to use the constructs provided by the Word Game.

After a first analysis of results of the Repertory Grid, Ned had produced a total construct variation higher

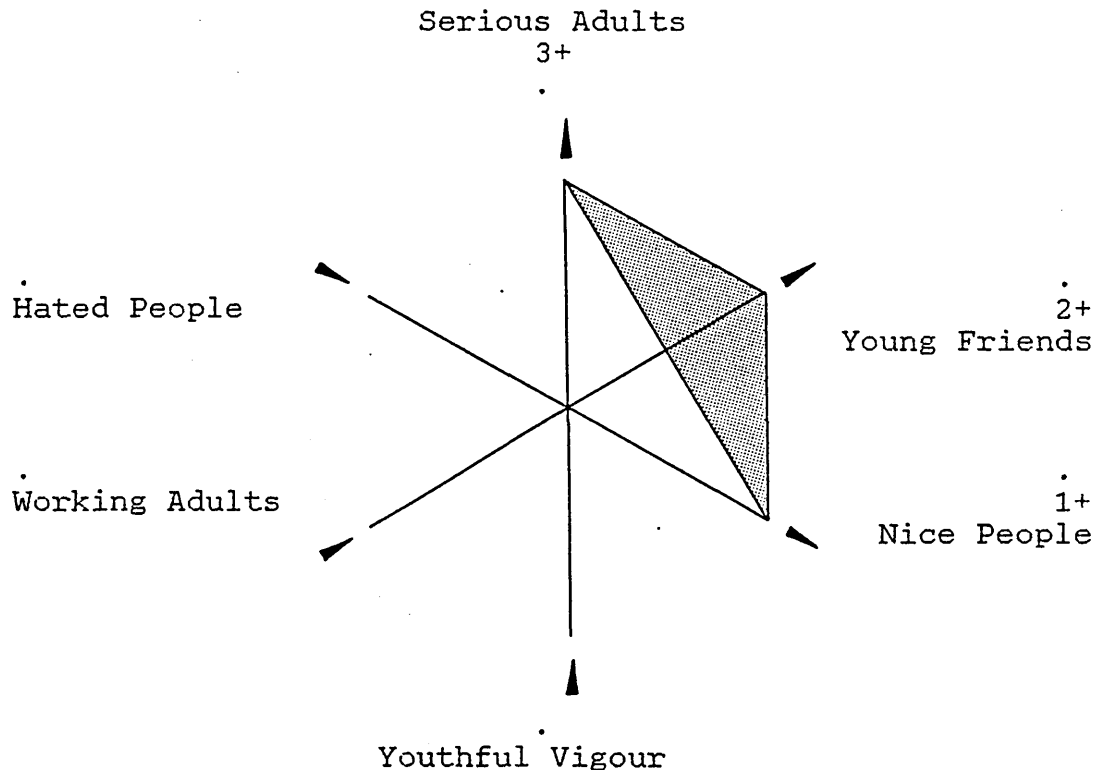
than the mean of the group of forty respondents. This suggests that Ned is making descriptive use of the constructs. Ned produced a value of bias slightly higher than the mean. He prefers to indicate similarities between elements rather than differences. He produced a very high value for variability. This indicates Ned uses all the values of the scale provided. When the elements were mapped in space, Ned required a relatively small scale of dispersion. In this small space, the intelligent person and the athletic person were shown as being very similar, all the other elements showed clear individual identities. Ned produced a summed total of variation accounted for by the first three principal components which was higher than the mean. The first principal component contributed a very high percentage of this summed value. The researcher is prepared to accept this as an indication of a low cognitive complexity. The values represented by the second and third principal components were very close to the mean of the group.

In a Raw Score content analysis, Ned described himself as young. He is serious, he can be difficult. Mother is a serious person yet father is not. Father is a very strong person. Mother is one of the best. Mother is truthful but father is a liar. The bad teacher is also a liar. Ned is good and happy. The bad teacher is not like this. The bad teacher is weak. The good teacher is intelligent. Ned is a calm person. The two friends are a little selfish and sometimes give trouble. The young person does not give trouble. Mother is likeable. The girl friend is beautiful. Father is not like this. Ned

is fit but the athletic person and the intelligent person are good athletes. The admired set are all in-work. Ned is still in training. The admired set are truthful, the friend set are clever. The rejected set are not like this. Ned is helpful. The artistic person is not like this. The whole of the rejected set are nasty. The bad teacher is very nasty. Ned is sensible and kind. The rejected set are fed up. The crazy person is a cheat. Ned is not at all like this.

After a principal component analysis, Ned had produced a very powerfully loaded, first principal component. At the negative pole of this component, the whole of the rejected set were joined by the bad teacher. This group is described as nasty, weak and selfish. The good teacher and the grandparent provide the contrast at the positive pole. They are kind and sensible. In the second principal component the father is compared with the young people and close friends. The contrast seems to be the demand that work makes upon the father who is often absent. In a map of the first two principal components Ned and the young person are seen to be very close. The two friends are shown in a near association. In the second component, the rejected set and the family set are in complete contrast. In the third principal component, Ned describes the serious nature of the headmaster and compares this with the young person and the athletic person. The latter seem to be more energetic. Ned is perceptive of others and is very able to describe the people he sees around him.

THE SUPERORDINATE CONSTRUCTS



NED sees himself in the shaded area of psychological space

Ned makes his first characterisation of people, into those who are nice and those he is prepared to hate. The rejected set and the bad teacher represent the latter. The father figure, mostly absent, always at work, is then seen as the contrast, with the group of friends which Ned gathers about him. These young people are active and talented. Ned has a serious aspect to his nature. He makes a personal association with the serious adult, represented by the head teacher. Perhaps this is a parent substitute (for the absent father). Ned is a reasonably happy and uncomplicated young man. Home is a refuge. Ned finds himself at his best when he is surrounded by his friends. Ned is a very typical young deaf adult.

CHAPTER 7 'INTERVIEW WITHOUT WORDS'

CASE STUDY NO.2 'GILBERT'

7.1 INTRODUCTION

The Contact by Letter

The Senior Careers Officer of a large Midlands City contacted a number of families on behalf of the researcher. The following letter was received. Some small details have been changed and parts omitted in order to preserve anonymity.

Dear Researcher,

We would be pleased to assist you...My son was adopted when he was 3 years old (a story on its own)... He doesn't sign well because he doesn't spell correctly. We believe in total communication so we have all kinds of family improvisations in signs, etc... He is not deaf enough for a Deaf School, too deaf for a partially hearing school, he is NOT ESN, he is not autistic, he is NOT spastic, he is not retarded but according to the Neurologist when he was 7 years old he showed slight traces at various times of all of them... At this time of his life he has achieved more than expected. We don't anticipate the future, but of course we have hopes... Gilbert would not understand exactly what all this means but we know his likes/dislikes/needs and look forward to helping you, in any way you wish...

Sincerely, Mother.

THE MEETING WITH GILBERT

When Gilbert and the researcher met, there was a

subdued handshake and no conversation. Gilbert then distanced himself from his mother and the researcher by sitting silently on the furthest point of a settee. This put the maximum space possible between Gilbert and the others present. At 18 years old, he is small, slim and sallow, with masses of dark hair. He placed his hands upon his lap and looked at the floor. He rocked his body back and forth in a quick rythm. He pretended not to exist.

Mother is a very large blonde person. She talked at length and without interruption upon a range of topics which included the situation at home, the situation at previous schools for the deaf, her part in the changes in the local provision for the young deaf handicapped, her work in promoting a better response from Social Workers. She described, with admiration, her other child. This, a grown-up married daughter, hearing, with children of her own. Gilbert's mother described their Christian work with the church. Then she described her relationship with Gilbert. This monologue occupied approximately four hours. The following are direct quotes drawn at intervals from a verbatim record. All quotes relate to Gilbert.

Quotes

1. When I found him, he was two-and-a-half years old, undernourished and in a hospital bed...
2. He was abandoned, no-one else wanted him, not even his mother...
3. No-one knew what to do with him. He was deaf and diseased...

4. He was filthy with nits, crabs and had maggots in his rectum...
5. I washed him, I took care of him, I fostered him then later I adopted him...
6. Now he has pubic hair...
7. Only once have I seen him have an erection, that was when I washed him in the bath...
8. He has his own bedroom, he stays in there a lot. He has a computer. He seems to prefer that to living in the lounge...

During all of this, Gilbert had not raised his head. He continued to stare at the floor. At this stage, a break occurred for a meal. During lunchtime, manoeuvres were made to meet with Gilbert privately. Gilbert and the researcher removed themselves to another location. This was a private room and out of earshot. Gilbert was composed and silent. It was sensed from the earlier correspondence that Gilbert may not be able to participate in the full Repertory Grid. Starting with the pre-interview routine, both the pre-interview routine and the full non verbal routine were completed at this single meeting. Gilbert and the researcher had worked together for some five hours. Gilbert had maintained concentration for all of this time.

7.2 The Pre-interview Routine

The Visiting Card

-

TONY

Home Details

RESEARCHER

Work Details

-

Gilbert was handed the visiting card. He looked at it but was unable to comprehend its significance. His face remained a complete blank. The researcher used fingerspelling to announce his own name. After pointing to the word 'TONY' and fingerspelling this several times and by gesture, Gilbert came to accept that this was the researcher's name. In response to pointing, prompting and pantomime, Gilbert did fingerspell his name. Each letter was well formed but slowly created.

Fingerspelling was then used to spell out the longer word RESEARCHER. Gilbert was quite unable to detect this word. He could not make the association with the visiting card or with the researcher's occupation.

Comment

With no indication given of this apparent failure, smiles and gestures were used to indicate that the visiting card was finished with and that Gilbert had been successful in this first test of communication.

Finding

Gilbert can fingerspell his own name and a complete

alphabet. He has no appreciation of 'long' words.

The Photographs

— PHOTOGRAPH 'A' . PHOTOGRAPH 'B' —

FOUR SMALL
CHILDREN

THE RESEARCHER
AND A YOUNG
ADULT

— Gilbert was handed the card containing the two photographs. The researcher used the various techniques of total communication to explain; that the four children were three brothers and a sister; that the researcher was the father of these children; that the children were at home with their mother; that the family home was over fifty miles away in a different city and that the researcher had travelled to see Gilbert by car; that this journey began very early that same day.

Gilbert seemed to respond to these details. He smiled and checked the information provided by asking for several repetitions. He used 'a concentrated face' to ask for more details. He used 'the relaxed face and smile' to indicate an understanding.

Gilbert recognised the researcher in the second photograph and enquired after the identity of the young adult shown there. It was explained that this young adult was in fact one of the young children shown in the first photograph. The explanation was offered that a time lapse of some ten years had expired between the two photographs. Also that the young adult was profoundly deaf. Using the 'nod', Gilbert agreed that a child could be 10 years old in one photograph and be 18 years old in a different

photograph.

Comment

Abruptly, this exchange of ideas seemed to inspire Gilbert. He returned to the lounge area and collected a large selection of photographs. These showed Gilbert at different ages and in different settings. A general conversation using Total Communication then followed. This was the spontaneous act of a thinking person, (at the preliminary stage) in the development of an interesting and successful interview.

Finding

The researcher concluded that Gilbert could think constructively.

THE WORD GAME

Gilbert was provided with the list of words and asked to mark out any words which he recognised. Gilbert scored 5 words recognised.

Comment

Gilbert had claimed visual recognition of the 3-letter words on the list, ie bad, low, sad, ill and OK. He knew none of the longer words. Gilbert could fingerspell a complete alphabet but would not fingerspell the long words. Gilbert is illiterate in terms of the language of written English. Further reference is to be made to the '3-letter syndrome' at a later stage of reporting (see Chapter 9). Gilbert has received no formal tuition in sign-language and preferred to use a pantomimic form of expression.

Finding

In terms of a usable known written vocabulary,

Gilbert had failed completely.

THE PEOPLE GAME

Gilbert was asked to write a name upon each of sixteen 'flash cards'. Gilbert began by printing out very carefully and correctly his full name on the first 'flash card'. This game then continued quite slowly. Gilbert was given encouragement through a general exchange of ideas to name names. The sixteen Elements in the People Game were carefully explained and a name or initial was requested for each. The researcher helped extensively with this. In pantomime the researcher had asked; 'man or woman'; 'old or young'; 'name or no name'; name beginning with the letter 'A'; is name beginning with the letter 'B' etc; live close-by or live away; love or hate?, etcetera.

Comment

Gilbert accepted that the conversation about these sixteen people was to be private. Gilbert indicated that was satisfactory. He then left briefly to obtain tea and biscuits and on his return indicated quite clearly that he wished the interview to continue.

Finding

Gilbert appears to have difficulty in remembering people's names. He had become interested in the conversation about 'other people'.

7.3 THE NON VERBAL INTERVIEW

METHOD (IN BRIEF)

In the word game, partial identities had been produced for the sixteen flash cards. These identities became the ELEMENTS in the non verbal Interview Routine.

In this routine, and in contrast to Repertory Grid, the flash cards are used in reverse order.

To begin with, E16 Hated person is used as a focus of attention. As Gilbert is deaf, no sounds were used. As Gilbert is illiterate, no words were used. As Gilbert has no B.S.L., no formal signing was used. The whole exchange of ideas occurred through pantomime and body-language. Because of this there is some justification in claiming this is an 'Interview without words'.

Both during and after the scenario attached to each flash card, the reverse of this card was used to make the written record (see Chapter 4). This record was explained to Gilbert and some 'nod' of authentication and verification obtained. This practice was repeated for all sixteen elements of the game. The final element becomes 'SELF'.

As the interview moved towards 'SELF', Gilbert showed clearly by excitement that he was aware of this. Gilbert was relaxed, fluent, co-operative and interested. Gilbert was prepared to provide a unique first, his own pictorial expression of self-identity and self-awareness.

Note The letters 'a to g' list individual 'pantomimes' in the sequence in which they occurred. No 'stage-direction' is given. Little record is made of the standing, sitting, pointing, touching, visual grimace or smile. Each pantomime is an expression of all the SENSES. Each pantomime is an interaction between the actor and the audience. The signed record is merely summary.

Stage 1. Signed Record Stage 2 Interpretation

- | | |
|---------------------|--|
| a. Boy, not like | Hatred in a milder form is established.
No name was made available. |
| b. Cry | Evidence of physical and emotional distress. |
| c. Make bad trouble | A cognitive description which uses, cause and affect. |
| d. At College | Involves spatial considerations. |
| e. Big boy | The description implies fear. |
| f. Not afraid | Judgemental reinforcement. |
| g. Hit me | Evidence both physical and emotional. |

Stage 3

COMMENT

This conversation has spread through the personal - interpersonal dimension. It involves spatial and temporal awareness and describes emotional, physical and intellectual activities. The conversation shows logical progression.

Stage 4

FINDINGS

- the concept of hatred exists.
- a milder form is present.

NOTE The Interpretation, the Comment, and the Findings are added, at a later stage in the research. Details of this Phenomenology are provided in Chapter 4.

E 15 LAZY PERSON

Signed Record

- a. Maths
- b. Waste time
- c. Sometimes +
- d. +. x, -, -

Interpretation

Not interpretable at this stage.

The maths lesson or perhaps the maths teacher.

Symbolic representation of maths by the 'plus' sign.

Confirmation of the original concept.

COMMENT

Sign, symbol and oral modes of communication are used. There is no sense of personal lazyness. Another person is presumed to waste time. The activity itself may represent the waste of time.

FINDINGS

- to waste time is to be lazy.
- Gilbert is able to think in terms of mathematical

symbols.

E 14 CRAZY PERSON

Signed Record

Interpretation

a. Julie, silly

This is a suggestion
that it is crazy to be
this silly.

b. Not love

This emotional
expression suggests a
version of rejection.

c. Run away

Descriptive
reinforcement.

d. Julie, bit frightened

An association of fear
and rejection with
deafness.

e. Shout

A tenuous link with, a
concept of deafness or
the rejection of
deafness.

f. Not go out

Rejection is further
reinforced.

COMMENT

This is the conversation of a young man who describes the behaviour of a young woman. Both young people seem to be acting quite normally. Gilbert suggests his deafness is a major influence in this relationship.

FINDINGS

- Physical attraction for the opposite sex is noted.
- Typical misunderstanding between adolescents occurs.
- Deafness is understood in terms of (a) shout, (b) a

possible cause of rejection.

E 13 ARTISTIC PERSON

Signed Record

Interpretation

a. TE SOOKING

Repeated attempts to clarify this, failed. Gilbert is adamant that this written statement is correct.

b. Paint

Suggests that art, artistic and to paint are similar, or that "TE SOOKING" is a painter.

c. He like snooker

This confirms that "TE SOOKING" is a person.

d. All at school like

A change from the individual description to the general. A sporting activity is described.

e. I best at snooker

Statement which is both revelatory and self-descriptive.

COMMENT

There is little upon 'the artistic' in this exchange. Gilbert shows independence and determination. He knows that he is correct. Sporting activity plays the more important part in this conversation.

FINDINGS

- the concept of artistic is only weakly confirmed.

- a form of determination and self-confidence is expressed;
- in terms of personal achievement,
- in terms of certainty.

E 12 ATHLETIC PERSON

<u>Signed Record</u>	<u>Interpretation</u>
a. Jim	A clear personal relationship.
b. Is strong	Descriptive expression confirms the concept.
c. Go in gym	A spatial definition.
d. Hold his muscle	A very personal statement or confirmation of this concept.
e. Sports, table tennis, cricket, football, net-ball, play rounders	Sport is a term which is clearly understood. The sports are to be practised and enjoyed. This is indicated by non verbal emphasis on the act of 'playing'.
f. I like Jim	The strong personal expression.
g. With hot showers	Nakedness rather than warmth is the expressed feeling.
h. Bigger than me	This is self explanatory.

COMMENT

A conversation conducted at speed. There was no personal distancing between the researcher and Gilbert. At times Gilbert seemed to be performing, rather than describing his personal involvement.

FINDINGS

- the concept of athleticism is confirmed.
- the male-male bond is accepted.

E 11 INTELLIGENT PERSON

<u>Signed Record</u>	<u>Interpretation</u>
a. Keith	Named quickly and printed firmly.
b. Workshop	Spatial destination.
c. Help people	Still talking about Keith.
d. Video	Visual information is provided in the workshop indicating an important source of knowledge.
e. Help Harry	A friend.
f. Work (wood, planes)	The nature of the practical work is explained.
g. Good	Personal satisfaction.
h. Same age	Suggests that in the workshop there are people of a similar age - perhaps similar maturity.

j. I like

A sense of
satisfaction is
portrayed.

k. Good

Further confirmation
of a good feeling.

COMMENT

Gilbert became excited when he realized the researcher understood technical matters. He acted out the nature of the work, and importantly, Gilbert showed in total communication that this is where he learned things from Keith the teacher.

FINDINGS

- The association between 'Gilbert learning' and 'good teaching' is made.
- This person is confirmed as intelligent.

E 10 YOUNG PERSON

Signed Record

a. Joe

Interpretation

The extended range of
names and personal
identities comes as a
surprise to the
researcher.
Gilbert's name recall
is seen
to be improving with
practise and a growing
confidence.

b. Little boy	Temporal association of youth and age, rather than with size.
c. Cry, happy	Typical characteristics of the very young are portrayed.
d. Play with me	'Play with others', is an important event.
e. College, Kelly, School	The researcher is unable to put this into context.
f. 10 years old	Joe is now 10 years, but the association has continued for a long time.
g. Joe, happy with me	Good companions, perhaps a caring role for those who are more vulnerable.
h. Go next door	Spatial reference.
j. Home all day	Temporal reference.
k. Play with me	An emotional, personal - interpersonal dimension.

COMMENT

Gilbert is proud of his friendship and describes the happiness it provides. He intimates the role of the older person, that he is the protector.

FINDINGS

- the concept of 'very young' is established.
- the concept of child-care is suggested.

E9 FRIEND (GIRL)

Signed Record

Interpretation

- | | |
|--------------------------|--|
| a. ELINE | Mis-spelt but clearly feminine. |
| b. Like Workshop | The researcher was surprised at this. Gilbert showed no surprise. Workshop learning is formative in both sexes. |
| c. 19 years | Slightly older than Gilbert. No other information is forthcoming. |
| d. Hold Elaine hand | This clearly demonstrates the boy-girl relationship. |
| e. Sit together, looking | The close companionship description is continued. |
| f. Talk | Here, Gilbert is communicating freely to the researcher. Gilbert demonstrates that he can hold other long conversations. |

g. Have drink together	A close companionship is confirmed
h. Talk	'Talking' is now elevated to the status of an emotional bond.
j. Push with both hands	(This is regarded as one of the highlights of the interview). This information is provided as a deepest confidence. The possible interpretations are unlimited.

COMMENT

Gilbert seems now to trust the researcher. He 'explodes' with information. The 'signed record' technique is stretched to the limit. The researcher is working simultaneously in non-verbal communication and verbal accounting. (See Chapter 9)

FINDINGS

- the concept of friendship is established.
- the concept of Girl friend is established.

E 8

FRIEND (BOY)

Signed Record

Interpretation

a. Harvey	A male definition.
b. My friend Harvey	Confirmation of friendship.

- c. 2 years
- A temporal reference that provides further confirmation of friendship.
- d. Talk Harvey
- 'To talk to' - now appears as the real test of a friendship. This is an expression of simple friendship. There are no sophisticated overtones to this. Play and laughter is associated.
- e. Hold Hands
- Being together is important. This is regarded as a test of mutual friendship. They move about together, for long periods of time.
- f. Play, laugh with him
- An important revelation. This suggests that Gilbert knows his own sexual identity.
- g. Like work
- h. Have double tea
- i. Weightlifting
- k. Shower with him, get warm

COMMENT

This is a matter of fact exchange, of very personal information. Gilbert is relaxed and 'talking' freely.

FINDINGS

- concept of friendship is established.
- masculine (Peer) bonding is implied.

E 7 HEAD TEACHER

Signed Record

- a. Mrs J
- b. Good Teacher
- c. Help
- d. Cooking, clean, office
- e. Talking, sign

Interpretation

The various titles of Miss. Ms. Mrs. are explored, the 'J' represents the difficulty that some deaf people have in remembering names.

An immediate compliment.

Confirmation of a good personal relationship.

This seems to indicate that Mrs. 'J' is a Senior Teacher rather than a remote Head Teacher.

She will use signs and total communication.

f. OK, happy

The emotional effect
of meeting a person
with good
communication skills
is described.

g. Not shout

This is an association
of self-control and
authority role.

h. Telephone mother

More evidence of the
authority, also a
clear spatial
reference.

COMMENT

There is some evidence that Gilbert will respond to
authority. There may also be a suggestion of 'the Mother
role' in this.

FINDINGS

- the role of Head Teacher is not established.
- the concept of authority figure is implied.

E 6 BAD TEACHER

Signed Record

a. Mrs H.

Interpretation

Again, there is an
inability to remember
names.

b. Breath deep

A profound non-verbal
communication.

c. Nods, looks

More non-verbal
communication.

- | | |
|--------------------------|--|
| d. 10 years | This event took place when Gilbert was 10 years old. |
| e. Distant | This event took place at a distant place. |
| f. Truly bad | Gilbert was very bad, or the experience was disturbing. |
| g. Angry, cross | Mrs H. became angry. |
| h. Very, very, dangerous | The researcher checked this non-verbal statement carefully. A better awareness of Gilbert's sign fluency is noted. |
| j. Play about, time ago | The event is again referred to. |
| k. Go home | This appears to be the punishment meted out. |

COMMENT

The researcher had to re-assess his contribution to the interview after these two non-verbal remarks. The 'breath deep' and 'the very, very dangerous', were two exquisite forms of non-verbal pantomimic-expression. The researcher responded instinctively by using more enhanced 'non-verbal expression'. This further 'lifted' the interview to a more intimate experience.

FINDINGS

- the concept of Bad Teacher is not established.

- the importance of non-verbal communication is confirmed.
- a temporal awareness is easily established.

E 5 GOOD TEACHER

Signed Record

Interpretation

- | | |
|---|---|
| a. Derek | The full name implies a strong personal relationship. |
| b. Happy, now | The present happiness implies a past of 'unhappy experience'. |
| c. Good | Good equates with an ability level. |
| d. Good friend, smile | Good equates with friendship. |
| e. Lots computer at College | Simple information. |
| f. Games, tasks, talk about computer teaching | Implies the impressive teaching abilities ascribed to Derek. |
| g. Telephone | Not explained. |

COMMENT

There is much to be explored in the area of Computing with the deaf, most particularly the role of the VDU. The visual display unit has the status of a primary information source. Gilbert is a first stage computer-literate. He owns, and demonstrated to the researcher, a micro-computer and library of games. Gilbert clearly responds to 'the visual'.

FINDINGS

The concept of good teacher is firmly established,

- in terms of ability.
- in terms of friendship.
- in terms of teaching skills.

E 4 GRANDPARENT

Signed Record

Interpretation

a. NANA

The concept, Mother of
Mother is described.

b. Go to NANA house at
teatime

A spatial, temporal
and interpersonal
statement.

c. Help her

A sense of compassion
for the aged.

d. Happy

Describes Nana.

e. I get her cup of tea

More compassion and a
measure of social
responsibility.

f. Money, 50p, £1

Money in the form of
gifts made to Gilbert,
rather than payment,
for the duties
performed.

g. Sweets

A secret, shared with
Nana.

h. Church

Nana begins to assume
a Matriachial
significance.

COMMENTS

There is much in this exchange, of a study of 'Grandmother' and the love of her by a grandchild (in adoption).

FINDINGS

- concept of lineage is established.
- concept of compassion is suggested.

E 3 FATHER

Signed Record

Interpretation

a. Roy

A clear masculine identity.

b. Dad at work

The association between Father, the provider, and work is made.

c. Work for money

An understanding of motivation.

d. Lots, lots, money

A childish glee in this, also a statement of pride in father.

e. Food, do the cooking

Father loses some of his masculine image. He is a working person, perhaps a chef.

f. Up, 6.00, morning

A time statement.

g. Tired, 5 days

A temporal statement.

h. Me up 6.45 for College

A self explanatory statement.

COMMENT

There is an equation of work and its rewards.

FINDINGS

- the Father role is established.

E 2 MOTHER

Signed Record

Interpretation

a. Mummy

Gilbert does not know
or perhaps does not
choose to state
mother's name.

b. Me, helpful, wake up

A statement which
describes Gilbert
helping Mother.

c. Help you, everyone

Now Gilbert describes
his Mother although
this might also be an
'image' of 'the
Universal Mother'
rather than a personal
mother.

d. Talk about Daddy

A typical mother
occupation.

e. Say good boy

This is closest to the
personal mother.

f. Happy, good

Descriptive statements
which are not enlarged
upon.

g. Walk to Christian

Describes the practice
of religion.

h. Sister

This is a religious
household. Sister
also goes to church.

j. Send me, 10 o'clock,
11 o'clock

Gilbert attends church
is party to its
affairs.

COMMENTS

There is more about the Universal mother, even Mother
Church in this exchange.

FINDINGS

The concept of mother;

- is well established in the wider meaning.
- is not well established in a personal sense.

E 1 SELF

Signed Record

Interpretation

a. Gilbert

Gilbert again prints
out his full name
neatly. He is clearly
aware that this word
is a representation of
'self'.

b. Up 6.45 a.m.

States the day very
clearly - a form of
self discipline.

c. Teatime, I get cup of tea

A statement of
personal
responsibility.

- d. Mum and Dad up 7.30 a.m. Prior to this, Gilbert was alone. He performs his activities independently.
- e. 8.15 a.m. go to bus stop No fear of travel. The independence of Gilbert is confirmed.
- f. College, talk about money The role of the College is described.
- g. Get money, £1, cup of tea Gilbert goes back in time, to describe the money that mother provides.
- h. Writing, workshop, video, working, cooking, gym, computer Describes a full day at College. A memory function is revealed.
- j. Boy friend College is where his companions are. This is where Gilbert communicates with companions.
- k. Go home Further personal responsibilities
- j. 5.15 play Mainly computer games - this is where the solitary nature of Gilbert's existence is described.

m. Bed	The diary is complete.
n. Ended	The autobiography is complete.

COMMENT

This is presented as a chronology of events. These events add up to a complete day, and at present, as a complete life style. There is no projection of 'Past' or 'Future'. In reply to the researcher's question of 'tomorrow?' Gilbert answered "the same".

FINDINGS

Gilbert is able to translate his existence into the presence of 'a Self'.

Gilbert has a well established self-discipline.

He is a complete person, who is deaf, who is also non-verbal.

7.4 GILBERT - A PSYCHOLOGICAL PROFILE

This young man is illiterate in terms of recognition of the language of written English. He is capable of an effective use of a non-verbal form of total communication. During the non verbal interview routine, Gilbert explained that he is frightened of the 'not-liked' boy. Gilbert rejects laziness. He shows the ability to think mathematically by using symbols but maths has very limited signifance. Gilbert shows determination and confidence. There is a high level of awareness in Gilbert of masculinity and athletic prowess. Gilbert claims competence as an athlete. Gilbert can learn from the good teacher and this person is regarded as intelligent. Gilbert is prepared to offer care to the young. This

suggests he remembers his own earlier vulnerability. Gilbert is mature sexually. He is aware of girls and is disturbed by them. There is a great affection and respect by Gilbert for his male friend. Gilbert has no knowledge of the role of Head Teacher yet he sees authority and knows what it represents. The concept of Bad Teacher does not seem to exist.

Gilbert is very well aware of Non-Verbal Communication. He uses examples of this vividly. Goodness is an important truth for Gilbert and he imparts to it several significant interpretations. Gilbert understands lineage yet it is not clear whether he knows of his adoption and if such were known, whether he would wish to trace his natural parents. Father equates with work and mother equates with caring; first for society and then the individuals within it. Gilbert understands that he is deaf and that he has limited popularity, yet he is clearly at ease with his friends and those who communicate with him. He has a very strong private Self. He spends much time interacting with the VDU in a computerised games situation. He can make friends. He is trustful. He is immature and is illiterate of the written language of English. To add deafness to this, is to prescribe a general isolation from society. Gilbert compensates for this with intense personal friendships. Gilbert has developed personal strengths.

This is a young man with more potential than achievements. Chance has favoured him, in that he has been adopted and that he has been well provided for.

There is no distant-future in Gilbert's world. He copes very well but in a limited way in personal-interpersonal matters. He is strong in a sense of 'Self'. He is quite fluent in natural temporal matters. He has no problems with matters of simple comprehension. He has a natural spatial awareness. In Gilbert there is largely hidden a young man, who is happy, is pleasant, is under-privileged and who is very isolated from the hearing world. He seems to be quite at home on his own.

NOTE

There is the certainty that Gilbert will keep no diary and chronicle no autobiography. This record of interview may represent the single occasion when Gilbert was allowed to make a public and detailed examination of his private world.

CHAPTER 8 'THE NON VERBAL METHOD'

8.1 A summary of findings in terms of Existential categories drawn from the ten non verbal interviews.

Introduction

The ten non verbal interviews were completed. The events therein were transcribed into their 'Signed' records. Each set of signed records was then subject to the 'interpretation', 'comments' and 'findings'. Further analysis of the data and findings led to the creation of the individual psychological profile. This represents a first ever attempt to present a study in words, of respondents who describe themselves without the use of words. Ten profiles were produced in this way. It is recommended that these profiles are measured against the Existential dimensions of;

Self in the personal-interpersonal

Self in the temporal

Self in the spatial

All the 'profiles' have been appraised in this manner. Each represents something of the manner in which the non-verbal (illiterate) deaf present themselves and their 'world without words' within our hearing world. The case study of 'Gilbert' has been presented in some detail (see chapter 7). The case studies of the remaining nine non-verbal respondents have been presented in a slightly abbreviated form. The suggestion is made that this pursuit of brevity does not detract from the way in which each of these amazing people present themselves at interview. In addition to the reading of the individual

cases, a collective reading of all ten non verbal respondents can be made. An example of collective reading in the manner of the three dimensions of existentialism is now made. A more detailed analysis can be found in Chapter 9.

The collective self on the personal-interpersonal dimension

In all ten psychological profiles the respondents did hold and present an image of Self. In eight of the ten personal profiles the respondents reveal a personal self which is well aware of, and perhaps a reflection of others. In the cases of Matthew and Keith, the personal self seems to be more a reflection or a mirror image rather than a self as seen by others, which has left Matthew and Keith very isolated in both the deaf and the hearing society. Anthony is recommended as the better representation of the gregarious nature of deafness. Otherwise, the remaining studies show that clear relationships with others were present. Relationships which were both natural and varied. These non-verbal respondents showed at times, love and hate, like and dislike, anger and calm. Relationships with both younger and older people are noted. Similarly, clear examples of male-male, male-female, female-female bonding showed under appropriate circumstances.

The Collective Self in the Temporal dimension

In all ten non verbal profiles the chronology of time appeared to be used adequately. There were no cases noted

of a major distortion of the units of time. However, short term concentration was clearly apparent in Samuel. Samuel also illustrated the accelerated conversation of the non verbal deaf. The 'event' portrayed, is an instantaneous creation and not the long deliberation of the articulate and the verbal. In most cases the non verbal deaf, refer to other times when they were younger and make a clear distinction between 'then and now'. Yet in the profiles of Gilbert and of Walter, the researcher was unable to detect any concern with, or projection of self into a future time. Perhaps past and present are more easily conceptualised in patterns of non verbal thinking than is any future event. (See Chapter 9)

The Collective Self in the Spatial dimension

All ten psychological profiles show the respondents have a natural usage of physical space. All respondents made reference to other people in other places and also when they themselves were in other places. In terms of personal space the non verbal respondents possessed this awareness. Some were willing to share this immediately, others, only when the researcher revealed his Total Communication ability. The compliment (unintended) was the repeated question - in sign - "are you deaf also?" Each non verbal respondent did make the personal space more available as the interview progressed, perhaps when the natural reserve had disappeared. The researcher invariably had placed himself literally within 'touching distance' usually with little need for further change in posture and strategic positioning (eg good, direct,

natural lighting always improves the conditions for lip-reading). An illustration of this shared space is described in the case study of Gilbert. (Chapter 7) The original large personal distance between Gilbert and Researcher altered dramatically when they shared a private arena and a private conversation. Personal and physical contact was made and the researcher was drawn deeply into Gilbert's interpersonal space, into the revelation of 'a non verbal existence'. The deaf, gregarious amongst themselves and distant from the hearing professional, are quite aware of the manipulation of personal space.

8.2 TEN YOUNG DEAF ADULTS

8.1 ANTHONY

THE INTRODUCTION

Contact was established through a Senior Social Worker for the Deaf. He provided the following description.

"He is dangerous. Anthony is happy hiding behind misunderstanding. People don't bother to get to know him. They will leave him alone when he is abusive. He is a deaf child in residence. His upbringing was by care-staff. His parental ties are nil. But he is a very bright kid. Most people will not accept this brightness nor his cruelty. There is an analytical process still going on insided Anthony. If a person gets too close, he will stop. He will then act as though he does not understand. He is not bothered with other people and he has no regard for women. You will get nothing out of

him".

THE MEETING

The meeting took place in a large room. Anthony and the researcher shook hands and sat at opposite sides of a small table, as two chess players might sit at the start of a competition. The Senior Social Worker was also present. He felt obliged to be there, in order to ensure the personal safety of the researcher. The Senior Social worker sat at a distance, and by facing away from the small table, demonstrated a detachment from the event and a recognition of the confidential nature and privacy of the interview.

Anthony is small, dark, slim, fit-looking and in a heightened (i.e. very aware) state of emotion. He lipreads. He is not oral. He presents himself only in sign-language. He has never been taught formally in British Sign Language, there is much repetition of sign and re-negotiation of meaning before Anthony agreed that the researcher was making an honest record of the event. Total communication was used throughout this interview.

THE VISITING CARD

Anthony is able to fingerspell his name. He accepts that a Researcher is a person who is writing a book. Also, Anthony agrees that in this case, such a book may prove to be of value to parents of deaf children. He agreed to the interview.

THE FAMILY PHOTOGRAPH

Anthony showed interest and understanding of the

family photograph. He requested intimate personal details of the young deaf adult in the picture. He approved of this person having a job, a sports car, an earned income and a full life style. Anthony relaxed, and slowly came to join in, then to dominate the interview.

THE WORD GAME

Anthony by way of concession to a request by the researcher, quickly ticked off every space in the word game. This suggesting a complete word and sign literacy. He returned the form with a grin. In the scrutiny which followed, the researcher picked several words at random from both lists and asked for the sign equivalent. This was not forthcoming. A further check revealed that Anthony could read none of the words listed. Anthony is illiterate in terms of words written in English. Anthony has a very good level of literacy in terms of signed conversation. He can communicate easily in most other aspects of Total Communication.

THE PEOPLE GAME

Having been caught out in the word game, Anthony was not forthcoming in naming names. Further effort was required to confirm the idea of privacy and confidentiality. Finally it was agreed that Anthony could tear up and destroy completely the flash-cards at the end of the people game. In this way Anthony insisted throughout in keeping secret, the identity of the 16 people involved in the conversation. Again Anthony had pre-determined the ethical conditions for the interview. The researcher

agreed to these demands made by Anthony on the understanding that, if Anthony started the non verbal interview routine then he would continue and finish this. Anthony agreed to this with a grin.

THE NON VERBAL INTERVIEW ROUTINE.

No. 16 HATED PERSON

Signed Record

Interpretation

- | | |
|-----------|--|
| a) man | Anthony is not prepared to divulge details of this persons identity. |
| b) fed-up | Anthony is fed up with this person. |
| c) angry | the man gets very angry with Anthony. |
| d) bad | the man is a bad person. |
| e) stupid | most of the things that 'hated person' does, are stupid. |
| f) strong | unfortunately (for Anthony) this person is ominously strong. |

COMMENT

Anthony is a strong young man yet he recognises the greater strength of this person.

FINDING

Anthony does hold the concept of Hate.

There is the suggestion of much personal frustration in this relationship.

No. 15 LAZY PERSON

Signed Record

Interpretation

- | | |
|----------|---|
| a) Nasty | not a nice person. |
| b) boy | Anthony will not provide more identification. |

- | | |
|-----------|--|
| c) boring | boring, and with very different attitudes. |
| d) lazy | a confirmation. |
| e) sad | part of the demeanour of this person. - |
| f) angry | 'lazy person' tends to get angry with Anthony. |

COMMENT

There is a strong feeling of mutual dislike between Anthony and this lazy person. Anthony describes the reasons for this dislike.

FINDING

It is not possible to establish the concept of laziness.

Dislike is a strongly held emotion.

No. 14 CRAZY PERSON

Signed Record

Interpretation

- | | |
|------------|------------------------------------|
| a) weak | in the sense of physical strength. |
| b) adult | a simple description. |
| c) ugly | a descriptive feature. |
| d) man | a simple description. |
| e) married | a simple description. |

COMMENT

There are two descriptions here, one is, adult married man, without implication. The other is weak and ugly. This second description highlights the way in which the profoundly deaf use seen information.

FINDING

There is no confirmation of the concept of crazy.

There is a strong suggestion of rejection of this man.

Perhaps this man is lazy and this offends the energetic Anthony.

No. 13 ARTISTIC PERSON

Signed Record

Interpretation

- | | |
|---------------|---|
| a) good | a statement that art and artistic meets with Anthony's approval. |
| b) works hard | the statement that art equates with hardwork surprises the researcher. |
| c) talks | communication occurs between Anthony and this person, and the talk is of art. |
| d) clever | again a further surprise for the researcher, 'art demands a cleverness'. |
| e) beautiful | this revealing the parallel, that art is beautiful. |
| f) boy | a boy known to Anthony is capable of producing this beautiful art. |

COMMENT

The fierce Anthony has a surprise for the researcher. Anthony is appreciative of art and beauty, not necessarily beauty of the female form, but all that which is beautiful.

FINDING

The concept of artistic is firmly established.

No. 12 ATHLETIC PERSON

Signed Record

Interpretation

a) football	factual information.
b) cricket	" "
c) run	" "
d) young	personal description.
e) away	this translates into a very distant location, perhaps when Anthony has his early childhood, maybe in a different country.
f) swimming	factual information.
g) strong	personal description.
h) hockey	factual information.
i) boy	personal description.
j) badminton	factual information.
k) table tennis	factual information.
l) rugby	factual information.
m) friend	personal description.

COMMENT

There is a clear indication that this young person shares a wide range of sporting interests with Anthony.

The young person in question is not at college with Anthony, but remains at a very distant location. This is a clear indication of spatial awareness.

FINDING

The concept of athletic person is firmly established.

The interpersonal, together with spaciality and temporality underpin this description of athleticism.

No. 11 INTELLIGENT PERSON

Signed Record

Interpretations

- | | |
|---------------------|---|
| a) write | The intelligent person is one who writes a great deal. |
| b) understands | this person shows clear understanding of the matters discussed with Anthony. To be intelligent, is to understand all matters. |
| c) drives | factual information. |
| d) read | reading is now elevated to equal status with writing. |
| e) his study (room) | this suggests the academic at his place of work. |
| f) good | Anthony appreciates intelligence |
| g) study (work) | this suggests the academic who is applying himself. |
| h) old man | factual information rather than equating age with intelligence. |
| i) work | factual information, perhaps that to be intelligent is to be hard working. |

COMMENT

Anthony begins now, to actively participate in the interview. He provides the information, free from the earlier promptings. The person who is intelligent is discussed as the remote academic and this person meets with Anthony's personal approval.

FINDING

Intelligence is a concept, both understood and appreciated by Anthony.

No. 10 YOUNG PERSON

Signed Record

Interpretation

- | | |
|---------------------------------|--|
| a) fighting | this young person is energetic with mock fighting. |
| b) fit now | fit now suggests that there was a period of unfit. |
| c) friend | actual state of friendships. |
| d) interested in her | this remark at this stage is not understood. |
| e) girl, love | there appears to be a second and very different young person, this time talking about a girl. |
| f) fell down when he was a baby | the conversation returns to the young boy and this supports the earlier suggestion of the time of unfitness. |

COMMENT

Only when the researcher discovered that two young people were being described in this conversation, was interpretation made possible.

FINDING

'When he was a baby' suggests that Anthony is talking about a young person.

A clear temporal reference occurs in the last statement.

No. 9 FRIENDS (GIRL)

Signed Record

Interpretation

- | | |
|------------------------|--|
| a) girl | confirmation of identity. |
| b) away - not together | the girlfriend is away - somewhere else. |
| c) before - home | this suggests that they were together some time earlier at Anthony's home. |

- | | |
|------------------|---|
| d) beautiful | a compliment. |
| e) 16 | her age. |
| f) 148 | the number was re-checked and Anthony insisted, "it is correct". The significance of this number is not understood. |
| g) planned marry | this could be wishful thinking of a boy and girl. There is no confirmation available of an engagement. |

COMMENT

Anthony is clearly talking of a girlfriend, even suggesting there is a serious intent to the friendship. However, the friend exists in a distant place, from an earlier time.

FINDING

The concept of girlfriend is confirmed.

A spatial awareness is confirmed.

No. 8 FRIEND (BOY)

Signed Record

Interpretation

- | | |
|--------------------------|--|
| a) likes a good argument | this is a really good test of a friendship. |
| b) cheeky | a shared characteristic of Anthony, is identified in the friend. |
| c) happy together | the friendship seems to be secure at an emotional level. |
| d) get (obscenities)... | this obscenity describes the male practice of dominance over a female. This confirms the sexual maturity of both Anthony and his friend. |
| e) talk and argue | more talk and more conversation at the abstract |

level of dialectic.

f) two more friends, not a demonstration of other
here, home special relationships.

COMMENT

Anthony created an ethical test of the researcher's professionalism, testing his maturity and his masculinity. Thus there was a second level of conversation taking place in which eye contact was maintained. Anthony tested, then accepted that the researcher was displaying no moral indignation at the description of active fornication. A smile of friendship then appeared. A male-male bond had been established. This represents a most intimate moment in this private conversation.

Anthony had lived up to his projected 'bad image'. This practice is regarded as a calculated test of the onlooker (researcher). Anthony can be anything he chooses to be. He has a mercurial self-image.

FINDING

The concept and experience of boy friend is clearly established.

The concept of friendship (male) is confirmed.

Sexual maturity is indicated.

Personal maturity is suggested in this form of 'testing of other adults'.

The masculine sexual role is held to excess.

No 6 BAD TEACHER

Signed Record

a) talks and shouts

Interpretation

there is the suggestion that 'to shout' is to have lost control

- | | |
|---------------------------|---|
| b) laugh and run away | the response to this, is laughter and disobedience. |
| c) fed up | an objective statement. |
| d) hits me | apparently a common form of discipline. |
| e) bad teacher, half hate | a mature statement, quite dispassionately applied. |

COMMENT

Anthony laughs at his bad teacher. Anthony has no need to add the verbal comment. This non-verbal communication is completely effective.

FINDINGS

The concept of bad teacher is established.

The effectiveness of non-verbal communication is noted.

No. 7 HEAD TEACHER

Signed Record

Interpretation

- | | |
|---------------------------|---|
| a) hit me | the account of this act of discipline suggests Anthony equates physical abuse with authority. |
| b) from fighting | the cause. |
| c) hit with cane, hurt me | suggestion that the discipline is violently applied. |
| d) throwing stones | refers to a different transgression. |
| e) on the arm | the personal nature of the punishment. |
| f) saw me doing it | the Headmaster caught him in the act. |
| g) bruise | the physical nature of punishment. |
| h) 3 times | frequency. |
| i) teaching | the Headmaster does teach. |

COMMENT

Anthony looked to the researcher for sympathy (and received none). He then smiled a disregard for this physical punishment. He began to brag about it. The physical nature of punishment and pain seems to represent no emotional threat.

FINDINGS

The concept of authority is established, but only in terms of punishment.

The weakness of the rationale of physical punishment is illustrated.

No. 5 GOOD TEACHER

Signed Record

Interpretation

- | | |
|---|---|
| a) good | the compliment |
| b) talks | the essential component in good teacher, is good communication. |
| c) talks of <u>all</u> world's problems | a statement of personal maturity with impressive spatial connotation. |
| d) signs | signs, thus the equation is formed, a good teacher signs. |
| e) mother | It is not clear what this means. |
| f) works | a supportive statement. |
| g) teaches cooking | there is no stereotype. Here boys can do cooking'. The topic is much enjoyed. |
| h) talks ok | the need for good communication is reinforced. |

COMMENT

Anthony appreciates the teaching of this woman, especially the paradox that this woman's kitchen encompasses the whole world. They speak 'widely' in sign.

FINDING

The concept of good teacher is established.

Anthony has an intelligent and mature spatial awareness.

No. 4 GRANDPARENT

Signed Record

Interpretation

- | | |
|---------------------------|---|
| a) friends | a pleasant relationship is inferred. |
| b) lots of children | there seems to be no better test of the role of grandparent. |
| c) all strong family | this is a proud statement. |
| d) school time | the relevance of this statement is not understood, perhaps Anthony is explaining his separation from this family. |
| e) easy to solve problems | the grandparent received a compliment. |

COMMENT

Anthony is proud of his strong family ties. He makes no mention of his deafness or of his family's response to his deafness.

FINDINGS

The concept of grandparent is firmly established.

No. 3 FATHER

Signed Record

Interpretation

- | | |
|---------------------|--|
| a) father | Anthony is still not prepared to provide any personal details of his family. |
| b) family | he agrees that father is part of his family. |
| c) ok, good | a compliment. |
| d) works hard | father meets with Anthony's approval. |
| e) not angry | a salutary assessment. |
| f) strong, sensible | further compliments. |
| g) talks | talking is obviously important to Anthony. |
| h) hearing | purely descriptive. This comment is added as an after-thought. |

COMMENT

The 'signed record' suggests that Anthony holds his father in high esteem.

FINDING

The concept of father is established.

No. 2 MOTHER

Signed Record

Interpretation

- | | |
|-------------------|--|
| a) beautiful | very complimentary. |
| b) 40 | definition. |
| c) dress good | an important criterion |
| d) old | those of us who are 40 or more years of age, are 'the old people'. |
| e) beautiful cook | probably the clearest test of motherhood. |

COMMENT

Anthony will not engage in a protracted conversation upon mother. This does not seem a criticism of the researcher's enquiry, merely that this is a private matter. It should be recalled that Anthony is 'in care'.

FINDING

The concept of mother is well established.

No. 1 SELF

Signed Record

Interpretation

a) sign	Anthony begins with this challenge, 'I sign my conversation'.
b) work	statement of fact.
c) half truthful	a confidence - a measurement of a very confident 'SELF'.
d) best	a boast.
e) deaf	a descriptive statement devoid of emotional content.
f) talk	again the role of 'talk' is a stressed indication of the gregarious nature of the deaf community.
g) helpful	perhaps this is an exaggeration.
h) clever	further boasting (perhaps).
i) happy	confidence.
j) art	a statement which earlier had surprised the researcher. This fierce young man likes art.
k) calm, strong, good, clean, adult	a list of descriptions which indicate maturity.
l) tired, little mean, angry, not lazy	a list of descriptions which suggest that Anthony is critical of his own shortcomings.

- m) stupid, sometimes fed-up, this list points to a deeper
bad drunk, thief mood of unhappiness, perhaps
some despair. At this
moment Anthony is being very
reflective.
- n) beautiful girls the sombre mood passes
quickly and Anthony projects
the old image of rascal.

COMMENT

This exchange represents an invitation to trespass across the 'inner-self' of a contemplative and capable young man.

FINDING

The concept of self is well formed, is critically appraised and is sound.

ANTHONY (A PSYCHOLOGICAL PROFILE)

Anthony does hate and is frustrated by this. He shows dislike when laziness is described. The concept of crazy is difficult to establish as Anthony only presents his personal rejection of this person. The fierce Anthony surprisingly admits to an appreciation of art, which is confirmed under questioning. Athleticism is a dominant feature of self, which spreads across interpersonal, spatial and temporal thinking in a natural way. Intelligence is understood and appreciated by Anthony. He uses 'baby' in reference to young persons. Anthony has a girlfriend. The sheer vitality of Anthony shows clearly in his description of his friend (boy) and their shared attitudes and activities. There is a heavy 'male dominance' over women suggested in the conversation. The Head Teacher seems to represent punishment, rather than

authority. The Bad Teacher is one who fails to communicate. Anthony's effective use of non-verbal communication is often highlighted in the interview. Where the Good Teacher is concerned, her ability to use sign language is appreciated. There is the appreciation that any good teaching should involve total communication. There is a strong role for grandparent in Anthony's world. Father works hard and Mother equates with beauty. The description which Anthony makes of himself is extremely revealing, of the strengths of an adolescent male who is socially disadvantaged. The concept of Self is seen as being so well formed, that Anthony will surely survive in any hostile environment.

NOTE

The lasting impression is, that this was an intimate and private conversation. Towards the end of the interview and concealed from the Social Worker present, Anthony invited the researcher to join he and his friend later that same evening, whereupon all three should embark upon an organised shop-lifting expedition. Anthony's ability 'to provide' was assured. The invitation was declined.

2 WALTER

THE INTRODUCTION

A House Master at an evening-only Residence commented;

"Walter leaves for work-experience 5 days a week then goes home at weekends. He will meet you after tea.

Walter will not want to participate in the interview situation because his parents brought him up in a very strict way. Father is a strong-minded man with religious beliefs and these have been passed on to the family. The family will communicate only amongst themselves. Walter has been taught to keep himself aloof. He is not a typical deaf boy. He is very difficult to work with. There is a great reluctance to reveal himself, or to reveal any personal competences in any respect. But, he can travel home alone; he handles money; he can sort out travel timetables. He has not mastered personal relationships. He appears to look over his shoulder, for his father's presence. With his father in the room, he would probably complete the full Repertory Grid Routine".

THE MEETING

A slim, reserved, healthy young man arrived, shook hands, sat down, kept silent and still, and looked at the researcher without expression.

THE VISITING CARD

Walter fingerspelled his name.

He accepted that the researcher is writing a book.

THE PHOTOGRAPH

Walter accepted the growth of a family in numbers and in stature over a period of 10 years, Walter understands travelling. Walter explained in sign that he is not at school, but lives in rooms at night, and goes out on Work-placement each day. For the first time Walter communicates an idea to the researcher.

THE WORD GAME

This is declined.

THE PEOPLE GAME

This is declined.

THE NON VERBAL INTERVIEW ROUTINE

No identities are forthcoming. The researcher points to each element (flash card) and invited a comment. To begin with, in this routine, little or no response is forthcoming.

No.16 HATED PERSON

Signed Record

a) Bad

Interpretation

This hated person is a bad person, perhaps the concept of hate exist.

COMMENT

Walter chose to be uncommunicative.

FINDING

The concept of hated person is not established.

No. 15 LAZY PERSON

Signed Record

a) Lazy

b) Not wash

c) Not clean

Interpretation

It is not clear whether this applies to a person or to the practice of laziness.

This is symptomatic of a very lazy person.

Describes a lazy person.

COMMENT

Walter was losing some of his reserve.

The comments are logical.

FINDINGS

The concept of lazy does exist.

No. 14 CRAZY PERSON

<u>Signed Record</u>	<u>Interpretation</u>
a) Crazy	The topic is confirmed.
b) Bad	An association of ideas.
c) Funny sign	This is the first descriptive statement. The crazy person does not use the same sign language as Walter. It is the quality of signing, rather than the presence of signing, which is the point at issue.
d) Work, crazy	'Work' means place of work and 'crazy' represents behaviour.
e) Not paint good	A criticism of the behaviour of this crazy person, rather than an assessment of lack of skill.

COMMENT

Walter is training on a M.V. body repair course. Walter seems to take a responsible and mature attitude towards the work. The crazy person does not behave in a responsible way. This results in the poor performance.

FINDING

The concept of Crazy does exist.

There is the suggestion of morality in the ethical terms, 'good work' and 'bad work'.

No. 13 ARTISTIC PERSON

Signed Record

Interpretation

a) Not like

Definitive statement.

COMMENT

Walter, in a reserved mood, chose to make no addition.

FINDING

The concept of Artistic is not confirmed.

No. 12 ATHLETIC PERSON

Signed Record

Interpretation

a) Man

Information.

b) Hearing

A description which suggests that Walter does see a wider world than just the deaf community.

c) Tennis, jumping, discus

The description supports 'athleticism'.

d) Young, fit

Added information.

e) Running, javelin

The description supports athleticism.

COMMENT

It is significant that Walter knows someone who is not deaf.

FINDINGS

The concept of athleticism is established.

No. 11 INTELLIGENT PERSON

Signed Record

Interpretation

a) School

The researcher cannot offer a good explanation for this.

- | | |
|-----------------------------------|--|
| | Perhaps school relates to cleverness. |
| b) Interesting | This suggests that Walter is interested in the intelligent person, or interested in school. |
| c) Go out, and make understanding | A clear statement in Spatial terms which describes Walter leaving his residence to attend his training scheme and to learn when he is there. |
| d) Helpful, lesson | Walter finds this useful and informative. |
| e) Man, hearing, teacher | This information describes a person known to Walter. |

COMMENT

Walter enthusiastically goes out to work.

FINDING

The concept of an intelligent person is established.

Walter does appreciate the work ethic.

No. 10 YOUNG PERSON

Signed Record

Interpretation

- | | |
|------------------------------|--|
| a) Young | Confirmation. |
| b) When I fight, he helps me | A statement of a personal friendship and the typical masculine practice of fighting. Also a possible suggestion of the much more serious situation, known to the researcher, that of a deaf person being attacked by the hearing because of this deafness. |
| c) Funny times | When Walter and this person are together they experience good times. |

d) When we go on river,
drop (toy) boat in,
he cry

Adventuresome behaviour for
both participants. The
description 'cry' does imply
that this other is a young
person.

COMMENT

Some details of the private life of Walter is
emerging. He likes adventure. He can be protective.

FINDINGS

The concept of young person is only partially
established. Walter records some typical 'young'
experiences.

No. 9 A FRIEND (GIRL)

Signed Record

Interpretation

a) First school see her

This may describe a young
boy who notices a girl for
the very first time.

b) Beautiful

The awareness of the other
person takes the form of
recognition of the quality
of beautiful.

c) Interesting, happy,
helpful

This record describes a good
male-female relationship.

d) Grow up, move, second
school

This appears to be evidence
of a temporal nature in a
long-term relationship.

e) Sign OK

The ability to communicate
in sign is the real value of
this statement.

COMMENT

Walter seems to have been fortunate in meeting a
young person with common interest. This person is of the
opposite sex. He conveys this information, drawing upon a
sophisticated time-scale.

FINDING

The concept of friend (girl) is established.

The conversation has a clear temporal dimension.

No. 8 FRIEND (BOY)

Signed Record

Interpretation

- | | |
|---------------------------------------|--|
| a) 3 years | Walter knew this person some time ago. |
| b) Times fight | The two boys named, fight. |
| c) Sign | They sign conversation when they talk together. |
| d) Calm | Describes the type of person. |
| e) Moved, place, 80 miles | The family moved and the friendship was lost. |
| f) See him again in new school, happy | The conversation becomes a saga.

Walter renews his friendship. There is much joy in this. |
| g) Pub, snooker, together | This friendship has stood the test of time. |

COMMENT

Walter describes a friendship that began with 'fighting', moved on to 'talking' and developed into a full adult relationship.

FINDINGS

The concept of friend (boy) is well established.

No. 7 HEAD TEACHER

Signed Record

Interpretation

- | | |
|---------|-------------------------|
| a) Good | A definitive statement. |
|---------|-------------------------|

- b) When I came, I was shown around. I spoke on my operation. He said come back when ready
- Completely natural and normal statement upon the passage of time. This adult person had convinced Walter of his authority.

COMMENT

The Head Teacher is 'good', perhaps because he was kind and co-operative or perhaps because he can communicate with Walter.

FINDINGS

The concept of Head Teacher is established.

Some details of personal illness are revealed.

No. 6 BAD TEACHER

Signed Record

Interpretation

- | | |
|----------------------------------|---|
| a) Draw, math | Information. |
| b) Tore my book | This is clearly a demonstration of anger by the teacher. There is a slight suggestion of persecution. |
| c) Marked homework | More information which indicates that Walter was at least, prepared to do the work. |
| d) Said wrong, fail | More condemnation by this teacher. |
| e) Sometimes angry, said 'wrong' | This teacher gets angry, especially when Walter makes mistakes, probably in the maths lesson. |

COMMENT

It is not known why this teacher should get so angry, be so emotional, be so destructive and be so critical. Perhaps this is the description of a good teacher dedicated to success.

FINDINGS

Walter does hold a concept of Bad Teacher.

No. 5 GOOD TEACHER

Signed Record

Interpretation

- | | |
|-----------------------------|---|
| a) Lady, work | This is an active lady. |
| b) Sit, stop, lazy students | This lady appears to teach and control students with some success. |
| c) Old | She has maturity to help her. |
| d) Maths, said 'very good' | She is versatile. When teaching maths, she trusts the psychology of the compliment. |
| e) Beautiful | The lady seems to have a beautiful manner. |
| f) Hearing | Walter thinks it significant to add that this woman is a hearing person. |
| g) Good | This is a 'good' person. |

COMMENT

Walter likes this person, and respects her, and responds to her teaching manner.

FINDINGS

The concept of Good Teacher is clearly established.

No. 4 GRANDPARENTS

Signed Record

Interpretation

- | | |
|-----------------------|--|
| a) Grandmother, small | Information and description. |
| b) We are both, deaf | This is an important detail. Walter stressed this statement. |

- | | |
|---------------------------------|---|
| c) Sleep | This statement is not understood - perhaps it means that his Grandmother sleeps a great deal. |
| d) Like him | Now Walter switches to his Grandfather. |
| e) Away | Grandparent is away. |
| f) Growth (tumour?) to die | Grandparent seems to have a 'terminal-illness'. |
| g) Help him, bad chest, seaside | This explains the departure of the Grandparent. |

COMMENT

This account reveals that Walter has experience at first hand of the cumulative effects of old age, illness, death.

FINDINGS

The concept of Granparent is confirmed.

There is a suggestion of care and affection in Walter's attitude.

The conversation spans the personal-interpersonal, and space and time, without confusion.

No. 3 FATHER

Signed Record

Interpretation

- | | |
|--------------------|---|
| a) Same name | The family name is established. |
| b) Drive car | This information is important to Walter. This is a 'safe' statement of information. |
| c) Through College | The researcher cannot explain this remark. |
| d) Like him | Some personal details emerge. |

- | | |
|-----------------------------|---|
| e) Sometimes angry, argue | This describes a stronger relationship which is tested on frequent occasions. |
| f) Strong, fit, interesting | Father is a physically strong person. |
| g) Help me spray cars | Father will come down to Walter's level and live in his world. |

COMMENT

Father is undoubtedly the strong character, described earlier, yet Father still finds the opportunity to help Walter.

FINDING

The concept of Father is confirmed.

No. 2 MOTHER

Signed Record

Interpretation

- | | |
|--|---|
| a) Mother wash, cook | Mother is stereotyped. |
| b) Father left room, leave her | Father is not helpful. |
| c) Lift washing, must be strong, to help me | Walter helps mother. |
| d) When I see Mother sad, I make her cup of tea. She say "thank you" | To be mother is to have a hard role to play. This role evokes sympathy and support. |

COMMENT

Walter produced, in non-verbal description, a timeless cameo of motherhood. The mother is hardworking. She is appreciative of help and is grateful to Walter. Walter illustrates 'see Mother' with a non-verbal communication (he physically stood up and moved towards this absent parent).

FINDINGS

The concept of good mother is established.

'Mother' is seen as the stereotype housewife.

Walter does use judgement to dictate a choice of actions.

No. 1 SELF

Signed Record

Interpretation

- | | |
|---|--|
| a) Fit, happy, funny | A 'satisfactory' self assessment. |
| b) Dream about passing test | The association is made between the motor trade; learning to spray cars; driving; work and pleasure. Father is a driver. |
| c) Why not, I hear? | Walter is a thinker. He knows he is deaf. He has not yet come to terms with being deaf. |
| d) Broken fair swing, in trouble now, worry | The statement is an admission of involvement and guilt and the possible reason why Walter sometimes worries. |
| e) No problem | Walter looks to the future with confidence. |

COMMENT

Walter has a good self-image in spite of concern over some misdemeanour and deeper concern over 'lack of hearing'.

FINDINGS

Walter is able to reflect upon SELF. He illustrates the extremes of personal satisfaction and deep uncertainty.

WALTER (A PSYCHOLOGICAL PROFILE)

Walter does not appear to hate anyone. He is reserved, but quite logical in his comments. He does explain laziness in terms of a dirty person. Also, to be crazy, is to work without care or application. Walter does not use the concept of artistic, but does indicate that athleticism is well understood. Walter likes work and likes to work with an intelligent person. He demonstrates 'a caring', for some young person. Walter has a girl friend and the friendship has lasted over a period of time and a period of separation. Walter describes fighting, talking, drinking in pubs with his friend (boy) and this concept is very well illustrated. Walter recognises the authority and the good administration of the Headmaster. Walter reveals that he has been ill at some time. Walter gives an insight into the concerns of his bad teacher and has much admiration for the woman he describes as a good teacher. Walter can make the association between age, illness and death from first-hand experience, here he demonstrates compassion. Walter can take a conversation easily through the interpersonal, through space and through time. Father is a strong character and is well liked. Mother is represented by 'the household chores'. Walter offers her support. He is able to reflect upon Self and in conversation, illustrates the extremes of satisfaction and uncertainty. When he will agree to talk (sign) he has much to say. It is not known whether Father is aware of Walter's drinking habits. Walter is emerging as a person

in his own right. Father is not omnipresent in this interview.

3 PATRICK

THE INTRODUCTION

A Teacher of the Deaf offered this description.

"That lad is emotionally mixed up. He has got nowhere in college. He has bouts of depression and goes into obscurity. His frustration is high but it is not communication that is the problem. He signs and his talking is at a substantial level of complexity.

He talks about himself. He will tell you that his mother and father were divorced when he was 6 years old. This split the family. Patrick was pulled between them. Patrick wanted mother, but father was the approved guardian. Patrick loved his mother and failed to understand why mother re-married. There was a second child. Then a full house. Patrick was living with mother but was then sent back to father. He needs close support this lad".

THE MEETING

A private room was set aside for the interview. Patrick is a slight youth. He shook hands with the researcher and then sat down. He was at the interview clearly under sufferance.

THE VISITING CARD

Patrick did fingerspell his own name. Patrick did not understand the concept of researcher.

THE PHOTOGRAPHS

Patrick discovered that one child of those photographed is deaf. Patrick then claimed to know this person. The researcher agreed, but was not convinced. Patrick perhaps, was trying to please. Patrick could follow a conversation in total communication, but he did not appear to be very willing to talk about himself.

THE WORD GAME

Patrick claimed to recognise 11 words from the first line of 30 words. He then produced a clear meaning for only 8. He then realized that his scores were to be checked. He then identified a smaller total, in the second list of 30 words. These were confirmed by signed explanation.

Patrick is assessed as having a 'bad level' of literacy in terms of words written in English. Patrick's level of signing is assessed as very good. The interview continued using total communication.

THE PEOPLE GAME

Patrick wrote his own name in a barely legible longhand. He could not, or would not, provide his mother's name. He did not know his grandparent's name. He did name his father, the good teacher and friend (boy). He agreed to a title (Mr. or Mrs.) or an initial only, for the remaining 16 elements. He agreed to the use of privacy and insisted that nothing would be recorded that might identify him. He then agreed to the code name 'Patrick' and accepted that this would be used whenever

the researcher made notes at the interview.

No. 16 HATED PERSON

Signed Record

Interpretation

- | | |
|-------------|-------------------------|
| a) bad | a possible description |
| b) not like | a reinforcing statement |
| c) old | added information |

COMMENT

Patrick was not yet committed to the interview situation.

FINDING

The concept of hate is only faintly established.

No. 15 LAZY PERSON

Signed Record

Interpretation

- | | |
|-------------|--|
| a) not work | this is clearly a description of laziness. |
| b) stupid | either the person is stupid or the practice of laziness is stupid. |
| c) sad, ill | the person Patrick refers to, is sad and ill. |

COMMENT

Patrick is using initials only for the identity of this person, but seems to understand what is being asked of him.

FINDINGS

The concept of lazy is only faintly established.

No. 14 CRAZY PERSON

<u>Signed Record</u>	<u>Interpretation</u>
a) fighting	description of the person.
b) angry	added description of this person.

COMMENT

Patrick is referring to a real person. Patrick still prefers to be uncommunicative.

FINDING

The concept of crazy person is only faintly established.

No. 13 ARTISTIC PERSON

<u>Signed Record</u>	<u>Interpretation</u>
a) likes films	A possible link is established.

COMMENT

Patrick at this stage is still a detached young person. He had yet to be convinced of the merit of the interview.

FINDINGS

The concept of artistic is not established.

No. 12 ATHLETIC PERSON

<u>Signed Record</u>	<u>Interpretation</u>
a) likes football	descriptive statement.
b) snooker	added description.

COMMENT

The signed conversation does suggest a third person, someone who has an interest in sport.

FINDING

The concept of athletic person is established.

No. 11 INTELLIGENT PERSON

Signed Record

Interpretation

- | | |
|--------------------|---|
| a) not intelligent | Patrick misunderstands and 'reverses' the conversation. He describes the non-intelligent. |
| b) baby | a descriptive statement 'baby like'. |
| c) no good maths | this statement is valid, even in the negative form. |
| d) worry at work | descriptive statement. |

COMMENT

Patrick begins to participate in the interview, but on this occasion sets out to describe a person who is not intelligent. The researcher is prepared to accept this as a valid concept of intelligence.

FINDING

The concept of intelligence is established.

No. 10 YOUNG PERSON

Signed Record

Interpretation

- | | |
|----------|--------------------------|
| a) happy | a descriptive statement. |
|----------|--------------------------|

b) fit	a	further	descriptive
	statement.		
c) calm	"	"	"
d) clever	"	"	"
e) interesting	"	"	"

COMMENT

All of the above represent different trains of thought. They are single sign-statments, each separated by a period of time and produced after a period of reflection.

FINDING

The concept of young person is not established.

Patrick can provide descriptive information of a personal nature about some other person.

No. 9 FRIEND (GIRL)

Signed Record

Interpretation

a) adult	a subjective statement.
b) interesting	a subjective statement.
c) out together, happy	Patrick shares a confidence with the researcher a spatial reference.
d) like walk together	This provides further intimate information.
e) TV, good	Patrick describes a good relationship.

COMMENTS

Patrick only now, begins to trust the researcher. He is prepared to share personal confidences.

FINDINGS

The concept of friend (girl) is established.

No. 8 FRIEND (BOY)

Signed Record

Interpretation

- | | |
|-----------------------|--|
| a) 2 year | temporal association of
friendship and of time. |
| b) sign and talk | 'sign and talk' equates with
good friendship. |
| c) big, fit, strong | descriptive statement. |
| d) best, happy, funny | subjective statement. |
| e) clever, works | descriptive statement. |

COMMENT

Patrick is now producing more sophisticated description.

FINDING

The concept of friend (boy) is established.

No. 7 HEAD TEACHER

Signed Record

Interpretation

- | | |
|--------------------------|--|
| a) adult, old, man | a description. |
| b) weak, sad | Patrick is critical of this
person. |
| c) interesting, likeable | Patrick has decided to
improve the headmaster's
image. |

COMMENT

Patrick was talking about some person who is adult.

FINDING

The concept of head teacher is not established.

No. 6 BAD TEACHER

Signed Record

Interpretation

- | | | |
|----------|---|--|
| a) bad | - | Patrick provides a confirmation of identity. |
| b) shout | | this is corroborative information. |
| c) angry | | a descriptive statement. |

COMMENT

The researcher has difficulty in providing a satisfactory meaning for 'Shout'. The deaf do not hear this utterance. It seems that 'to shout' describes a non-verbal communication, perhaps 'facial anger'. (See Chapter 9)

FINDING

The concept of bad teacher is not established.

The concept of angry person is established.

No. 5 GOOD TEACHER

Signed Record

Interpretation

- | | |
|----------------------|---|
| a) H | Patrick spends a period of reflection, trying to remember persons name. In the end Patrick produced only the initial. |
| b) work hard | descriptive statement. |
| c) happy, enjoy | a subjective statment. |
| d) helpful, speaks | this is a hearing person, who does communicate. |
| e) spray, cars, good | Patrick pantomimes the technical work. |

COMMENT

When the researcher demonstrated an awareness of what is involved in spraying cars, Patrick developed this theme. For some minutes he described the work in pantomime.

FINDING

The concept of good teacher is established.

No. 4 GRANDPARENT

Signed Record

- a) love
- b) good cook
- c) interesting
- d) visit, sleep there
- e) calm

Interpretation

- a happy statement.
- an appreciative statement.
- subjective statement.
- spatial reference.
- descriptive statement.

COMMENT

Patrick still thought for seconds before providing each signed response. The above represents an easy, relaxed exchange of information.

FINDING

The concept of grandparents is established.

No. 3 FATHER

Signed Record

- a) angry
- b) clever
- c) old

Interpretation

- a subjective statement, to which Patrick gives a first priority.
- descriptive statement.
- descriptive statement.

- | | |
|------------------|---|
| d) worry | subjective statement. |
| e) hearing | information which important-ly does not have the top priority. |
| f) not work | this surprised the researcher into a non verbal response - perhaps of 'dismay'. |
| g) little strong | Patrick offers a mild criticism of father. |
| h) sad | Patrick offers a further mild criticism of being 'out-of-work'. |
| i) hard man | The researcher regards this as slightly complimentary. |

COMMENT

This exchange lasted for the longest individual time of the interview routine. Patrick is prepared to talk at length, upon this important person.

FINDING

The concept of father is partly established.

The concept of important adult male is established.

No. 2 MOTHER

Signed Record

Interpretation

- | | |
|--------------------|---|
| a) nice | this statement is made after a long period of reflection. |
| b) easy (or woman) | the researcher finds this sign difficult to interpret. (the sign 'easy' is similar to 'woman'). |
| c) good | a descriptive statement. |

COMMENT

Patrick appears to be thinking and talking about 'this person', who is quite probably, Patrick's mother.

FINDING

The concept of mother is partly established.

No. 1 SELF

Signed Record

Interpretation

- | | |
|---|---|
| a) OK | Patrick's considered opinion of himself. |
| b) happy | a subjective assessment. |
| c) go out | a definition of mature behaviour. |
| d) nothing | not really translatable, perhaps, 'I have no problems'. |
| e) strong | descriptive statement. |
| f) work hard | Patrick presents a good self-image. |
| g) father's house OK, not so much like this place | a complex statement, which makes a comparison, of a subjective nature, but in spatial terms of reference. |
| h) good sister, like, helps me, wife, away | perhaps, this sister, who is married, also lives elsewhere. She is well thought of. |

COMMENT

Patrick. senses the interview is at an end and seems to regret this. He then extemporizes about his family relationship, as a way of describing the sort of person he is.

FINDING

Patrick does possess a concept of Self.

The self-image is not dependant upon the father. The self-image does involve the family unit.

PATRICK (A PSYCHOLOGICAL PROFILE)

Patrick is a private person. He was not at first prepared to communicate with the researcher. The researcher is the stranger. The interview continued, but with much reservation by Patrick. There is little to confirm the concept that Patrick hates. Patrick will not, or cannot, identify the lazy person and this concept was only faintly established. Again, Patrick is not 'open' when describing a crazy person, but some related information was now forthcoming. The concept of artistic person cannot be established. A person who is athletic is known to Patrick, and this information was provided with the minimum of detail. When Patrick did begin to communicate, he started with a misunderstanding. He described a person who was not intelligent. The concept of young person appeared as a good description of an interesting person. The concept of friend (girl) was established and this revealed a quite satisfactory relationship. Patrick talked more easily and openly of his friend (boy), but the fluency was lost when the head teacher was discussed. Patrick produced evidence of the dependence by the deaf upon non-verbal communication. This non verbal usage was established in the concept of the angry person. After talking at some length, in

pantomime about his work practice, Patrick clearly demonstrated the concept of good teacher. There was a strong statement of affection in the concept of grandparent. Father became 'the important adult male' rather than the personal relation. Comment upon mother was kept to a minimum. Patrick described a good, strong, self-image. He used spatial considerations with ease. He described how very important to him, was the family influence. However, Patrick remains a private person.

4 STUART

THE INTRODUCTION

The Headteacher of an FE college, through correspondence, confirmed Stuart's suitability for this research. At an agreed meeting with the researcher, the Headteacher stated "Stuart will be available to meet you at 3.00 p.m., today in the common room". No extra information was added to this terse exchange.

THE MEETING

Stuart is tall, healthy, physically strong and handsome. He greeted the researcher with a hand-shake, then sat down and waited.

THE VISITING CARD

Stuart was able to fingerspell his own name easily. After an exchange, conducted mainly in sign language, he accepted that a researcher is a person who is writing a book.

THE PHOTOGRAPHS

Stuart understands that the young deaf person

photographed twice aged by 10 years. Stuart identified himself as being like the young deaf adult in the photograph. Stuart and the researcher conversed easily using total communication.

THE WORD GAME

Stuart ticked off a large number of words. This might suggest that he had a good level of recognition of words written in English. However, when Stuart was asked to demonstrate the meaning of each word, the level of understanding fell dramatically. After a cautious cross-examination, Stuart was then assessed at the level of poor in terms of the recognition of words written in English. Stuart has a good level of sign literacy.

THE PEOPLE GAME

Stuart identified by name, those members of his immediate family and friends. A title (Mr. or Mrs.) and an initial was used for the Teachers and the Admired set. An extended sign-conversation was needed to identify the three people who might make up the Rejected Set.

THE NON VERBAL INTERVIEW ROUTINE

No. 16 HATED PERSON

Signed Record

- a) stupid
- b) fights
- c) at home

Interpretation

- a subjective statement.
- a descriptive statement.
- perhaps the location of this person.

COMMENT

Stuart makes a slow start to this interview. He is unsure of himself.

FINDING

The concept of hated person is not established.

No. 15 LAZY PERSON

Signed Record

Interpretation

- | | |
|-------------------------------------|--|
| a) come to football, "No!",
Lazy | Stuart describes how he
invited this person to
play an energetic game. |
| b) lazy, at home | this person lives away from
college. |
| c) boring | a description which supports
the earlier statement. |

COMMENT

Stuart is now more forthcoming.

FINDING

The concept of lazy person is established.

No. 14 CRAZY PERSON

Signed Record

Interpretation

- | | |
|--------------------------|--|
| a) shouts | the visual effect of a shout
is important. |
| b) say stop | Stuart offers that the
instruction 'to stop' is not
really understood. |
| c) talks and makes angry | this person keeps on
shouting at Stuart. |
| d) fed-up | Stuart describes his own
feelings. |

COMMENT

Stuart provides a commentary which involves another person. In this case, Stuart was acting out the other persons role. The 'shout' is again referred to by a deaf individual.

FINDING

The concept of crazy person is supported.

Stuart can place himself at other positions on the personal-interpersonal dimension.

No. 13 ARTISTIC PERSON

Signed Record

Interpretation

- | | |
|----------------------------|---|
| a) interesting in art | art equates with artistic. |
| b) when we see at football | the researcher fails to interpret this. |
| c) not crowd | the researcher cannot follow this conversation. |

COMMENT

Stuart signs out an event. The descriptions which were used were not understood by the Researcher.

FINDING

The concept of artistic is not established.

No. 10 ATHLETIC PERSON

Signed Record

Interpretation

- | | |
|-------------|--------------------------|
| a) football | a descriptive statement. |
| b) sit | a descriptive statement. |

- | | |
|-------------------|---|
| c) swimming | Stuart and this other person do this. |
| d) watch football | again two people are involved. |
| e) cricket | a descriptive statement. |
| f) badminton | As this sign is confirmed as badminton and not table tennis, then Stuart must be acquainted with a gymnasium. |

COMMENT

Stuart and a friend both watch and participate in a number of sports.

FINDING

The concept of athletic person is established.

No. 11 INTELLIGENT PERSON

Signed Record

Interpretation

- | | |
|-------------------------|--|
| a) school clever | a satisfactory estimate of intelligence. |
| b) drawing and learning | complementary information. |
| c) good, interesting | a descriptive statement. |
| d) work hard at writing | this does suggest the cognitive processes at work. |

COMMENT

Stuart is now taking his time and thinking before providing these wide ranging comments.

FINDINGS

The concept of intelligence is established.

No. 10 YOUNG PERSON

Signed Record

Interpretation

- | | |
|----------------|---|
| a) boy | a plain statement of fact. |
| b) 15 year old | It is agreeable to realize that to an 18 year old, a 15 year old is a young person. |
| c) happy | a descriptive statement. |
| d) we go out | an obvious spatial reference. |
| e) not cry | a masculine or perhaps a mature feature. |
| f) not problem | things go smoothly when they are together. |
| g) like him | a subjective statement. |

COMMENT

 This exchange seems to describe the relationship as between two brothers.

FINDING

 The concept of young person is established.

No. 9 FRIEND (GIRL)

Signed Record

Interpretation

- | | |
|------------------------|---|
| a) I went to her house | a spatial description. |
| b) went walk | a descriptive statement. |
| c) she came here | this describes a visit to the college. |
| d) eat and talk | a pleasant affair. |
| e) 16 years | a factual statement. |
| f) beautiful | compliment. |
| g) not angry | a subjective statement equates with not shouting. |

h) kind

a subjective statement.

COMMENT

Stuart produced a pleasing description in sign language, that required little or no effort in its translation.

FINDING

The concept of friend (girl) is established.

No. 8 FRIEND (BOY)

Signed Record

Interpretation

- | | |
|------------------------------|--|
| a) my friend | a repetition and a confirmation. |
| b) all time talk interesting | talking is the real test of a meaningful friendship. |
| c) strong, clever | subjective statement. |
| d) in the house (flat) | this implies that the friend shared the same residential quarters. |
| e) I like him | a masculine bond. |
| f) grow up together | a temporal description. |

COMMENT

Stuart is talking easily about his acquaintances.

FINDING

The concept of friend (boy) is established.

No. 7 HEAD TEACHER

Signed Record

Interpretation

- | | |
|-------------------------|--|
| a) fed up | Stuart describes his relationship with this person. |
| b) he not understood | a breakdown in communication. |
| c) old big head | this is a private confidence, shared with the researcher. |
| d) crazy talk, his work | this may suggest that the work of the Headmaster is just to talk and talk. |

COMMENT

Stuart chooses to trust the researcher with a mild criticism of this person.

FINDINGS

The concept of Headmaster is only partly established in terms of the usual role-model.

This person is well described in more personal terms.

No. 6 BAD TEACHER

Signed Record

Interpretation

- | | |
|--------------------------|---|
| a) fed up | Stuart describes his relationship with this person. |
| b) hate him | subjective statement. |
| c) hearing | factual reference. |
| d) no good, crazy | more subjective information. |
| e) sends away my friends | this statement proves difficult to interpret, perhaps it suggests an over-authoritative response. |

COMMENT

Stuart, here uses non-verbal expressions and 'signed' statements with emotional conviction, but these prove difficult to interpret.

FINDING

The concept of bad teacher is not established.

The concept of bad person is established.

No. 5 GOOD TEACHER

Signed Record

Interpretation

- | | |
|-------------------------------------|--|
| a) like him | a subjective statement. |
| b) happy | Stuart is happy in this person's company. |
| c) good | the teacher demonstrates his ability. |
| d) talk together | conversation is the test. |
| e) strong, tall (adult) interesting | These are descriptive statements.
However, the signs for 'tall' and 'adult' are the same in this context. |
| f) good friends | a subjective statement. |

COMMENT

Stuart has met an able teacher. He is happy to conclude a description of this person with the term 'good friends'.

FINDING

The concept of good teacher is established.

No. 4 GRANDPARENTS

Signed Record

Interpretation

- | | |
|---|--|
| a) when I go to my
grandparents' house
we have interesting
conversation. | this fluent signed exchange,
describes a good
relationship. |
| b) fit, happy | subjective statement. |
| c) 60 + | factual evidence. Stuart
himself added the '+'
notation. |
| d) go fishing, sea and river | this seems to describe the
happy environment in which
Stuart finds himself when at
his grandparents' house. |

COMMENT

 This is a natural exchange. Stuart is very
complimentary of his grandparents.

FINDINGS

 The concept of grandparent is established.

 There is some evidence, suggesting that Stuart can
use a mathematical notation.

No. 3 FATHER

Signed Record

Interpretation

- | | |
|--------------------------------------|---|
| a) like, my father | a subjective statement of
affection. |
| b) uses computer at home | a descriptive statement. |
| c) fit | a descriptive statement. |
| d) work in house | general informtion. |
| e) good books, with friends,
read | this exchange may describe
the company that father
keeps. |

COMMENT

Stuart is quite happy to talk about the father.

FINDINGS

The concept of father is confirmed.

No. 2 MOTHER

Signed Record

Interpretation

- | | |
|---|---|
| a) love her | pure definition of mother. |
| b) can understand her sign talk | this is an important principle, Stuart is not saying that his mother uses BSL, rather that mother uses natural and translatable non-verbal idiosyncratic communication. |
| c) calm, never angry | subjective statement. |
| d) talk OK | confirms the importance of communication, perhaps good lip-speaking. |
| e) beautiful | a complimentary statement. |
| f) hearing | information provided, only as an afterthought. |
| g) mother let me stay at friend's house | statement offered as proof of the good mother. |

COMMENT

This exchange is clear and very complimentary. The researcher also reads into this, that mother and son have developed a private communication system.

FINDING

The concept of mother is confirmed.

There appears to be reference made to a private system of signs.

Signed Record

Interpretation

- | | |
|--|---|
| a) college, choose, (prefer)
home, OK | a statement to the effect,
that, "I may be in college
but I prefer to be at home". |
| b) work hard, like, FE | a balanced statement that
suggests Stuart is mature
and understands the role of
FE. |
| c) happy, rest, fit,
likeable, strong | a list of complimentary
attributes. |
| d) grow up, OK | this statement of a temporal
nature, shows a real self-
confidence is developing in
this young person. |

COMMENT

This description ends with a reference to the future.
This is a statement made from a strong base, by an
emotionally secure young person.

FINDING

The concept of self is complimentary.

The description of 'self' is emotionally secure.

STUART (A PSYCHOLOGICAL PROFILE)

Stuart does not initiate the conversation. In the
early stages of the interview, there is a very limited
exchange. Analysis, does not support the claim that
Stuart hates any particular person. The complicated sign
conversation in which Stuart acts out the role of
different people, establishes his strong, personal -
interpersonal judgement. The concept of a lazy person is
established. By adopting the different roles involved,
Stuart indicates the concept of crazy person. Because of
the limits of understanding present in any idiosyncratic

sign system the concept of artistic person is not established. Stuart chose to describe the athleticism of a friend and extended this to his own similar interests. Stuart 'slowed down' the sign-conversation, in order to make several telling observations upon the nature of intelligence. In describing a young person, Stuart showed, in the manner of an elder brother, affection. The emerging confidence in the sign language conversation, appears in Stuart's description of a girl friend. This fluency continued in the way that Stuart described his friend (boy). To describe a Head Master as 'old big head' allows the claim, that Stuart had lost much of his earlier reservation, and was now enjoying the interview.

The exuberance of Stuart's 'improvised signing', proved an imposition. This allowed a description of a bad person, rather than a bad teacher. At 18 years of age, Stuart has the self-confidence needed to express his liking for the good teacher and to describe this person as a good friend. Stuart wrote the mathematical notation of '60 +' to describe his grandparents.

The concept of father is established. The description of father is complicated by Stuart's claim 'good books, with friends, read'. This is open-ended in possible translations. The concept of mother is established in a clear and complimentary description. During this period Stuart stated the very distinct principle, 'that he understood her sign-talk'. This is clearly a natural, rather than a formal language. Stuart does hold the concept of 'Self'. This Self is

complimentary and emotionally secure. At the end of the only period available for interview, Stuart is left with much more to say. Stuart represents those 'deaf', who are starved of conversation.

5 MARGARET

THE INTRODUCTION

Correspondence had brought the researcher into contact with a Residential House-Mother. Her job was to offer shelter to a small group of young deaf women, who are in a Further Education programme and who reside away from their homes.

The House-Mother gave this description:

"Margaret is not bright. She lacks confidence. It is possible, to blame her mother. She had no father (in marriage), but mother worked hard with Margaret. They lived in a hostel for the homeless. Mother is a lively (nice) woman who works hard and expects Margaret to work hard. I have heard mother say 'what Margaret lacks in intelligence she should make up in effort'. Margaret is not bright, but this is no problem. You can achieve a lot when you work with Margaret. It all comes down to her upbringing again. Margaret must have me present, before she gives anything of herself. Margaret's sign communication is spot-on, quick, and easy to follow. But if anyone is fishing for a sign Margaret will not give as much. Margaret expects the best in communication. Remember, Communication is still the first requirement if she is to talk about herself. With Margaret, you are into

an area of very low ability. She represents one of the most demanding kids in care. She is one of the students who need the most support. I say a lot of the problem is her poor upbringing".

THE MEETING

The meeting took place in the College office. The researcher and Margaret were left alone in a large room. There was an immediate surprise for the researcher. Margaret insisted that the external glass door be locked, and every pane of glass be blocked over with paper, before she would sign-converse. The secretive Margaret, seems to be more at ease and trustful of the researcher, than of her fellow students.

NOTE

The researcher concluded from this behaviour, that other students might read any private sign-conversation through the transparent glass, thus 'privacy' requires a re-definition in the deaf context.

THE VISITING CARD

Margaret could fingerspell her own name easily and quickly established that she was conversant with the role of the researcher. Perhaps the House-Mother has provided this explanation.

THE FAMILY PHOTOGRAPHS

Margaret accepted that these represented the researcher's own family photographed over a period of time. She was much reassured, by the presence of a deaf child in the family photograph.

THE WORD GAME

This was a complete failure. Margaret believed that the game was to place ticks in every available space. She could not read the game's instructions. She guessed that the ticks would please the researcher. Margaret reads the English language minimally or not at all. Her level of word recognition is assessed as bad. Her level of sign literacy is assessed as excellent. This contradiction of skills is significant, but as yet, the researcher can offer no significant explanation.

THE PEOPLE GAME

Margaret could write her own name and that of family and friends. Initial letters were used to identify other persons on the schedule. Negotiation and re-definition was required, before Margaret would complete the list. For example, the 'Hated person' became 'A bad person'. Margaret was insistent upon the adaptations made to meet her requirements.

THE NON VERBAL INTERVIEW ROUTINE

No. 16 HATED PERSON

Signed Record

- a) Shouts at me
- b) Bully me
- c) Hit me

Interpretation

This term 'shout' is used repeatedly by the deaf. It is recorded as 'facial anger'.

An inventive phrase.

A factual statement.

COMMENT

Margaret produces the phrase "to bully", as part description of an offensive person. Margaret accentuates her own identity, in this exchange.

FINDING

The concept of hated person is confirmed.

No. 15 LAZY PERSON

Signed Record

Interpretation

- | | |
|--------------------------|--------------------------------------|
| a) Not bother work | a fair description of a lazy person. |
| b) All time lazy | confirmation. |
| c) Difficult to describe | plain statement. |

COMMENT

Margaret is trying to be helpful. She does follow the sign conversation, but she is very reserved and is not talking freely.

FINDING

The concept of lazy person is weakly confirmed.

No. 14 CRAZY PERSON

Signed Record

Interpretation

- | | |
|-----------------------|---|
| a) Excited | this describes the person, that Margaret is referring to. |
| b) Fighting | A further description of the person. |
| c) Difficult describe | plain statement. |

COMMENT

Margaret appears to have decided that only two comments are sufficient to describe the person. She then resorts to the escape technique of "difficult to describe".

FINDING

The concept of crazy person is only weakly confirmed.

No. 13 ARTISTIC PERSON

Signed Record

Interpretation

- | | |
|-------------------------------------|---|
| a) Beautiful, woman | Margaret responds, vividly. |
| b) Older | plain statement. |
| c) Everything she does OK | a description of a whole person, of a personality. |
| d) Here and around | The researcher is unable to offer a translation of this comment. |
| e) Thinks about drawing and stories | clear descriptive signing. |
| f) Good draw | plain statement. |
| g) Gets from books, ideas | this expression is regarded as important. Margaret is volunteering a description in the abstract. |

COMMENT

Margaret was now happier. She was willing to talk of other people she admires. As Margaret relaxed, she was beginning to talk (communicate) with greater cognitive complexity.

FINDING

The concept of artistic person is clearly defined.

No. 12 ATHELETIC PERSON

Signed Record

Interpretation

- | | |
|--|---|
| a) big lad | Margaret fingerspelled
'lad', then added the sign
for boy. |
| b) riding, running,
swimming, weights | factual and descriptive
signing. |
| c) nice looking | a subjective statement. |
| d) strong, beautiful | a subjective statement. |

COMMENT

Margaret talked easily and happily about this boy.
This clearly represents 'a girl' talking about 'a boy'.

FINDING

The concept of athletic person is established.

No. 11 INTELLIGENT PERSON

Signed Record

Interpretation

- | | |
|-----------------------------------|---|
| a) concentrate | Margaret takes the
Researcher by surprise.
Again she produces an
ABSTRACT concept. |
| b) Typing, good, happy | descriptive information. |
| c) help with sign
conversation | the importance of good
communication is again exem-
plified. |
| d) On books, learning | Clearly Margaret understands
the matters of the
intellect. |
| e) new friend, in college | Margaret makes a clear
stand, on the personal -
interpersonal dimension. |

COMMENT

The researcher took the earlier slow start to the interview, to be Margaret's natural reservation. This has changed. There is a natural goodness in Margaret which prevents her from criticizing others. She talks more easily of those she admires.

FINDING

The concept of intelligent person is established.

No. 10 YOUNG PERSON

Signed Record

Interpretation

- | | |
|------------------------------|--|
| a) silly sometime | descriptive statement. |
| b) cry sometime | descriptive statement. |
| c) argue | subjective statement. |
| d) before, help with problem | Margaret is describing her own behaviour in some other period of time. |

COMMENT

Margaret showed that she 'cares'.

FINDING

The concept of young person is partly confirmed.

Margaret reflects easily in the different time-periods.

No. 9 FRIEND (GIRL)

Signed Record

Interpretation

- | | |
|-------------------------|------------------------|
| a) my girlfriend | a definition. |
| b) all time, everywhere | a temporal expression. |
| c) same ideas | subjective statement. |
| d) girl | factual statement. |

e) go out with her

descriptive statement.

f) beautiful

subjective statement.

g) good clothes

Upon reflection, this remark is regarded importantly by the researcher, as the natural and correct one. There is thought to be an abstract implication in this, as well as the obvious visual statement. Perhaps 'good with clothes' is the mannerism of a cultural person.

h) happy

a subjective statement.

i) deaf

factual remark offered as a late afterthought.

COMMENT

Margaret provides a clear description of a satisfactory and a deeply personal relationship.

FINDINGS

The concept of friend (girl) is established.

No. 8 FRIEND (BOY)

Signed Record

Interpretation

a) tall

a factual statement with some subjective overtones.

b) likes the pub, pictures

information.

c) signs and talks with me

Margaret lives in the sign-world. The boy's ability to sign is vital.

d) dinner together

a mature remark.

e) 9 months

factual statement.

COMMENT

Margaret described her pleasure in going out to the pub with this boy.

FINDING

The concept of friend (boy) is established.

No. 7 HEAD TEACHER

Signed Record

Interpretation

- | | |
|--------------------------------|--|
| a) fair | the sign used is pictorially that of 'on balance'. |
| b) talks all the time | subjective statement. |
| c) angry with me, not know why | a personal confidence, which shows the effect of a typical breakdown in communication. |

COMMENT

The deaf in general, and Margaret in particular, loses out when communication fails.

FINDING

The concept of Head Teacher is only weakly confirmed.

The importance of good communication skill is emphasized.

No. 6 BAD TEACHER

Signed Record

Interpretation

- | | |
|------------------------|---|
| a) <u>bore</u> teacher | Margaret shows humour; she crossed out the 'bad' in 'bad teacher' and overwrote 'bore teacher'. The researcher joined with her in some amusement at this. |
| b) ugly | subjective statement. |
| c) angry | subjective statement. |

- | | |
|--------------------------|--|
| d) about 45 | factual statement. |
| e) shout | the unique role of the, 'facial-shout' is again noted by the researcher. |
| f) not bother about work | for a teacher to be lazy, is obviously a bad thing. |
| g) not like | a subjective statement. |

COMMENT

Margaret provided a highly critical assessment of this person.

FINDING

The concept of bad teacher is established.

No. 5 GOOD TEACHER

Signed Record

Interpretation

- | | |
|-----------------------------------|--|
| a) help me all the time | descriptive statement. |
| b) typing and computer | factual statement. |
| c) hearing | factual statement. |
| d) when have problem will help me | a confirmation of the role of helper and good teacher. |
| e) medium age | factual statement. |

COMMENT

Margaret is deliberately repetitive with the word 'help' in this description. The importance of the help given by this person is stressed.

FINDING

The concept of good teacher is established.

No. 4 GRANDPARENT

Signed Record

Interpretation

- | | |
|-------------------------|--|
| a) I help feed her | - factual remark which adds much to Margaret's stature. This is a caring person. |
| b) bit sad | a subjective remark in which, 'to age and to die', is distressing. |
| c) help with shopping | factual statement. |
| d) married with husband | the researcher was puzzled by this statement and asked for the statement to be confirmed. It was confirmed as being correct. |

COMMENT

The researcher reflected upon the above over a long period of time before deciding upon the possible explanation of: 'married with husband'. Margaret's Grandmother is married and has a husband present, but Margaret's own mother is 'married' and yet may never have had a husband present. (Margaret is the child of a single parent family.)

FINDING

The concept of grandparent is established.

The single parent family is described.

No. 3 FATHER

Signed Record

Interpretation

- | | |
|------------------------|---|
| a) bit of disagreement | In the light of a previous comment, (ie. the single parent family) this is the most massive of understatements. |
| b) slap me | a factual statement heavy with subjective overtones. |

- | | |
|------------------------|--|
| c) happy, interesting | this is a contradictory statement (of those made earlier). |
| d) old | factual statement. |
| e) help with housework | a subjective statement made in a complimentary manner. |

COMMENT

Margaret may have been talking of a 'father-past' or of a different 'father-present'. The researcher did not pressure Margaret to continue in this area of conversation.

FINDINGS

The concept of father is established.

No. 2 MOTHER

Signed Record

Interpretation

- | | |
|-----------------------------|---|
| a) Beautiful Mother | subjective statement. |
| b) shopping, I help | factual statement. |
| c) happy, calm | subjective statement. |
| d) hearing | factual statement. |
| e) work hard, riding school | this statement breaks with the earlier pattern of the minimum response. |

COMMENT

Margaret describes a hardworking person, now with a professional career.

FINDING

The concept of mother is established.

No. 1 SELF

Signed Record

Interpretation

- | | |
|-------------------------|---|
| a) work | a plain factual statement in which Margaret is a reflection of her 'mother'. |
| b) good, clean | factual statement. |
| c) not bothered | the researcher suggests that this describes a surface veneer of indifference. |
| d) talk with my friends | talking is the essential link in friendship. |
| e) prefer pub | the boy-friend is again obliquely referred to. |
| f) helpful, OK | subjective statement. |
| g) fed-up, little | a reflective pause, preceded this truthful, self assessment. |
| h) sewing clothes | a form of self expression. |

COMMENT

Margaret talked in a matter of fact way, about herself. There was no falsehood in her presentation of Self.

FINDING

The concept of self as an honest, hard working person, is established.

There is a deeper, thinking nature implied.

MARGARET (PSYCHOLOGICAL PROFILE)

Margaret was reluctant to participate in the interview. This reluctance was partly due to Margaret's dependency upon sign language and the usual uncertainty attached to the act of talking with a stranger. Margaret did not seem to hate any person. She was equally

reluctant to describe anyone as lazy or as crazy. When the researcher asked Margaret to describe an artistic person, a change then occurred. Margaret became very willing to talk and clearly described this person. Margaret went on to describe a beautiful, athletic person with much admiration. Margaret made a perceptive observation and clearly described an intelligent person by creating an individual sign for 'concentrate'. Margaret can talk succinctly and will talk about those she admires. The researcher now believes it is a quality of natural goodness in Margaret, which prevented her talking with equal openness of the people who make up the Rejected Set. Margaret talked of different events, at different times and places, when referring to the young person known to her. The friendship with another girl was well documented. Margaret revealed an awareness of abstract qualities as she used the sign for 'good clothes' in describing her girl-friend. 'Good clothes' equated with 'a good presence'. A very different, yet equally happy description was provided, of Margaret's boyfriend. The researcher regards as very important, that both these persons have the ability to sign-talk. The same skill was still not to be found, however, in Margaret's Head Teacher. The concept of bad teacher is established with some humour, when Margaret with deliberate intent, converted the title to bore teacher. The Good teacher, was one who provided help with Margaret's problems. The description of the Grandparent produced an equation of age with sadness. A cryptic remark was made upon the subject

of marriage and husbands. Father was described in a manner that the researcher had difficulty in translating. A possibility does exist that Margaret was describing two people. Mother is a hard working person. This influences Margaret. She has the same personal habit. The cryptic comment upon husbands is partly explained by mother's 'single-parent' influence in Margaret's upbringing. Margaret is extremely matter-of-fact when describing herself as an honest hard working person. The earlier remarks upon grandparent and young person suggests that here also is a deeply caring nature. Margaret, as she talks becomes an attractive young woman. She reveals, in her expressed thoughts, a deep thinking nature. She is more mature than the person her general behaviour portrays.

6 KEITH

THE INTRODUCTION

Contact was made through a Teacher of the Deaf. Keith is taught on a Life-Skills Continuation Course in a Residential FE College for the Deaf. This Teacher said; "Keith didn't understand me at first. His manual conversation is limited. Keith finds it difficult to hold a conversation, even with another deaf person. Keith came through a school which was completely Oral. The school did not teach manual communication. He is profoundly deaf. He is aware."

THE MEETING

The researcher was directed to search through several groups of young deaf. Keith was located. He immediately disappeared and quickly re-appeared with a friend. This friend interpreted the initial conversation, acting for the Researcher and for Keith. Keith then indicates that he was only too pleased to help in the research. Keith, the companion, and the Researcher entered a small private room.

THE VISITING CARD

In response to a three-way conversation, Keith fingerspelled his name. The concept of researcher was not understood. Keith accepted his companions view that it was a good idea to continue with the interview.

THE PHOTOGRAPHS

The three-way conversation continued and Keith was surprised to learn that the family group included a deaf person. He was also surprised to learn that the deaf child, now an adult, owns a sports car, has a good job, has his own income, still lives at home, has a wide ranging group of deaf friends, all located at different parts of the country, travels widely, even abroad with various deaf companions. During this exchange, the researcher began to address himself to Keith directly. The researcher explained the proposed contents of the interview and with the companion took great pains to explain the idea of PRIVATE, SECRET, CONFIDENTIAL. Keith agreed with this. The companion then chose to leave. The researcher was left looking at a well-built, smiling lad

with a simple unstrained countenance.

THE WORD GAME

Keith recognised some 10 words in total. He was assessed as having a 'bad' level of word and sign recognition. Keith did not comprehend all of the researcher's total communication techniques. Frequent repetition was used. Alternate explanations did not appear to help much. The questions were reduced to their simplest form. Keith has only limited language.

THE PEOPLE GAME

Keith wrote his own name with some hesitation. He wrote Mother but did not recall the personal name. Keith has no memory of father. He cannot conceive of a father role. Grandmother was 'signed' and understood. Keith could remember the 'initial' of the good teacher and the bad teacher but not the Head Teacher. He could name his friends but not the young person. Initials were used for the admired set but the impersonal Mr. X and a Mr. Y and a Mr. Z, were used to identify the Rejected Set.

THE NON VERBAL INTERVIEW ROUTINE

No. 16 HATED PERSON

Signed Record

a) all trouble

b) all fight

Interpretation

the 'all' is a temporal statement meaning always.

again this suggests 'to fight all the time'.

COMMENT

The limited conversation is accepted by the researcher as a satisfactory beginning to the non verbal interview.

FINDING

The concept of hated person is weakly established.

No. 15 LAZY PERSON

Signed Record

Interpretation

- | | |
|--------------------------------------|---|
| a) when sweep, say, not work
good | this may mean that Keith can sweep well, and can assess when <u>another</u> person is not working well. |
|--------------------------------------|---|

COMMENT

Keith chose to communicate by acting out this small scenario. Words were not used.

FINDING

The concept of lazy person is only weakly established.

No. 14 CRAZY PERSON

Signed Record

Interpretation

- | | |
|--------------------------------------|---|
| a) researcher, long time,
help me | the researcher is unable to translate this statement. |
|--------------------------------------|---|

COMMENT

Keith, who may not have understood the question, responded with a small scenario as before.

FINDING

The concept of crazy person is not established.

The concept of memory and time is partly established.

No. 13 ARTISTIC PERSON

Signed Record

Interpretation

a) man, paint good, on
paper, on wall

this is clearly some artist
at work

COMMENT

Keith puts together various different concepts of art in this signed-supported scenario.

FINDING

The concept of artistic person is established.

No. 12 ATHLETIC PERSON

Signed Record

Interpretation

a) very good at table tennis a simple but accurate
statement.

COMMENT

Keith keeps the conversation to a minimum.

FINDING

The concept of athletic person is weakly established.

No. 11 INTELLIGENT PERSON

Signed Record

Interpretation

a) Mrs. M will teach a good

Keith uses the sign for
'description' which is also
the sign for 'story
telling'.

COMMENT

This lady appears to have various qualities. She teaches good, she provides good description, she communicates well. There is clearly a measure of intelligence in these activities.

FINDING

The concept of intelligent person is established.

No 10 YOUNG PERSON

Signed Record

Interpretation

- | | |
|----------------------------|---|
| a) 3 year old | a definition of 'young'. |
| b) will sign-talk and help | This is Keith's attitude towards this young person. |

COMMENT

Keith is capable of caring.

FINDING

The concept of young person is partly established.

Sign-talk is established and becomes the preferred manner of communication.

No. 9 FRIEND (GIRL)

Signed Record

Interpretation

- | | |
|----------------------------|--|
| a) long time | a statement of a temporal nature. |
| b) walk together | descriptive statement. |
| c) will smile a happy face | the use of the nonverbal communication is noted. |
| d) love her | a subjective statement. |

COMMENT

Keith responds to the non-verbal questioning and provides the non verbal response. 'Smile' and 'love' become physical expressions.

FINDING

The concept of friend (girl) is established.

No. 8 FRIEND (BOY)

Signed Record

Interpretation

- | | |
|--|--|
| a) friend, very clever | statement of fact. |
| b) will help me with my work and study | a description of and a definition of friendship. |

COMMENT

Keith has somehow, sought out and found an intelligent friend. Keith then 'listens' to this friend. Keith is refering to this friendship. (see, Introduction and Meeting).

FINDING

The concept of friend (boy) is clearly established.

No. 7 HEAD TEACHER

Signed Record

Interpretation

- | | |
|--|--|
| a) the Head Teacher is clever and stops all trouble. | to 'stop all trouble' is clearly a reference to 'authority'. |
|--|--|

COMMENT

In the meeting, Keith would recognise this person. He would recognise his/her authority. Keith is unable to identify the Head Teacher by name.

FINDING

The concept of Head Teacher is established.

No. 6 BAD TEACHER

Signed Record

Interpretation

a) he hits me, I am 18.
'Stop now'.

There are two meanings to the phrase 'stop now'. This may be the bad teacher giving an instruction 'to stop' or Keith is indicating that the teacher should stop hitting Keith, as Keith is now 18 years old and is an Adult.

COMMENT

Keith may be saying to the bad teacher directly, (and in this case to the researcher by inference), the self-important revelatory statement "Keith is a man".

FINDING

The concept of Bad Teacher is partly established.

The concept of Bad Person is established.

Adulthood is implied.

No. 5 GOOD TEACHER

Signed Record

Interpretation

a) good with children

'good' translates into the teacher's ability.

b) clever

factual statement.

c) signs all the time

factual statement.

COMMENT

Keith equates the practice of continuous signing, with good teaching.

FINDING

The concept of Good Teacher is established.

No. 4 GRANDPARENT

Signed Record

Interpretation

a) Go to their house and
help them.

a self-explanatory state-
ment.

COMMENT

Keith implied that the Grandparent is aged and
weakening.

FINDING

The concept of Grandparent is weakly established.

No. 3 FATHER

Signed Record

Interpretation

a) no father memory

no translation is required.

COMMENT

The researcher asked twice. 'any further details?'.
Keith replied 'none'.

FINDING

The concept of a personal father is not established.

No. 2 MOTHER

Signed Record

Interpretation

a) mother, brother, sister,
at home, OK

the various 'titles'
suggested that mother is a
real person to Keith.

COMMENT

Mother is an OK person.

FINDING

The concept of mother is weakly established.

The family concept is established.

No. 1 SELF

Signed Record

Interpretation

a) when I see myself, no
problem

Keith refers to the mirror
image.

COMMENT

The researcher had difficulty in presenting the abstract idea of a 'self' to Keith. The researcher chose an image-alternative. The researcher had asked Keith the direct questions, "what is this person like, the person you see in the mirror?".

FINDING

Keith holds the self-image of an adult person with 'no problems'.

KEITH (A PSYCHOLOGICAL PROFILE)

Keith used sign language and pantomime. He is sparing in his comments. The concept of hated person, lazy person and crazy person are only partly established. Keith showed that he is very willing to help in this research in any way possible, even by providing 'irrelevant' information. It is only when the conversation moved on to those people admired by Keith did the conversation develop. Keith produced an extended statement in order to develop the idea of an artistic

person. Keith reverted to the simple statement and only weakly illustrated the concept of athletic person. Keith produced an excellent commentary upon the lady he regards as an intelligent person. This concept is well formed. Keith suggested that he will sign-talk to a young person known to him and in this way be of help. Keith used non-verbal communication in creating an excellent description of the girl-friend. Keith admits to his dependency upon his more able friend (boy). He is proud of this person and proud of this friendship. Keith regarded this dualism as a satisfactory solution for the less able individual. Keith has problems in remembering the names of individuals. He was able to give a good account of the authority role of the Head Teacher. Keith seemed to be emphasising his own maturity when he admonished the bad teacher. Good communication skill was equated with the identity of the good teacher. Grandparents need help and Keith was willing to provide this. There is no concept of a father in this young man. A second and third request for information to support a general concept of father produced a statement of 'no personal memory'. Mother is an OK person and is regarded as the family person. A brother and sister fit into the family group. Keith was prepared to talk about the image-of-Kelth that he would see in a mirror. This person is known to Keith. "When I see myself - no problem". This is a well-formed and stable and acceptable concept of Self. The researcher was unable at any time to project the conversation to a more distant 'future'.

7 MATHEW

INTRODUCTION

A Social Worker for the Deaf, in the North of England replied to the invitation present in the literature (see Appendix 7). In a telephone conversation he provided the following information:

"Mathew is certainly pre-lingually profoundly deaf and he is 18 years old. He is in Residential Care because there is nowhere else to send him. He goes home at weekends. He is quiet and no trouble, he has no vitality and he is not very able. This place is used as a dumping ground for anyone who cannot cope".

THE MEETING

A meeting had been planned in a suitable room by social services and Mathew arrived at the appointed time. Mathew is a healthy youth, having a plain untroubled countenance.

THE VISITING CARD

Mathew could fingerspell his own name. Mathew could not understand the concept of researcher. He looked on without emotion. Sometimes he smiled and nodded repeatedly.

THE PHOTOGRAPHS

Mathew looked for a long period, without enthusiasm, at family photographs. He accepted the researcher's description of the deaf youth portrayed there. Mathew then agreed, once again, by nodding, that he would help

the researcher.

Mathew had not initiated any conversation up to this point.

THE WORD GAME

Mathew again took his time with the Word Game. In 15 minutes, at the first attempt, he had indicated a recognition of 14 or so 'good' words, and 10 out of 30 'bad' words. Further examination revealed Mathew could only provide the sign-equivalents for a much smaller number than this. After this rescoring Mathew was assessed as having a Bad word literacy and a Poor sign literacy. Whenever the researcher initiated dialogue in Total communication Mathew agreed immediately with the signs offered. Mathew would produce an oral sound pattern for each word. Few of these sounds were understandable. Mathew accepted and at first appeared to understand the total communication. Sign equivalents were re-negotiated for all words in the Word Game. Mathew practiced these signs repeatedly, but even after two or three attempts he could not go back in memory and repeat the sign-equivalents. Mathew has great trouble in remembering words and signs.

THE PEOPLE GAME

Mathew could print his own name and could remember the names of his immediate family and his friends. Other elements were described only as Mrs P or J.. Mathew insisted that there was no bad teacher. Mathew insisted he knew of no person 'crazy', 'lazy', or 'hated'. Mathew

stated "I know no bad people".

After further negotiations, 'identities' for all 16 elements were established.

THE NON VERBAL INTERVIEW ROUTINE

No. 16 THE HATED PERSON

Signed Record

Interpretation

a) 'Mathew not hate'

A self-explanatory statement.

COMMENT

Mathew has firm convictions.

FINDING

The concept of hate is not established.

No. 15 THE LAZY PESON

Signed Record

Interpretation

a) 'Mathew not see lazy person'

A self-explanatory statement.

COMMENT

Mathew has firm convictions.

FINDING

The concept of Lazy Person is not established.

No. 14 CRAZY PERSON

Signed Record

Interpretation

a) Mathew fights with David at 11 years.

Statement of a temporal nature.

COMMENT

Mathew was now providing a first exchange. Further translation of this signed record is not thought possible. The association between 'fight' and 'crazy' is noted. The statement 'at 11 years' has a temporal strength. 'David' is a significant (real) other person.

FINDING

The concept of crazy is not established.

No. 13 ARTISTIC PERSON

Signed Record

Interpretation

- | | |
|--|--------------------------|
| a) Mathew say Gary make a
good painting | A descriptive statement. |
| b) 16 year old | A factual statement. |

COMMENT

Mathew was prepared to identify in the 'third person'. Mathew followed the researcher's ideas, rather than initiating the conversation.

FINDING

The concept of artistic person is weakly confirmed.

No. 12 ATHLETIC PERSON

Signed Record

Interpretation

- | | |
|---|--------------------------|
| a) Mathew says Steve is a
good cricketer | A descriptive statement. |
|---|--------------------------|

COMMENT

Mathew has discovered a format which allows the non verbal interview routine to proceed. As the researcher

wrote out a summary-statement (the Signed Record), Mathew looked, but then showed no interest in this written account of the interview.

FINDING

The concept of athletic person is weakly confirmed.

No. 11 INTELLIGENT PERSON

Signed Record

Interpretation

a) Mathew likes to work
with Mrs Sewal

A descriptive statement.

COMMENT

Work equates with activity. In this example, there is a slight probability that the activity may be cognitive.

FINDING

The concept of intelligent person is not established.

No. 10 YOUNG PERSON

Signed Record

Interpretation

a) Mathew remembers David
who was 12 years old

A temporal statement.

COMMENT

Mathew provides both the 'Name' and the chronological age.

FINDING

The concept of young person is only weakly confirmed.

No. 9 FRIEND (GIRL)

Signed Record

Interpretation

- a) Mathew says Mrs Sewal is A statement with strong
 woman, good friend for interpersonal qualities.
 2 1/2 years

COMMENT

The 'Sign' for woman is different to the sign for 'girl'. Mathew chooses the sign for 'woman'. The mathematical fraction of '2 1/2' is noted.

FINDING

The concept of friend (girl) is not established.

No. 8 FRIEND (BOY)

Signed Record

Interpretation

- a) Mathew plays cards with Simple information.
 Gordon

COMMENT

The idea 'to play cards' was a spontaneous non-verbal creation by Mathew.

FINDING

The concept of friendly (boy) is confirmed.

Mathew can think creatively.

Mathew can remember personal names.

No. 7 HEAD TEACHER

Signed Record

Interpretation

- a) Mrs Tree is the Head A simple fact.
 Teacher

COMMENT

It is noted that Mathew can remember the names of several individuals.

FINDING

The concept of Head Teacher is not established.

No. 6 BAD TEACHER

Signed Record

Interpretation

- a) Mathew has seen all good teachers A moral statement.

COMMENT

Mathew is not prepared to criticize the teacher.
Perhaps Mathew has never met a bad teacher.

FINDING

The concept of bad teacher is not established.

No. 5 GOOD TEACHER

Signed Record

Interpretation

- a) Mathew see, a good friend, with Mrs Sewal An interpersonal statement.

COMMENT

Mathew seems by his facial expression to be looking inwards at himself, then describes this inward-person's experience, 'of being with the teacher Mrs Sewal'.

FINDING

The concept of good teacher is weakly confirmed.

No. 4 GRANDPARENT

Signed Record

Interpretation

- | | |
|--|----------------------|
| a) Mathew likes Grandma
because she feeds him
and gives him a good drink | A complete scenario. |
|--|----------------------|

COMMENT

This statement represented the longest exchange up to this point of the interview.

FINDING

The concept of Grandparent is confirmed.

No. 3 FATHER

Signed Record

Interpretation

- | | |
|--|-----------------------|
| a) Matthew's father will
wake up Matthew | A personal statement. |
| b) He is a good laugh | A compliment. |
| c) He will be angry when
Matthew not eat up all
the food | The authority figure. |

COMMENT

Mathew finds himself on his 'home ground' and provides more spontaneous comment. The contrast between 'good laugh' and 'be angry' is noted.

FINDINGS

The concept of father is established.

Authority is recognised in the changing moods of Father.

A masculine bond is implied.

No. 2 MOTHER

Signed Record

Interpretation

a) Mother is a good cook
and Mathew helps

An emotive exchange.

COMMENT

A stereotype role for Mother is suggested. A love of Mother is implied.

FINDING

The concept of Mother is established.

No. 1 SELF

Signed Record

Interpretation

a) Mathew is happy

Description of emotion.

b) Mathew is a bit weak
(physically)

Description of stature.

c) Mathew likes pool and
snooker, darts and
cricket, football and
rugby

Description of abilities.

d) Mathew is an 'OK'
person

Moral judgement.

e) Mathew is a 'good'
person

Moral judgement.

f) Mathew is a 'strong'
person

A statement of self-assurance.

COMMENT

Matthew seemed to have gained in self-composure and was eventually 'talking' freely. The researcher suspects that Mathew was sorry the interview was ending. The researcher suggests that this interview may represent the first occasion in which Matthew has had a lengthy conversation with a complete stranger.

FINDING

Mathew presents this self-image without stress.

Mathew is capable of talking freely and at length.

MATHEW (A PSYCHOLOGICAL PROFILE)

Mathew was described by a Senior Social Worker as being quiet and no trouble, as not very able and as being 'dumped' into care. Mathew is physically tall, well-made, and yet unimposing. He has a 'silent' face. Mathew can slowly fingerspell names and words. He gives an oral account of words but these sounds were not recognisable at this first meeting. Mathew was given to using the 'nodding syndrome'. He seemed to signal agreement with every comment made by the researcher. Mathew accepted the family photographs and showed some interest in the deaf youth portrayed therein. He has a very limited vocabulary in written English and may be described as being word-illiterate. In addition, Mathew's poor signing skills and poor memory for 'signs' confirms a low level of Communication skill. During the negotiating period in which 'Names' were found for the elements to be discussed, Mathew insisted that he knew of no bad teacher and knew no crazy or lazy person and there was no person that Mathew hated.

During the 'Non Verbal Interview Routine', Mathew appeared to show no concept of 'hate'. Mathew knew of no lazy person. There is a clear temporal reference in 'to fight with a crazy person'. Chronological age is used as an identification for an Artistic person. Matthew appears to grow in confidence. He produced a meaningful

communication and he understood the concept of athletic person. A young person of 12 years is remembered. There is no friend (girl) referred to. There is reference to his friendship with a female teacher. Mathew uses the mathematical fraction of 2 1/2 years to part describe this friendship. Mathew does not have a friend (boy) whom he can name. Mathew can name his Head teacher. For Mathew, there are no bad teachers. Significantly, there is a good teacher (female). Matthew is prepared to talk about his family. He likes his grandparents and respects the authority of his father. His mother is the stereotype 'good cook', Mathew is willing to give her assistance. Mathew seemed to accept his limited communication skill without stress. There is a theme of 'simple goodness' in Matthew's world. This world is still a very distant place.

10. SAMUEL

INTRODUCTION

A member of the Social Care staff of a residential college of FE for the Deaf described Samuel. This member of the Social Care staff holds the senior position. He is profoundly deaf. The description in total communication of Samuel which follows, gives much indication of the personal maturity of this adult deaf professional.

"Samuel has a personality disorder. He cannot concentrate for long periods. For many born deaf, this is a personality trait. They have a limited concentration span. Samuel does not enjoy conversation. He will only

enjoy visual things. The Event, because it is visual, becomes an extraordinary event. Samuel can be inspired to make the ordinary event, extraordinary. The blue-light of the passing fire engine will excite Samuel to pantomime in the light, the fire-engine and the fire. For Samuel ordinary conversation is dull".

THE MEETING

The Student Common Room of this FE College held many small groups in private conversation. Samuel was pointed out as being a member of one of these groups. The researcher joined the group and explained his work. Samuel became very interested (in this novelty), and agreed to help. He told his friends that they must help also. He is young looking, tall and slim and in good health. There are no physical features of note. Samuel's behaviour is excited and enthusiastic.

THE VISITING CARD

Samuel could fingerspell his own name. Samuel agreed that the researcher is a person who is writing a book.

THE PHOTOGRAPHS

The photographs entertained Samuel. He requested a biography of each person photographed. Samuel claimed to recognise the young deaf adult in the photograph (this was possible). The researcher developed the idea of family life and then asked Samuel to describe his own background. This informal request allowed the interview to reach an unstructured situation. Much was 'enacted' by Samuel and left unrecorded because of the speed at which it happened.

Samuel had painted a dramatic conversation of an earlier life at home.

THE WORD GAME

Samuel claimed to recognise 11 of the 30 words in the first of the two columns and this was confirmed as accurate. The appropriate sign equivalents then appeared. The re-testing procedure seemed to puzzle Samuel. He marked only 5 words recognised in the second column. These 5 words consisted of all the 3 letter words, 1 four and 1 five letter word. Samuel was judged to have the 'very bad' level of literacy in terms of word recognition. Subsequent negotiation of sign and meaning suggested that Samuel held only low average skills in sign language. However, his pantomimic skill was impressively good.

THE PEOPLE GAME

Samuel printed out his own name and could remember his parents names. He explained that his grandparents had been dead for a long time and that he could not remember their names. For the majority of the 16 elements, a title (Mr or Mrs) and an initial was agreed upon. Samuel was unable to remember the full quota of 16 names. At this juncture Samuel lost interest and disappeared elsewhere. Prior to this departure, another meeting was agreed upon. At this next meeting the Non Verbal Interview Routine was applied.

THE NON VERBAL INTERVIEW ROUTINE

No. 16 HATED PERSON

Signed Record

Interpretation

- | | |
|-------------------------------------|---|
| a) Because he make me little fright | Samuel had been frightened by this person. |
| b) is stupid | In non-verbal terms, this is presented as a venomous statement. |

COMMENT

Samuel can communicate his ideas.

FINDING

The concept of hate is established.

No. 15 LAZY PERSON

Signed Record

Interpretation

- | | |
|----------------------------|---|
| a) Two weeks ago, not work | A chronological reference to not-working. |
| b) Not paint on pipes | A description of the work not done. |

COMMENT

Samuel is able to think back in time. He states that to be lazy is to not work.

FINDING

The concept of lazy is established.

No 14 CRAZY PERSON

Signed Record

Interpretation

- | | |
|------------------|--------------------------------|
| a) Because fight | Record of physical aggression. |
| b) Say stupid | A record of verbal abuse. |

COMMENT

Samuel has understood the rules of the interview. At this stage he was tense and wished to finish quickly.

FINDING

The concept of crazy is established.

No. 13 ARTISTIC PERSON

Signed Record

Interpretation

- | | |
|-------------------------|--|
| a) Office work | The researcher is unable to make a connection between office work and artistic work. |
| b) Good sign | This person can use sign-language. |
| c) Teacher, Deaf school | This person is a Teacher of the deaf. |

COMMENT

The sign for 'office' and the sign for 'art' are very different and almost impossible to confuse. Samuel seems to arbitrarily choose this 'office worker' as someone to be talked about.

FINDING

The concept of artistic is not established.

No. 12 ATHLETIC PERSON

Signed Record

Interpretation

- | | |
|----------------|---|
| a) Yes | Samuel assures the researcher that this person is athletic. |
| b) Single | Samuel's contemporary in college. |
| c) Good friend | A subjective statement. |

- | | |
|---------|--|
| d) Sign | This friend can communicate. |
| e) Work | This friend does similar work to Samuel. |

COMMENT

After approximately half-an-hour of the interview time Samuel was speaking easily and quickly, but the researcher was attempting to promote a lasting conversation and Samuel wanted to pass on to the next identity. Samuel was already agitated at the long length of time he judged the interview was taking.

FINDING

The concept of athletic person is not established.

No. 11 INTELLIGENT PERSON

Signed Record

Interpretation

- | | |
|----------------------|---|
| a) Give good sign | This person can communicate in sign language. |
| b) Good work | This person can work successfully with Samuel. |
| c) Teacher, not boss | This person is a teacher in school and not the Head Teacher, or perhaps not the Manager of the Trainee Workshop attended by Samuel. |

COMMENTS

This teacher can sign to Samuel. The concept of intelligent person seems to rest upon the ability to communicate in sign language.

FINDING

The concept of intelligent person is only weakly established.

No. 10 YOUNG PERSON

Signed Record

Interpretation

a) All friend

This translates into, a friend all of the time, or a lasting friendship. A temporal expression.

b) Good sign

This young person can communicate with Samuel.

c) Not spray, Deaf School

The person is too young to be a trainee on work placement. He is still at school.

COMMENT

There are two indirect references to time. Both are logically correct.

FINDING

The concept of young person is established.

The concept of time is established.

No. 9 FRIEND (GIRL)

Signed Record

Interpretation

a) Girl love

A statement of male-female relationship.

b) Go out

A statement which describes togetherness.

c) Not Deaf School

The girl is not in residence with Samuel. She lives elsewhere.

COMMENT

Samuel was still racing through the interview, but here he dwells upon the sign for love.

FINDING

The concept of friend (girl) is established.

No. 8 FRIEND (BOY)

Signed Record

a) Spray work

b) Good sign

Interpretation

This person is on a Training Scheme and has the same work placement as Samuel.

This person promotes good conversations.

COMMENTS

This interview is judged to be far from satisfactory. For the researcher, the interview is going far too quickly and yet Samuel is agitated and signing more and more quickly. The researcher had surmised that 'Samuel will not stay-the-course' if he is checked in his delivery. Consequently Samuel was allowed to continue.

FINDING

The concept of friend (boy) is only weakly established.

No. 7 HEAD TEACHER

Signed Record

a) Teacher and friend

b) Not give good sign

c) Boss work

d) Deaf School

Interpretation

This person is able to gain Samuel's confidence.

This person does not have signing skill.

Samuel accepts this is a person in a position of authority.

This person is Manager of a School for the Deaf.

COMMENT

It seems good that this person is regarded as friend. It seems unsatisfactory that this person does not sign.

FINDINGS

The concept of Head Teacher is established.

No. 6 BAD TEACHER

Signed Record

Interpretation

- | | |
|--------------------|-----------------------------------|
| a) Good sign | This person can communicate well. |
| b) Good work | This person works well. |
| c) Teach in school | This person is a teacher. |

COMMENT

The researcher asked repeatedly, "Is this a bad teacher?" Samuel signed, "yes, yes, yes". Some confusion then reigned.

FINDING

The concept of bad teacher is not established.

No. 5 GOOD TEACHER

Signed Record

Interpretation

- | | |
|-------------------|---|
| a) Good sign | This person can communicate well. |
| b) Good work | This person works well. |
| c) Teacher friend | This person is both teacher and friend. |

COMMENTS

Only the single word 'friend' distinguishes this description, from that of 'bad teacher'. The idea of teacher-friend is therefore, significant to Samuel.

FINDING

The concept of good teacher is established.

No. 4 GRANDPARENT

Signed Record

Interpretation

- | | |
|-------------|--|
| a) Not sign | The grandparent does not use sign language. |
| b) Silly | This grandparent is 'silly', perhaps because of a lack of communication skill. |
| c) Dead | Definitive statement. |

COMMENT

Samuel revealed no stress when describing this relative as dead.

FINDING

The concept of grandparent is only weakly established.

No. 3 FATHER

Signed Record

Interpretation

- | | |
|-------------------|--|
| a) Not sign | Father does not use sign language. |
| b) Good work | Father is hard working. A subjective judgement. |
| c) Alive, married | He is alive and married, a definitive statement. |

COMMENT

Samuel was anxious to conclude the interview. He had lost interest in the conversation.

FINDING

The concept of father is only weakly established.

No. 2 MOTHER

Signed Record

Interpretation

- | | |
|-------------------|--------------------------|
| a) Good work | A hard working person. |
| b) Alive, married | A definitive statement. |
| c) Love | An emotional expression. |

COMMENT

This last sign 'love' brings the conversation to life. Here, the non-verbal sign for love is emphatic.

FINDING

The concept of mother is established.

No. 1 SELF

Signed Record

Interpretation

- | | |
|------------------------------|---|
| a) Give good sign | Samuel's natural language, is signing. |
| b) Good work | Samuel claims work skill. |
| c) Single | Definitive. |
| d) Friend, girl | A test of masculinity. |
| e) Spray work | A description of the type of work experience he is gaining. |
| f) Live away, in Deaf School | Spatial reference to his home town. |

COMMENT

Samuel has lost interest in the interview to the extent that he is unwilling to talk, even about himself.

FINDING

Samuel judges himself to be mature.

Samuel judges himself to be hard working.

SAMUEL (A PSYCHOLOGICAL PROFILE)

Samuel communicates his ideas through sign-language and pantomime. He illustrates his thinking by way of his actions. He does hate the person who makes him frightened. Samuel can think back in time and describes events which allow him to assess a third party as a lazy person. The person who subjects Samuel to physical and verbal aggression is a crazy person. When asked for details of an Artistic Person, Samuel described a person with good signing skill. The athletic person was described in terms of his friendship with Samuel rather than an athletic prowess. The intelligent person gives good sign and good work. This ability to use Total Communication is used as a criteria in all of Samuel's descriptions. Samuel described his young friend as one who does not spray paint. Perhaps this means that the young friend is of school age, whereas Samuel is on a Work Training Scheme. Samuel does have a girlfriend and in his words, 'they love to go out together'. There is an older male friend with Samuel on the Work Training Scheme. The scarcity of descriptive material in this interview is due largely to Samuel's urgency to meet other real or imagined time schedules. At one point he left abruptly in order to cook tea for himself and his flat-mates. But he did return in due course. The Head Teacher is a friend, and Samuel recognises this person's authority. The Good Teacher has the quality of 'good sign'. The description of grandparent as 'dead', surprised the researcher, yet it evoked little emotion in Samuel. He described Father only

briefly, as alive and married. Samuel loves his mother. He describes himself as living away from home. Samuel produced many examples of an ideosyncratic sign-language. His pantomimic sequences were full of expression and very enjoyable to watch, but the researcher records with regret, that much of the meaning within these small scenarios was lost. Samuel is happy, healthy, ebullient and an enthusiastic person to be with. His attention span is limited. He is driven by what appears to be nervous energy. Samuel is intent always on moving physically to some other place. The researcher records this as perhaps the most exhausting, and the least successful, of his interviews with a young deaf adult. Samuel has revealed little of his lived-world, or of himself.

9 GILBERT

See Case Study No. 2 (Chapter 7)

10 MICHAEL (A SPECIAL CASE)

NOTE

Michael is chosen to represent the special case. This interview captures the moment when the Repertory Grid was abandoned and a first Non Verbal Interview Routine was extemporised.

INTRODUCTION

The researcher had an appointment to meet the Headmaster and Administrative Secretary of a large School for the Deaf. It had been confirmed that he was to meet a pre-lingually, profoundly deaf 18 year old. Having

arrived early the researcher waited patiently outside the school-office until the appointed time. Dramatically, a door to the office of the administrative secretary opened. A very tall and well-made, grey-haired woman was seen to hold an equally tall and well-made young man by the elbow. This youth was physically hurled at the researcher and they collided. The woman spoke "Here's one, take him, he's just been thrown out". She turned, entered her office and closed the door. The introduction had been made.

THE MEETING

Michael is well over 6 ft. tall and 200 lb in weight. He was fresh faced but 'pink' with heat and suffused emotion. He wore torn overalls, worn boots, was unkempt and was very dirty. He was moaning and hand-signing his feelings to himself. He held onto the researcher to prevent himself from falling.

The researcher supported him until he regained his balance. The researcher then smiled the warmest possible greeting.

The researcher sensed an empathy was possible and guided the youth in the general direction of a cafe. They walked some quarter mile in light, cooling rain.

COMMENT

The Head Teacher spoke at a later time and put some of the above into a clearer perspective. He said:-

"Michael has never lived with his mother. We do not know the details of his father. He was brought up by a

benevolent landlady who never formally adopted him. This idea of the other family's child is commonplace in that part of the country. He has three older brothers, all hearing, who live considerable distances away. He does not meet them. He has spent much of his time in hospital. He has no real signing because of his low ability. He is quite happy-go-lucky. No one here really knows how he manages. If he is hungry he will cut a loaf into two, put meat inside and eat the lot, then repeat the process. He is competent in certain aspects of his social behaviour. He can use the bus and train to get to his distant home. We just give him written details and a rail ticket and send him on his way.

We don't know how, or even if he reads signs for places and destinations. He badly needs glasses but will not accept that he must pay for them.

He came back to see me after your interview. (to be reported upon).

He badly wants to stay here and will not go back to his home town. The school had decided to offer him a reprieve of 4 weeks, to the end of the term and the end of the school-year. He is out there now working on the sports field with the groundsman".

THE PRE-INTERVIEW ROUTINE

THE VISITING CARD

The researcher sitting in the cafe passed over his visiting card and in total communication, offered the following information:-

"This is my visiting card. This is my name. This is my address. This is my work. This is where I work. My name is T.O.N.Y. What is your name?"

MICHAEL'S RESPONSE - A SIGNED RECORD

Signed Record

a) Michael

Interpretation

Michael may have responded to either the finger-spelling or the oral form or the written request for his name.

He carefully printed his own name.

b) Dig, cut grass

Michael has seen the researcher use the sign for work and presumed a request to describe himself. He pantomimes his own work situation.

COMMENT

In this cafe setting, the researcher tried informally, to soothe Michael and to gain his confidence.

FINDING

Michael did not fingerspell his own name.

Michael can write out his name.

Michael has no comprehension of the work of the researcher.

THE PHOTOGRAPHS

The researcher and Michael spent some pleasant time talking about each person in the photographs. Michael watched and attended with amusement to the exploits of each of these young people. Michael made no contribution to the conversation.

COMMENT

Michael accepted that this was a family, and also that this family has grown up over a period of 10 years. Also, that the deaf child portrayed is now a man.

FINDING

Michael uses the nod (of the Nodding syndrome). He can be amused by storytelling

Michael offered no information to indicate a measure of temporal or spatial awareness.

Michael seems to be receptive to details of the personal-interpersonal dimension.

THE WORD GAME

The Researcher Signed

"This is a hard game. The game is about words. Look at this first word. Do you know this word?

This first word is T.A.L.K., What is the word?"

Michael's Response

A Signed Record

a) Talk, talk

Interpretation

He has mimicked the major sign in the researcher's communication.

The Researcher Signed

"This is the second word 'Work'. When I sign 'work' or 'dig' or 'cut grass' what do all the signs say?"

Michael's Response

Signed Record

a) Work, work

Interpretation

He has mimicked the major sign in the statement given to him.

The Researcher Signed

"This is the third word, 'Calm'. When I sign 'calm', 'not frightened', 'not angry', 'calm', what do all the signs say?"

Michael's Response

Signed Record

Interpretation

a) Calm

Again, he has mimicked the major sign in the statement given to him.

b) Calm now, not angry, fed up

Now Michael is not referring to the word game at all. He describes his emotional state.

c) Stupid

He is still highly critical of the lady who 'threw him out'.

The Researcher Signed

"Try this word, 'Normal'".

Michael's Response

Signed Record

Interpretation

a) N.L.

This word begins with an N and ends with an L.

The Researcher Signed

"Can you fingerspell this first word again and tell me what this first word says?" (TALK)

Michael's Response

Signed Record

Interpretation

a) T.K.

He makes the observation, that this word begins with a T and ends with a K. He has forgotten the previous usage.

The Researcher Signed

"Try the third word". (CALM)

Michael's Response

Signed Record

a) C.M.

-

Interpretation

This word begins with a C and ends with an M. Michael cannot 'see' words.

COMMENT

In the Word Game, Michael had looked at the two-letter word and the three-letter words and several four-letter words. He chose to fingerspell the first and last letter of these, then guess a meaning. He is wrong ten times out of ten. Michael is assessed as being completely illiterate in terms of word recognition and very badly illiterate in terms of sign language.

FINDINGS

Michael has no fingerspelling skill and no word recognition at all. He uses his own largely ideosynchronatic sign system. He cannot speak, cannot hear, cannot read and cannot write. He is completely illiterate.

Michael looks at the first letter and the last letter of every word and then tries to guess a meaning. With each meaning or concept guessed at, Michael then tries a further guess at a suitable sign equivalent. There seems to be a total mismatch between Michael's guess-words, guess-meanings, and guess-signs. The Repertory Grid is abandoned.

THE PEOPLE GAME

(An 'embryo' Non Verbal Interview Routine')

The Researcher Signed

"This is a game about people. I want to talk about other people. I want you to talk to me, about other people. These 'flash cards' are the same as other people. The first card is about Michael. Tell me about Michael".

Michael's Response

Signed Record

Interpretation

- | | |
|--|---|
| a) I not fed-up, I O.K.
I not angry | A description of personal feelings. |
| b) I talk to Boss | A decision to appeal against his dismissal. (The head teacher). |
| c) Stupid, not away, stay | A judgement of the issue. |
| d) Better here | A solution. |

COMMENT

The pre-interview routine seemed to be sufficient to calm Michael. No details of the actual problem of dismissal have been forthcoming.

FINDING

Michael intends to talk-out his problem with the Head Teacher.

There is a strong spatial awareness illustrated.

The Researcher Signed

"This card is about Mother. Will you talk about Mother?"

Michael's Response

Signed Record

a) No (none)

Interpretation

The researcher cannot understand this nil response.

The Researcher Signed

"This card is about Father, will you talk about Father?"

Michael's Response

Signed Record

a) No (none)

Interpretation

The researcher cannot understand this nil response.

The Researcher Signed

"This card is about the hated person, will you talk about the hated person?"

Michael's Response

Signed Record

a) Fed-up

Interpretation

He describes his emotional state.

b) Stupid

He describes the lady administrative assistant.

c) Low

He describes his emotional state.

d) Not bad, not bad

He provides a self-assessment.

e) Get stuffed (expletive)

Using non-verbal communication (too explicit to describe) he expresses his judgement upon the lady in question.

f) Mrs 'X' stupid

A further subjective assessment of this lady.

g) Said go home, sends me away

A factual account.

h) No one. Mother not talk. No father. No friends

In his home town he is quite alone.

i) Here stay, stay, stay, stay

He pronounces a more equitable judgement.

- | | |
|--|---|
| j) No, I strong, adult | A statement of self awareness. |
| k) They stupid, not bother, not frightened | Judgement upon others. |
| l) I good | A moral issue. |
| m) I OK, fed-up | He describes himself as calm but still aggrieved. |

COMMENT

Michael was given the opportunity and incentive to express himself. He uses an ideosyncratic system. The researcher was taking notes during this conversation. Michael ignored this practice, and continued talking.

FINDING

Michael has moved his thinking across the personal - interpersonal dimension and across the spatial and temporal dimensions. Michael has a strong personal morality.

The Researcher Signed

"This flash card represents a lazy person, will you talk about a lazy person".

Michael's Response

Signed Record

Interpretation

- | | |
|-------------------|---|
| a) No | Michael detaches himself from the interview. |
| b) Dinner time | A factual statement. |
| c) See you again? | A question. |
| d) Friend | A subjective assessment of the researcher and a definitive statement. |

COMMENT

Michael had abruptly re-entered his own private world. Probably hunger had precipitated this. There were no social niceties in this action. The People Game and the Non Verbal Interview is ended.

At this stage of the research there was no established structure to the non verbal interview routine. There was however, a clear realization that any repertory grid founded upon a word game and word/sign literacy is an unsuitable arrangement for the non verbal deaf.

FINDING

Michael can make decisions of a personal nature. Michael responds to some 'internal stimuli' and is largely not accessible to the researcher.

MICHAEL (A PSYCHOLOGICAL PROFILE)

By conjecture, if the ability to use the personal - interpersonal dimension normally is a test of normality, then Michael is a normal person. If the ability to move across the spatial and temporal dimension normally, is a test of normality, then Michael is a normal person.

Michael has the emotions of a person who might be a normal-hearing person. Michael has a personal morality which might be that of a normal-hearing person. The deaf Michael is illiterate. He has the smallest amount of social accomplishment and grace. Michael's self-centred behaviour seems to reflect the way in which Michael thinks about himself. The researcher has made only the briefest of excursion into this personal world. Michael wishes to

stay in this locality. The local Deaf School, over the 100 years of its existence, has 'conditioned' the people of this small country town to accept as normal the behaviour and the ideosyncrasies of young deaf adults. Such tolerance provides the correct environment for Michael to grow. The researcher cannot predict the future for Michael nor for any such similarly placed, pre-lingually profoundly deaf young adult.

CHAPTER 9 'DISCUSSION AND CONCLUSIONS'

9.1 THE ARRAY OF YOUNG ADULTS

Towards a New Knowledge of deafness

Rose and Gilbert were chosen as representative of the 50 young people of this study. To support this claim of typicality for these two young adults, a number of statements in precis, drawn from each case study are to be re-examined. This will allow both general observation and direct comparison to be made. In this procedure, the statement is given first (with a page location) and comment is then added. Each statement chosen is regarded as the possible starting point for further research and a deeper analysis.

Statement

Rose attends F.E. for basic general education (P82).

COMMENT

Attendance in F.E. is common to the full sample (N=50). Basic general education vies with vocational training in equal measure. CLYNE'S "the fallow years 16-19" is demonstrably refuted.

Rose is quite willing to be interviewed (P83).

The willingness to be interviewed was not quite universal. Singular exceptions were 'Paddy' who was almost offensive and Miss 'X'. Miss 'X' (not reported upon) is a Beauty Queen who is also deaf. When the elegant Miss 'X' learned that the researcher was not a 'Press photographer', she refused to be interviewed. Thus, the possibility of coercion in this study is dismissed.

She has a steady boyfriend (P83).

The interdependence of each young deaf adult upon the peer group is universal. Unique in this study the three 'pure oralists' were not allowed association with other deaf by their F.E. tutor. They were taught to believe in themselves as though they were hearing persons.

She is quite prepared to talk about being deaf (P83).

The only person in the sample who questioned the personal deafness. There was no satisfactory response to this question. Deafness as a handicap largely disappears when both parties to a conversation can communicate successfully with each other.

The researcher sensed the Mother's anxiety (P83).

In approximately one third of the sample, the researcher also met with parents. Parental anxiety appears throughout. There is a whole dimension of parental anxiety to be explored. The extremes of this dimension might be the Mother love of 'Mother of Rose'. She is anxious that her daughter will achieve sufferage as have her other children. Then the strident authority of 'Mother of Gilbert'. The mothering of the adopted Gilbert seems to fulfil a material need and to draw upon the handicap as an emotional support.

Rose made the journey home by bus (P84).

The geographical spatial awareness of the whole sample was largely complete and without detectable

weaknesses. Personal relationships are at their most intense when the deaf are sufficiently close to communicate by touch.

There had been no hesitancy in this informal first meeting (P84).

On the whole, the young people were encouraged by the use of total communication. The exceptions were the three oralists and the one or two respondents who demanded a higher signing skill in the researcher. All the respondents were put at better ease with knowledge of the researcher's own deaf son.

Rose uses speech ... there were unusual voice modulations and irregular cadence (P84).

In some 10% of the full sample population, the oral speech was adequate to the needs of the first time listener. The three oralists and an equal number of others, had exceptionally clear speech. Half (50%) of those sampled retained much speech in their interview, the remainder quickly reverted to total communication based on signing.

Rose had excellent fingerspelling skill (P86).

Some were fast and fluent (perhaps 10%), but the vast majority were slow, hesitant and unclear. Not one person in the sample had received a formal course of tuition in fingerspelling technique.

Rose accepted that one of these young children could be photographed and later re-appear as a young adult (P86).

Particular acceptance of this example of the passage of time was universal to the sample. There were no detectable major temporal disorders. Irritability

and short term concentration span did appear. 'Past and Present' are better represented than is a 'future awareness'.

Rose had deduced that this girl (in the photograph) had more personal freedom because she was a hearing person (P 87).

The interest in the photographs was universal. The children in the photographs were recognised as real people. Their characters became the subject of much informal conversation. There was considerable admiration expressed of the achievements of the young deaf person photographed. All the deaf of the sample were prepared to use the full personal - interpersonal dimension outlined in this study. There was a reluctance 'to hate'. The deaf mostly have deaf friends. They do have hearing acquaintances. The test of friendship appears largely to be the ability 'to talk' (ie communicate). The above appears as the one instance recorded in this study of a possible justifiable envy of the hearing.

The existence of this Sign skill was largely unknown to the parents (P88).

The researcher saw this phenomenon in all the oral households visited. 'Oral' parents presume their children are 'Oral'.

Rose explained that she had not been taught Signing in school (P88).

Not one of the fifty respondents had been provided

with a formal course of tuition in the use of British Sign Language. The researcher is completely at a loss to explain and justify this. Perhaps the usual GCSE 'O' and 'A' level course structure in B.S.L. would be the correct remedy for this omission.

The majority of her sign language had been provided by the young contemporaries at school (P89).

As far as the researcher was able to determine, the primary source of sign knowledge is the school playground. The researcher who is also a teacher, is at a loss and is now appalled by this unstructured approach to learning.

Rose identified (by name) thirteen of the sixteen elements (P89).

This result is largely typical of the rep sample (N=40). The subsidiary group (N=10) fell short of this high score. A failure to remember individual names does not appear inevitable with deafness, it does appear likely with illiteracy. (See appendix 10).

Rose was quite adamant that she did not hate anyone (P90).

More than 20% of the main sample, mainly the 16 girls, were not prepared to admit to hate. Conversely, the researcher noted the supposed near universal, 'caring and love', even amongst the males interviewed.

Rose ... elected to write out her description of similarity (emergent pole) and difference (contrast pole of the construct). (P90)

The pilot study suggested that this would be the common practice of the main study but this was not the case. Perhaps only eight of the forty respondents chose to write out their own 'elicited constructs' without much recourse to 'The Word Game'. The remainder chose directly from the list of descriptions available in the Word Game. This guides a general observation upon the deaf as being those with limited power of written-oration.

These constructs ... are clearly able to meet the criteria of the formal construct (P92).

This clarity is not common in the main study sample. The various constructs largely used by the deaf have their own syntax and grammar (see Surdophenia, Denmark 1978). It was the practice to ask, at the time of writing, for an additional explanation 'in sign' of each written construct. This response occasionally produced in the researcher 'the effect of physical shock' brought about by an attempt to think without words and with words at the same time. (See this chapter).

The single theme ... suggests that working together and communicating together creates a helpful, likeable and happy relationship (P92).

'Communicating together' is noted throughout this study as the counterpoint to deafness. Good communication seems to obliterate the social consequences of deafness.

Rose is very self critical, seeing herself as sad and

sometimes boring and stupid (P113).

This detraction is common especially amongst the girls of the sample and is usually considered to be more an error of adolescents, but the researcher definitely found the opposite to be true.

Rose makes no excuse for her deafness (P118).

It was not possible to detect occasions when the deaf were dependent upon their handicap. There were many occasions when the subtle use of deafness to advantage occurred (see Anthony). Each of the three 'pure oralist' showed outright rejection of the idea of deafness.

Gilbert doesn't sign well because he doesn't spell correctly (P279).

'Pure Oralists' support this dogma. Latterly those who support 'total communication' argue strongly against this logical progression and reverse the narrative of it. When reversed, this becomes Gilbert doesn't spell correctly because he doesn't sign well. This is the major division of opinion currently held in the education of the deaf. This study may be read in support of 'total communication'.

At this time of his life he has achieved more than expected (P279).

This study may also be seen as a tribute to the remarkable achievements of the young adult deaf population. Their present levels of self awareness, highlighted in the study, suggest that better provision for their continued education is justified and should be made.

He has his own bedroom and he stays there a lot (P281).

This study has produced evidence to show that the parent - deafchild relationship is not as close as is the deaf child - peer relationship. By the age of eighteen years this is the proper relationship for the young deaf adult.

Each letter was well formed but slowly created (P282).

The full study sample (N=50) showed an awareness of the alphabet and fingerspelling technique. This is regarded as a creditable achievement in some and the basic standard upon which to build a general literacy.

Gilbert was quite unable to detect the word 'Researcher' (P282).

In the full study sample, there was no evidence of the competent fingerspelling expertise of the older adult deaf community. The older deaf (educated pre-1940) have mostly reached a standard of fingerspelling speed and skill which the researcher has experienced as "the blur". Not one young deaf adult demonstrated this level of skill.

He had no appreciation of the 'long words' (P283).

In this study the 'long words' are those of more than four letters. The literate deaf of this study (Rose and others) have some difficulty in memorising the individual letters of the long word, and misspellings are commonplace. The illiterate deaf of this study (Gilbert and others) seem to have evolved a 'guess technique' based upon the first two or three

letters or first and last letters of a word (see this chapter).

He used a 'body and face concentrated' position to ask for more details. He used a 'relaxed body and facial smile' to indicate an understanding (P283).

The whole sample of the study (N=50) use non-verbal communication. The main study sample (N=40) use non-verbal communication to provide emphasis. The subsidiary study sample (N=10) are quite dependent upon non-verbal communication, requiring that this be present in both parties in each and every exchange of information.

The researcher concluded that Gilbert could think constructively (P284).

In the whole study there were examples of immaturity and examples of sophistication. On no occasion did the researcher detect the illogicality that might be expected in the brain damaged or mentally ill person. It is argued that the unusual syntax and grammar of the deaf is not a measure nor consequence of brain damage, nor of mental illness nor of deafness. It is more likely to relate entirely to the inadequacies of the present system (pure oralism) of education of the deaf.

This view and conviction holds even in the case study of 'the very different' Michael. The reported interview with Michael reveals that he uses logical progression in his thoughts, in his expressions, and in his emotions. Michael is not recorded as brain

damaged. He is not recorded as mentally ill and he is not recorded with psychopathological disturbance. He is recorded as a 'very different' young adult and the explanation for this difference lies elsewhere. This points to a most pressing need for future research as to the nature of this non verbal existence. The above is offered as one example of corroborative evidence of 'The Denmark Experience' (eg "often the young deaf 'referred' are not in need of psychiatry. They are in need of a better education").

Gilbert claimed a recognition of all the three letter words on the list (P284).

This skill was present and enhanced upon, in all but Michael. The study sample make this achievement whether taught orally or in the combined method. This very basic 'first step' on the threshold of literacy argues, there is no irredeemable connection correlation between deafness and illiteracy. The illiterate deaf, on the threshold of their adulthood, are mute testimony to the failures of those responsible for their care, education and upbringing. Gilbert accepted that the conversation about the sixteen people was to be private (P285).

The study sample made their trust unconditional. This account seeks to be worthy of this. Margaret produced a very surprising 'privacy'. Each pane of glass and door chink had to be covered before she would talk. In the world of the deaf 'privacy of conversation' refers to the unseen rather than the

unheard. Space between individuals is a 'seen space'.

He wished the conversation to continue (P285).

Ray, Samuel and Michael are examples of those with short term concentration. There were long periods of intense concentration (periods of one hour to three hours without interruption were commonplace. The young deaf easily accommodated this).

Gilbert was relaxed, fluent, co-operative and interested (P286).

In particular, the deaf of this study and generally all the deaf known to the researcher, enjoy intensely 'a good conversation'. The deaf appear largely starved of this. (See Anthony). This malnutrition confirms other opinion (Denmark). Few are able (and privileged) to talk with the deaf. Not surprisingly, the whole world view of the deaf is often restricted by the fog of misunderstanding.

Gilbert was prepared to provide a unique, first self portrait. His own pictorially signed, non verbal expression of self-identity and self-awareness (P286).

The subsidiary sample (N=10) were dependent upon non-verbal communication. This is described as 'painting with their hands'. These pictures which emerge are self-portraits. The self-portraits show clearly, the happiness, the concern, the inner strengths and the conviction of each of these painters. Also, within the portraits there is maturity and selfishness. There is much love and sadly there is hate. The ten

non verbal self-portraits are those of real and normal young adolescents. This is perhaps a major finding of this study.

Gilbert has no B.S.L. (P286).

No respondent (N=50) had been formally taught the British Sign Language. No respondent had been tutored extensively using B.S.L. method. B.S.L. is regarded as the primary, natural and native language of the deaf. This deprivation of language is regarded as unnatural and is therefore, in breach of natural justice.

This conversation (enacted by Gilbert) has spread through the personal - interpersonal dimension. It involves a spatial and a temporal awareness. It describes emotional, physical and intellectual activities. The conversation shows logical progression (P287) and yet, alternatively and according to a neurologist, Gilbert shows traces at various times of, ESN, AUTISTIC, SPASTIC, RETARDED, PARTIALLY HEARING, DEAFNESS (P279). (Chapter 7)

There is major discrepancy in these two assessments of Gilbert. One might suggest a referral, for psychiatric assessment; one does not.

Sign, symbol, and oral modes of communication are used (P288).

The main study sample are bilingual even multilingual. Despite this evidence of linguistic skill, the deaf are generally deprived of their primary language of sign.

Gilbert is able to think in terms of mathematical symbols (P288).

A test of numeracy is not an integral part of this study. There are records of the many occasions when the deaf use a number-language (see Gilbert, p288).

It is clear that deafness does not preclude numeracy.

"SHOUT" - a tenuous link with a concept of deafness or a rejection of deafness (P289).

On record are the many occasions when a respondent used the term 'shout'. As the shout itself is never heard, the phenomenon requires further examination.

The deaf use the word in many ways; (examples)

Shout - a reprimand (conventional usage)

- a slur (of stupidity)
- a visual response (to a deaf initiative)
- a lack of self control
- a rejection of deafness.

Gilbert shows independence and determination (P290).

Those personal mannerisms are typical of the whole study population (N=50).

Gilbert seemed to be performing rather than describing his personal experience (P292).

After a previous reference to the deaf as painters, there is now a reference to the deaf as actors. The deaf in non-verbal communications re-enact their experience. The re-enactment is the record. Research made into the non verbal interaction of a language as opposed to that in support of a verbalized

language is unknown to this researcher.

The 'breath deep' and the 'very very dangerous' were (literally, figuratively and physically) two exquisite forms of non-verbal pantomimic expression. Instinctively, the response became a more enhanced non-verbal expression (P300).

Universally, the deaf of this study (N=50) showed appreciation of the efforts made to communicate with them. Often with humour, they corrected the researcher's mistakes and misunderstandings. It must be stressed that total communication is the correct medium for any first-person research with the deaf community.

There is much to be explored in the area of computing ... the VDU has the status of a primary information source.

On the occasions when the deaf of this study used the sign for computing (ie a typist at work) they referred to computing with enthusiasm and confidence. The deaf appear to have no 'natural fear' of the computer.

Up 6.45 am - starts the day early ... a form of self-discipline (303).

The study records this opinion expressed by a senior social worker, who is also a deaf person (see Samuel), 'that the girls worked hard, had application and self-discipline and the boys settled for tolerance and informality'. The Gender ratio of the literate deaf (F=15, M=25) and the non-verbal deaf (F=1, M=9) supports this opinion (see Appendix A9).

Gilbert claims competence as an athlete (P307).

There appears on record evidence of good physique and deafness. The claim made by many respondents was typically 'deaf = strong'. (Note the two 'signs' were used in conjunction).

The certainty that Gilbert will keep no diary and chronicle no autobiography (P309).

Deprived of their "Natural" language and inadequately educated into the language of the hearing, it is not surprising to find that autobiographies are largely unknown. The history and literature in sign of the Deaf Culture is virtually unrecorded.

The Study Aims re examined

This study and those which preceeded it predicated a single premise.

"Deaf children are normal children upon whom the handicap of deafness has been imposed". At the commencement of the present study several presuppositions were listed (see Chapter 1). Later in the study, other views, it was realised, were also held as presupposition. In total, these presuppositions generated the stated aims of this research.

AIMS

1. The literate Pre linguallly profoundly deaf adults will be able to describe themselves in relation to others living in a hearing world. The case study of Rose together with that of her literate contemporaries is offered as new evidence that the aim No 1 is met and is upheld.

2 Any pre linguallly profoundly deaf young adult in the main study population who is judged to be non verbal in the pre interview routine. by way of a non verbal interview. individuals will reveal in themselves a personal-interpersonal. spatial and temporal self awareness.

The case study of Gilbert, together with that of his largely non verbal contemporaries, is offered as the evidence that aim No 2 has been largely met and upheld. This caveat is offered 'more research into the existence and lived world of the non verbal deaf is fully justified'.

The Fundamental Premise

"The emergent self awareness of the literate and the non verbal deaf of this study is sufficiently well formed to allow the description of 'normal' to be applied."

It is now claimed that the year of travel and meeting with more than fifty young deaf adults, has produced the academic evidence that this is indeed a 'normal' group of young people, in terms of a number of existential categories (time, space, Self in relation to others).

9.2 STUDY ACHIEVEMENTS (Methodology. Evolution and Evaluation)

Of the Earlier Studies

The earlier studies had used both quantitative and qualitative method to assess those responsible for the care and upbringing of the young deaf. This anticipated a later period when the research would change in emphasis

and become a first person experience. A feasibility study revealed that a direct approach was possible and formal interviews could be made. The research became primed with the psychology of 'Personal Constructs'. This psychology was used successfully in a feasibility study and this experience helped to formulate and to plan a pilot study.

In the pilot study and in the first instance, the various methods of analysis by statistics and computing of the repertory grid of personal construct theory were explored. This in itself might be regarded as a singular. The decision was made to complement the statistical analysis with a content analysis based upon qualitative method. The pilot study took four young deaf adults through an outline sign language interview using Repertory Grid. On two occasions a video studio was used and this produced some six hours of real time. Different attempts were made at devising a form of content analysis, using visual measurement. These attempts were judged as unsuitable for a large scale research model. A content analysis of the interview records became the standard practice. Two interviews were conducted in the home environment and this proved to be the better alternative to the video studio. At home, the interview respondents showed a new freedom of expression, which the researcher chose to describe as 'a conversation explosion'.

A format for signed repertory grid procedure was successfully evolved during the pilot study. During this period, the need for a pre-interview routine also became very apparent. Successively, a word game was developed. This was to be used as a means of exploring the individual

ideosyncracies of expression in a manual sign language, there being no formalised sign language skill in the study population. The people game was then developed in order to promote conversation about others and to lead to a conversation about self. Both word game and people game were a success. The four individuals of the pilot study were able to participate in the signed version of the Repertory Grid and this came to be described colloquially as 'the Silent Interview'.

The 'Silent Interview' provided the deaf respondent with the opportunity to use TOTAL COMMUNICATION. In this methodology attempts were made to record at interview expressions which might include each or all of the various languages of total communication. Thus if signs were used, or alternatively or collectively lip-speaking, fingerspelling and hand writing, then these became the effective response. The test and development of the Silent Interview extended to some twenty volunteers, both deaf and hearing. In this period the study had used an extensive range of techniques of statistical analysis. A quasi or falseplot of random numbers was created to test the facility offered by Slater's Principal Component Analysis. The success in this, then allowed a comparison between the falseplot and the results of the four deaf respondents. The pilot study became the clear indication that the pre-lingually profoundly deaf could participate in a formal, structured interview and could, through the psychology of personal construct theory, give adequate description of themselves and of others. The way had been

prepared for the Main Study of this research.

OF THE MAIN STUDY

In the period of the Main Study, a review of the literature revealed little evidence and few accounts of first person research with the young deaf adult. The research was planned and chronicled to follow earlier studies and to match a select age population. Now at the age of 18 years this young adult population was largely unresearched. The possible explanation offered for this, is that this group had little or no language with which to communicate and the potential researcher probably had less. The prevailing schooling practice of 'Pure Oralism' seemed to have effectively moved the sample population towards a position of isolation. The consequences of 'extreme isolation' later became manifest when it became apparent that such deaf as these might be referred for psychiatric assessment. The move towards a deaf psychiatry was not the only diversion made, in the period of this study.

Over the six years of the study enactment, the software and hardware of computing changed. The researcher, out of necessity, followed this trail of change and change again. In this way, the research passed from micro computer to prime network and then from one mainframe system to another. The final destination of this route was the Regional Computing Centre (UMRCC) and the suited-mainframes located there. This most powerful computing facility provides one of the main analytical strengths of this study.

The Main study interviews commenced and after a period of national travel, some forty 'signed' Repertory grid interviews were completed and reported upon. During this period a surprise event occurred which produced a further diversion. This resulted in the setting up of a non verbal study within the framework of the Main study. The qualitative methodology developed for the Main Study, was now seen to be 'language-inappropriate' to certain individuals within the opportunity sample of the study population. A second research methodology based exclusively upon non verbal interviewing was developed. The Pre-Interview Routine was revised in the light of this and a non verbal Interview Routine was developed, aiming to achieve by other means a phenomenological description of the life world paralleling that derived from the REP technique.

The Pre-Interview Routine was first developed as a means of familiarisation with the deaf culture. Later in its development, the routine was used to discriminate between those in the sample population suited to the Repertory Grid and those suited to the non verbal Interview. In its final form, which is the form used in this study, the Pre-interview routine set out to measure the presence of and use of temporality, spatiality and the personal - interpersonal. In the Main study sample these existential categories were made complementary to and included in, the Repertory Grid procedures. In the matter of the smaller study, these existential measures became explicit in the testing of the extra study aim developed specifically for the non verbal group. In the pre-

interview routine, four escalating stages of interaction were prescribed. Here, a visiting card was used by way of introduction. This tested aspects of Total Communication, aspects of comprehension and aspects of spatiality. A Photograph album was used to promote intimate personal conversation and to test aspects of temporality (ageing). A Word Game tested Sign Comprehension and Word Comprehension and promoted small scenarios in which the deaf respondent was encouraged to talk of Self. The word game included a 'level of literacy scale' developed to discriminate between the literate and the non verbal members of the sample population. The final stage of the pre-interview routine consisted of a People Game where respondent and researcher travelled along a personal - interpersonal dimension of experience. This interpersonal dimension was developed to encompass the presupposed lived world of the deaf respondent. In total, the pre-interview routine was applied successfully to the full study sample population (N=50) and was used to delineate a literate Main Study sample (population, N=40) and a non verbal study sample (population N=10).

A feasibility study had established a psychology, and a pilot study had established a form of interview and a form of analysis thought suitable for the Main study. To formalise the Main study interview, and to standardise its application, a Board Game model of the 'signed' Repertory Grid was developed. Here flash cards (Role Identity Cards) were placed in position, then marked and then scored on a five point scale. The 'put and take' method

used in the board game, modelled the raw data requirements in Slater's 'Ingrid 72' program of Principal Component Analysis. The word game and people game also provided the flash cards and the recording slips for each 'construct' applied to the board game. The Board Game scored a 16 x 20 matrix of elements and construct for each respondent at interview. The 16 x 20 matrix matched the computer requirements and the print-out format. This process further provided for the 12 statistical procedures and the multi-dimensional mapping of results, used in this study. A presupposition anticipated a maturity of expression in the research population. This did not always materialise. Less than 20% of the sample population were fully prepared to make their own elicited constructs. 'Make' in this context means create by hand, in sign or otherwise. 60% drew heavily upon the concepts provided in the word game. The remaining 20% were judged to have a low level of literacy which rendered the application of the Repertory Grid inappropriate. This last group became the subject of the Non Verbal study. The Main study sample produced forty sets of Repertory Grid Data. All were subjected to Content Analysis and Principal Component Analysis and the findings therein are outlined in case studies.

A case study of Rose is presented as an example of the Main study procedure. Rose is judged to be typical of the very literate deaf of the study. She is revealed as a whole person with a full and adequate perception of Self. Rose has a natural modesty of expression and when describing 'self', this sets a limit to the talent revealed in this young deaf adult. In justice to the

presentation of Self, revealed by the forty respondents to the Repertory Grid, a three dimensional mathematical configuration of superordinate constructs is used. This models, in Cartesian notation, the first three principal components of each respondent, as Superordinate Constructs. This knowledge and method is new to research into deafness. Collectively, the forty Repertory Grids show that the young deaf adult makes a priority of being aware of those who care for them and those who reject them. A second priority is based upon effective communication and this leads to the dependence upon peers rather than family and professionals. The third order priority is more the usual adolescent's 'personal nightmare' of social acceptance and personal success or rejection and failure. The general title given to this area of the study is 'Interview Without Sound'. This literal and figurative truth, gives some guide to the unique requirements of this area of the main study, in development, in application and in outcome.

Of the Non Verbal Study

The feasibility study and the pilot study in preparation for a main study was discovered to be, not preparation enough. The well established personal construct theory and the principal component analysis had been chosen for their research credibility. The prediction being that these strengths would be sufficient for the content of the Research. Later the Orthodox psychology of Personal constructs gave way to a more

radical psychology. The Repertory Grid analysis gave way to a new phenomenology. An area of overlap between the psychology of deafness and the psychiatry of deafness had become apparent.

During the period of the main study, Michael appeared. He was the first of ten who showed an extremely low academic attainment. The ten were found to be illiterate in terms of Verbal language. Some had very limited Sign Language. Some appeared to have no structured language at all. All placed heavy dependence upon non verbal communication. This sub group, from within the main study sample, are referred to as the non verbal deaf. It was surmised that the non verbal deaf form the main candidature in referrals for psychiatric assessment. Dr Denmark makes clear that of those referred to him, many are not suffering from mental illness in the conventional sense, but that they have associated social problems resulting from poor communication skill and limited education. The decision was made, that where such individuals emerge, they would also be included in this study of the Self awareness of the young deaf adult. The pre-interview routine was strengthened. Now it became more than just a bridge of accessibility, in existential terms, it became a 'first test' of normality. These ten respondents 'failed' the word game as they largely think without words. Non-verbal communication became the medium. The general term 'Interview without words' came into existence.

A continued study of 'British Sign Language' guided the development of a theoretical interview model which

allowed for the written recording of the non-verbal expression. This became a standard practice.

This theoretical modelling is first described in the monograph 'The Young Deaf Adult in Crisis' (see Grant and Ashworth 1985). The Role Identity Cards of the Repertory Grid were retained in the Non Verbal Interview Routine. They are used in the reverse order. This ensured that after the pre interview is complete, the first occasion of non-verbal discourse, was centred upon a 'hated' person. The final act of the routine would be a non-verbal discourse upon 'Self'. The full personal - interpersonal dimension was used in this non verbal interview routine.

The new interview required a new analysis. Four discrete stages occur in this phenomenology. First there is a 'signed record' of the scenario acted at interview. Secondly, this record is interpreted. In a third stage comments of a reflective nature are added. Fourthly, 'findings' are intuited and summed into a total. The 'findings' then become building blocks in the creation of a psychological profile of each respondent. The case study of 'Gilbert' provides an example of this methodology. Gilbert is chosen as being illustrative of the very low attainer. He is perhaps the typical social failure. Importantly, some data of a medical nature was also available and comparisons were then made. The outcome of the non verbal interview is at variance with this 'medical record'. The suggestion is made, based upon the findings of the non-verbal interview, that Gilbert is a 'normal' young person who is deaf, who is also

illiterate.

The pre interview and non verbal interview generated the psychological profiles of the ten respondents of the sub group. These profiles represent ten Self portraits, 'painted' in the sign language and non verbal communications by the illiterate deaf. The ten self portraits are regarded as a major success of this study. As such they add much to the written understanding of non verbal communication, of non verbal interaction and of the self awareness of the illiterate young deaf adult. The general title given to this area of the study is 'Interview Without Words'. This literal and figurative truth, gives some indication of the unique requirements of this area of the study, its development, application and outcomes.

9.3 Some Recommendations

In Support of Total Communication

During the period of the main study and especially in the period of the non verbal study, no satisfactory explanation of the term 'shout' was possible. Often when speaking of the bad teacher and occasionally of others, the deaf respondent would indicate 'he shouts at me'. This was not an occasional event, nor a rare occurrence. The phrase occurs repeatedly and was used by many of the respondents. None of the deaf respondents had actually heard 'the shout', at best they had seen it. The absence of satisfactory explanation and seemingly, the absence of a theoretical explanation of this phenomena, together with a general scarcity of the literature of total

communication, must point to a weakness in any study of the deaf. Since the Conference of Milan (1880) the practise of 'pure oralism' in education occurs in this country. This produced effect and consequences, specifically, the absence of a tradition of Sign language tuition and sign language research, and cessation to an epistemology in the understanding of total communication.

The national situation was seen to be changing throughout the period of this study. It is not possible to praise enough the total communication skill of the respondents of this study. Surprisingly, the total communication of the respondents appears in two main forms. There is the bilingual even multi-lingual skill of the literate deaf. They have their mastery of the subordinate languages of total communication. Some speak, most lip-read, all fingerspell, all sign, all read and write the English language at different degrees of accomplishment. The second form of the total communication mastery, is that used mainly by the illiterate non verbal deaf. In Total Communication they rely heavily upon and yet use successfully, mime and pantomime, gesture and sign, body movement and the physiology of emotion. It is possible to recognise the brilliant accomplishment of all these respondents, in much the way that an appreciative, but non-artistic onlooker, may stand before any great painting. The implied symbolism of the above statement is deliberate. The parallel between painting (art) and painting (sign) have been made repeatedly throughout this study. The deaf 'paint' in sign each expression they make and each

description they give of their world.

Most hearing people fail to realise the English (spoken or written) is a subsidiary language of Total communication. The deaf of this study have not mastered the English Language. Arguable perhaps because they have never heard the oral - aural version of the language. A paradox present in the study is that the more English literate respondents also have the greater mastery of sign language. The real controversy yet to be researched is 'which preceeds which'? A major finding of the study is that none of the respondents had received formal tuition in the use of sign language. There is clear evidence that the very young deaf teach each other a primitive version of a sign language at a very elementary stage in their schooling. The situation translates into a phenomenon. Those who teach the deaf largely will not teach sign that is both natural and native. Consequently the young deaf compensate by teaching a knowledge of sign amongst themselves. This is a social, anthropological, linguistic phenomenon.

B.S.L. is recognised as the natural and native language of the deaf in this country by the deaf themselves. The adult deaf teach that Total Communication is based upon British Sign Language and not upon the oral/written English Language.

B.S.L. is a two-handed system of communication which is loosely based upon a visual idiographic format. This is in contrast with 'Sign Supported English'. Here the Sign Language (often preferred by teachers of the deaf),

places an emphasis upon the spelling out of words in the native English language.

It is the picture-painting quality of B.S.L. which poses the major problem of translation. Essentially, this problem becomes, 'what criteria apply, when translating a language that exists without words heard or words thought or words written into a language that cannot exist without such words'? To emphasise the above, a further exploration of their world is now made. The Researcher spent each day of a year, talking with the deaf. In this period, he attempted a transition from verbal thought into non-verbal thinking. He found the transition from verbal to non-verbal thinking developed, in small increments of learning. Some idea of how this happened is now described. Mostly, when a deaf person signed an individual sign, that sign might then be equated with a single word and the single word with a single meaning and the single meaning with a single concept. This in itself is tedious and the process error prone. Dramatically and on fewer occasions it was realised that a group of signs had patterned in his imagination. Slowly it became possible to experience a pattern of signs. The patterns became pictures which were vivid and emotive. The rule emerged, 'If the patterns of signs are recognised, then the thinking involved becomes clear. The experts, the born deaf, appear to communicate amongst themselves in patterns of signs. Sign pattern thinking equates directly with conceptual thought.

Very much later the hand sign patterns became submerged into body posture. Sometimes, there were sign

patterns made, without emotional support of body posture, and these equate to the emotionless, indifferent manner of speaking. Often the sign patterns became completely subsumed into the body-language. The 'vibrations' became intense. Hearing people occasionally pick up 'the vibes'. The deaf always detect these 'vibrations' - the body generates its own aura. A further transition from verbal to non-verbal thinking occurs when the traditional vocalised sounds of speech are abandoned. For the deaf, oralising, consists of the shapes that the mouth can make. These consist of, the mouth stretch, the mouthsqueeze, the lips apart, the exhalation of air and this, controlled by the tongue, teeth or lips. Each mouth response is to be learned and memorised. For most of the pre-lingual deaf, this aspect of learning is too much to ask. The resulting attempts to speak the mouth shapes, produces the wheezes, groans, squeals and whooshes that cause many of the hearing to recoil in horror. Incidentally, this recoil is the form of visual communication that is never lost on the deaf. The extra problem associated with a reliance upon the audible signal, is that when the audible signal is 'scrambled' the listener has a complete disorientation of thought. Often listening to the audible communication of the deaf becomes a definite disadvantage when attempting the transition from verbal to non-verbal thinking.

On other occasions the deaf simply resort to fingerspelling. At speed, they fingerspell in patterns of letters. These patterns have to be memorised without the help of a 'sound' (as it sounds in the memory) recall

system. This memory practice, is very similar to the way in which hearing people remember random small number groups. Examples might be 45 (age), 12.8.40 (date of birth). 0742-305395 (telephone number). It is argued that, as the self-evident importance for the hearing of small number group emerges, then it is in this way that the self-evident importance of memorising small letter groups will also occur with the deaf. With 26 letters to use, the permutations are almost innumerable. The deaf choose to ignore, and do not fingerspell, or sign, two-letter sets (at, in, on, or, etc). They memorise the three-letter and four-letter sets (deaf not hear). They have great difficulty spelling any longer words. Some evidence to support the existence of this '3 letter Syndrome' is to be found in the research. Finally, when thinking in patterns of signs and communicating easily, and perhaps effectively, with a deaf person, then a single audible spoken word, from any source, brings this Researcher instantly out of non-verbal thinking. At this, there is a feeling that equates with the emotion and physiology of 'shock'. To continue, the process described above is restarted and a slow, period of re-entry into their world-of-silence occurs. The 'shock effect' does not seem to ease with repetition.. The journey to silence remains arduous in the extreme.

In accordance with 'Ethnic language teaching practice' in British schools, the infant and the young deaf should be taught formal British Sign Language. The teaching of British Sign Language should be available to infant and to parent, commencing from the point of

diagnosis of deafness. In this way the young deaf will internalise a first language. With an internalised language available it is then recommended that a translation to bilingual tuition should be mandatory in the primary school and thereafter. Sign Supported English is then, the correct medium of tuition. The outcome will be, the comprehension by the deaf of a second language, that of English. The comprehension will consist of the internalised English of reading and writing in addition to their internalised B.S.L. and non verbal communication. A warning; this may never produce fluency in the oral English language. The failure to develop oral English has been ascribed on various occasions to the 'child', 'the parents', 'the teachers' and to clinical reasons. These may include the social, the psychological and the neurological or physiological and anatomical. An element of 'chance' is established for 'clear speech'.

British Sign Language has claim to the structuring, form and symbolic content found common in any of the natural and native spoken languages of mankind. In this study, perhaps with the exception of the three pure oralists, all the deaf respondents drew upon the remnants of their natural, native, primary language. The general form of this natural language was its elementary non verbal form. The form of sign language used by the respondents to this study was based upon the sign system taught naturally by one deaf child to another. Repeatedly, if not universally, in this study, the deaf respondents claim that they learned their sign language

from each other and usually in the school playground. (The role in this teaching, of deaf children, of deaf and therefore signing-parents is unresearched). The young adult deaf respondents of this study are presently in a transitionary stage of language development. The deaf respondents are moving from the primitive sign language of the school playground to the signed social world of the adult deaf. This is the fertile period of learning, not the 'fallow' period of other studies.

Further research must develop an epistemology of Sign. The deaf respondents of the study are now in the process of learning, for the first time, British Sign Language. Similarly, the deaf of this study are to be found to be receiving their first real language training and this after they left their mainly 'oral schools'.

At this juncture they move into an adult world with a minimum of their language and of ours, with no literature of sign and scarcely any truly deaf culture. Most succeed in this emancipation, yet some are born to fail. The present practices of care, education and upbringing of the deaf are in need of change. In this the guiding principle must be, allow the deaf to speak for themselves.

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Telex 54680

Department of Communication Studies

Head of Department Asher Cashdan MA MEd FBPsS

SELF-AWARENESS IN THE PRE-LINGUALLY PROFOUNDLY DEAF.

Many thanks for your interest in this research.

The assistance that I most require is to locate any pre-lingually profoundly deaf young adult known to you. I estimate that there are 200 of these children born in England in any one year. The study relates to those who are now 17, 18 or 19 years of age. My plan is to contact a minimum of 50 of these young adults.

The study requires a biography for each individual.

Later I would wish to meet the individual concerned for a formal interview in which details of the questionnaire are known in advance. This usually takes one to two hours to complete and these interviews are essential if the study is to progress.

In some instances, at some later time, I would like to spend part of a day or longer with this young adult to talk in a more informal setting.

I will provide any further information that you may require.

A.C. Grant.
145 Oakbrook Road,
Sheffield S117EB.
(0742) 305393.

Sheffield City Polytechnic

Totley Hall Lane
Sheffield S17 4AB
Telephone Sheffield 369941 (STD Code 0742)
Telex 54680

Department of Communication Studies
Head of Department Asher Cashdan MA MEd FBPsS

From
Mr Tony Grant (Researcher)
145 Oak Brook Road
SHEFFIELD
S11 7EB

(0742) 305393

To

EACH YOUNG DEAF PERSON

Dear

My name is Tony Grant. I am the parent of a boy. He is profoundly deaf. I sign with him when I am talking. I meet all his deaf friends at the Deaf Club in Sheffield. He is a young adult. Deaf people are very interesting people.

I am writing a book about my son and about his deaf friends. I want to tell you about this research.

I hope you will enjoy talking to me, perhaps I can write your ideas into my book. This will help all Mothers and Fathers to understand children who are deaf. This is an important book. You can be an important help. Please talk and sign to me for one hour.

I want you to say that you will meet me. I will ask your parents to agree.

I wish you to have good luck.

Sincerely from,

Tony Grant

APPENDIX 1 (C)

Reply slip to:-

Mr. A.C. Grant,
145, Oakbrook Road,
Sheffield S11 7EB.

Self Awareness in the Pre-lingually Profoundly Deaf.

Parent: I have no objection to my son/daughter/charge being involved in
this research.

Signed:.....

Name:.....

Address:.....

Young Person: I would like to meet and talk to Mr. Tony Grant.

Signed:.....

Address:.....

Age:.....

APPENDIX A2

THE VISITING CARD

TONY

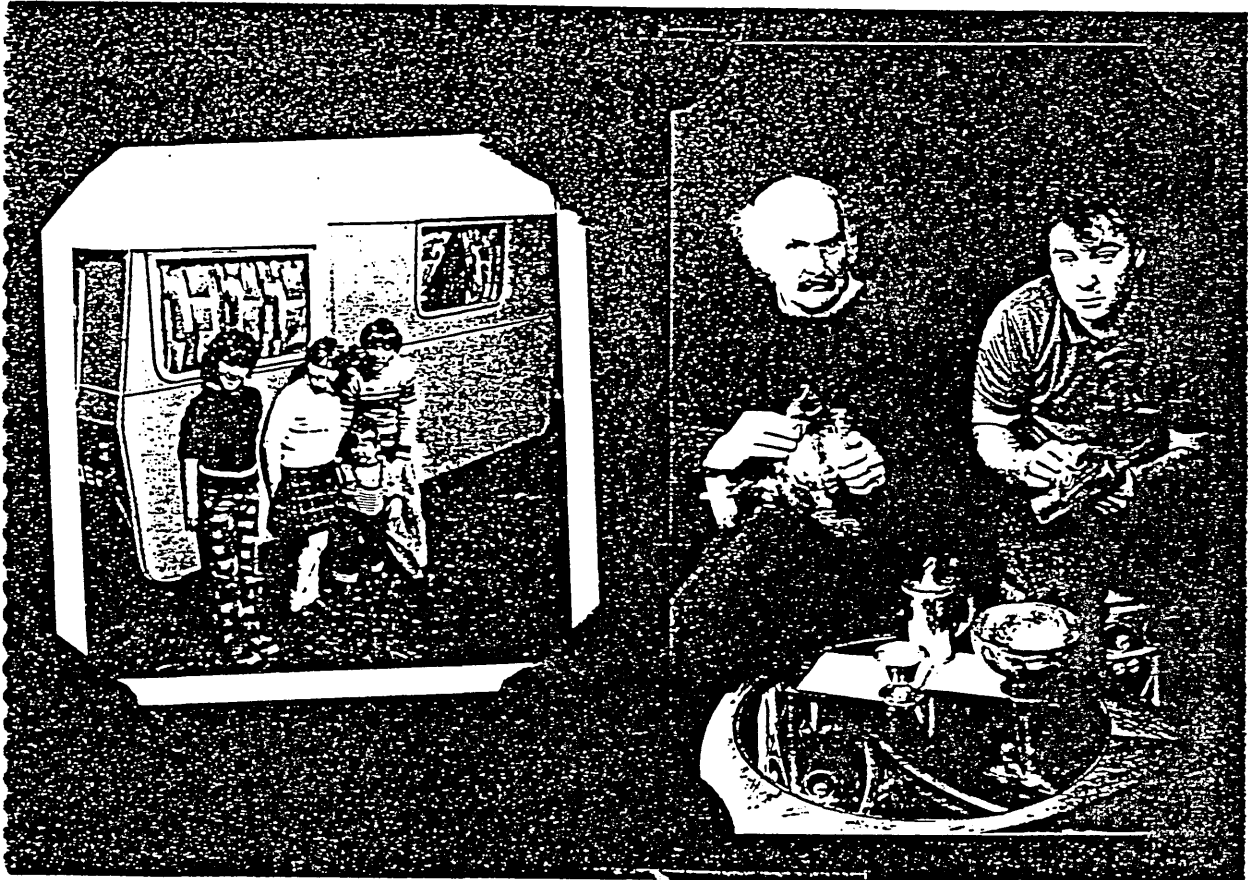
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RESEARCHER

DEPARTMENT OF COMMUNICATION STUDIES
TOTLEY HALL LANE
SHEFFIELD CITY POLYTECHNIC

APPENDIX A3

THE PHOTOGRAPHS



WORD GAME

IF YOU KNOW THESE WORDS	Tick ↓
GOOD THINGS	✓
TALKS	
WORKS	
CALM	
HELPFUL	
NORMAL	
FUNNY	
O K	
LIKEABLE	
CLEVER	
TRUTHFUL	
GOOD	
CLEAN	
BEST	
NICE	
STRONG	
HAPPY	
FIT	
BEAUTIFUL	
KIND	
INTERESTING	
ADULT	
DEAF	
INTELLIGENT	
ATHLETIC	
CHILD	
HEARING	
SERIOUS	
FAIR	
ARTISTIC	
SENSIBLE	
	✓

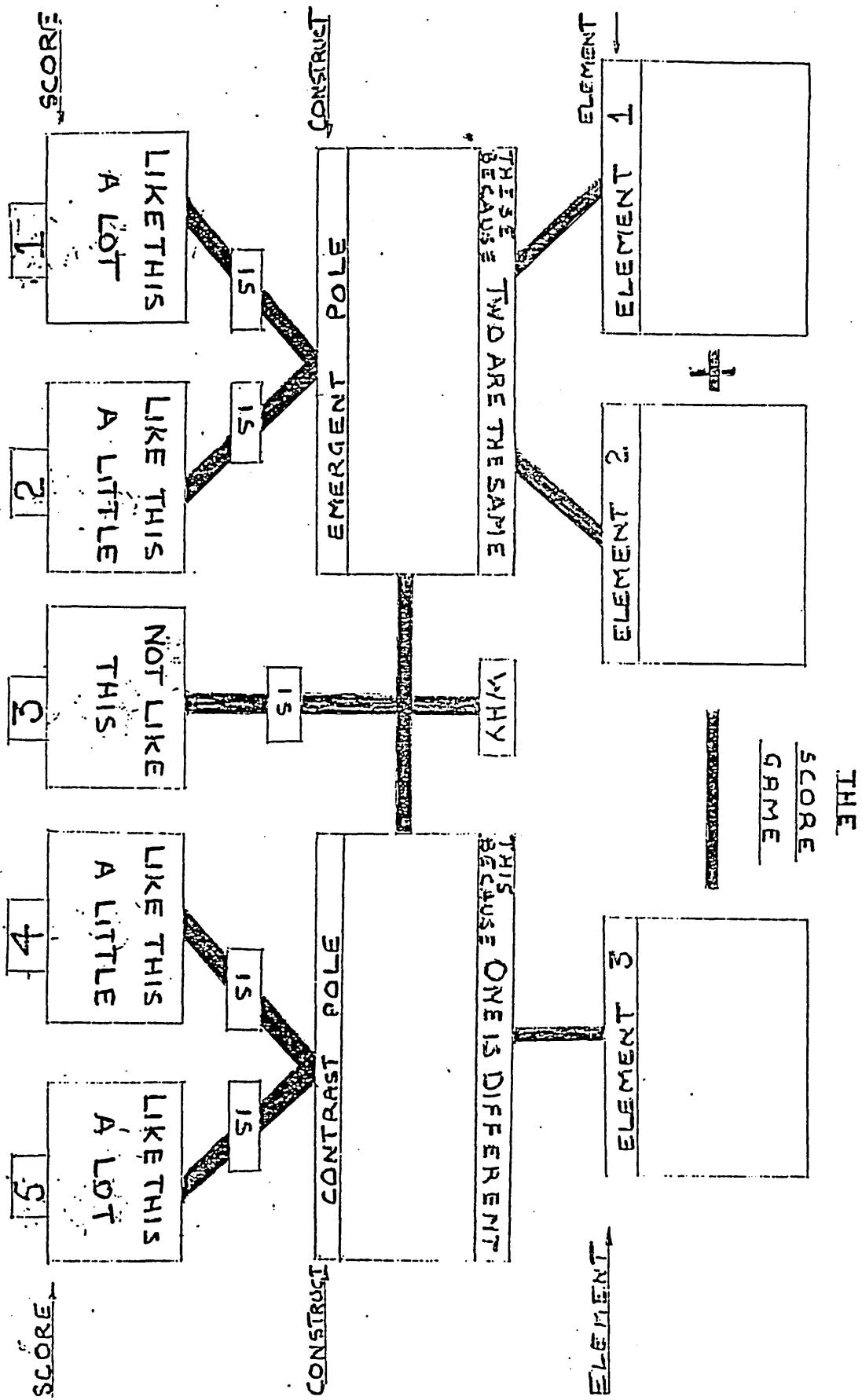
IF YOU SIGN THESE WORDS	↑ Tick
----------------------------	-----------

IF YOU KNOW THESE WORDS	Tick ↓
BAD THINGS	✓
MEAN	
STUPID	
SELFISH	
THIEF	
WASTES	
WORRY	
ANGRY	
CRAZY	
FED-UP	
HATE	
AFRAID	
CHEAT	
BAD	
UNTIDY	
SILLY	
LOW	
NASTY	
WEAK	
SAD	
ILL	
UGLY	
CRUEL	
BORING	
DIFFICULT	
LAZY	
SNOB	
LIAR	
DIFFERENT	
BULLY	
SIMPLE	
	✓

IF YOU SIGN THESE WORDS	↑ Tick
----------------------------	-----------

DIFFERENT PEOPLE GAME

IF YOU CAN WRITE THE NAME		Tick ↓
1	SELF	✓
2	MY MOTHERS NAME	
3	MY FATHERS NAME	
4	A GRANDPARENTS NAME	
5	A GOOD TEACHER	
6	A BAD TEACHER	
7	THE HEAD TEACHER	
8	A FRIEND (BOY)	
9	A FRIEND (GIRL)	
10	A YOUNG PERSON	
11	AN INTELLIGENT PERSON	
12	AN ATHLETIC PERSON	
13	AN ARTISTIC PERSON	
14	A CRAZY PERSON	
15	A LAZY PERSON	
16	A HATED PERSON	



1.	2.	3.	4.
_____	_____	_____	_____
IS MY NAME	IS MY MOTHERS NAME	IS MY FATHERS NAME	IS A GRANDPARENT NAME
5.	6.	7.	8.
_____	_____	_____	_____
IS A GOOD TEACHER	IS A BAD TEACHER	IS THE HEADTEACHER	IS A FRIEND <u>BOY</u>

9.	10.	11.	12.
_____	_____	_____	_____
IS A FRIEND <u>GIRL</u>	IS A YOUNG PERSON	IS AN INTELLIGENT PERSON	IS AN ATHLETIC PERSON
13.	14.	15.	16.
_____	_____	_____	_____
IS AN ARTISTIC PERSON	IS A CRAZY PERSON	IS A LAZY PERSON	IS A HATED PERSON

CODE

CONSTRUCTS

ELEMENTS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SELF
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	MOTHERS NAME
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	FATHERS NAME
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GRANDPARENTS NAME
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GOOD TEACHER
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	BAD TEACHER
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HEAD TEACHER
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	FRIEND (BOY)
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	FRIEND (GIRL)
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	YOUNG PERSON
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	INTELLIGENT PERSON
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ATHLETIC PERSON
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ARTISTIC PERSON
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	CRAZY PERSON
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	LAZY PERSON
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HATED PERSON

APPENDIX A9. (TABLE A1)

RAW DATA ANALYSIS (50 INTERVIEWS)

A) <u>INTERVIEWS</u>	<u>REP GRID</u>	<u>NON VERBAL</u>
(i) Repertory Grid	40 (100%)	
(ii) Non Verbal Interview		10 (100%)
B) <u>LOCATION</u>		
(i) Home	14 (35%)	1 (10%)
(ii) Elsewhere	26 (65%)	9 (90%)
C) <u>GENDER</u>		
(i) Female	15 (38%)	1 (10%)
(ii) Male	25 (62%)	9 (90%)
D) <u>REPERTORY GRID</u>		
(i) Elicited Constucts	9 (22%)	0 (0%)
(ii) Provided Constructs	31 (78%)	0 (0%)
E) <u>TEST 1 (VISITING CARD)</u>		
(i) Fingerspelling (Low)	37 (93%)	9 (90%)
(ii) Fingerspelling (High)	21 (53%)	0 (0%)
F) <u>TEST 2 (PHOTOGRAPHS)</u>		
(i) Chronology of Time	40 (100%)	10 (100%)
(ii) Preferred Speech		
a) Sign	23 (58%)	9 (90%)
b) Oral	17 (42%)	1 (10%)
G) <u>TEST 3 (PEOPLE GAME)</u>		
(i) Memory, 0-4 Names	0 (0%)	6 (60%)
5-8 Names	0 (0%)	4 (40%)
9-12 Names	4 (10%)	0 (0%)
13-16 Names	36 (90%)	0 (0%)
H) <u>TEST 4 (WORD GAME)</u>		
(i) English Literacy		
Bad	0 (0%)	9 (90%)
Poor	0 (0%)	1 (10%)
Average	5 (13%)	0 (0%)
Good	11 (27%)	0 (0%)
Excellent	24 (60%)	0 (0%)
(ii) Sign Literacy		
Bad	3 (8%)	2 (20%)
Poor	0 (0%)	3 (30%)
Average	3 (8%)	4 (40%)
Good	11 (27%)	1 (10%)
Excellent	23 (57%)	0 (0%)

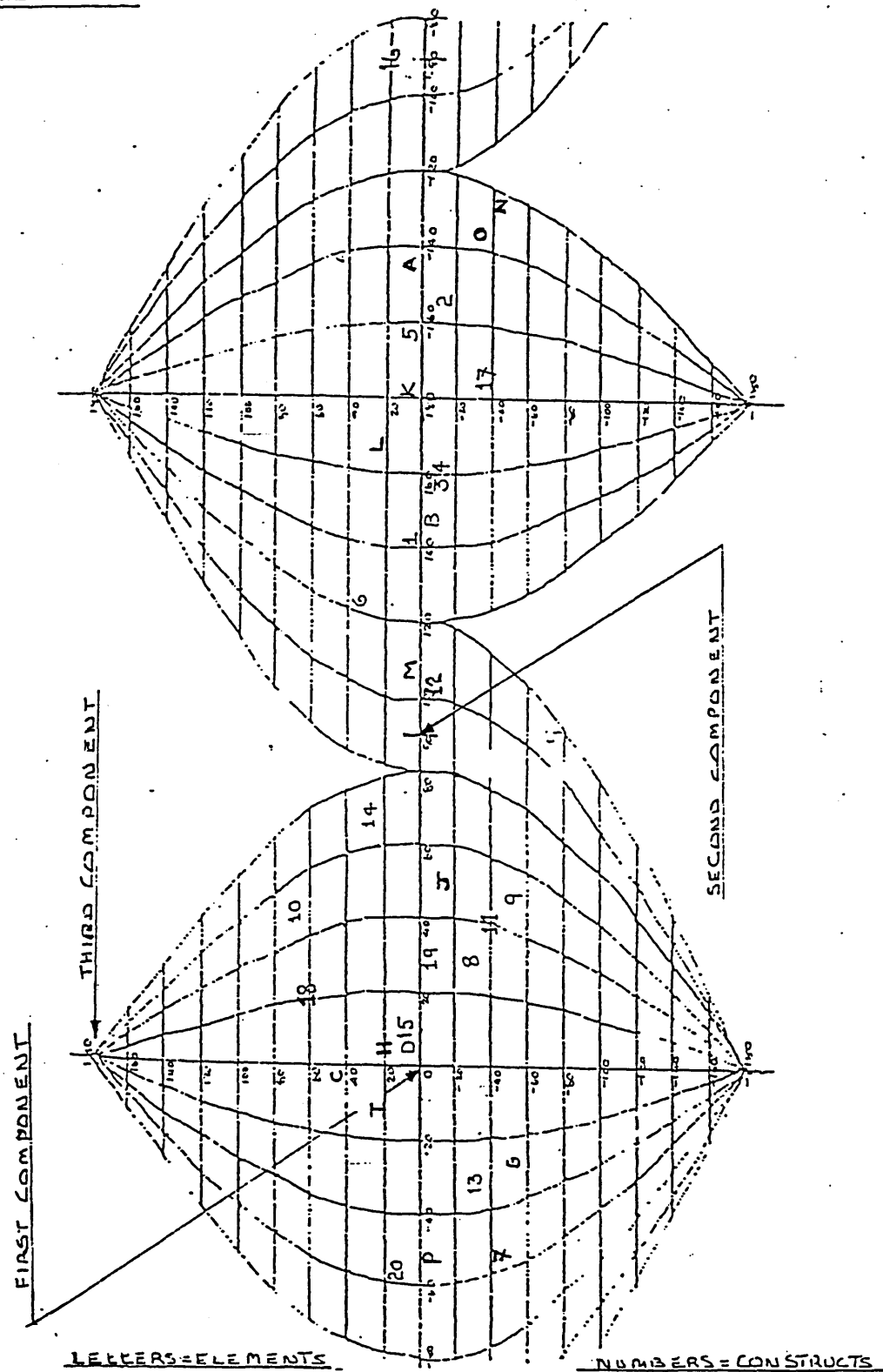
APPENDIX A 10 TABLE (A2)

GRID ANALYSIS

<u>THE YOUNG DEAF ADULTS</u> <u>(REPERTORY GRID)</u>	<u>TOTAL</u> <u>CONSTRUCT</u> <u>VARIATION</u>	<u>BIAS</u>	<u>VARIABILITY</u>	<u>(GRAPH)</u> <u>EXPECTED</u> <u>ELEMENT</u> <u>DISTANCE</u>
- Quasi Grid	608.0	.2054	.7118	1.63
- 01, Sam	490.0	.5244	.6390	2.05
- 02, Don	734.4	.2414	.7823	1.73
- 03, Ray	496.0	.4718	.6430	1.43
- 04, Rose	605.0	.3223	.7100	1.51
- 05, Dot	547.9	.5132	.6757	1.65
- 06, Luis	541.0	.3259	.6131	1.38
- 07, Chris	362.1	.4462	.5494	1.84
- 08, Nick	628.0	.4463	.7235	1.82
- 09, Anne	634.0	.2404	.7269	1.28
- 10, Pat	582.8	.1375	.6969	1.31
- 11, Karen	652.6	.2771	.7375	1.42
- 12, Will	743.1	.4505	.7870	1.90
- 13, Mel	341.6	.2598	.5336	2.44
- 14, Alan	630.0	.3223	.7246	1.52
- 15, Russ	449.5	.3068	.6120	1.46
- 16, Roy	516.3	.2733	.6560	1.34
- 17, Pete	511.5	.3263	.6530	1.50
- 18, Kate	535.1	.3696	.6678	1.74
- 19, Andy	707.8	.3470	.7680	1.75
- 20, Faith	685.6	.1903	.7559	1.74
- 21, Lil	649.1	.2451	.7355	1.62
- 22, Paddy	396.2	.3789	.5746	1.50
- 23, Jack	709.0	.2110	.7687	1.71
- 24, Gus	619.6	.2506	.7186	1.49
- 25, Dan	476.6	.2758	.6302	1.67
- 26, Seth	529.5	.2329	.6643	2.07
- 27, Lucy	528.5	.4197	.6636	1.84
- 28, Arnold	778.0	.3343	.8052	1.45
- 29, Jane	720.1	.2385	.7747	1.46
- 30, Rene	693.3	.2993	.7601	1.50
- 31, Tanya	477.3	.4162	.6307	1.42
- 32, Rita	493.2	.4616	.6411	2.23
- 33, Lana	491.1	.3706	.6398	1.32
- 34, Morris	382.1	.4968	.5643	2.17
- 35, Sid	587.2	.4391	.6996	1.54
- 36, Rob	780.7	.5298	.8066	1.52
- 37, Sandra	595.1	.4068	.7043	1.77
- 38, Tess	683.0	.2891	.7544	1.39
- 39, Mike	636.8	.4712	.7285	1.86
- 40, Ned	606.8	.3916	.7110	1.47
Group Mean	578.3	.3486	.6907	1.64

APPENDIX A11 (TABLE A3)
PRINCIPAL COMPONENT ANALYSIS

<u>THE YOUNG DEAF ADULTS</u> <u>(REPERTORY GRID)</u>	<u>FIRST</u> <u>THREE</u> <u>COMPONENTS</u> <u>(%)</u>	<u>COMPONENT</u> <u>ONE</u> <u>(%)</u>	<u>COMPONENT</u> <u>TWO</u> <u>(%)</u>	<u>COMPONENT</u> <u>THREE</u> <u>(%)</u>
- Quasi Grid	49.3	22.64	15.67	11.07
- 01, Sam	65.29	38.72	14.65	11.92
- 02, Don	69.47	40.11	17.46	11.90
- 03, Ray	66.12	28.33	23.15	14.64
- 04, Rose	67.94	47.00	12.50	8.49
- 05, Dot	70.77	48.10	13.60	9.17
- 06, Luis	63.54	28.60	21.11	13.83
- 07, Chris	56.52	27.70	13.34	13.48
- 08, Nick	70.58	44.26	16.69	9.63
- 09, Anne	65.38	42.52	12.98	9.88
- 10, Pat	48.36	20.93	14.86	12.53
- 11, Karen	62.48	37.25	14.22	11.01
- 12, Will	74.53	52.51	13.17	8.85
- 13, Mel	64.81	35.60	17.88	11.33
- 14, Alan	60.86	30.71	18.29	11.86
- 15, Russ	66.14	44.33	12.40	9.41
- 16, Roy	53.17	25.07	14.67	13.43
- 17, Pete	59.76	29.65	18.23	11.88
- 18, Kate	56.81	25.55	14.97	11.29
- 19, Andy	75.62	54.44	11.55	9.63
- 20, Faith	87.02	70.90	9.97	6.11
- 21, Lil	69.33	42.51	13.27	8.55
- 22, Paddy	58.50	25.68	18.27	14.55
- 23, Jack	67.28	40.03	14.60	12.65
- 24, Gus	66.15	43.23	13.06	9.86
- 25, Dan	63.43	29.59	19.93	13.91
- 26, Seth	69.10	47.89	12.09	9.12
- 27, Lucy	67.78	41.14	15.37	11.27
- 28, Arnold	77.14	52.05	16.64	8.45
- 29, Jane	51.53	23.00	15.97	12.56
- 30, Rene	61.11	36.80	14.34	9.97
- 31, Tanya	52.56	22.76	17.74	12.06
- 32, Rita	60.13	32.75	13.98	13.40
- 33, Lana	53.58	24.23	17.59	11.76
- 34, Morris	70.90	35.15	23.35	12.40
- 35, Sid	78.50	50.87	18.94	8.24
- 36, Rob	57.00	30.45	15.41	11.14
- 37, Sandra	64.69	43.15	12.42	9.12
- 38, Tess	76.27	57.17	11.54	7.50
- 39, Mike	71.24	50.88	11.78	8.58
- 40, Ned	74.25	48.10	16.08	10.07
Group Mean	66.64	38.79	15.50	10.88

SPHERICAL MAPPINGFALSE PLOT

Three Dimensional Mapping of the First Three Components.

Sheffield City Polytechnic

Totley Hall Lane
Sheffield S17 4AB
Telephone Sheffield 369941 (STD Code 0742)
Telex 54680

Department of Communication Studies
Head of Department Asher Cashdan MA MEd FBPsS

AC/JMM

4 June 1986

Major W Warde-Aldam DL JP
Doncaster College for the Deaf
(Incorporated with Yorkshire Residential
School for the Deaf)
Ledger Way
DONCASTER
DN2 6AY

Dear Sir

It is with gratitude that I write this letter of appreciation for the hospitality and assistance given to our researcher, Mr A C Grant.

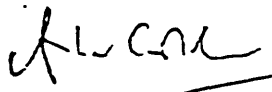
Mr Grant is now in the final year of preparation of a study entitled: "The development of self awareness in prelingually profoundly deaf young adults", which, upon completion, is to be submitted in the award of Doctor of Philosophy.

In the two weeks, 24 April to 6 May, your Director, Mr R B Dickson and your Head of College, Miss C T Glenville, permitted Mr Grant to interview those prelingually profoundly deaf young adults in residence. This work was controlled by the Principal Social Worker, Mr J Heywood, and directly supervised by the Residential Social Work Team, in particular, Mrs Lawes, Mr Wozencroft and Mr Cuffling.

This outstanding example of co-operation between your staff and a representative of academic research suggests that Doncaster stands firm in the field of education for the deaf.

This letter is only complete when I add the personal thanks of Mr Grant to your staff and to the young deaf people who gave so much to help.

Yours sincerely



Asher Cashdan

Sheffield City Polytechnic

Totley Hall Lane
Sheffield S17 4AB
Telephone Sheffield 369941 (STD Code 0742)
Telex 54680
Department of Communication Studies
Head of Department Asher Cashdan MA MEd FBPsS

Ref AC/FK

11 July 1986

D H McLain, BSc, PhD (Director)
Computing Services Division
University of Sheffield
2 Hounsfield Road
SHEFFIELD
S10 2TN

Dear Dr McLain

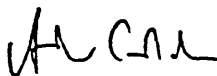
This is a letter of appreciation on behalf of myself and Mr A C Grant.
Mr Grant was provided with access to the University of Sheffield computing facilities in order to use the link with UMRCC.

Your head of department, Dr S Wardle, kindly directed Mr Grant to work with Mr Denis Savas, the UMRCC representative. The computing performed by Mr Grant represents the major area of research for a PhD thesis. This computing work is now completed and I wish the temporary user code for Mr Grant to be made defunct.

Tony Grant wishes me to add a personal note of thanks to Denis Savas for the way he expertly piloted Tony through the intricacies of the link with Manchester.

Your help in this matter is greatly appreciated.

Yours sincerely



A Cashdan

AC/JMM

4 June 1986

Dr J C Denmark MB MRCS FRC Psych DPM
(Consultant Psychiatrist)
Department of Psychiatry for the Deaf
Preston Health Authority
Whittingham Hospital
Whittingham
PRESTON
Lancs
PRW 2JH

Dear Dr Denmark

I have been approached by my researcher, Mr A C Grant. Tony was in correspondence with you at the beginning of this year and received several papers and a letter dated 6 February.

He has completed his schedule of interviews of 50 pre-lingually profoundly deaf young adults using Total Communication technique and is now working upon a Repertory Grid Analysis for each of these respondents. His findings show that 80% are able to complete the Grid satisfactorily but it is his work with the remainder which is giving Tony some cause for concern.

The personal isolation of this small group is producing examples of behaviour which may be described as 'bad' or 'eccentric' but not as 'criminal' nor 'insane'. This suggests that the total population may be sectioned into the general divisions of:

normal - isolated - incare.

The group which make up this central feature, has been the subject of some conversation between Tony and myself and his second tutor (Dr P Ashworth, Principal Lecturer, Department of Social Studies).

I feel as senior tutor that this research should describe the features of all three divisions and it is towards this end that I ask for your help.

- 1 Is there provision for Mr Grant to visit Whittingham Hospital in order for him to describe the general provision of psychiatric care?
- 2 The specific question which concerns Tony and which he would wish to address to you is, "what provision is, or should be, available, at local authority level to help 'the isolated' young deaf adult, before they drift into the category of 'incare'?"

Tony would like to visit you at any time in the near future and would fit in with arrangements that suit you. I should be most grateful if you would help him in this way - this would certainly help enormously both in his research and in his understanding of the problems of this group.

Yours sincerely



Asher Cashdan

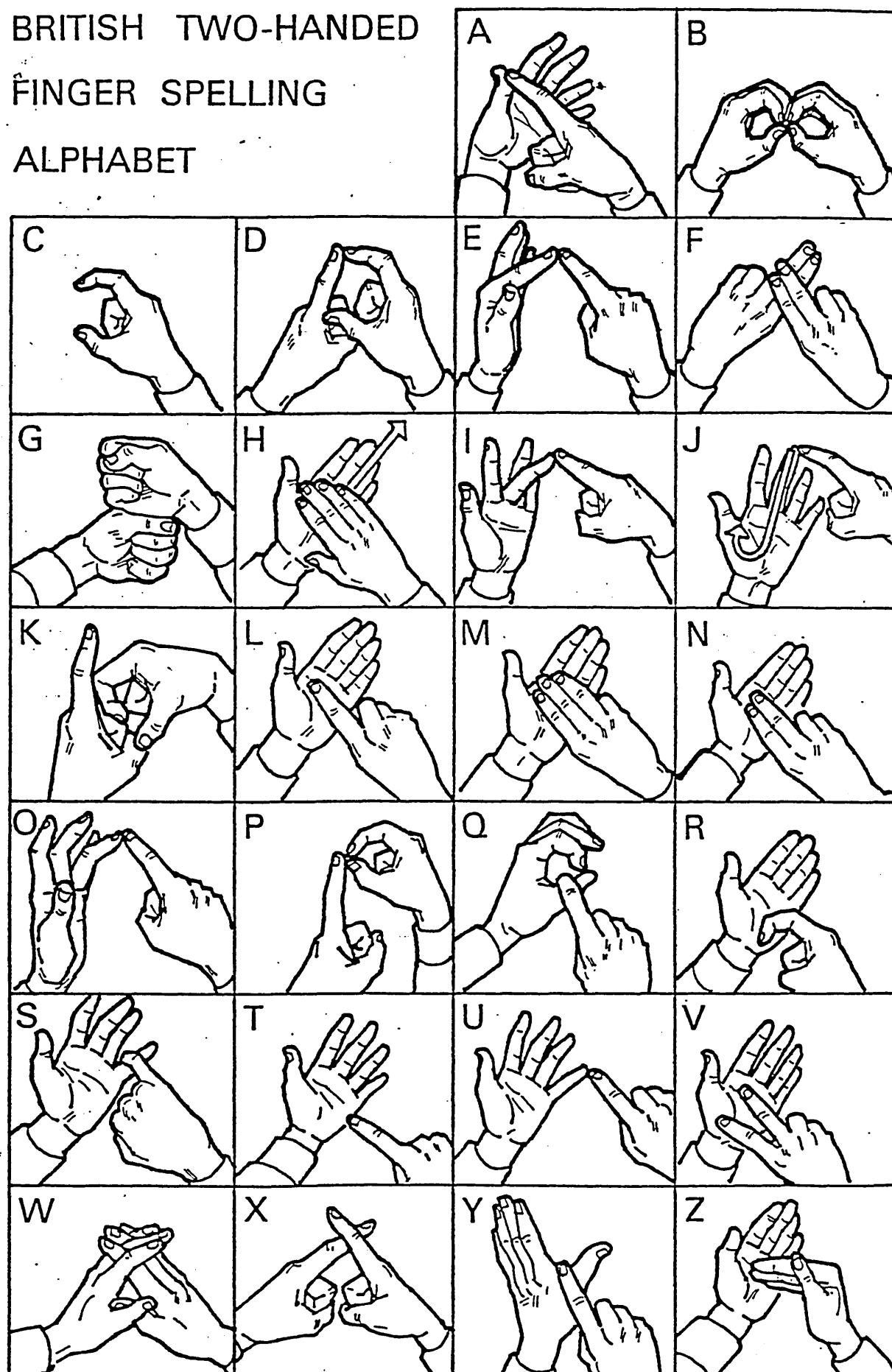
Denmark et al A Word in Deaf Ears: a Study of Communication and Behaviour in a Sample of 75 Deaf Adolescents.
1979

Tables (Abbreviated)

- 1) Acquisition of 190 names received from Local Authorities
- 2) Age of adolescents at time of interview
- 3) Size of adolescents' families
- 4) Hearing impaired siblings of adolescents
- 5) Original position of siblings within family
- 6) Marital status of parents at time of interview
- 7) Socio-economic grouping of families
- 8) Hearing test results with hearing aid and without aid better
- 9) Snijders-Jensen analogies test scores (picture matching)
- 10) Gates-Machinitie reading test scores vocabulary 9yr comprehension 8yr
- 11) Four roles (test) of arithmetic scores 8yr
- 12) CSE examination entrants 2.1 mean (1 candidate of 75 took CSE)
- 13) Subjects taken for CSE
- 14) Deafness associated behaviour problems (70%)
- 15) Specified behaviour characteristics associated with deafness...
- 16) Effects of adolescent behaviour on Mother
- 17) Coping with behaviour problems
- 18) Methods of communication used by parents and adolescents
- 19) Methods of communication used in schools
- 20) Method of communication used by adolescent to friends
- 21) Parents rating of adolescent's post school speech skill
9% speak 16% do not
- 22) Test of communication scores
- 23) Parents attitude towards sign language
- 24) Attitude of school towards use of sign language
- 25) Behaviour rating scale itemised scores of profoundly deaf group, compare with National Child Development study sample
- 26) Gibson spiral maze scores of profoundly deaf group compared with others
- 27) Gibson spiral maze results compared with behaviour rating scale
- 28) Method of communication by parents...with behaviour rating scale
- 29) Method of communication by teacher...with behaviour rating scale
- 30) Test of communication scores...with behaviour rating scale
- 31) Parents' contact with school staff
- 32) Parents' contact with other parents of deaf children
- 33) Parents membership of Voluntary organisations
- 34) Parents contact with social workers for the deaf
- 35) Reasons why parents had no contact with social workers...
- 36) Personnel with whom parents discussed...problems...with deafness
- 37) Personnel giving advice to parents on specific behavioural problems
- 38) Personnel who advised about communication
- 39) Advice given to Mother about communication
- 40) Mother's suggestions for improving communication
- 41) Adolescents' contact with school since leaving
- 42) Adolescents' attendance at Institute for the Deaf
- 43) Persons to whom adolescents talk when they have problems
- 44) Results of American studies on the influence of early manual

COMMUN 127 1200

BRITISH TWO-HANDED FINGER SPELLING ALPHABET

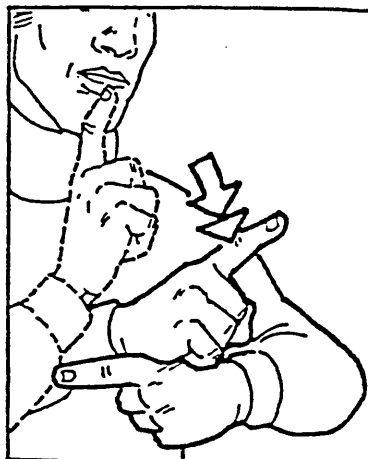


Acknowledgement is gratefully made to the original;

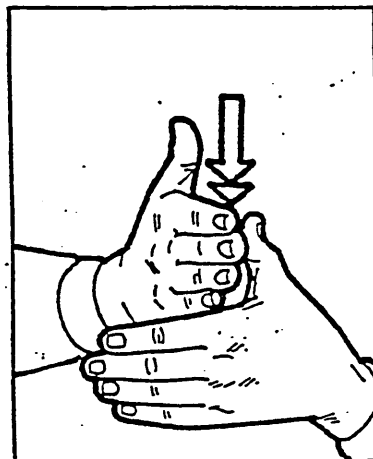
Communications Link, Smith, C and Hodson, D (1985)

Beverley School for the Deaf

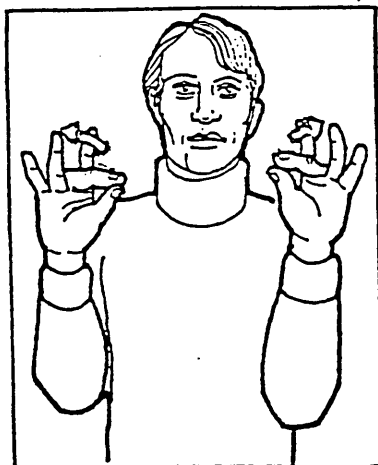
Talks



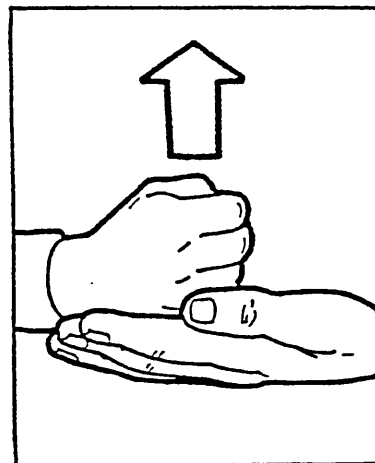
Works



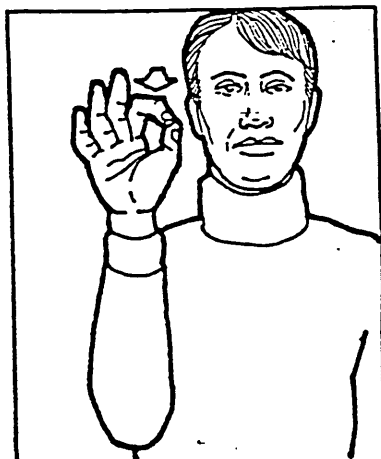
Calm



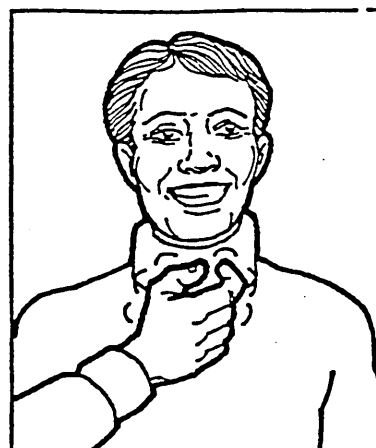
Helpful



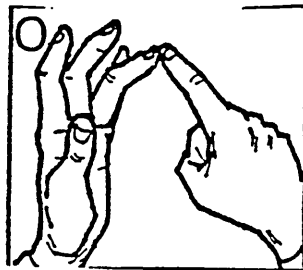
Normal



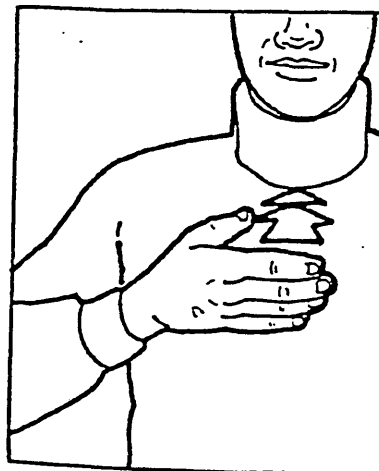
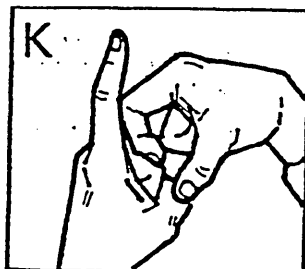
Funny



OK



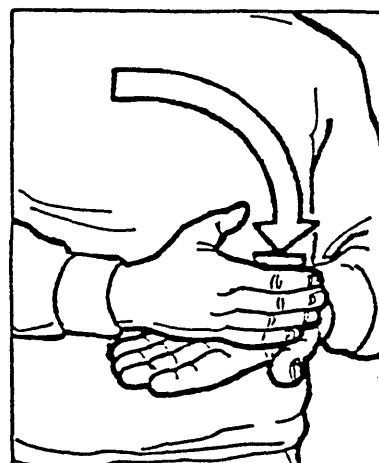
Likeable



Clever



Truthful



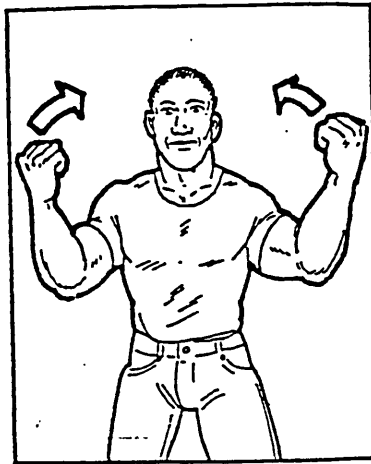
Good



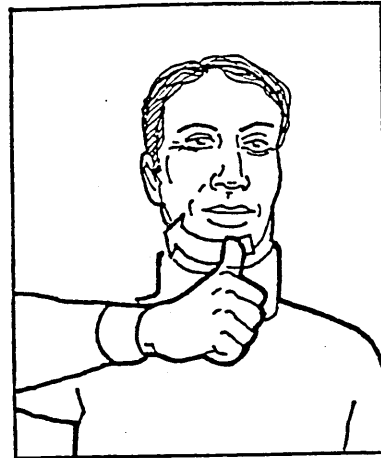
Clean



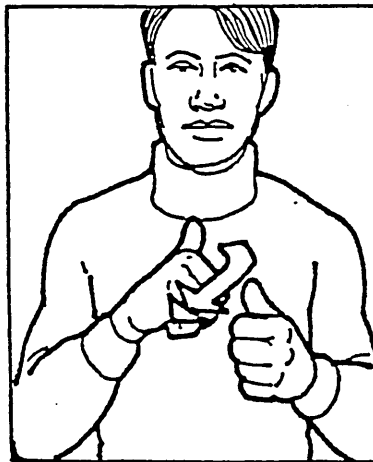
Strong



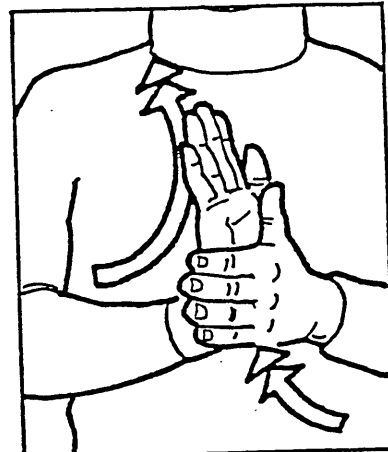
Nice



Best



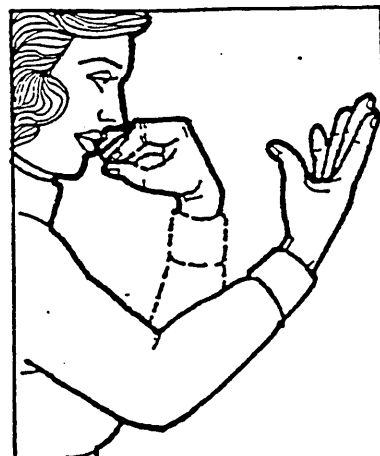
Happy



Fit



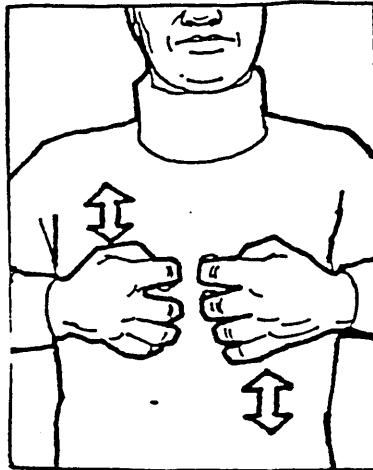
Beautiful



Kind



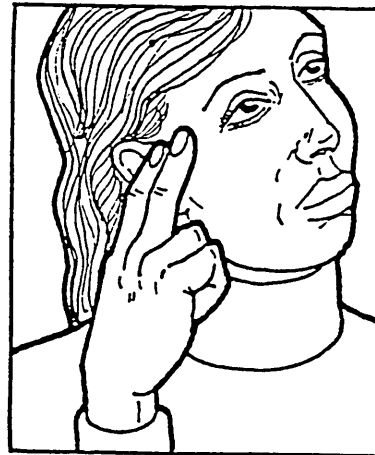
Interesting



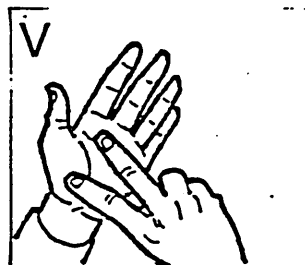
Adult



Deaf

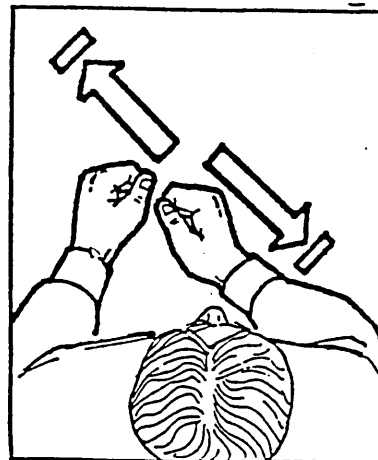


Intelligent

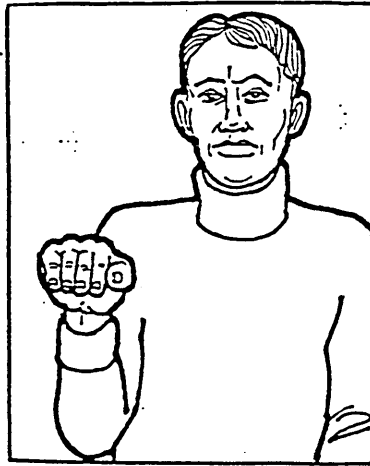


and clever

Athletic



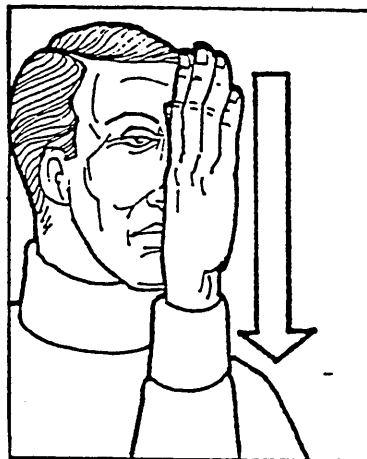
Child



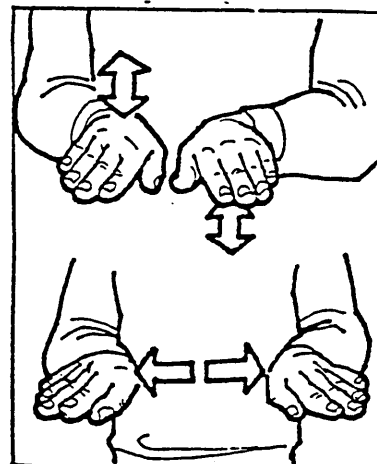
Hearing



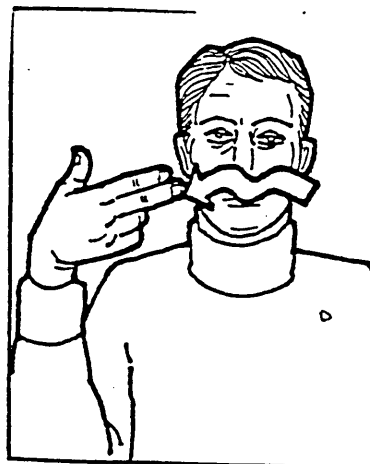
Serious



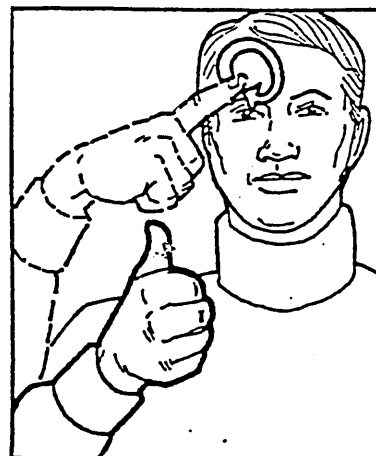
Fair



Artistic



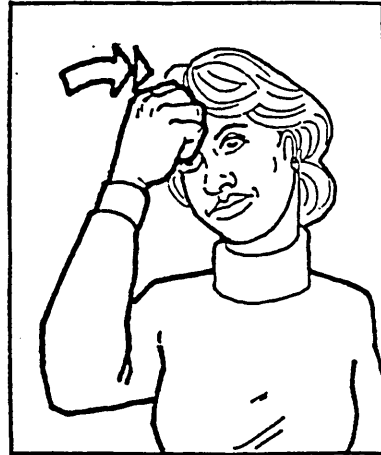
Sensible



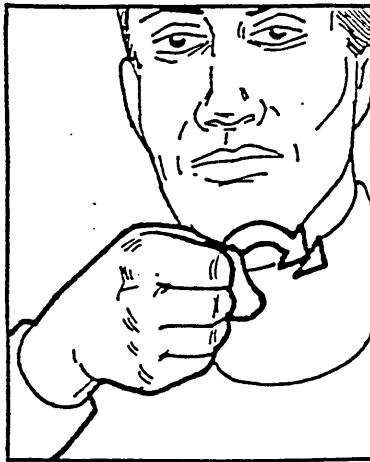
Mean



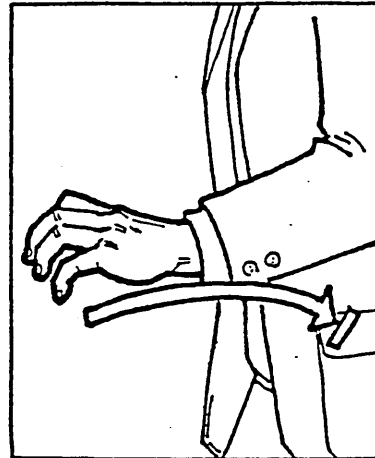
Stupid



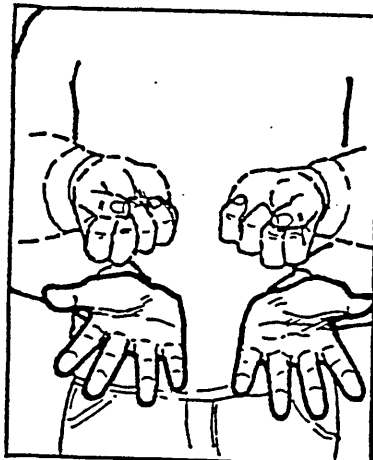
Selfish



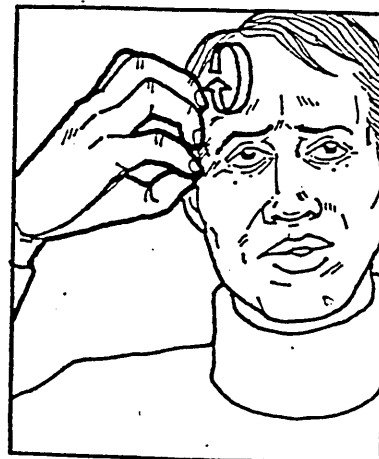
Thief



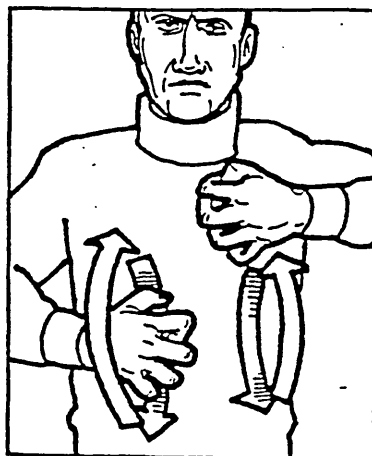
Wastes



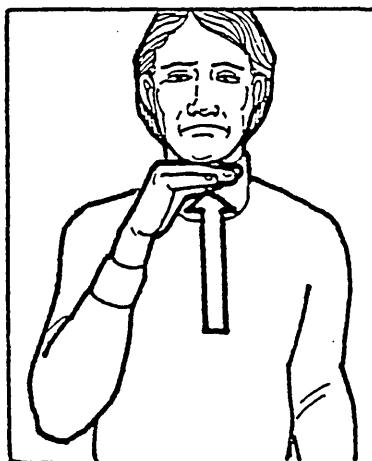
Worry



Angry

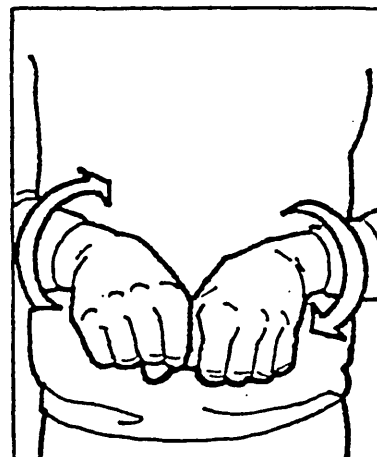


Crazy



Fed-up

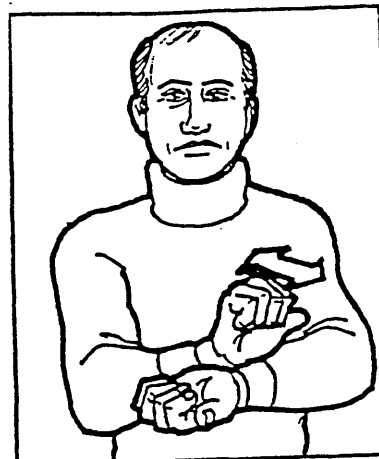
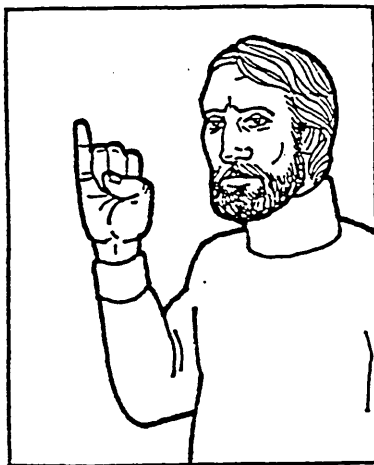
Hate



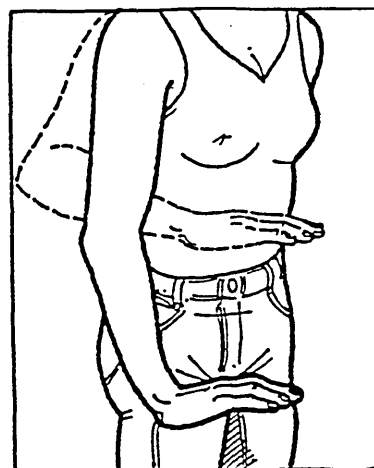
Afraid

Cheat

Bad

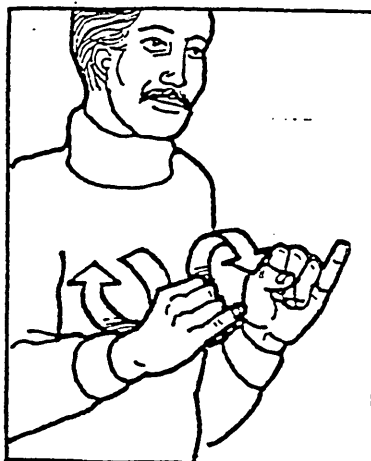


Untidy



Silly

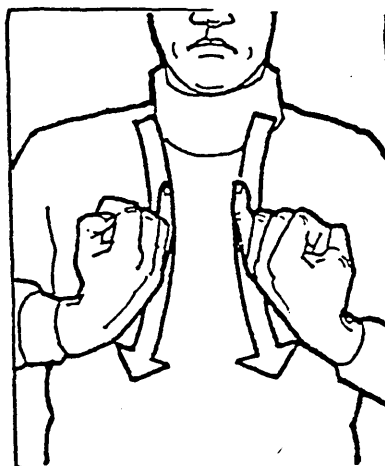
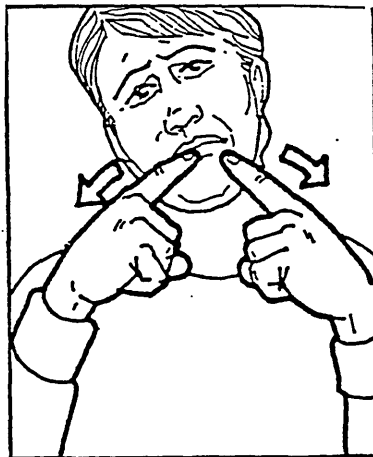
Low



Nasty

Weak

Sad



Ill



Ugly

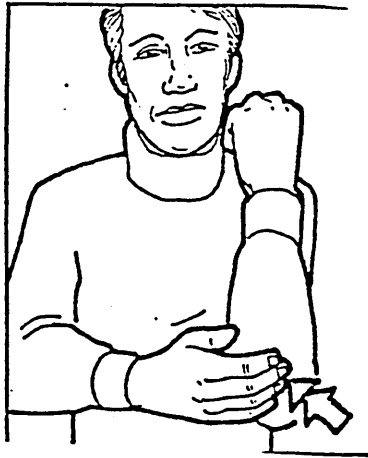
Cruel



Boring

Difficult

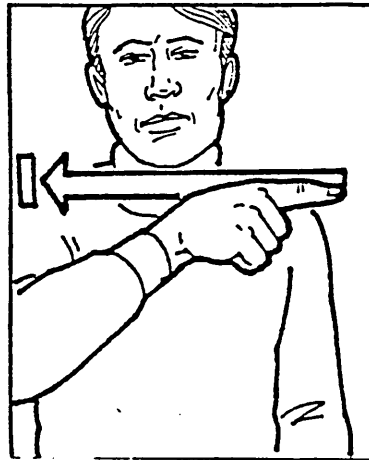
Lazy



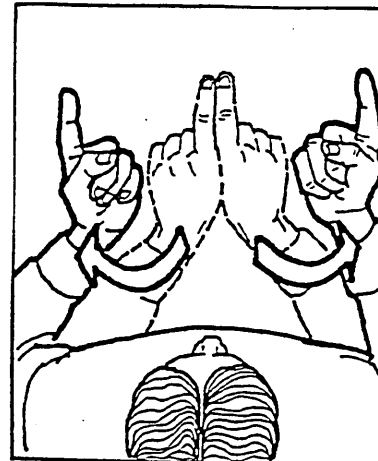
Snob



Liar



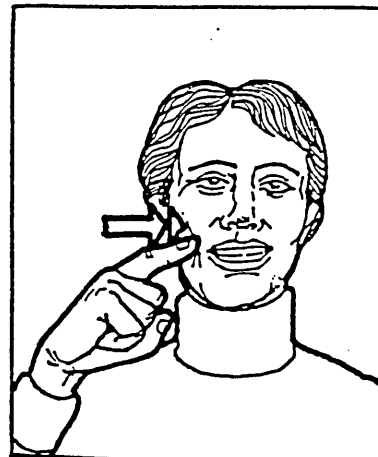
Different



Bully



Simple



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