

The child personality in the context of hearing loss

POTMĚŠIL, M. *Osobnost dítěte v kontextu sluchové vady*. Olomouc: Univerzita Palackého v Olomouci, 2015.

(book review)

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The publication analyses and describes the issue of personality of a child with hearing impairment, currently often discussed topic in practice. In the psychological diagnosis of children with hearing impairment, it is usually not clear whether the result is caused by hearing loss (and with this hearing loss associated imperfect ability to read with comprehension), or by the cognitive abilities of the child. Therefore, the diagnostic results may be inaccurate. The aim of this publication is to adapt the test of personality for people with hearing impairments. The publication contains 227 pages and is divided into 12 chapters that logically follow and are interdependent. The basic theoretical information is found in the first six chapters. In following chapters we are deepening our previously gained knowledge about information of our work experience.

In the first chapter the author defines the theory of *Personality psychology*. He mentions different approaches to personality during history, describes personality traits, personality model called “Big Five” and its transformation in the development and translation into other languages. While the describing the personality he also comes to the concept of personality according to Eysenck and to the B-J.E.P.I. test. This test was in the context of this work used and adapted to the population of pupils with hearing impairment. After the theoretical frame of personality, the author gets to a reflection of personality in educational psychology. He focuses on the school psychologist’s view, the limitation of development of children with disabilities caused by the special schools environment and the need of boarding school life, from which the lack of alternating social roles and other aspects that affect the development of the person stems.

The second chapter discusses the pedagogical methods and specific issues of children’s diagnosis, which also includes communication and communication competence of children. The author mentions the basic overview of the main principles of

investigation in psychology, the requirements on psychologist working with children and the structure of the examination. Due to the defective hearing he emphasizes the need for effective communication, taking into account the specifics of personality traits and age of the child.

In the third chapter, the author describes *The ethical principles of psychology* and the ethic code of the American Psychological Association and compares it with the famous Code of Ethics of the Czech-Moravian Psychological Society.

The fourth chapter is called *B-J.E.P.I. – Eysenck's Scale*. The B-J.E.P.I questionnaire, as mentioned above, was adapted for this work. The formation of this questionnaire the author describes in the first chapter. This chapter describes a specific description of this instrument. He outlines the 1994 version, which is aimed at 9–14 years age group. He describes the range of extraversion – introversion, instability – stability (neuroticism), psychoticism and the lies score. He mentions the way of administration of the questionnaire and its adaptation for children with hearing impairments.

In the fifth chapter *Children with hearing impairment* the author describes the basic special education of people with hearing theory and its reflection in psychological practice. In connection with the characterization of the personality of a child with a hearing impairment and his self-image, he also emphasizes the need of being knowledgeable in the Deaf culture which is described here. He describes the principles of psychological diagnosis and intervention in children with hearing impairments case. He refers to the time factor, communication, the respect for preferred communication style, the clarity and respect for client's conceptual bank. Breaking of these principles may lead to wrong conclusions in psychological diagnosis. The author also deals with the theoretical basis of hearing impairment and its impact on the personality, the development of personality and the psychomotor development of children with hearing impairments, he mentions the issue of inclusive education. He also focuses on a family as a factor influencing the personality of a child with a hearing impairment not ignoring the concept of family from the perspective of children with hearing impairment. The chapter is enriched with the research carried out in the last four years. Specifically it is the research on the reflection of family relations and the research on the family position in value system. At the end of the chapter he introduces the targets and tasks of a psychological support for families with children with hearing impairment.

In consideration of the need to follow the principles of respecting the communication style in psychological diagnosis and intervention, the sixth chapter is devoted the *Communication for people with hearing disabilities*. He encounters two problematic areas from the perspective of educational psychology. The first problematic area is the communication as an adequate tool for diagnosis. The author asks whether the psychological diagnosis is not adversely affected by the communication competencies and the selected communication mode. The second area is the Communication

and its effectiveness in the educational process. Author also mentions a legal right to communicate in a sign language, that special schools meet, but has doubts about the level of control of sign language by the teachers as their tool for effective communication. He also defines an oral approach, total communication, bilingual approach, integrated communications approach in education and communication approaches for cochlear implant users.

The chapters from seven to ten are devoted to research. The chapter called *Research focused on the personality of hearing impaired children* describes the target of publication, which obtained data for editing B-J.E.P.I. personality test, the verification of modified version, comparing to the intact group and the subsequent explanation of some differences. Based on the results, the author elaborated standards for the population with hearing impairment and updated existing standards for majority populations. The adapted version has identical content like the original version, it differs only in linguistic adjustment. The author mentions the problem in the administration and in the results, which connects to the communication competences of individuals. He states a concrete example and a comparison of communication skills for people with hearing disabilities, namely hard of hearing and deaf individuals. He emphasizes that the evaluation of verbal-cognitive abilities of an individual must not be negatively impacted by their hearing defect on a language acquisition. The standardized B-J.E.P.I test and its limits for people with hearing impairments is presented here.

In the next two chapters, the author describes a *Method of data processing*, where he describes particular steps to create a questionnaire B-J.E.P.I.-SP (modified questionnaire for children with hearing impairment). He describes how to verify the reliability and validity of the test and research group, which was formed by students with hearing disabilities from special schools aged 9–15 years. The author received data that correspond to 85% of the population of children with hearing impairment in the Czech Republic. He presents here a research group a in graphical form. The next chapter presents results of the research, which confirms the reliability and validity of B-J.E.P.I.-SP test, thus confirming usefulness for diagnosing children with hearing impairments. All calculations are shown in tables supplemented with comments.

The last chapters are *Conclusion and directions of other research activities*. The author summarizes the targets of the work and presents its results.

The author in the publication provides new insights into the field of educational psychology. He represents the first diagnostic tool that allows you to test the personality of hearing impaired children. B-J.E.P.I.-SP test is valid and is reliable. The most accurate description of the personality of a child with a hearing impairment is very important for psychological and special educational intervention. This publication should be a very important component in all special educational centres for the hearing impaired people and all psychologists who work with children with hearing

impairments. This publication is an interesting material for students of psychology and special education. And that is not only because of its content, but also because of the fact that all chapters are enriched by the latest surveys of discussed problems.

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