



Exploring the Strategies to Empower the Mothers of Adolescent Girls with Hearing Impairment to Deal with their Social and Emotional Problems

Samina Ashraf¹, Kashif Iqbal², Musarrat Jahan³

¹ Assistant Professor, Institute of Special Education, University of Punjab, Lahore, Pakistan. Email: samina.dse@pu.edu.pk

² Ph. D. Scholar/ Lecturer, Institute of Special Education, University of Punjab, Government Training College for the Teachers of Blind, Lahore, Pakistan. Email: kashif.iqbal.tsa@gmail.com

³ Assistant Professor, Department of Special Education, The Islamia University of Bahawalpur, Pakistan. Email: musarrat.jahan@iub.edu.pk

ARTICLE INFO

Article History:

Received: March 18, 2023

Revised: April 27, 2023

Accepted: April 27, 2023

Available Online: April 30, 2023

Keywords:

Empowering Mothers

Social & Emotional Problems

Adolescent girls with Hearing Impairment

Hearing Impairment

Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ABSTRACT

Hearing impairment affects the social and emotional life of an individual with hearing impairment, particularly girls. Mothers have the primary role of supporting their children with hearing impairment in the adolescent life stage so that these children could cope with their social and emotional problems. This study intended to seek the challenges faced by mothers of adolescent girls with hearing impairment and to empower the mother in dealing with the social and emotional problems of their adolescent girls with hearing impairment. This study was qualitative and exploratory. The sample of the study included 20 mothers of adolescent girls with hearing impairment. The purposive sampling technique was used to collect data for this study. The tool for data collection was a self-developed semi-structured interview protocol. The validity of the interview protocol was assured by the expert opinion (N=03). The reliability was confirmed through an extensive literature review. Data were analyzed through coding and thematic analysis. Open coding was used during the coding analysis. Three major themes appeared in the data analysis; challenges, efforts of mothers, and mothers' empowerment through coping strategies. The findings of the study revealed that the majority of the mothers have experienced various problems including communication difficulties, lacking knowledge about hearing impairment, and emotional disturbance of their adolescent girls with hearing impairment due to non-acceptance by society and social pressures. Additionally, mothers expressed that their adolescent girls with hearing impairment experience various social and emotional problems including bullying and non-supportive behavior in a society that perpetrates stress and anxiety among them. The study recommended special training and guidance sessions to empower the mothers of hearing-impaired girls.

© 2023 The Authors, Published by iRASD. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

Corresponding Author's Email: samina.dse@pu.edu.pk

1. Introduction

Hearing loss has often been referred to as an "invisible disability", not just because of the lack of visible symptoms, but because it has long been stigmatized in communities and ignored by policymakers. Hearing impairment has been found as one of the most substantial disabilities at the time of childbirth. It is estimated that almost 1-3 children for each 1,000 are with moderate-to-severe hearing loss at the time of their birth. Jalali, Nezamdoust, Ramezani, and Pastadast (2020) has noted that the incidence of hearing impairment is higher than that of other birth disorders that occurred by birth. Having children with hearing impairment, particularly girls with hearing impairment is not only a medical problem but also a social problem too (Skarżyński, Gos, Świerniak, & Skarżyński, 2020). Several studies have shown stereotyped and prejudiced

behaviors of society towards both male and female individuals with hearing impairment. Jha and Singh (2020) has highlighted that even today, society stigmatized hearing-impaired people and considers them weak in establishing social interaction. Today, hearing-loss-induced stigma is common in most underdeveloped and even in modern societies. This stigma becomes more painful when the gender of a hearing-impaired person is female. Having girls with hearing impairment makes the family particularly mothers double penalized.

The literature shows that hearing impairment impacts language development, communication, and academic performance (Eichengreen, Zaidman-Zait, Most, & Golik, 2022). In addition, compared with girls with normal hearing, girls with mild or severe hearing impairment displayed lower scores on short-term and sequential memory, attention, language, and verbal and nonverbal IQ tests. Also, girls with mild to severe hearing loss showed more emotional and behavioral problems than girls with normal hearing (Nickbakht et al., 2022). Hearing-impaired girls and their families form a unique group different from hearing girls. Evidence suggests that raising hearing-impaired children is a unique challenge for mothers due to their unique physical and psychological needs and the time and energy required to take care of them (Davids, Roman, & Schenck, 2021). Often, depending on their different personality traits, some mothers feel liable and sometimes they feel guilty. In any case, mothers need to acquire more information on their girl's disabilities and seek extreme support solutions. Global studies reflect that hearing loss in children can aggravate the negative self-attitudes and may even cause the social isolation of their mothers. Although mothers can deal with the hearing loss of their offspring, however, the social attitude towards their hearing-impaired children, particularly girls, keeps them upset and emotionally disturbed. Subsequently, some mothers may be more vulnerable to post-traumatic stress disorder.

2. Impact of Hearing Impairment on Adolescent Girls and their Mothers

According to Child psychologist Ge et al. (2023) adolescence is a "period of curative madness, in which every teenager has to remake her/his personality. S/He has to free himself from childhood ties with parents, establish new identification with peers, and find his own identity" (p. 25). This "curative madness" requires tweens (ages 11-12) and teens (ages 13-19) to deal with peer groups and physiologic changes while asking themselves, who am I and what do I want from my life? Self-consciousness increases as well as uncertainty and mood swings. Adding hearing impairment to this adjustment process, increase the struggle of teen girls with hearing impairment and impact their personality pervasively (van der Straaten et al., 2020). While compared with normal young girls, emotional and behavioral problems occur more frequently among young girls with hearing loss (HL) than among hearing youth, about twice as frequently according to one review. Bhuvanewari and Immanuel (2013) have reported in a study prevalence of stress, anxiety, and aggression among adolescent girls with hearing impairment. According to (Limaye, 2008), hearing impairment among adolescent girls complicated the issues such as bodily changes, peer relationships, autonomy, economic independence, marriage, family, and personal identity. The problem in speech and language has a great impact on the mental health (Toseeb, Vincent, Oginni, Asbury, & Newbury, 2023) of such girls that gradually promotes the social challenges while dealing at a wider community level.

According to the literature, girls with hearing impairment are usually not treated well, and their potentials are not generally recognized by the family and society (Birinci & Saricoban, 2021). People consider hearing-impaired persons with low IQ and in the case of girls with hearing impairment, they are related with negative prejudices (Wang et al., 2021). Shukla et al. (2020) has highlighted feelings of shame, depression, low self-esteem, and social isolation as negative consequences directly related to hearing-impaired girls. The studies have revealed that mothers experience many social and emotional outcomes of their daughter's disabilities. Niazi, Ejaz, and Muazzam (2020) revealed that the mother's perceptions and acceptance of marking out their girls as disabled or deviant and the financial burden of caring for their adolescent girls increased their stress. The stigma of marking out adolescent girls with hearing impairment impacts both subjectively and objectively such girls and their mothers (Timmer et al., 2023). Particularly it limits the mothers in searching for treatment, obtaining social and supportive services, and in the rehabilitation process. Although it is highlighted in the literature, hearing impaired girls and their families have a greater social and emotional advantage (Millet, Snapp, Rajguru, & Schaefer Solle, 2023) but our local studies have not covered the mothers' empowerment to deal with social and emotional problems of themselves and their special daughters. Moreover, the studies have highlighted the problems faced by the mothers of hearing-impaired girls but a gap in the previous

research studies has been found concerning the coping strategies used by the mothers of hearing-impaired girls to deal with social and emotional problems (Timmer et al., 2023) globally and in our local context.

2.1. Purpose of the study

Providing insight to the mothers of girls with hearing impairment to minimize such types of stress and feelings. As it is essential for mothers of such girls to successfully cope with the social and psychological challenges of their hearing-impaired girls and suggest care plans for the social rehabilitation of their daughters.

3. Methodology

The study was performed through the naturalistic method of qualitative inquiry. The study was conducted using an Interpretive Phenomenological Approach due to its suitability to the nature of the study (Smith & Osborn, 2015). IPA helps in getting insight into the lived experiences of the participants that are complex and emotionally laden. Mothers of adolescent girls with hearing impairment comprised the population of the study with rural and urban backgrounds living in Lahore city and its peripheral areas.

3.1. Study Participants

The sample of the study included 20 mothers of adolescent girls with hearing loss from different socioeconomic classes and educational backgrounds. Among 20 mothers, 13 were from the city whereas 5 were from peripheral areas including Shahdara, Begum Kot, and Ferozwala, and 2 were from Raiwind. All mothers were selected using a purposive sampling technique. We developed a semi-structured interview protocol to collect the data comprised of four major variables of interest including social, and emotional problems, coping strategies, and mothers' empowerment. This interview protocol got validated through expert opinion (N=04), pilot testing, and literature review.

Figure: 1 Procedure of Data Analysis



Data were analyzed by applying the thematic analysis technique. Three broader themes appeared after following the following steps to analyze the data; 1) we do repeated readings to familiarize ourselves with the data, 2) then initial codes are generated, 3) generated themes based on codes, 4) Review the themes, 5) Define final themes, 6) Write up. Being a female the first writer conducted all interviews.

Table 1: Demographics of Respondents

Age	Mean= 30 (minimum 38, maximum 55)
Education	5 illiterates (25%), 8 Bachelors (40%), 7 M.A/M, Sc (35%)
Employment	12 housewives (60%), 8 housewives (40%)
Disability in family	7 had a family history of disability (35%), 13 had no disability in the family (65%)
Family type	Joint 8(40%), Nuclear 12(60%)
Locality	14(70%) Urban , 7(30%) Rural

3.2. Establishing Trustworthiness

The reliability of the study was established through analysis and endorsement of the findings by the 05 participants at the initial stage of this study. The findings of the interviews are also confirmed by the study co-author. Moreover, the participants were selected from different

socio-economic groups and different levels of education. We tried to control the researcher's bias by keeping ourselves neutral.

3.3. De-Limitation of the Study

Only an open-ended interview technique was used to collect the data.

3.4. Limitations of the Study

We developed an interview protocol related to our ground realities and validated it, hence research used a self-developed interview protocol.

3.5. Ethical Considerations

All of the participants were selected after taking consent from them We have taken the consent without any pressure on the participants. The mothers were ensured that their information will keep in secret and will not be revealed to any other person.

4. Results

The results are based on the in-depth interviews conducted with the mothers of adolescent girls with hearing impairment. The repeated readings and searching for similar responses across different interviews have helped us in developing the codes, categories, and themes related to the research questions.

Table 2: Thematic Table based on Interview Findings

Themes 1: Challenges	Categories	Theme 3	Categories
	Knowledge of disability	Strategies to Empower Mothers	Resilience training
	Communication difficulties		Religious coping strategy
	Social and emotional problems		Counseling
Theme 2: Efforts of mothers	Weak Social Support		
	Fighting with fear		
	Managing financial burden		
	Self-learning		
	Dealing with Society's Reaction to Disability		

4.1. Themes 1: Challenges

This theme has highlighted the challenges the mothers of hearing-impaired girls have been facing since the birth of those girls. This global theme is followed by four major categories.

4.1.1. Category 1: Knowledge of Disability

The category highlighted the problem mother faced soon after the birth of their baby girl a lack of knowledge and in certain cases an absence of knowledge about the disability and how to handle such children. The majority of parents especially mothers have identified their daughters' disabilities very late.

One of the mothers has narrated as

It was very difficult to accept the disability of my daughterrather still I think someday she might start listening to my voice.

4.1.2. Category 2: Communication Difficulties

The category of communication difficulties has been highlighted by the mothers as one of the major challenges faced by the mothers of teenage girls with hearing impairment. The hearing impaired has pervasive impacts on the life of girls with hearing impairment. Lack of language and communication skills is one of the major challenges.

One of the mothers expressed the communication problems as

I felt hopeless when my daughter had not understood my talk to her as I was not aware of sign language too much, and it was painful for both of us ...most of the time she wanted to share her feelings but I was unable to understand

The lack of mothers in sign language is a great challenge revealed in this study by the mothers. This category conforms with many global research studies too. The barrier of language no doubt impacts the personality and life of hearing-impaired girls and their caregivers too.

4.1.3. Category 3: Social and Emotional Problems

This category is based upon the mothers' narrative on the social and emotional problems of their daughters with hearing impairment. All of the mothers responded that their daughters experienced social isolation which ultimately leads to emotional problems for these girls.

The psychology of human beings is to live together in social groups and gatherings. It requires communication with others like neighbors, class fellows or family members, or any other near fellow. Due to hearing impairment, the majority of girls with hearing impairment consider it difficult to talk with the hearing community. While expressing this problem one of the mother expressed as;

My daughter has only one friend who is her college friend and studying with her since school, both are deaf and they did not interact too much with normal community girls... It makes me worried that what they are thinking and talking with each other...

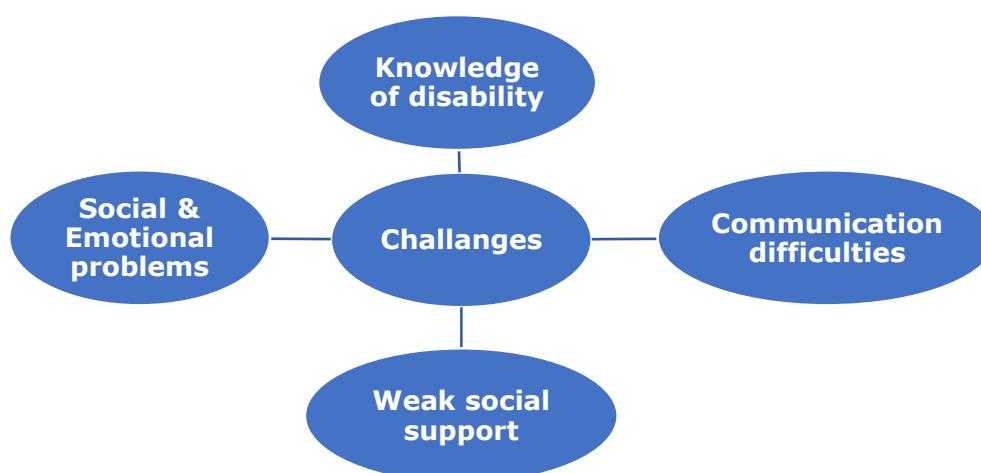
Social isolation creates many social problems, which promotes psychological and emotional problems. One of the mothers expressed sadly in these words

I mostly think that my daughter remains anxious and restless, sometimes she walks even for hours, I am worried for her in this state....I think something keeps her disturbed or pinches her but she doesn't share

4.1.4. Category 4: Weak Social Support

This theme emerged from the interviews of the mother and reflected their concerns about weak social support as one of the main reasons for their psychological and social problems of mothers. Some of the research studies show that families with strong social support systems were handling challenges more effectively than families with poor social or lack of social support (Dunst, Trivette, & Deal, 1994). The studies further highlighted the positive contributions of social support to the coping and social well-being of parents of children with hearing loss.

Figure 2: Theme :1



However, the findings of our research have shown that the majority of the mothers (70%) have expressed that society is less supportive of them while managing the challenges of having girls with hearing impairment. Rather the mothers have expressed that society stigmatized them. One of the mothers from central Lahore narrated the situation sadly in the following words

You are talking about social support, what is this? I have not experienced it for the last 19 years... social support is for us, rather people consider us guilty and show only sympathy. I

have reduced the visits of neighbors and relatives since the birth of my daughter with hearing impairment.

Many of the mothers have expressed a weak system of social support, from all groups of society to deal with the challenge of disability.

4.2. Theme 2: Efforts of Mothers

This theme highlights the efforts made by mothers of adolescent girls with hearing impairment to deal with the crisis of disability. Few of the mothers have expressed that they have not put too much effort to raise their daughters but the majority of the mothers expressed that they have led a very hard life due to their daughters' disabilities as every step of their life was a challenge and particularly the puberty period. The theme is followed by the categories:

4.2.1. Category 1: Fighting with Fear

This category has highlighted the fear of mothers having more hearing-impaired offspring in the future. The majority of the mothers expressed great sorrow that after the birth of their daughter with hearing impairment, they spent the whole time in fear of having more children with hearing impairment.

One of the mothers expressed her narrative in these words;

Alas..... I had to put great struggle and personal effort into fighting these thoughts and social pressure not to give birth after this child...it was a painful period indeed.

This category has highlighted the struggle of mothers while fighting with this fear. One of the mothers has expressed that It is very difficult to bear the stress when you can afford any counseling services to bear this burden.

4.2.2. Category 2: Managing Financial Burden

Disability in the family creates a financial burden for the family too. This category has expressed the feeling of mothers regarding their financial crisis. To afford the early assessment facilities, intervention, hearing aids, speech therapy, and medical facilities cost too much for the parents. Being the financial manager one of the mothers expressed that

.....Every month I had to spare a handsome amount for the hearing assessment and speech therapy and other expenses for my daughter..being a mother it was not possible to neglect my daughter even though she was special and other family members felt it was a burden. The management of financial burden has been expressed by the mother as a major struggle they have to do.

4.2.3. Category 3: Self-Learning

This category has highlighted the mothers' challenge of lack of knowledge to deal with the disability of their daughters. The lack of awareness among mothers is highlighted by almost all of the mothers.

One of the mothers has expressed these words

In the early days, I was not aware of how to deal with my daughter, as I was not aware of the problem she was facing...nobody was in my family with this problem. I was not getting any way ..nobody was there to guide me.

One of the mothers expressed as, *I was not aware of where to go when my daughter is diagnosed as hearing impaired. I was not known to of disability. I have started learning by myself about the disability, started net surfing, google, and other resources to know how to deal*

This category has revealed the bitter reality of mothers of hearing-impaired girls have been facing in their life that is ignorance and lack of knowledge on disability.

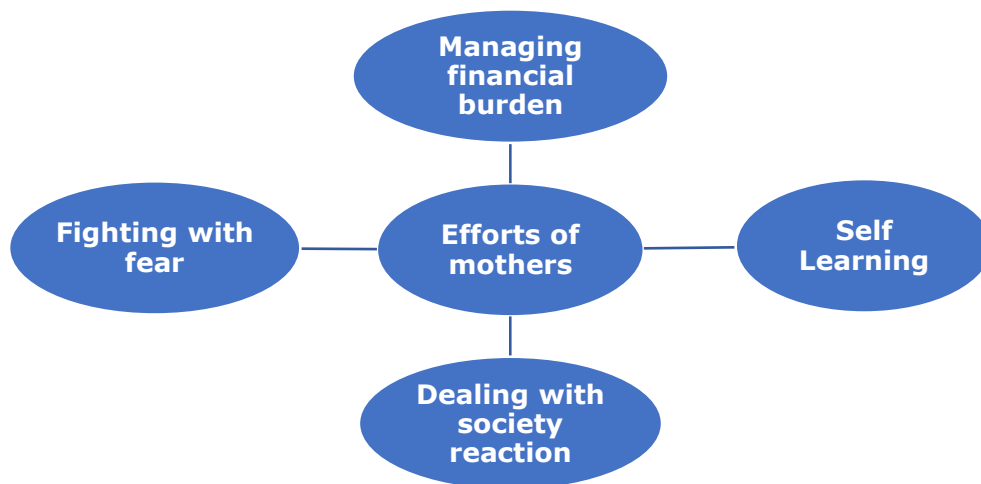
4.2.4. Category 4: Dealing with Social Reaction

This category has highlighted the mothers' struggle in dealing with society's reactions and dealing with their daughters with hearing impairment. Society stigmatized persons with disabilities and generally behave negatively. One of the mothers narrated her feeling in these words:

I had left to move into the community due to the behavior of people when they came to know about the disability of my daughter..usually, they show pity, or sometimes they consider us inferior. People never behave normally whenever they look at us.

The stigmatization of disabled girls by society and social prejudice has led them socially isolated which leads to exclusion. This is a great challenge expressed by the majority of the mothers in this study.

Figure: 3 Theme No.2



4.3. Theme 3: Strategies to Empower Mothers

This global theme has highlighted the coping strategies used by mothers to cope with the social and emotional problems of their young girls with hearing impairment. The majority of the mothers remained in stress due to the social and emotional problems of their young daughters.

4.3.1. Category 1: Resilience Training

This category has highlighted that one of the coping strategies used by the mothers to empower them is resilience training through teaching them to work on their positive thinking, self-encouragement, and seeking social support. These strategies help the persons to develop endurance to face any sad incident. The mother has expressed as

I was in great denial and stressed regarding the impairment of my daughter due to the social and emotional problems of their daughters, she added that on the advice of one of my friends, I started to go to the psychologist to learn how to control my stress and negative feelings. One of the mothers of hearing impaired girl expressed that

The social isolation of my daughter keeps me stressed and gloomy, to deal with me this situation I have tried to visit the gym and my friends to encourage myself and think something positive about myself.

4.3.2. Category 2: Religious coping strategy

This category has highlighted the coping strategy used by some of the mothers which is a religious coping strategy. The mothers of GWHI expressed in these words

One of the mothers expressed that

It is my faith in God that has kept me strong as I always seek help from Allah, I call him in my bad times and I always felt that Allah is listening to me, I told my daughter to seek help from God whenever you feel rejected by the society, offer the namaz and pray from Allah

Another mother expressed that I always feel calm and cool whenever I surrender in front of God and bow my head to say thanks to Allah in any circumstance. I believe that there is goodness hidden in every action of God.

This category has highlighted different types of religious-focused coping strategies including practice religious coping (I sought help with prayer), benevolent reappraisal religious

coping (I saw my situation as God's will), active religious coping (I turned the situation over to God after doing all that I could), passive religious coping (I didn't do much, just expected God to solve my problems for me) and negative religious coping (I was disappointed with God's grace and mercy).

4.3.3. Category 3: Counselling

This category has highlighted the need for counseling to empower mothers to deal with the social and emotional problems of their young daughters with hearing impairment. Counseling is a psychological therapeutic strategy /technique used with the person if she/he is stuck in any psychological situation. One of the mothers has expressed that

I was surrounded by all negative and stressful variables around me, that were impacting my physical health too... meanwhile, my neighbor advised me to take the advice of a qualified counselor..and it work out for my situation.

The counseling has helped the mothers to come out from tough circumstances and to work for their daughters' rehabilitation and solve their social and emotional problems more actively.

Figure: 4 Theme 3



5. Discussion on Major Findings

The findings that appeared from the in-depth interviews of the mothers of the hearing impaired reflected that the majority of the mothers have been facing social and emotional problems after having daughters with hearing impairment (Shukla et al., 2020). Most mothers have experienced stigmatization, anxiety, and stress Fellingner, Holzinger, Sattel, Laucht, and Goldberg (2009), lack of awareness about disability, as major challenges experienced by the mothers of hearing-impaired girls. According to mothers, their adolescent daughters with hearing impairment face emotional and social problems that are causing psychological problems in them. According to Gao et al. (2020), hearing impairment has social and health consequences both for the hearing impaired girls and boys and their caregivers. According to Lawrence et al. (2020), hearing-impaired persons have experienced stress, anxiety, and social segregation due to social prejudice. The efforts made by the other mothers during their life after the birth of hearing-impaired girls include fighting with fear, dealing with the financial burden, and dealing with disability crises through self-learning. The findings align with the research study of Syed, Awan, and Syeda (2020) as their study has highlighted that the families of hearing-impaired children have to bear the extra financial burden and social pressure. The major coping strategies highlighted by the mother were religious-focused coping strategies and resilience training strategies to deal with the emotional and social problems of their daughters with hearing impairment (Wang et al., 2021).

6. Conclusion

The study concluded that having children with hearing impairment, particularly girls is a great challenge for parents, particularly mothers. The mothers have expressed that it is a great social and emotional crisis to have a special daughter. The prejudiced behavior of society and non-supportive behavior has increased this crisis. This led the parents to adopt some coping strategies as a defense mechanism. The study has highlighted the use of religious-focused coping

strategies and resilience training to deal with the negative outcomes of all these situations and empower them to combat the challenges of having hearing-impaired daughters.

6.1. Recommendations

The study recommended the following points;

1. The awareness about the nature and rights of adolescents with hearing impairment should be spread at a massive level.
2. The study recommended educating the mothers of hearing-impaired girls on the crisis of puberty period in hearing-impaired girls and how to solve them through school meetings, seminars, and workshops.
3. There is a need to provide guidance and counseling services on regular basis to the mothers of hearing-impaired girls through the Government in collaboration with non-governmental organizations.
4. Young women with a disability and their mothers should be provided information by religious scholars to enhance the practice of religious-focused coping strategies, these strategies they can practice at home and independently too. It will empower them to address their emotional issues by themselves at no cost.
5. The advocacy group should be formed and used to sensitize the community about women with a disability and their rights

References

- Bhuvaneswari, M., & Immanuel, S. (2013). PSYCHOLOGICAL ISSUES AMONG HEARING IMPAIRED ADOLESCENTS. *Education Sciences & Psychology*, 24(2).
- Birinci, F. G., & Saricoban, A. (2021). The effectiveness of visual materials in teaching vocabulary to deaf students of EFL. *Journal of Language and Linguistic Studies*, 17(1), [628]-645.
- Davids, R., Roman, N., & Schenck, C. (2021). The challenges experienced by parents when parenting a child with hearing loss within a South African context. *Journal of Family Social Work*, 24(1), 60-78. doi:<https://doi.org/10.1080/10522158.2020.1852639>
- Dunst, C. J., Trivette, C. M., & Deal, A. G. (1994). *Enabling and empowering families*: Brookline books.
- Eichengreen, A., Zaidman-Zait, A., Most, T., & Golik, G. (2022). Resilience from childhood to young adulthood: Retrospective perspectives of deaf and hard of hearing people who studied in regular schools. *Psychology & health*, 37(3), 331-349. doi:<https://doi.org/10.1080/08870446.2021.1905161>
- Fellinger, J., Holzinger, D., Sattel, H., Laucht, M., & Goldberg, D. (2009). Correlates of mental health disorders among children with hearing impairments. *Developmental Medicine & Child Neurology*, 51(8), 635-641. doi:<https://doi.org/10.1111/j.1469-8749.2008.03218.x>
- Gao, J., Zheng, P., Jia, Y., Chen, H., Mao, Y., Chen, S., . . . Dai, J. (2020). Mental health problems and social media exposure during COVID-19 outbreak. *Plos one*, 15(4), e0231924. doi:<https://doi.org/10.1371/journal.pone.0231924>
- Ge, W.-X., Han, D., Ding, Z.-Y., Yi, L.-P., Yang, Z.-Q., Wang, X.-N., . . . Lv, H.-L. (2023). Pediatric body mass index trajectories and the risk of hypertension among adolescents in China: a retrospective cohort study. *World Journal of Pediatrics*, 19(1), 76-86. doi:<https://doi.org/10.1007/s12519-022-00626-1>
- Jalali, M. M., Nezamdoust, F., Ramezani, H., & Pastadast, M. (2020). Prevalence of hearing loss among school-age children in the north of Iran. *Iranian journal of otorhinolaryngology*, 32(109), 85. doi:<https://doi.org/10.22038/ijorl.2019.36090.2191>
- Jha, V. K., & Singh, R. (2020). Impact of Hearing Loss on Quality of Life in Adults.(2020). *Int. J. Life Sci. Pharma Res*, 10(5), 221-225.
- Lawrence, B. J., Jayakody, D. M., Bennett, R. J., Eikelboom, R. H., Gasson, N., & Friedland, P. L. (2020). Hearing loss and depression in older adults: a systematic review and meta-analysis. *The Gerontologist*, 60(3), e137-e154. doi:<https://doi.org/10.1093/geront/gnz009>
- Limaye, S. (2008). The inner world of adolescent girls with hearing impairment: Two case studies. *Indian journal of Gender studies*, 15(2), 387-406. doi:<https://doi.org/10.1177/097152150801500209>
- Millet, B., Snapp, H. A., Rajguru, S. M., & Schaefer Solle, N. (2023). Prevalence of Hearing Loss and Perceptions of Hearing Health and Protection among Florida Firefighters. *International*

- journal of environmental research and public health*, 20(5), 3826. doi:<https://doi.org/10.3390/ijerph20053826>
- Niazi, Y., Ejaz, B., & Muazzam, A. (2020). Impact of hearing impairment on psychological distress and subjective well-being in older adults. *Pakistan Journal of Medical Sciences*, 36(6), 1210. doi:<https://doi.org/10.12669/pjms.36.6.2457>
- Nickbakht, M., Meyer, C. J., Saulsman, L., Pachana, N. A., Eikelboom, R. H., Bucks, R. S., & Bennett, R. J. (2022). Barriers and facilitators to asking adults with hearing loss about their emotional and psychological well-being: a COM-B analysis. *International Journal of Audiology*, 1-9. doi:<https://doi.org/10.1080/14992027.2022.2056090>
- Shukla, A., Harper, M., Pedersen, E., Goman, A., Suen, J. J., Price, C., . . . Reed, N. S. (2020). Hearing loss, loneliness, and social isolation: a systematic review. *Otolaryngology-Head and Neck Surgery*, 162(5), 622-633. doi:<https://doi.org/10.1177/0194599820910377>
- Skarżyński, H., Gos, E., Świerniak, W., & Skarżyński, P. H. (2020). Prevalence of hearing loss among polish school-age children from rural areas-Results of hearing screening program in the sample of 67 416 children. *International journal of pediatric otorhinolaryngology*, 128, 109676. doi:<https://doi.org/10.1016/j.ijporl.2019.109676>
- Smith, J. A., & Osborn, M. (2015). Interpretative phenomenological analysis as a useful methodology for research on the lived experience of pain. *British journal of pain*, 9(1), 41-42. doi:<https://doi.org/10.1177/2049463714541642>
- Syed, I. H., Awan, W. A., & Syeda, U. B. (2020). Caregiver burden among parents of hearing impaired and intellectually disabled children in Pakistan. *Iranian Journal of Public Health*, 49(2), 249.
- Timmer, B. H., Bennett, R. J., Montano, J., Hickson, L., Weinstein, B., Wild, J., . . . Dyre, L. (2023). Social-emotional well-being and adult hearing loss: clinical recommendations. *International Journal of Audiology*, 1-12. doi:<https://doi.org/10.1080/14992027.2023.2190864>
- Toseeb, U., Vincent, J., Oginni, O. A., Asbury, K., & Newbury, D. F. (2023). The Development of Mental Health Difficulties in Young People With and Without Developmental Language Disorder: A Gene-Environment Interplay Study Using Polygenic Scores. *Journal of Speech, Language, and Hearing Research*, 1-19. doi:https://doi.org/10.1044/2023_JSLHR-22-00664
- van der Straaten, T. F., Rieffe, C., Soede, W., Netten, A. P., Dirks, E., Oudesluys-Murphy, A. M., . . . Group, D. C. S. (2020). Quality of life of children with hearing loss in special and mainstream education: A longitudinal study. *International journal of pediatric otorhinolaryngology*, 128, 109701. doi:<https://doi.org/10.1016/j.ijporl.2019.109701>
- Wang, Z., Xu, X., Han, Q., Chen, Y., Jiang, J., & Ni, G.-X. (2021). Factors associated with public attitudes towards persons with disabilities: A systematic review. *BMC Public Health*, 21(1), 1058. doi:<https://doi.org/10.1186/s12889-021-11139-3>