An Exploration of the Impact of the Covid-19 Pandemic on the Social Inclusion of Deaf Young People

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Abstract

The social inclusion of deaf children and young people (CYP) can be promoted or inhibited by a number of factors, including successful interactions with peers and teachers and deaf awareness within schools. The Covid-19 pandemic presented new challenges for the social inclusion of deaf CYP during this time due to the introduction of restrictions such as face masks and new ways of working, including online learning. There is, as yet, little research giving voice to the experiences of deaf children and young people during this time.

This qualitative study explored the lived experiences of four deaf young people, aged between 11-15, attending mainstem schools during the time of the Covid-19 pandemic. The data was collected using in person semi-structured interviews. These interviews focused on the young people's experiences during the Covid-19 pandemic and sought to explore the factors which acted as barriers and facilitators of their social inclusion during this time. The data was analysed using an Interpretative Phenomenological (IPA) approach.

All four of the young people shared their experiences of facilitators and barriers for social inclusion during the Covid-19 pandemic. Four superordinate themes emerged from the data, which encompassed these facilitators and barriers: *value of support, challenges, connectedness to peers, and self-reflections.*

Implications for educational professionals were explored using Allen et al's. (2016) Socio-Ecological Framework of School Belonging, identifying that experiences of social inclusion for deaf CYP can be shaped by multiple levels of the system around the young person. A need for further deaf awareness within schools was outlined in order to continue create positive experiences of social inclusion for deaf CYP.

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List of Abbreviations

BPS	British Psychological Society
CRIDE	The Consortium for Research in Deaf Education
CYP	Children and Young People
DfE	Department for Education
DSB	Deaf Support Base
EHCP	Education Health and Care Plan
EP	Educational Psychologists
HCPC	The Health Care Professions Council
HI	Hearing Impairment
IPA	Interpretive Phenomenological Analysis
LA	Local Authority
LD	Learning Difficulties
NCDS	The National Deaf Children's Society
NEET	Not in Education
PCP	Person Centred Planning
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-Ordinator
SSI	Semi-Structured Interview
TEP	Trainee Educational Psychologist
ToD	Teacher of the Deaf
VoC	Voice of the Child

Chapter 1- Introduction

1.1 Chapter Overview

This chapter provides the context and background for the current research, which explores deaf children and young people's (CYP) experiences of social inclusion during the Covid-19 pandemic. It begins by introducing the key terminology, considerations of national and local contexts for the social inclusion of deaf CYP, with particular reference to the Covid-19 pandemic. Theoretical assumptions that underly the research are explored and an insight into the researcher's rationale and positioning are acknowledged.

1.2 Background and Context

1.2.1 The term 'deaf'

The term deaf is important to define, as it comprises of various cultural and medical meanings (Edmondson and Howe, 2019). Within a medical sense, the term 'deaf' denotes individuals who present with hearing loss which can be described as mild, moderate, severe, or profound. The extent of which is determined by the way an individual responds to sound (see Table 1).

Across deaf culture, there are two common yet differing definitions. The term "Deaf" with a capital 'D' encompasses individuals who identify as part of the deaf community and for whom it aligns with their culture (Padden & Humphries, 1988). For this population, sign language is primarily used as a first language. The term "deaf" is more generally used to describe individuals with hearing loss who use differing methods of communication including speech, sign language and sign supported English (Orlans & Erting, 2000). For the purpose of the current research, the term 'deaf' will be used as an umbrella term for those who identify within the deaf community and those who have a hearing loss and do not identify in this way. This aligns with terminology outlined by The Consortium for Research in Deaf Education (CRIDE) (2022).

Table 1

Audiometric Descriptors (British Society of Audiology, 1988)

Degree of HI	Audiometric descriptor dB (decibel) HL
Mild HI	21-40 dB
Moderate HI	41-70 dB
Severe HI	71-95 dB
Profound HI	95 dB+

1.2.2 A Note on use of Language

Within the Deaf community and Deaf culture, deafness is not viewed as an impairment or a disability, and the implication that deafness is a difficulty is denied. Instead, deafness is viewed as an aspect of identity and something to be proud of (Padden & Humphries, 1988). It is acknowledged that not all people with hearing loss identify as being part of Deaf culture, and many are part of the ‘hearing world’ where deafness is often framed as an impairment or disability. The researcher is cognisant that language used within the literature, from a mainstream perspective, often implies that deafness is a difficulty. For example, differences in communication are framed as ‘communication difficulties’ or ‘challenges.’ The researcher acknowledges this and refers only to challenges or difficulties when they have been labelled as such within the literature.

1.3 National Context and Prevalence of deaf CYP in the UK

In the United Kingdom, the most recent statistical data highlights that there are currently 51, 612 deaf CYP (Consortium for Research in Deaf Education (CRIDE), 2021) with 87% based in England. Across the United Kingdom, the total number of schools for the deaf and resource bases has declined in recent years. As such, 2% of deaf CYP attend a specialist provision for deaf CYP, 11% attend an alternative specialist provision, and 5% attend a mainstream school with a resource provision. The majority of deaf CYP are in education within mainstream settings, approximately 64%. With the remaining 18% of deaf CYP not of school age, educated at home or not in education (NEET). The incidences of deafness within the UK are low, meaning that in most instances, deaf CYP educated within a mainstream setting are the only deaf pupil in their class (Antia et al., 2010). Whilst a great body of research focuses on the educational outcomes and progress of deaf CYP within mainstream schools (National Deaf Children's Society (NDCS), 2015), there is a dearth research conducted within the UK that focuses on the social inclusion of this population (Edmundson & Howe, 2019).

1.4 Local Context

The researcher was on placement at an Educational Psychology service (EPS) in an outer London local authority (LA) whilst conducting this research. Whilst the LA were aware and supportive of this research, they were not directly involved. More information can be found in the 'Recruitment Procedure' (section 3.5.).

1.5 Social Inclusion Definitions and Legislation

In legislative terms social inclusion is described as *"the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources and respect for rights"* (United Nations, 2010, p. 17). The introduction of the Equalities Act (2010) ensured that there has been a drive in promoting the inclusion of young people with special educational needs (SEN), which includes deafness. Successful inclusion equates to a commitment of equality of access and opportunity. As such, the link between promoting social inclusion and promoting equality and diversity is clear. The Special Educational Needs Code of Practice (SEN CoP) (2015) introduced a drive towards promoting inclusive practice in schools, outlining:

"Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations" (SEN CoP, 2015 p93).

As such, schools and educational professionals have a duty to ensure that there is equality of opportunity for young people with SEN by engaging in practice which promotes the inclusion of young people. Central to this is listening to the voice of the child (VoC) which is imperative for decision making. Within education, socially inclusive practice represents a response to diversity, giving opportunity for marginalised voices to be heard and celebrating and supporting difference (Barton, 1997).

Social inclusion is also considered at a relational level as a relationship between an individual and the wider society. This is denoted by participation in social relationships, participation in activities and learning, and a subjective sense of belonging (Gidley et al,. 2010).

For the purpose of this research, and when considering social inclusion in relation to deaf CYP, social inclusion will be defined as social acceptance by peers, positive relationships within the school system and an accessible learning environment. The facilitators and barriers of social inclusion for deaf CYP in schools will be explored in greater detail as part of the literature review in Chapter 2.

1.6 Covid-19

The Covid-19 pandemic had a significant impact on all young people in education, with school closures and social distancing affecting both social and learning opportunities for young people across the world. In a report, published as part of the Inclusive Education Initiative by the World Bank, (2020), it was acknowledged that the Covid-19 pandemic aggravated exclusion and inequality amongst CYP with additional needs. It highlighted that inclusion within education presented with more challenges due to difficulties posed by online learning and restrictions such as ‘social bubbles’ at school. The report also drew attention to challenges for societal inclusion including the widening of communication gaps for children with SEN due to restrictions in place, such as mask wearing and social distancing. Ongoing and emerging research, has additionally highlighted that those already impacted by social inequality were more likely to be at greatest risk of challenges during the pandemic, experiencing ongoing after affects (Rose et al,. 2022) and deepened existing inequalities and vulnerabilities (Viner et al,. 2021).

The imposed restrictions during this time, appeared to exacerbate challenges for deaf people across the UK. For example, the National Deaf Children’s Society (NDCS) (2020) raised concerns regarding the introduction of compulsory face masks in public areas as part of an open letter to the government. They argued that as much of deaf CYP’s communication is reliant on being able to see someone’s face clearly, to lip read, understand facial expressions and for understanding non-verbal cues, masks posed further barriers to societal inclusion (NCDS, 2020). Additionally, research highlights that, within healthcare, deaf adults experienced increased communication challenges and discrimination resulting from a limited access to transparent face masks (Grote et al., 2021). During this time, there were ongoing concerns regarding the impact of measures and lack of reasonable adjustments to meet needs on further isolating an already marginalised population (O'Dell, 2020). The researcher understands and acknowledges that the restrictions imposed Covid-19 pandemic resulted in circumstances that were highly unusual and not typical of standard or current Educational Psychology practice. However, it is felt there is merit in highlighting the importance of different factors that impact inclusion.

1.7 Theoretical Perspectives Underpinning the Research

Attempts to define and research exploring the concept of social inclusion for deaf CYP acknowledge how several individual, contextual and environmental factors interact to promote and prevent experiences of social inclusion (Marschark et al., 2012). From a theoretical perspective, the current research is underpinned by psychological theory which encapsulates how differing and interlinking factors influence deaf CYP experiences of social inclusion during the pandemic. These theories will frame the research whilst guiding an understanding of what worked well for this group and what may need to change.

1.7.1 Self-Determination Theory

Self-Determination Theory (SDT; Ryan & Deci, 2000) is a theory of human motivation. It argues that humans have an inherent tendency to move towards growth. It is viewed as an analytical framework for investigating social interactions and intrinsic wellbeing. Ryan & Deci posit that motivation for growth is underpinned by three basic psychological needs; the need for autonomy, relatedness and competence.

- Autonomy: the need to feel a sense of control with regard to one's goals and behaviours
- Competence: the need to experience success or a sense of mastery
- Relatedness: the need to experience connectedness with others, through meaningful relationships and interactions

SDT (Ryan & Deci, 2000) provides an analytic framework for exploring social interaction and intrinsic wellbeing within school settings (Roeser, Eccles & Sameroff, 2000), both of which are core components for observing successful social inclusion (Garbutt, 2009). Ryan and Deci (2000) suggest that how an individual's innate psychological needs are met, within their interpersonal contexts, can enhance or hinder their motivation. Within education, individuals may avoid experiences that impair their needs and seek out experiences that support them (Wehmeyer & Shrogen, 2017). With regards to social inclusion, encouraging a sense of autonomy may encourage feelings confidence and ownership over taking steps to promote inclusion (Osterman, 2000). Additionally, successful interactions with peers may meet the need of relatedness. In contrast, where there are barriers to communication or interactions, feelings of exclusion may ensue. Levels of exclusion are shown to be lower amongst children with SEN when their needs for autonomy, relatedness and competence are met (Ryan & Deci, 2000). In the current research, SDT (Ryan & Deci, 2000) can be used as a framework to explore how the young people's needs of autonomy, competence and relatedness were met, or not met, during the Covid-19 pandemic. The impact of interacting individual and contextual factors can be examined to explore the individual's perceptions of this on their social inclusion during this time.

1.7.2 Belonging

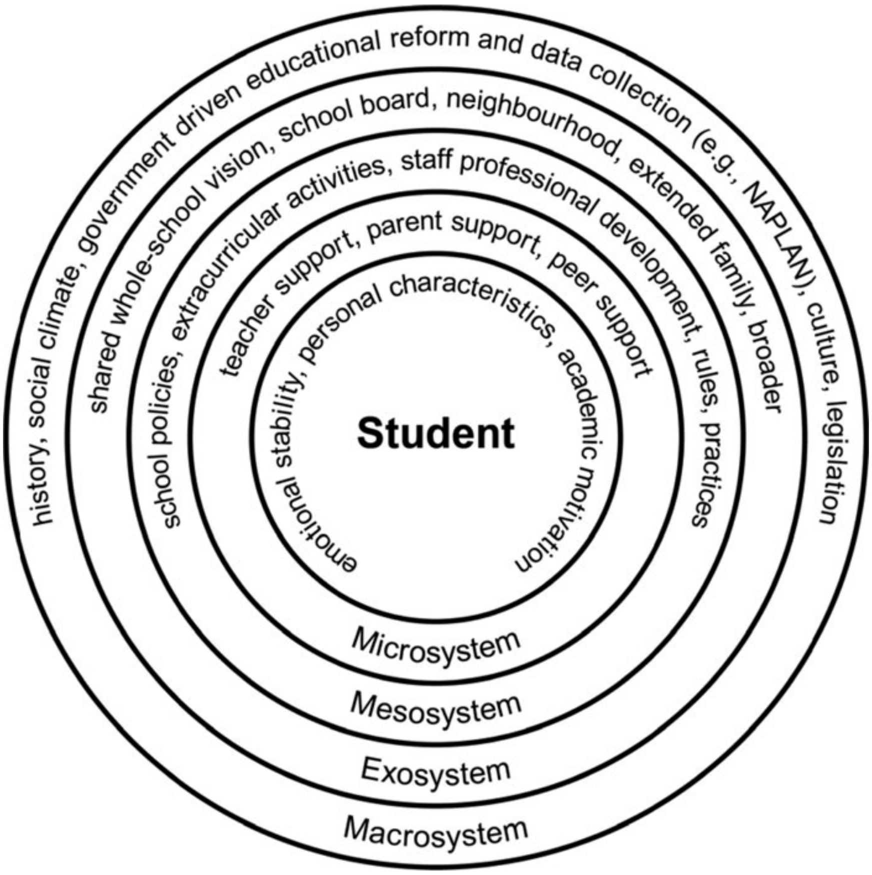
Baumesiter and Leary (1995) proposed the 'belonging hypothesis' which stipulated that all human beings have innate desire to belong to groups and to connect to others. With regards to the focus of the current research, achieving a sense of belonging is deemed central to the relational aspects of social inclusion, including building connections with other people and the wider society (Garbutt, 2009). This highlights the need for individuals to form meaningful connections with peers and adults within the school setting to facilitate feelings of social inclusion. Theories of belonging will underpin an understanding of how a social inclusion was experienced for deaf CYP during the Covid-19 pandemic.

1.7.3 Socio-Ecological Framework of School Belonging

Allen et al. (2016) developed a socio-ecological framework, underpinned by Bronfennbrenner's (1979) ecological framework for human development, to explore what influences an individual's experience of belonging at school. They postulated that belonging at school is a *"multi-layered socio-ecological phenomenon"* (p.99) which is impacted by a number of interlinking and interacting individual, relational and organisational factors. Allen et al. (2016) posited that these factors sit within the school community and extend to political and social ecology within the school environment, as displayed below in Figure 1.

Figure 1

Socio-Ecological Framework of School Belonging



The Socio-Ecological Framework of School Belonging demonstrates how an individual's sense of belonging within school can be influenced by interacting factors across different levels of the school system and beyond. Additionally, it can be used as a framework to gain better understanding of the experiences of social inclusion of deaf CYP, at the connections and friendships level. How the systems around deaf CYP interact and shape their experience can be further understood through empowering them to share their voice.

1.8 Researcher's Position

(This subsection is written in the first person). The focus of this research comes from a combination of personal and professional interests. Primarily, these interests relate to promoting the social inclusion of children with Special Educational Needs (SEN) and empowering this population to share their voice.

Within the Trainee Educational Psychologist (TEP) role, promoting social inclusion aligns with the values underpinning the profession, including autonomy, benevolence and especially social justice (British Psychological Society, 2018). Throughout my doctoral training, and as I gained more experience working with marginalised populations, my alignment with these values increased. I became more passionate about what social inclusion looks like, how it is measured and defined, particularly for young people with SEN. Within this role I have thought about how social inclusion can be facilitated and promoted and recognised that gaining pupil voice is an essential part of this.

The SEN Code of Practice (2015) stipulates the e of including the voice of the young people we work with in decision making, which was something that drew me to the profession. Within my roles prior to the doctorate and as a Trainee Educational Psychologist (TEP), I witnessed the value of facilitating spaces for CYP with SEN to voice their experiences. I noticed how it supported them to take an active role in the decisions made around them and provided a sense of ownership and empowerment. I knew that I wanted to centre my research around the experiences of young people and use their voices to shape the future support and the way in which professionals work with them.

Giving space and listening to the voices of young people with SEN and groups who are often marginalised within society, felt even more pertinent during the Covid-19 pandemic. Through engaging in the TEP role remotely, I observed how learning and social opportunities were impacted and the resilience of young people in living through an adverse situation.

During this time, I was living at home with my family, including my younger brother who is profoundly deaf. Growing up with a sibling who is part of the deaf community has meant I have always been passionate about supporting and listening to this population of young people as well as educating myself about their experiences. I took an active interest in understanding how the Deaf community and people with hearing impairments were impacted by restrictions put in place. I observed moments of isolation, resilience and frustrations felt towards a lack of adaptations and deaf awareness at a societal and governmental level. This led me to wonder about the experiences of social inclusion for deaf young people in education during this time. Throughout the research I was cognisant that my own values, beliefs and experiences may influence and shape the interpretation of these stories. However, I held in mind the importance of giving young people a voice to share their experiences and leaving any preconceptions behind. It is hoped that through this research the young people would have an opportunity share what worked well and what needs to change moving forward.

1.9 Chapter Summary

This chapter has presented an outlined the prevalence of deaf CYP in the UK. It has explored the concept of social inclusion, how it is defined, how it links to legislation and considered social inclusion in the context of the Covid-19 pandemic. Key theories have been outlined and the researcher’s position explored. The subsequent chapter will outline and critique the findings of a systematic literature review of the research on the social inclusion of deaf young people, including gaps within the literature.

Chapter 2- Literature Review

2.1 Chapter Overview

The current chapter outlines a comprehensive and critical review of existing literature in relation to deaf CYP's experiences of social inclusion in education settings. The systematic search process used to determine the literature is outlined, before exploring common themes identified across the literature reviewed. The current literature is then critically appraised and existing gaps to inform further research and investigation are identified. The chapter concludes with the research aims of the current study including the research questions.

2.1.1 Systematic Literature Review

A systematic literature search was conducted by the researcher in August 2021 to identify themes across the literature, critically review the research and identify gaps that might exist. The aim was to explore the following question:

- What does the existing literature tell us about the social inclusion of deaf children and young people in education settings?

The researcher's focus of interest pertained to existing literature exploring the social inclusion of deaf young people (DYP) in educational settings, specifically articles featuring their lived experiences. The review also included the views of parents, teachers and peers and their perceptions of DYP's social inclusion.

The researcher conducted a final search in April 2022 to ensure that any recent literature that met the criteria were also included. At this time no further publications were identified.

2.2 Literature Search Process

A full systematic literature review was carried out using EBSCO Host. The search included peer reviewed, published articles from the following databases: Academic Search Complete, APA PsychINFO, British Education Index, Child and Adolescent Studies, Education Research Complete, ERIC and Teacher Reference Centre. The researcher used the search terms "deaf", "hearing impaired" and "d/hh", "D/hh" is an abbreviation used in research which encompasses both deaf and hearing-impaired participants. This enabled the researcher to fully encapsulate the different terms used to refer to deafness and hearing impairment across the literature. The search term "social inclusion" was used alongside the thesaurus function to further include any additional descriptor terms that were relevant. To explore the articles including topics of both deafness and social inclusion, the Boolean operator "AND" was employed. Limiters included articles written in English and scholarly peer reviewed articles. A full and comprehensive inclusion and exclusion criteria can be found in Appendix A.

The researcher's initial search was limited to papers written after the introduction of the Equalities Act in 2010 to reflect the changes in inclusion policies in the UK during this time. However, given the dearth of research using this timescale during an initial search, the researcher changed this limiter to twenty years. The titles and abstracts of articles were read to identify the relevance of the review question. Exclusion criteria were developed to remove articles that had a solely quantitative research focus, and therefore did not contain pupil voice or detailed experiences and also articles including additional SEN alongside deafness. A PRISMA flow diagram of studies included in the systematic literature review can be found in Appendix B. At this point, six peer reviewed journal articles were included for review.

A further hand search was conducted using Scopus and Google Scholar to seek any papers not included in the initially searched databases. Additionally, the reference lists of each of the research studies were examined using the 'snowballing' technique. An additional two studies were identified using the snowballing method, resulting in a final total of eight studies. The full list of references for all eight papers included in the review are shown in Appendix C.

2.2.1 Critical Appraisal

Following the identification of the studies included in the literature review, the researcher read each article in full. Each article was then critically appraised using the Critical Appraisal Skills Programme (CASP) checklist (2018) as a framework. An in-depth overview and critique of all the studies included in this review can be found in Appendix D.

2.2.2 Introduction to the Literature

An in-depth exploration of the literature highlighted a number of facilitators and barriers relating to DYP's experiences of social inclusion within education settings. The factors highlighted related to the skills and attributes of the young people themselves, their relationships and support networks, and more general contextual factors pertaining to the school systems and inclusion policies. As such, the key findings from across the research have been themed into factors that act as barriers and facilitators of the social inclusion of DYP across the different levels of their ecosystem.

The researcher aimed to integrate the critique with the key themes identified in the literature. For the purpose of the review, each study will be discussed in detail and critiqued when first introduced, however they will be further explored under several themes where appropriate.

2.2.2.1 Individual Factors

Across the literature, qualitative and mixed methods approaches were used to elicit experiences of DYP, their peers, teachers and parents attributed skills, attributes and characteristics to the facilitation and hinderance of the social inclusion of DYP. The following sub-themes will be presented to explore these factors: self-concept and identity, deaf identity, communication and language skills and use of assistive technology.

2.2.2.2 Self-concept and identity

Edmondson and Howe (2019) explored the experiences of secondary school for five young people, aged 13-15, with moderate hearing loss. The researchers used a qualitative approach, employing semi-structured interviews, to gather the lived experiences of participants. In order to account for communication preferences and differences, seven open-ended questions were supported through the use of visual prompts to help facilitate discussion. The research focus and methodology used was deemed relevant, given the dearth of up-to-date research conducted in the UK with a focus on the lived experience of DYP in mainstream schools.

Following the interviews, data was analysed using Smith et al.'s (2009) Interpretive Phenomenological Analysis (IPA), which allowed for a rich examination of the experiences of each participant. The researchers shared an appropriate and in-depth justification for their use of this methodology, and cited Smith et al. (2009) as part of this justification. Following this analysis, four themes emerged from the data and were split into facilitators and barriers of social inclusion. These themes included: interpersonal relationships, self-concept and confidence, social issues and functioning and social embarrassment.

All five participants made reference to their self-confidence and the development of their identity as a young person with hearing loss as a facilitator to their social inclusion at school. One participant was able to reflect positively on his experiences of being asked about his deafness and how it encouraged him to recall opportunities such as attending ‘deaf clubs’ with his peers. Three of the other participants described how acceptance of the permanency of their hearing loss over time had allowed them to reframe their views of them being ‘different’ to their peers and instead focus on how their hearing loss is reflective of their personality rather than defining them. The general acceptance of their hearing loss and its contribution to their identity allowed participants to “move beyond focusing on their own acceptance and onto other’s acceptance and understanding” (p.223). The use of participant quotes woven throughout this research was a real strength in capturing the richness of the young people’s experiences.

Although the use of IPA allowed for a detailed examination of experience, expressed in the participant’s own terms, the researchers acknowledged some drawbacks to this approach. Of strength, Edmondson and Howe (2019) addressed their positioning and the influence of their own constructs, experiences and discourse when using IPA. However, they recognised that, due to the interpretive nature of IPA, the theme headings produced may differ depending on the researcher. No attempt was made by the researcher to address the impact of this potential researcher bias.

The self-concept and identity of deaf young people made up part of the narrative explored in Dalton’s (2013) research. Dalton (2013) adopted a qualitative approach using semi-structured interviews to investigate the retrospective and ongoing educational experiences of three students aged 18 to 21 years old with bilateral mild-moderate hearing loss (MMHL). Following the open coding of data which reflected the participants’ interests and concerns, the interviews were analysed using terms related to themes identified by Self-Determination Theory (Ryan and Deci, 2000). These themes included relatedness, competence and autonomy and the participant’s narrative were explored in relation to these traits. Of strength, Dalton’s (2013) research was the only reviewed study to use theoretical and conceptual frameworks to underpin and analyse the participants’ views and data. Thus, this study provided a more psychological understanding of the young people’s experiences.

Self-identity emerged as a construct relating to participants’ autonomy, relatedness and competence across their narratives of social inclusion. The young people interviewed felt a certain ambiguity towards their identity and with whom they identified. This was felt to contribute to the challenges of developing a sense of belonging and competence with regards to classroom inclusion. The researcher highlighted language used by participants including “others”, “they” and “hearing people” (p.137), suggesting a sense of feeling different or separate to their peers. This was attributed to a sense of isolation from being the only student with MMHL and was felt to compound challenges for inclusion.

Participants were advised to reflect on their earliest school experiences, therefore it is important to interpret their retrospective accounts with caution, given the amount of time passed. However, reflection on current educational experiences was encouraged and themes appeared to be consistent across this timeframe, increasing the validity of past accounts.

It was acknowledged that the researcher was uniquely positioned to conduct the semi-structured interviews, having been born with MMHL and having worked as an educator and counsellor for individuals with hearing loss. Despite this acknowledgement and the disclosure of this information to participants during their interviews, the impact of researcher bias in this instance was not discussed.

2.2.2.3 Deaf identity

In one of the only studies to include themes around deaf identity, Terletski et al (2020) used a qualitative approach to explore how deaf young people experience relationships with peers and how their characteristics contribute to these experiences. Terletski et al (2020) aimed to address issues related to previous quantitative research based in the UK which demonstrated inconsistencies in results between young people, their parents and teachers, hence the focus on the lived experiences of the young people themselves. Thirty 13-19 year olds, with a moderate to profound hearing loss, from schools in the UK, engaged in semi-structured interviews. The interviews focused on the young people's experiences of school and relationships with peers and friends. In order to accommodate for communication preferences, the interviews were conducted using the young people's chosen method of communication, and where interviewees used British Sign Language (BSL) an interpreter was provided. The dynamics of using an interpreter were acknowledged by the researchers who felt that, given the nature of the study, the participants' communication needs being met was of prime importance. The participants' interviews were analysed using thematic analysis and three major themes were generated: *experiences of relationships with peers, positive aspects of friendship and negative aspects of friendships.* Interestingly, a factor in facilitating feelings of acceptance and friendships with peers related to whether the participants chose to identify as part of the hearing or Deaf community. Links with Deaf culture, the Deaf community and use of BSL were noted to feature as facilitators of friendships and inclusion amongst deaf peers. In contrast, adolescents who communicated using spoken language felt their identity aligned with the hearing community. Participants explained that this sense of identity impacted friendships across the communities and their preference of friends.

Of strength, the study was found to be representative of deaf young people from the birth cohort from which it was taken. The representative sample may, therefore, account for why Deaf identity and Deaf culture are dominant subthemes as, in comparison, most of the research in this literature review focused on inclusion in mainstream settings with hearing peers.

As aforementioned, one participant in Edmondson and Howe's (2019) research reported that their involvement in deaf clubs and contact with deaf peers, linked with his acceptance of his hearing loss and positivity towards his deaf identity. He described feeling less alone when interacting with others who are also deaf.

2.2.2.4 Communication Skills

Consistently, across the literature reviewed, participant narratives drew attention to the role of communication and language in promoting and hindering the social inclusions of DYP. Challenges with communicating, a term used by the researcher, including initiating and sustaining conversations amongst DYP and their hearing peers presented as a barrier to peer relationships across several studies. This was evidenced by Nunes et al. (2001). Seeking to analyse the social relationships of deaf people attending mainstream schools, Nunes et al (2001) used a mixed methods approach. They investigated peer relationships, peer ratings and peer nominations through questionnaires and semi-structured interviews with nine deaf pupils and sixty-two hearing peers attending Year 5 or 6 in mainstream classes across London. The voice of peers was included as it was felt by the researchers that peers' perspectives are essential to developing more positive perceptions of pupils with special educational needs.

Of strength, as part of their methodology, Nunes at al (2001) adapted the instruments used for interviews to ensure they were accessible to their deaf participants. Photographs were used instead of the peers' names and a visual scale was used instead of an oral scale when discussing the relationships and popularity of their classmates. The researcher's noted no negative influence on the validity of the study as result of these adaptation measures.

Quantitative data from Nunes et al's (2001) peer nomination scales found that 67% of deaf pupils had no friends in their class, in contrast to 23% of their hearing peers. Additionally, of the sixty-two hearing students who completed self-reports on their interactions at school, nearly all of them had a preference to interact with other hearing peers. As part of the more detailed semi-structured interviews, these friendship preferences were attributed to challenges when solving communication difficulties experienced in conversations with deaf peers. It was acknowledged by all participants that communication challenges between deaf and hearing pupils arise. Whilst hearing peers felt they were unable to solve these challenges and that it was easier to walk away or leave it, in contrast DYP felt more optimistic about how these issues could be resolved. Of critique, the research lacked an explicit and in-depth discussion with regards to what DYP deemed positive communication and how difficulties in these interactions were approached. Additionally, the research lacked an explicit and in-depth discussion with regards to the process of analysing data and common themes that were derived from the semi-structured interviews. As result, the richness of the qualitative aspects of the data were lost and the participants' experiences were not captured in an in-depth way.

The role of communication and language skills in facilitating social inclusion also featured as impacting social inclusion in the narratives shared by DYP Year 8 and Year 10 pupils attending a mainstream comprehensive school in Northern England (Risdale and Thompson, 2002). They used a mixed methods approach to allow for analysis of the social position of DYP and their peer group through sociometric questionnaires and follow-up focused interviews. The sociometric questionnaires completed by hearing impaired pupils and their peers indicated that in general DYP were socially marginalised in comparison to their peers. Further data was gathered through interviews with the four DYP, four of their peers and their class teachers. Triangulation of peer and the DYP's perspectives highlighted communication difficulties as posing as an obstacle to making friends and engaging in activities with peers, including collaborative work or group discussions. Additionally, the DYP drew attention to their peers' lack of knowledge of British Sign Language (BSL) as a form of communication with deaf peers. One participant described feeling as though he wished he had a better understanding of BSL in order to increase his friendships with deaf peers. Language and communication difficulties were further seen to impact the DYP's access to learning and the curriculum, further increasing their risk of academic exclusion. In contrast, in interviews with the teachers, using the same questions, the teachers felt that DYP people were much less marginalised and had greater access to the curriculum than they perceived. However, it was noted that a 'lack of ability to communicate effectively' (p.29) influenced the building of positive relationships. This was conceptualised by teachers therefore as a 'within pupil' problem. The disparity between the views of the young people and their teachers suggests further input is needed to support teachers' understanding of how to support DYP. The researchers addressed this as part of the implications of their research, suggesting that teachers require training to understand the psychology of DYP's interactions. Interventions and additional support needed for this population of young people was also explored as part of the researcher's discussion.

The researcher's acknowledged the limitations of a small-scale study in capturing the views of the population of DYP as a whole. However, their sample size and sample population were justified given how the school is representative of mainstream schools. They felt that it was also reflective of schools with hearing-impaired units, given inclusion policies at the time.

In the first study of its kind to explore the educational experiences of deaf young adults remaining in education beyond the compulsory school age, Powell et al. (2014) used surveys and semi-structured interviews to gain insight into the learning and social participation of deaf young adults attending universities across

New Zealand. The research rationale was justified, in line with recent policy and legislative changes in New Zealand. The policies outlined reflected a greater awareness and funding for DYP in postsecondary education. Powell et al's (2014) research aims were specified and reflective of this policy change and included an exploration of the solution to overcoming barriers for the DYP social participation of DYP in New Zealand. However, it is important to note that the policy changes are reflective of inclusion in New Zealand and therefore have less resonance in the UK context. For example, New Zealand has recognised sign language as an official language of New Zealand since 2006. A mixed methodology was employed to explore the broader features of participants' experiences in written form and through responses to open ended questions. Sixty-four participants engaged in the survey. Additionally, eight deaf participants o were selected from those who responded to the survey. Participants were selected using the principle of maximum variation to increase the strength, richness and applicability of the data collected. Participants were asked to share the barriers to their academic and social participation in their current educational setting and, as such, their narratives were reflective of their current lived experiences, which acts as a strength of this research. One interview was conducted via instant messaging, due to challenges with geographical location when conducting face to face interviews. The researchers felt that this methodology was more appropriate than the alternatives including telephone interviews and pleasingly it was noted that the young person was able to communicate fluently and confidently using this method of interviewing.

When reporting the results, the researchers included direct quotations taken from the semi-structured interviews and additionally from the open-ended survey questions to elaborate on the quantitively findings of the study. This provided a richer picture of participants' narratives and enabled an in-depth understanding of the learning and social participation of the population involved. Quantitative reports demonstrated that participants felt their hearing loss impacted their ability to participate in learning and social environments given communication difficulties. This was particularly highlighted for casual interactions with other students and social functions. In further qualitative data, participants shared experiences relating to lack of access to extracurricular activities which did not address their communication difficulties. Participants who relied on sign language for communication felt that interpreters were unavailable for support and those who relied on lip-reading or residual hearing felt that activities were not arranged in a way that met their needs. As such, the use of mixed methods was a strength of Powell et al's (2014) design as it allowed for a more in-depth analysis of the quantitative data presented.

Nuances in communication difficulties were further explored in research by Punch and Hyde (2011). Seeking to provide an in depth understanding of the friendships and experiences, Punch and Hyde (2011) reported the qualitative results of a larger mixed-methods study. The data presented was taken from semi-structured interviews with six young people with cochlear implants, twenty-four parents and fifteen teachers of the deaf from schools across Eastern Australia. The inclusion of interviews as an addition to previous quantitative data was felt to complement information obtained through self-report studies. Four major themes emerged from the data analysis concerning the construct of social deafness (the effects of hearing loss in social situations), lack of awareness of nuances in social situations, friendship patterns and issues pertaining to adolescence. The narratives explored as part of these themes drew attention to the role of communication and language skills in the development of friendships. Commonalities across the participants' data found that DYP faced challenges with engaging in conversation in situations involving large groups of people or over the telephone due to their communication skills being impacted by these adverse environments. Even children with spoken language skills defined as excellent by parents and teachers experienced difficulties. In such instances, it was felt that communication needs were not accounted for due to the young people having proficient skills in communicating in a one-one situation an assumption that it was felt needed to be challenged. A strength of this study consistency of the triangulation of views presented by parents, teacher and young people enhanced the trustworthiness of the accounts shared.

Consistently across the four studies outlined as part of this theme (Nunes, 2001; Powell et al, 2014; Punch and Hyde, 2011& Ridsdale and Thompson, 2002) a common thread across narratives from school staff and peers and, in some instances, the young people themselves, appeared to be the assumption that communication difficulties were 'within child'. However, it was felt in many instances that the young people had proficient skills for one-to-one conversations and that difficulties with communication were compounded by environmental factors including noise levels and peers' willingness to bridge communication gaps. Interviews with peers highlighted communication difficulties as a barrier, however it was felt that there needed to be more conversation about the adaptions made to meet these needs at a systemic level.

2.2.2.5 Use of Assistive Technology

Across the literature, participant narratives make reference to the use of assistive technology to support their access to learning in an oral and hearing environment. Such technology includes but is not limited to hearing aids, cochlear implants and Frequency Modulated (FM) Systems. FM Systems are often worn by teachers and support staff and are devices used alongside hearing aids and/or cochlear implants to enhance their sound in noisy environments or where listening can be challenging (Terletski et al, 2020). The overarching narrative of the use of such assistive technology for deaf individuals is that whilst they can be beneficial, they can draw attention to the difference between DYP and their hearing peers.

This was highlighted by the participants in Eriks-Brophy et al. (2006) study which found that although FM systems can facilitate understanding, they can also act as a barrier to social inclusion due to setting young people apart from their friends. Eriks-Brophy et al (2006) presented the qualitative findings of a larger study investigating the facilitators and barriers to school inclusion for deaf young people. Using a basic qualitative method, twenty-four parents of young adults with hearing loss, fourteen teachers of the deaf and sixteen deaf young adults participated in separate focus groups. Prior to this study, a pilot focus group was carried out in order to test the accessibility of this methodology for participants involved and to ensure it would be the best method to elicit information of interest. Of strength, suggestions and questions elucidated by the pilot study were incorporated into the final procedure. Additionally, to ensure the comparability of the focus groups across different populations of participants, the same facilitator was used.

The inclusion of the level of detail of the research methodology including the content of the focus group and example questions were an intentional benefit of this study. The researchers felt these methods could be used by future studies to provide insight into similar areas, benefitting the development of local and global policies regarding SEN inclusion.

Focus groups were coded and organised into three dominant areas: facilitators and barriers related to school, family and community. Under facilitators and barriers to inclusion related to teachers and school, the use of FM systems was an underlying thread of discourse addressed by all participants. Interestingly, whilst teachers and parents felt that assistive technology was essential for the young people to engage in learning, the young people themselves expressed some hesitancy regarding the benefits on FM. One participant acknowledged the strengths of FM in facilitating classroom understanding and academic inclusion, however it was felt that FM systems can also act as a barrier to social inclusion. One participant noted that they felt that the aesthetics of the FM set them apart from their friends and the general consensus across the young people interviewed was the ‘potential spotlighting effect’ (p.66) of wearing the technology.

Whilst the use of quotes relating to the views and experiences of participants was a real strength of this study, the data focused primarily on discussions with teachers and parents. The voice of the young people was not explored consistently under all the themes and therefore the richness of their voices and experiences were somewhat lost.

In keeping with Erik-Brophy et al.’s study (2006), the benefits and drawbacks of the use of assistive technology were similarly addressed as part of Dalton’s (2013) research. All three participants disclosed separate experiences of refusing to wear their FM systems in class due to attracting unwanted attention from peers. Additionally, it was noted that assistive devices were not a ‘cure’ for their hearing loss and conversations with peers and teachers can still be challenging to follow. One participant discussed using an FM throughout his time at school and the negative impact of this on his peer inclusion. This was attributed to teachers “constantly fussing over” his devices which impacted opportunities to engage and play with friends (p.134).

Similar discourse was created in Tereletski et al’s (2020) research, with participants expressing notions of how their FM systems created a sense of feeling different from peers, in turn impacting their confidence regarding peer interactions.

Across the three studies discussed, the general consensus presented by participants was that whilst beneficial it is important to acknowledge the complications and limitations of using assistive devices to support learning. Participants highlighted a need for an awareness of this contributing factor to feelings of isolation at school and a sense of feeling different to peers.

2.2.3 Sources of Support

Five papers within the literature also captured the importance of social and support systems at school. The studies highlighted the importance of social and support systems in enhancing or preventing social inclusion within and outside the classroom. These papers are explored under the sub-themes of peer relationships and attitudes of school staff.

2.2.3.1 Peer Relationships

Central to the narratives of the lived experiences of DYP was the role their peers played in facilitating social inclusion. Whilst DYP across the studies generally reported friendships with peers at school, a sense of inclusion was attributed to the way in which peers interacted with them, held an understanding of their needs and their willingness to address any communication challenges (Edmondson and Howe, 2019 &Nunes, 2001).

This was evidenced by Eriks-Brophy et al's (2006) study. All participants interviewed commented on the impact of having peers who were sensitive to their communication needs, in feeling a sense of belonging at school. Peers who were able to anticipate any difficulties in communication and fill in any gaps in information were deemed to be valuable in facilitating inclusion. Additionally, the DYP drew attention to the importance of peers understanding the perspectives of their hearing loss in a sensitive way and without placing any emphasis on the difficulties. Helpful support from peers was defined as those who acted as notetakers, communication buddies and social interpreters in a way that did not make the DYP's challenges feel conspicuous. It was felt that these relationships with peers were built out of early acceptance and an understanding of the DYP's needs from an early age. In contrast, peers who had a negative or apathetic attitude towards hearing loss in general and were insensitive to the needs of DYP presented as a barrier to facilitating inclusion. All students in the study recalled experiences of being teased or intentionally excluded by their peers, which was attributed to a lack of understanding due to the student being the only DYP in their education setting. Similarly, Edmondson and Howe's (2019) participants also drew attention to how peers can act as a barrier to social inclusion. It is noteworthy that positive and supportive peer relationships were amongst the main facilitating factors for the social inclusion of DYP. However, during the semi-structured interviews, participants reflected on experiences of social issues as result of a lack of understanding from peers resulting in hurtful comments and jokes made at their expense. Overall though, participants felt that generally relationships with peers were reflective of support and acceptance.

Further to the aforementioned research, participants in Terletski et al's (2020) research reported feeling accepted by friends and recollected several positive relationships in school. The development of positive peer relationships was attributed to the supportive environment at school that encouraged acceptance of difference and promoted a feeling of being part of the class.

Similarly, Punch and Hyde (2011) found that all three groups of participants, including teachers, parents and deaf young people, spoke about the importance of having supportive hearing peers who were able to address any social difficulties relating to hearing loss. An important factor relating to peers that appeared to facilitate the DYP's social participation included confidence in how to support DYP. Across all the aforementioned studies included in this theme, positive peer relationships were outlined as an indicator of social inclusion for deaf CYP (Eriks-Brophy et al, 2006; Punch & Hyde, 2011 and Terletski et al, 2020).

2.2.3.2 Attitudes of School Staff

Unsurprisingly, many of the studies included as part of this review highlighted links between academic and social inclusion. It was felt that inclusion in learning tasks and understanding of the learning content could help the facilitation of more casual discussions had on the playground with peers. A key component of this link between academic and social inclusion was the role that school staff, predominantly teachers, play in facilitating understanding for deaf young people within the classroom (Eriks-Brophy et al, 2006). Across the literature, the attitude and approach of school staff was consistently referenced to as an enabler of social inclusion for DYP.

This was evidenced as part of Eriks-Brophy et al's (2006) study. The discourse across the focus groups of teachers, parents and the young people themselves drew attention to the importance of fostering the needs of students with hearing loss and facilitating their inclusion. Parent narratives discussed as part of the study discussed how they felt that their children had a greater sense of inclusion when teachers' attitudes were positive. The young people described examples of adoption of strategies including how lip reading, providing notes and speaking slowly can increase overall understanding and as such make conversations with peers somewhat easier. In contrast, if teachers were found to demonstrate negative attitudes towards inclusion this was a barrier. One participant noted that teachers without the knowledge or understanding of the strengths, as well as needs, of DYP can often underestimate their abilities and ‘give up’ trying to facilitate interactions amongst DYP and their hearing peers.

In Dalton’s (2013) study, participants reported feelings of frustration at being left out of classroom activities due to a lack of awareness from teachers, who did not make appropriate adjustments to ensure teaching was accessible. They felt simple adjustments such as facing them when speaking or keying them into communication would help to address any challenges faced.

Overall, consistently across the two studies outlined, school staff demonstrating positive attitudes and making adjustments to meet needs were outlined as beneficial for promoting the social inclusion of deaf CYP (Dalton, 2013; Eriks-Brophy et al, 2006).

2.2.3.3 Deaf awareness

The literature review highlighted a whole school, systemic approach to understanding deafness and promoting positive attitudes towards deaf awareness as a key indicator of social inclusion. Within the literature, deaf awareness is defined as an understanding of deaf culture, challenges faced by deaf young people and in some instances, awareness and use of sign language (Terletski, 2020). Notably, much of the research explored as part of this review attributed negative experiences of school and reported difficulties regarding relationship building with peers, to a lack of knowledge and misinformed perceptions (Powell et al, 2014; Punch and Hyde, 2011). In particular, participants in Edmondson and Howe’s (2019) studies attributed their concerns over being judged by peers, peer avoidance and hiding deafness to not wanting to have to explain their deafness. It was felt that more of a role is needed by school staff to promote a shared understanding and that Educational Psychologists are well positioned to support the development of deaf awareness and practice.

Building on research focusing on peer relationships between DYP and their hearing peers, Eriks-Brophy et al (2006) noted that when pupils were more ‘deaf aware’ and have an understanding of the challenges faced by DYP, they were able to anticipate difficulties in communication and fill in the gaps where necessary. Additionally, their study highlighted a need for workshops for teachers to develop awareness on basic hearing impairments and how to meet deaf young people's needs in the classroom in order to promote inclusion for DYP. Additionally, Dalton's (2013) multiple case studies revealed the importance of educators understanding the lived experiences of DYP in order to recognise and address contradictory assumptions associated with being deaf. It was felt that this would be essential to further supporting the learning, communication and social-emotional needs of DYP.

Most of the studies addressed as part of this literature review concluded that limited knowledge of deafness can present as barrier to inclusion and that greater education is needed and this is particularly relevant for UK practice.

2.3 Summary of Literature

The current literature review explored the lived experiences of the social inclusion of deaf young people in education settings as well as perspectives of parents, teachers and peers. Research reviewed used a range of qualitative and mixed methods data to ensure participant data was rich and detailed. This review indicates that deaf young people experience many facilitators and barriers to their social inclusion. Amongst the facilitators to inclusion were individual factors such as a strong sense of identity and self-concept, particularly for young people who felt part of the deaf community. Those who accepted their hearing loss as part of their identity felt more confident to answer questions from peers and ask for help where needed. Additionally, relationships with peers and teachers who had a good understanding of the challenges faced by deaf young people and were supportive without drawing attention to their needs were also a determiner for social inclusion at school. This was especially relevant for bridging communication difficulties and making adjustments for learning.

Throughout the literature, a sense of a need for more deaf awareness in schools, particularly for peers and teachers was highlighted. A sense of 'feeling different to peers' was a narrative woven through the literature as a barrier to their social inclusion which was often compounded with a lack of awareness around their strengths, needs and challenges faced.

Participants were able to share that they felt this could benefit an understanding of their difficulties and address concerns of standing out from peers. Insights into what could help to promote this understanding were felt to be needed to be explored in more detail.

2.3.1 Gaps in the Literature Informing the Research

As identified by Edmondson and Howe's (2019) research, studies pertaining to the social inclusion of DYP in mainstream schools in the UK is limited. Whilst research from Europe, Canada and New Zealand provides valuable insight into the experiences of DYP, these studies are not necessarily reflective of the UK landscape. This is especially relevant in relation to the UK's schooling system, policies, values and, importantly, the legislation around inclusion. Additionally, on the whole, the research conducted within the UK precedes the introduction of legislation including the SEND Code of Practice (DfES, 2015) and the Equalities Act (2010), which both reflected a change in how children and young people with additional needs (including deafness) are included in schools. The SEND Code of Practice holds central a commitment for professionals to ensure the equality of access and opportunity for young people with SEN whilst promoting their voices. With this in mind, the present study aims to empower DEAF CYP to explore their experiences of social inclusion including barriers and facilitating factors.

The current research explores deaf CYP's experiences of social inclusion during the COVID-19 pandemic. It is acknowledged that COVID-19 is a ongoing and new phenomenon and therefore there is a gap within the literature with regards to the exploration of the narratives of deaf young people's experiences, during this time especially with regards to social inclusion.

Current reports suggest that the COVID-19 pandemic has exacerbated exclusion and inequality for young people with SEN (The World Bank 2020). Inclusion within education is recognised to be more challenging due to ongoing restrictions. The literature review findings evidence factors such as limited deaf awareness, communication difficulties and environmental factors such as noisy classrooms as barriers to social inclusion of DYP. These factors are felt likely to be exacerbated during the pandemic due to the introduction of face masks, social distancing and online learning impacting accessibility and posing challenges for individuals who rely on lip-reading and facial expressions (National Deaf Children's Society, 2020). The current research gives voice to DYP during this pandemic and gains insight into their experiences to consider how their social inclusion can be promoted. It allows for reflection on the barriers that have impaired social inclusion during the pandemic, whilst facilitating factors which have supported and encouraged social inclusion.

The reviewed literature highlighted a gap in psychological theory applied or used to interpret the research in order to understand social inclusion for deaf young people. Whilst Dalton's (2013) research explored themes of Self-Determination Theory (Ryan and Deci, 2013) in relation to inclusion, this was the only paper to include a theoretical underpinning. To address this gap the current research will explore social inclusion with regards to Allen et al.'s (2018) socio-ecological framework for school belonging' and the key concepts of Self-Determination Theory including autonomy, competence and relatedness (Deci and Ryan, 2000) will be explored with regards to the data.

2.4 Research Questions

This research will set out to answer the following research questions:

1. What factors facilitated positive experiences of social inclusion for deaf young people during the COVID-19 Pandemic?
2. What were the barriers to positive experiences of social inclusion for deaf young people during the COVID-19 Pandemic?

2.5 Chapter Summary

This chapter summarised and critiqued the current literature that explores the experiences of social inclusion for deaf young people in education. As part of this process, the gaps in the literature and areas for further investigation were identified. The chapter concluded with rationale for the current research and the research questions that will be addressed by the author.

Chapter 3- Methodology

3.1 Chapter Overview

This chapter introduces the research design, outlining the researcher's ontological and epistemological position and the impact of these on the research design. The researcher's chosen methodology and its theoretical underpinnings will be explored alongside the other relevant research designs. The participant selection process and recruitment for data collection are then outlined. This is followed by a detailed description of the research techniques and the procedure used by the researcher to collect the data. The chapter concludes with a discussion pertaining to ethical considerations, the trustworthiness of the research and the researcher's reflexivity whilst conducting this research.

3.2 Purpose of Research and Research Aims

The current research aims to explore a new and ongoing phenomena, the impact of Covid-19, with the purpose of providing a unique contribution to educational and child psychological research. The literature review highlights limited research exploring deaf CYP's experience of social inclusion in education and the wider community and it is the researcher's understanding that the current study is the first to explore deaf CYP's constructions of their experiences of social inclusion during the Covid-19 pandemic. The researcher aimed therefore to empower deaf CYP and to give them space to share these experiences and more specifically, identify the facilitators and barriers of their social inclusion during this time.

The purpose of the current research is both exploratory and emancipatory. The primary interest of exploratory research relates to developing an understanding of little-known phenomena (Creswell & Creswell, 2018). In this case, the unknown phenomena relates to deaf CYP's experiences of social inclusion during the Covid-19 pandemic. Emancipatory approaches explore the perspectives of individual participants in rich detail, whilst aiming to promote social justice (Robson & McCartan, 2016). The current research has an emancipatory approach through creating opportunities for deaf CYP to feel empowered to share their voices, with the additional aim of bringing about positive change. This will be created through giving participants the opportunity to share the factors that facilitated a sense of social inclusion for deaf CYP during the Covid-19 pandemic and to consider if any additional factors for promoting social inclusion are needed.

The researcher has acknowledged in the introduction that the Covid-19 pandemic provided an opportunity to highlight some of the factors that impact on the social inclusion of deaf CYP.

3.3 Conceptual Framework

An understanding of the philosophical underpinnings of the research are essential when undertaking effective research (Proctor, 1998). For this reason, the current research is shaped and guided by the researcher's philosophical paradigm. The term paradigm is used to describe the researcher's 'worldview' and incorporates beliefs around the nature of reality (ontology) and the nature of knowledge (epistemology) (Mackenzie & Knipe, 2006). This research will be situated within a constructivist or interpretivist paradigm which intends to explore participant experience through their own lens (Creswell, 2003). Additionally, it explores how individuals make sense of a situation at a particular point in time (Blaxter, Hughes & Tight, 2006).

3.3.1 Ontological Position

Ontology relates to an exploration of whether a single reality, which can be understood, exists or if, instead, individual experiences and perspectives shape the way in which reality is constructed (Cohen et al., 2007). An ontological stance is said to present as a continuum from relativism to realism. Realism is positioned at one end of the continuum and presents the view that only one truth or reality exists and that this truth is discoverable through the application of appropriate, and typically quantitative, research techniques. (Braun & Clarke, 2013). In contrast, relativism, situated at the other end of the continuum, argues that there are multiple realties which are shaped by time, context and culture (Robson & McCartan, 2016). These constructed realities vary across individuals and are dependent on the way in which knowledge is generated (Braun & Clarke, 2013).

Situated between relativism and realism, is the critical realist position. Critical realism accepts the realist view that some authentic reality exists (Stainton Rogers & Stainton Rogers, 1997), but, in line with the relativist position, acknowledges that individuals' experiences of this reality differ. This difference in experience is impacted by factors including an individual’s personal constructs, their prior experiences and their social history (Robson & McCartan, 2016), thus the complex nature of the world is recognised by critical realists.

The current research aims to explore the impact of the Covid-19 pandemic on the social inclusion of deaf CYP, using a critical realist ontological stance. This position affords the reasoning that ‘social inclusion’ exists, including during the Covid-19 pandemic, and that its barriers and facilitators for deaf CYP are constructed socially and individually. There is an acknowledgement that the interpretation of social inclusion may differ across individuals due to several mediating factors including background, culture and personal constructs.

3.3.2 Epistemological Position

Epistemology relates to the nature and theory of knowledge, ‘the how’ and ‘the what’ we know (Willig, 2013). The ontological position of the research influences the chosen epistemology. From a critical realist perspective, epistemology relates to gaining an understanding of what is causing or impacting the phenomena, whilst acknowledging that this is subjective depending on experience (Mertens, 2010). With regards to the current research, there is an interest is exploring the facilitative factors that promote social inclusion as well as the barriers that prevent it for deaf CYP during the Covid-19 pandemic. Additionally, the knowledge produced under a critical realist perspective is created through interactions between the researcher and the participants (Braun & Clarke, 2013). Therefore, it is vital that the researcher remains conscious of her own values and constructs throughout the research process.

3.4 Qualitative Research Design

Quantitative data uses numerical data and statistics to test hypotheses (Robson & McCartan, 2016). The strength of quantitative data analysis lies in its ability to generalise ideas and findings to wider populations, using positivist, causal explanations (Robson, 2011). In contrast, qualitative data seeks to use language to understand and interpret phenomena, often from an individual’s perspective (Braun & Clarke, 2013). Qualitative data is aligned with a constructionist research paradigm, through the exploration of social constructs, values and beliefs, thus complementing the current research. Moreover, since the researcher aims to generate rich, detailed and in-depth accounts of participant's individual experiences, qualitative data was deemed more appropriate to frame the current research.

The researcher acknowledges that using qualitative methods can have limitations and challenges, particularly as the researcher herself is a novice. Limitations include challenges with rigour, validity and reliability (Robson, 2011), which will be addressed as part of the trustworthiness of the research in section 3.10.

3.4.1 Interpretative Phenomenological Analysis (IPA)

IPA is an experiential, qualitative, approach of psychological research which endeavours to explore individual's personal lived experience in detail and to consider how an individual makes sense of this experience (Smith, et al., 2009). IPA ensures that the examination of experience is explored on its own terms, rather than according to pre-existing theoretical preconceptions.

Smith et al. (2009) posit that the participants involved in IPA studies are 'experiential experts.' As such, the researcher's role relates to interpreting how the participant has made sense of this experience and to establishing meaning. This approach is underpinned by the key philosophical concepts: phenomenology, hermeneutics, and ideography, all of which will be explored in more detail below.

3.4.2 Phenomenology

Phenomenology is the philosophical approach to the study of human experience with a particular focus on comprehending what human experience is actually *like*, from the perspective of participants (Smith et al., 2009). Fundamental to phenomenological enquiry is the belief that experience must be observed in the way it occurs and on its own terms.

The principal pioneer of phenomenological inquiry, Edmund Husserl, proposed that in order for researchers to fully understand a phenomenon in its truest form, they must bracket off any assumed knowledge and judgements about participants in their context (Willig, 2008). In doing so, IPA researchers can gain comprehensive understanding of experience through the participant's contextual lens.

As part of this research, participants are encouraged to reflect on the phenomena of being a deaf young person in education amid a global pandemic. The researcher's role as facilitator is key to support and encourage engagement with this process, given the participants limited prior experience in such an intense level of reflection. Therefore, Husserl posits the importance of reflexivity from the researcher for effective phenomenological understanding (Smith et al., 2009).

3.4.3 Hermeneutics

Hermeneutics defined as "the theory of interpretation" is the second theoretical underpinning for IPA (Smith et al., 2009, p.21). Within IPA, the hermeneutic concept reflects an interpretative understanding of the meaning participant's give to experience. As such, with regards to IPA interpretation and analysis, the researcher must engage in a double hermeneutic (Tuffour, 2017). This notion suggests that, firstly, participants make meaning of their experience, which is shared with the researcher, who then attempts to make sense of the participant's sense making (Smith & Osborn, 2008). The objective of IPA is to gain a description of experience which matches the participants experience as closely as possible. Heidigger, a notable philosopher in this area, maintained that an individual's previous experience, biases and assumptions influence their interpretation and resulting meaning . As such, IPA researchers must acknowledge this through taking a reflexive stance (Eatough et al., 2017).

Additionally, a consideration of the hermeneutic circle is imperative for interpretation. This process is cyclical and dynamic and involves researchers moving between 'the part' and 'the whole' of participant's accounts and their interpretation of this account (Shinebourne, 2011). For example, there is an understanding that the meaning of a sentence may be influenced by a single word and in contrast, a single word by an entire sentence (Smith et al., 2009).

3.4.4 Ideography

Predominantly, psychology is defined as 'nomothetic' and is focused on generating claims at the population level (Smith et al., 2009). In contrast, IPA aims to develop an in-depth and detailed understanding of the 'particular' by thorough examination of participant's individual experiences and perspectives with regards to the phenomena under examination. The current research seeks to understand how the Covid-19 pandemic has been understood from the perspective of individual deaf young people. In line with IPA philosophies, individual stories are analysed to ensure they have been heard and explored, before more general claims are made.

3.4.5 Rationale for Choosing IPA

IPA was deemed most appropriate for several reasons, outlined below.

IPA requires a small number of participants to ensure rich, high quality and detailed data is generated. It encourages participants to share their experiences in their own terms using their own language and based on individual constructs (Smith et al.,2009) which coincides well with the current study's research aims.

IPA is idiographic in nature, meaning the value is placed on the individual and unique experiences of participants. This is especially pertinent for the current study, as whilst the participants were a homogenous sample, as suggested by IPA guidelines, and all identified as deaf, each individual had differing needs, levels of supports and experiences. IPA analysis allows for a focus on this individuality of experience.

3.4.6 Alternative Approaches

Several qualitative methods were carefully considered by the researcher prior to deciding on IPA. These methods included Thematic Analysis, Grounded Theory and Narrative Approaches. These are explored below, with reference to the researcher's preference for choosing IPA over the discussed method.

3.4.6.1 Thematic Analysis

Thematic Analysis (TA) was considered by the research as a method that can be used flexibly to identify and analyse themes and patterns across several participant narratives (Braun and Clarke, 2006). Braun and Clarke (2006) acknowledge that TA focuses on description and exploration of meaning across group members in contrast to IPA's interpretative features. The current study aims to explore the rich and detailed experiences of a small sample of deaf CYP; thus IPA was deemed to be more suitable.

3.4.6.2 Narrative Analysis

Narrative approaches were considered given the researcher's interest in understanding participant's stories and experiences. Such an approach considers the way in which participants construct a story and explore the narrative of experience (Willig, 2008). The way in which language is structured and used is essential for the researcher to attend to and understand (Clandinin, 2006). For the population under consideration, language construction and understanding are likely to be among the challenges experienced, introducing the possibility that narrative approaches may be less reliable. In contrast, IPA prioritises the interpretation of experience. As such, IPA was considered a more appropriate approach for the current research, given the interest in how deaf CYP experienced the phenomena of the Covid-19 pandemic.

3.4.6.3 Grounded Theory

Given that Covid-19 is a relatively new phenomena, and as such lacks pre-existing theories, Grounded Theory (GT) was considered as an approach. GT attempts to generate a theory, based on the context in which the research is carried out, from participant's data. In contrast to IPA, GT focuses on conceptual understanding and providing explanations taken from a typically larger sample size (Smith et al., 2009). Given the researcher's interest in developing an in-depth and detailed understanding of participant's experiences, IPAs was deemed a more relevant choice.

3.5 Participants

Smith et al. (2009) recommends between three to six participants for effective IPA analysis and four participants were recruited in total. The researcher used the following inclusion and exclusion criteria for her participants:

- CYP between the ages of 10-16
- CYP with an identified hearing impairment (HI)
- The HI was present prior to and during the Covid-19 pandemic
- CYP attending a mainstream school in a London Borough

The researcher chose the age range of 10-16 to as she wanted to make sure that the participants had engaged in opportunities were old to build the sense of social inclusion within school and the wider community. Additionally, deaf CYP can often present with delayed speech and language skills at a young age, so the researcher wanted to account for this by choosing older deaf CYP.

The researcher stipulated that the CYP must have a hearing impairment (HI), however there was no discrimination with regards to the level of this impairment (mild, moderate, profound or severe) to extend the research to as many deaf CYP as possible. Importantly, given the focus of the research, participant's HI needed to have been present at the beginning of the Covid-19 pandemic.

The researcher extended the research opportunity to young people who communicated via speech or British sign language (BSL), with the opportunity for BSL users to be supported with an interpreter. However all four of the participants used speech and lipreading as their primary methods of communication.

CYP with additional SEN alongside their HI were excluded from the research. The researcher felt that it would be challenging to establish whether experiences of social inclusion during the Covid-19 pandemic were impacted by the participant's HI or SEN.

3.5.1 Recruitment Procedure

The process of recruitment took place between October 2021 and February 2022 and was conducted in two stages. In primary stage, the researcher made contact with the Teacher of the Deaf (ToD) within her Local Authority to discuss schools within the area where deaf CYP who met the criteria attended. The researcher then emailed the Special Educational Needs Co-Ordinator (SENCO) for these schools, with the support of the ToD and shared her participant recruitment advertisment (see Appendix E) SENCOs were offered the opportunity to share this with relevant parents. Between October, 2021 and January, 2022 one parent contacted the researcher expressing an interest but, unfortunately, this CYP did not meet the inclusion criteria.

Initially, the researcher aimed to conduct recruitment to within her placement Local Authority (LA), however there was limited interest and challenges finding CYP who met the criteria in this area. To allow for more recruitment opportunities, the researcher made the decision to extend data collection to all Inner and Outer London Boroughs. The researcher contacted ToDs (Teacher of the Deaf) from other London LAs to ask them to share her research advert in their schools and with parents.

For stage two of participant recruitment, between January to February 2022, the researcher, shared her participant advert on Facebook support pages for the parents and carers of deaf CYP. This was done with agreement to changes in the recruitment plan from UEL Ethics Committee (see Appendix F) and the permission of the administrator of the Facebook support page. One parent contacted the researcher expressing interest via this method of recruitment. The research advert was also shared with relevant charities, including Cochlear Implant Support Group (CICS) and CMV (Cytomegalovirus) Action. The charities shared the advert on their Twitter and Facebook pages. The charity co-ordinator of CICS contacted parents and carers of deaf CYP who met the study's eligibility criteria. They shared the research advert and asked interested parents to contact the researcher via the email shared on the advert. The researcher replied to expressions of interest with additional information regarding the research and confirmed with parents and caregivers that their child/child met the inclusion and exclusion criteria as outlined above.

For respondents whose children met the criteria, the researcher emailed parents and carers the information sheet and consent form (See Appendices G and H). If parents and carers consented to their child participating, as well as their child expressing an interest to participate, this consent form was sent back to the researcher directly. The details of the potential participants were shared only once parental consent was received. Once the consent form was returned, the researcher contacted the parents and carers to arrange the interview with the child. At this stage, a child-friendly participant invitation letter outlining the study (See Appendix I) and assent form (See Appendix J) was shared with parents and carers to discuss with their child.

3.5.2 Participant Characteristics

For successful Interpretative Phenomenological Analysis research and rich data, a sample size of between three and six participants is recommended (Smith et al., 2009). In line with this, four participants were recruited successfully for the research using the sampling criteria. The demographics of participants are detailed below in Table 2. All participants lived in England and attended English mainstream schools. Two participants attended a deaf resource base attached to their school. The participants will be introduced in more detail as part of Chapter Four. Three of the participants selected their own pseudonyms and one requested the researcher chose a pseudonym for her.

Table 2:

Participant Characteristics

Participant Pseudonym	Age	School Year Group	Level of Hearing Loss	Support received
Rose	16	11	Profound bilateral hearing loss	Bilateral cochlear implants (no longer choosing to wear them) LSA support in class
Mo Salah	12	7	Profound	Bilateral cochlear implants Transmitters Some use of BSL LSA support when needed
Queen	15	10	Profound	Bilateral cochlear implants LSA support when needed
Tiger	11	7	Profound	Bilateral cochlear implants LSA support at all times Use of a transmitter

3.6 Research Techniques

Research techniques that allow for participants to share their experiences, from a first person-perspective and in a rich and detailed manner, are deemed most suitable for IPA (Smith et al., 2009). Semi-structured, one-to-one interviews are most commonly used for IPA data collection as they allow for participants to share their stories freely and reflectively whilst exploring complex experiences in a rich and detailed way (Smith et al., 2009).

For the current research, semi-structured interviews (SSIs) were used, given the alignment with the guiding principles of IPA. The use of semi-structured interviews ensured the researcher was not constrained by set questioning and could follow the narratives that the participants chose to present. This also permitted the researcher to respond appropriately to the differing needs of participants by ensuring the use of clarifying and follow up questions (Braun & Clarke, 2013). Additionally, the use of open-ended questions allowed participants to respond freely and flexibly, and to share the details of their experiences that were most salient to them, using their own words and constructs.

Each participant engaged in a one-to-one SSI interview at their schools or the school's library. The duration of the interviews lasted up to one hour with fifteen minutes at the beginning for the researcher and participant to engage in problem-free talk and build rapport. The building of rapport and trust prior to the interview was essential for facilitating participants ease and comfort in sharing their experiences (Erickson, 1986).

3.7 Semi Structured Interview Schedule

In order to explore the experiences of social inclusion for deaf CYP during the Covid-19 pandemic in a rich and detailed way, the researcher endeavoured to empower participants to share their stories through SSIs.

Following both Robson's (2011) and Braun and Clarke's (2013) suggestions for a successful interview, the researcher created an extensive interview schedule framed around exploring the participant's experiences of social inclusion during the Covid-19 pandemic (See Appendix K). In line with these recommendations, the researcher considered the type of questions, the way in which they were ordered and what prompts were used to encourage participants to expand on their answers.

Additionally, the researcher ensured that the wording of the questions was simple, straight forward and used language that avoided any complex technical terms, slang or jargon. The researcher adopted a questioning style using the principles of attuned interactions (Kennedy and Landor, 2015) which allowed for rapport building between herself and the participants. The interview schedule was used as an adaptive guide to create a relaxed and informal space for participants to share their stories. A decision was made not to pilot the interview due to time constraints and challenges with recruitment, as outlined in section 3.5.1. The use of semi-structured interviews offered some flexibility in how the questions were presented. Reference to Edmondson and Howe’s (2019) research helped to guide some of the interview questions asked.

Smith et al., (2009) posits that between six and ten open questions are suitable for IPA research. As such, the interview schedule included eight open questions with additional prompts. The questions developed as part of this schedule were informed by the research questions outlined in section 2.7, with a focus on exploring the barriers and facilitators to social inclusion during the Covid-19 pandemic. Questions regarding exploring social inclusion for deaf CYP were informed by themes and topics highlighted as part of the literature review. The researcher was mindful of adopting a Positive Psychology approach (Seligman, 2002), with regards to what was working well, positive experiences and the facilitators of social inclusion during the Covid-19 pandemic, as well as using the social model of disability as a basis for questions considering the potential barriers deaf CYP at this time.

At the beginning of the interview, all participants were given two minutes to reflect on and think about their experiences of the Covid-19 pandemic with a particular focus on their friendships, learning and the restrictions put in place. Participants were not prompted during this time and were asked to inform the researcher when they were ready to begin answering the questions.

3.8 Data Collection and Transcription

Data was collected between February and March 2022 and took place in the participants’ schools or libraries linked to their school. During the meeting, the researcher, reintroduced the participant letter to the CYP and read it with them. The researcher gave the opportunity for the participant to ask any clarifying questions and checked to ensure they understood what the research entailed including an explanation of the process. The CYP was then asked to complete the assent form, expressing their interest to participate in the research (Appendix G). At this stage, the participants were reminded that there were no correct or incorrect answers, and they could choose to respond as they felt appropriate, including choosing not to respond to certain questions, without giving a reason as to why. All four interviews were audio-recorded using a Dictaphone. In order for the researcher to familiarise herself with the data and to develop an extensive and rich understanding of participants experiences, she transcribed all the data herself. Transcription was verbatim, including pauses, laughter, and environmental noises (See Appendix H for an excerpt of a transcript). The researcher also made a note of where words were emphasised by participants as well as noting contextual observations to support the process of data analysis.

The transcription of data took place within two weeks of collection and following this was analysed using IPA. Details of this analysis are outlined in section 4.2.

3.9 Ethical Considerations

The researcher conducted the current research within the Ethical Guidelines of the British Psychological Society and from the Health and Care Professions Council (2016) Standards of Conduct, Performance and Ethics. Ethical approval was granted from the UEL (University of East London) School of Psychology Ethics Committee in June 2021 (see Appendix L). This was amended in November 2021 and January 2022 due to challenges with participant recruitment (see Appendix F& Appendix M). The researcher completed a risk assessment as part of the application for ethical approval which encompassed relevant precautions and actions followed to minimise risks for the participants and the researcher.

3.9.1 Informed Consent and Right to Withdraw

Once parents or carers demonstrated their interest in the current study, they were contacted with the information sheet and consent form (see Appendices G and H). The information sheet outlined the aims and requirements of the study and referred to confidentiality, anonymity, data storage and participants rights to withdraw. The researcher's contact information was included alongside an invitation for parents/carers to contact the researcher with any questions prior to providing their consent for participation. Alongside this, the researcher shared a child-friendly participant information sheet (see Appendix I) with reduced language. In advance of the data collection, the researcher gathered written consent from parents and carers, alongside consent from the young people themselves.

On the day of collecting, verbal consent from the participants was also gathered including assent regarding the recording of the interviews. The researcher spent time with the participants reiterating the information shared on the information sheet, to check their understanding and to ensure they were aware of what they were consenting to. To ensure transparency and clarity between the researcher and the participants, participants were encouraged to ask any clarifying questions throughout the process and the researcher checked their understanding at each stage. Participants and their families were informed of their right to withdraw and up until three weeks following the interview, at which time the data would have been analysed and their information anonymised.

3.9.2 Confidentiality and Anonymity

In order to protect their anonymity, participants were invited to choose a pseudonym, for the write up of transcripts and data analysis. Additionally, all identifiable data including schools, LAs and all additional names, such as parent/carers or teachers, were removed from the transcripts. Prior to data collection, participants were informed that the information shared would remain confidential, unless any safeguarding concerns were raised.

Data was stored in compliance with GDPR regulations and the researcher's Data Management plan, which was completed and approved by the University prior to collection.

Data was collected in person, using a Dictaphone, and saved within the researcher's personal UEL One Drive. The data was deleted from the Dictaphone following transcription. Anonymised transcripts will be kept until April 2024 on an encrypted USB device to allow the researcher to return to the data for publication purposes.

3.9.2.1 Debriefing and Duty of Care

In line with the BPS (2018) guidelines regarding ethical human research, the researcher provided support for participants immediately after data collection, in the form of debriefing. Participants were supported to review their feelings about what they had shared and how they felt following the process. The researcher was aware that discussing experiences during the COVID-19 pandemic may be an emotional experience for the young people and utilised her skills developed on the throughout the doctorate and working to support the wellbeing of CYP with social, emotional, mental health needs. Additionally, the SENCO was informed when each session was completed and was told if any additional follow up support was required. Participants and their parents/carers were provided with a debrief sheet (See Appendix N) via email. The debrief sheets included signposting to relevant support services as well as the contact details for the researcher and researcher's supervisor for any follow up questions where appropriate.

3.10 Trustworthiness of the Research

Given its differences with regards to epistemological underpinnings and research aims, qualitative research cannot be evaluated in the same way as quantitative research (Yardley, 2017).

Yardley (2000) developed a set of four 'broad and flexible' principles with regards to the quality and validity of qualitative research. Yardley's principles have been considered with regards to the current research due to alignment with constructionist data and phenomenological research.

3.11 Sensitivity to Context

Yardley (2000) proposed that qualitative research of high quality must demonstrate a sensitivity to context including an awareness of the theoretical and empirical context. In line with this, the researcher completed an extensive systematic literature review to ensure an awareness of the relevant research, alongside the identification of gaps in the area. Additionally, a sensitivity towards the "normative, ideological, historical, linguistic and socio-economic influences" on participant's sharing of experiences is deemed imperative (Yardley, 2000, p.220). Taking this into consideration, the researcher endeavoured to reduce power imbalances and keep participants voices central to the research.

3.11.1 Commitment and Rigour

Commitment and rigour relate to a demonstration of prolonged engagement with the topic being researched (Yardley, 2008). Yardley (2008) posits that the researcher's personal connections to the research field can indicate a depth of commitment to the area. As made explicit in Chapter 1, the researcher has familial links to the deaf community and experience of working with and supporting deaf CYP. Moreover, as part of the literature review, social inclusion for deaf young people was extensively explored. The researcher took time and care over the research process and analysis to ensure that each participant's experience was respected and valued allowing for the richness of data produced. Throughout the research process the researcher immersed herself in the IPA process and as part of an IPA peer support group with other TEPs.

3.11.2 Transparency and Coherence

The researcher endeavoured to remain transparent and coherent throughout the duration of the research to ensure its validity (Yardley 2008). The way in which data was collected and analysed is explicitly provided in the above sections, alongside transparency regarding the justifications for the philosophical paradigm and approaches used for data collection and participant selection. Moreover, when presenting participant data and emergent themes, extracts and verbatim quotes are used (as demonstrated in the next chapter) alongside a full transcript example (see Appendix O). This serves to make transparent the links between the data, the research questions and theories and concepts discussed. Throughout the research, the researcher has kept, what is described by Yardley (2008) as a 'paper trail' to allow the reader to review the process of analysis.

A research diary has been utilised throughout the research as a means of reflecting on what decisions were made and why (see Appendix P). Additionally, supervision and draft chapter submissions have supported this process.

3.11.3 Impact and Importance

Yardley (2000) posits that in order for research to be considered qualitatively valid it must produce knowledge that is useful and impactful for its field. Given that the Covid-19 pandemic is a relatively new phenomena, the research in this area is currently limited, particularly with regards to an exploration of the voices of deaf CYP during this time. This research is therefore a valuable contribution to the psychological understanding of social inclusion for deaf CYP throughout the pandemic and the impact of varying facilitators and barriers. Through empowering deaf CYP to share their voice, the researcher hopes she can contribute to the facilitation of positive experiences for deaf CYP and well as in a wider sense for young people with SEN. Following the completion of the research, the researcher will disseminate her findings to relevant educational professionals and charities.

3.12 Reflexivity

The research process is inevitably influenced by the researcher's beliefs, values and practices and as such reflexivity is crucial for an awareness of this influence (Braun and Clarke, 2013). Reflexivity involves the process of the researcher reflecting on their role in a critical way in order to consider how their own position impacts the direction of the research and decisions made. As aforementioned, In order to reduce researcher bias and increase validity, the researcher was committed to maintaining a researcher diary throughout the research as a means of reflecting on the process and decision making.

As outlined in section 1.5.3 , the researcher was cognisant of her own values, beliefs, experiences and was mindful of how these may shape the interpretation of the research data. The researcher acknowledged pre-conceived assumptions regarding deaf CYP experiencing the pandemic in a negative way, based on informal comments with family members and media coverage during this time. Bracketting off thoughts, feeling and assumptions is crucial for the integrity of research using IPA (Smith, 2009). The researcher ensured these were named within her research diary and put to one side during the analysis process.

3.13 Chapter Summary

In this chapter the philosophical underpinnings of the research were discussed before moving on to the research design and purpose. The justification of IPA, research method and procedure have all been outlined. Attention has been given to participant recruitment and data collection. The chapter concluded with details pertaining to ethical considerations and considerations of the trustworthiness of the research. In the subsequent chapter, the details of the data analysis using IPA will be outlined and the voices of deaf CYP's experiences of social inclusion during the Covid-19 pandemic will be shared.

Chapter 4- Analysis and Findings

4.1 Chapter Overview

Leading on from the methodology chapter, the current chapter will provide an outline of the procedure of IPA, used to analyse the data, by the researcher. An overview of the research findings will be presented individually for each of the five participants, drawing out the superordinate and subordinate themes. The common themes across participants is then explored.

4.2 Introduction to Analysis

Smith et al. (2009) determined that there is a set of common processes and principles to engage reflectively with participants' lived experiences. In order to simplify these for novice researchers, Smith et al. (2009) outlined a number of stages to work through for a manageable analysis. The steps that the researcher followed, in line with this process, are summarised below.

4.2.1 Step 1: Reading and Re-reading

The researcher started by fully immersing herself with each individual data set. She simultaneously listened to the interview recordings and read the transcripts up to three times, which supported the researcher to fully re-enter the participants' world and experience. Whilst in the process of re-reading, feelings, or emotions evoked by this process were recorded in the research diary in order to 'bracket off', any initial assumptions or observations (Husserl, 1982).

4.2.2 Step 2: Initial Noting

The second stage of IPA frequently occurs concurrently alongside the initial reading and re-reading of the transcripts. The researcher created two additional columns on her transcripts to allow for initial noting and emergent themes (See Appendix R). Smith et al. (2009) posits the use of three different types of exploratory commentary. Following an initial free association, the researcher used each re-read of the transcripts to note the following types of analysis- descriptive (describing the content and subject); linguistic (with a focus on the explicit use of language used by the participant); and conceptual (commenting at a conceptual or interpretative level).

4.2.3 Step 3: Developing Emergent Themes

At this stage, the researcher moved away from analysing the transcript as a whole to re-examine the initial notes created in stages one and two. The researcher used these notes to identify emergent themes that she felt were representative of the participant's experiences. The themes generated encompassed a double-hermeneutic as they were reflective of the researcher's interpretation of the participants' sense making of their experiences (Smith et al, 2009). During this process, the researcher removed any identified themes that did not fit with the RQs.

4.2.4 Step 4: Searching for Connections Across Emergent Themes

The researcher wrote out all the emerging themes for the individual participant, before cutting them out and spreading them across a large surface to further analyse. The researcher searched for commonalities across themes and any related or similar themes were grouped together to create an initial thematic map. (See Figure 2 ,below for an example). The researcher engaged in several techniques outlined by Smith et al. (2009) to determine the superordinate and subordinate themes. These techniques included abstraction, which involved looking at the cluster of emergent themes and attributing a new higher order theme which encompassed the lower themes. Additionally, the researcher engaged in contextualisation, where themes were identified by their contextual or narrative elements and how they related to specific event. Given the researcher's interest in exploring the difference in facilitators and barriers of social inclusion, a polarisation technique was also employed to explore the oppositional relationships between emergent themes. An example of grouping of themes can be found in Appendix R. Following the decision regarding superordinate and subordinate themes, the researcher created tables including the themes and relevant transcript line numbers for quotes for all participants (See Appendices S-V).

4.2.4.1 Step 5: Moving on to the Next Case

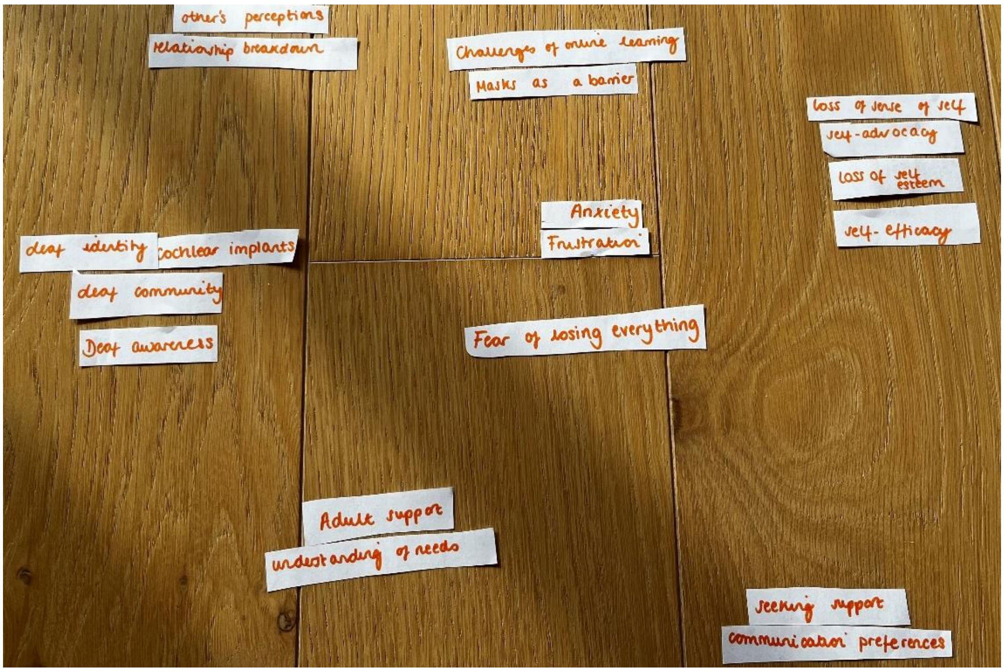
Given the ideographic nature of the research, the participant's data was analysed on an individual level. Therefore, step five repeated the above stage for each participant. Before moving on to the next case for analysis, the researcher was sure to bracket off any preconceived assumptions regarding themes, based on data from the first participant. The researcher is aware that despite engaging in bracketing her thoughts and interpretations may still have influenced the way in which the data was interpreted. This was recorded in her research diary.

4.2.4.2 Step 6: Looking for Patterns Across Cases

The final stage involved the researcher looking for patterns and common themes across the cases. Smith et al. (2009) suggest that for a theme be considered consistent across cases it must occur in at least half of the participant narratives, to ensure validity. The researcher wrote up and cut out all the themes for each participant and carried out a similar process to step four to review the themes and consider links. Many of the previously identified themes remained the same and some were separated and constructed into new themes. The cross-case superordinate and subordinate themes are graphically displayed in section 4.4.

Figure 2

Initial Thematic Map



4.3 Individual Interview Findings

Each participant's transcript was analysed using the IPA process as outlined above. The superordinate and subordinate themes that developed from the data analysis and interpretation are presented individually for each participant in order to encapsulate the individuality of each experience.

4.3.1 Rose

Rose is a 16-year-old girl who, at the time of interview, was undertaking her GSCES at school. She is profoundly deaf in both ears and was bilaterally implanted. Rose was in Year 9 when the COVID-19 pandemic began and during the first lockdown she accessed her learning online with the support of a Teacher of the Deaf (ToD), speech and language therapist (SALT) and learning support assistant (LSA). At this time Rose made the decision to no longer wear her cochlear implants and relied on lipreading for communication. Rose chose to bring her mother to the interview to support her. Four superordinate themes and nine subordinate themes were taken from the analysis of Rose's experiences.

Figure 3

Themes identified from Rose's interview

Loss and Change	Interpersonal Relationships	Challenges	The deaf Community
• Anxiety • Identity • Low self-confidence	• Support from others • Friendship breakdown	• Accessibility • Others' awareness	• Connecting with deaf peers • Advice for other deaf CYP

4.3.1.1 Superordinate Theme 1: Loss and Change.

The following emergent themes were grouped together as they highlighted Rose's experiences of change and loss throughout the Covid-19 pandemic.

4.3.1.1.1 Subordinate Theme 1: Anxiety.

Rose acknowledged a sense of worry and nervousness with regards to the initial lockdown and school closures. She consistently referred to fears relating to what she perceived the future might look like:

> *"When school closed, I just felt I know something gonna happen in the future, so I was like umm… going to get worried or just feel afraid or I'm just going to lose everything…"* (12-15)

This quote implied that Rose experienced anticipatory anxiety regarding the closures and restrictions. The use of first person, suggested that Rose's anxieties related to the extent of the impact of these restrictions on her life. Rose's reflections indicated uncertainty regarding an unknown future which was highlighted through her use of the word "*something.*"

4.3.1.1.2 Subordinate Theme 2: Identity.

Rose described how her relationship with the hearing part of her identity changed during the start of lockdown. This was reflected in her choice to stop wearing her cochlear implants:

"I feel like I'm going to take them off or lose it or take them off…And then I lose everything." (20-22).

Rose's repetition of the phrase *"lose everything"*, indicated the enormity of the worry and anxiety she experienced and how all-encompassing this feeling was for her during the start of lockdown. Rose's link between loss and cochlear implants implied that they were a valuable part of her identity and her connection to the 'hearing world'. Not wearing them made her feel isolated and vulnerable. Rose described how, "*when you take them off, you have a feeling that you won't put them back on…"* (24). This suggested that Rose's need to wear them to interact and learn at school was removed during lockdown.

4.3.1.1.3 Subordinate Theme 3: Low Self-Confidence.

Rose discussed feeling like she had *"lost all of my confidence during lockdown"* (257). She noted how, previously, she had *"good communication with people, but I lost it…"* (260) This implied that Rose perceived her skills and abilities were impacted by the Covid restrictions. Rose trailed off and found it challenging to articulate what this looked like, *"I can't explain it"* (56) and her tone of voice indicated a sense of helplessness. This implied that it was a challenging topic for Rose to discuss, perhaps highlighting the emotional impact.

For several questions Rose directed her attention towards her mother for reassurance before answering. Her mother used phrases such as *"go on…"* and *"you can share…"*, these prompts appeared to relax Rose and stimulated her answers. This implied that Rose viewed her mother as a necessity to support, encourage and reassure her. This suggested she finds her safe, containing and feels comfortable opening up in her presence.

Rose demonstrated very assured ideas around what she would need to say to help educate her peers and school staff to support her to develop her confidence.

However, she described how her low self-esteem and loss of autonomy impacted this:

> *"I really bad for me disturbing the class saying can you take your mask off… Because I have a feeling they'd be like, "oh we have to keep our masks on because of Covid…"* (233-237).

Rose's use of the phrase "*disturbing the class",* suggested she did not want to draw attention to herself. It appeared that Rose saw herself as separate to her peers and felt that if she communicated her needs they would not understand. It highlighted that Rose perceived her needs as less important in relation to the rest of her peers and the wider implications of Covid-19.

4.3.1.2 Superordinate Theme 2: Interpersonal Relationships.

The following emerging themes were grouped together, and they represented Rose's interactions with others.

4.3.1.2.1 Subordinate Theme 1: Reliance on Support from Others.

As part of her narrative, Rose consistently recognised seeking and accepting support from others during lockdown, online learning and the return to school during the pandemic. She reflected on how *she "used the teacher of the deaf to help to do some learning"* (59-61). This implied that Rose took advantage of the availability of her ToD to support her. She reported, they meet *"for one hour a day"* (84). These online sessions appeared to be supportive, an opportunity for Rose to 'check-in'. Rose described how her LSA, would *"join in"* in her lessons and *"take notes and email it to me"* during online learning. Rose's tone of voice indicated a sense of helplessness, suggesting that although the support was valuable to her during this time, it took away her autonomy and independence for learning.

Rose's acknowledged further frustration in having to rely on others for support with regards to her independence when out in the community. She shared how:

> *"I have to take my mum with me or one of my friends which makes me more frustrated"* (266-267).

The use of the word *"have"* implied that this support was a necessity for Rose. Her feelings of frustration relating to this obligation, indicated that Rose wanted to be able to engage in such tasks with increased independence but felt powerless and lacked the confidence to do so.

4.3.1.2.2 Subordinate Theme 2: Friendship Breakdown.

Rose reported a sense of loss with regards to her friendships, which she felt occurred as result of the challenges she experienced communicating with others. This was exacerbated by the Covid-19 restrictions. When asked about her friendships she shared:

> *"I don't have a lot of… well I do have friends… but well since lockdown…"* (322)

Rose trailed off and demonstrated a hesitance in talking about her friendships, which implied this was an emotive topic for her. Her description suggested that while she felt she did have friends, that these friendships had changed as result of lockdown. Rose attributed this to her friends continuing to wear masks when communicating with her, she shared how:

> *"Since everyone is wearing masks in the group, I lost some people"* (327).
>
> *"So, I kind of let the group situation"* (334)

Rose repetition of *"the group"* implied that Rose felt distanced from her friends and excluded from the group. The permeance of the word *"lost"* indicated that Rose felt the friendships could not be recovered. This suggested a sense of exclusion and isolation for Rose.

4.3.1.3 Superordinate Theme 3: Challenges.

Throughout her narrative Rose acknowledged several challenges she experienced during the Covid-19 pandemic with regards to her interactions with others and access to learning. These have been grouped together under this superordinate theme.

4.3.1.3.1 Subordinate Theme 1: Accessibility.

Rose described how sheexperienced several barriers to her access whilst learning online during lockdown:

> *"…turned the camera off and I can't understand what they're saying"* (100-101)
>
> *"there's no lipreading… there was background noise..."* (105-107)

The lack of cameras and lipreading appeared significant to Rose and imperative for supporting her understanding. Lipreading was Rose's preferred method of communication and without this she was unable to involve herself in learning or class interactions. Her use of the phrase *“I can’t understand”* signified confusion and isolation.

Rose acknowledged the emotional impact of these barriers to her access, and shared that, “*that brings me down a lot”* (110). This indicated feelings of sadness and low mood, linked to her exclusion from the class. She noted how she made the decision not to attend online learning as there was *“no point in me doing lessons if I can’t understand what people are saying…”* (112-113). This signified a sense of Rose giving up and suggested that she would prefer to make the choice to exclude herself rather than feeling like she was isolated by others. Rose told how she would *“mainly sleep”* (144) during times she was not accessing learning, which further indicates her low mood. She noted that she would constantly be *“texting people”* (146) to let them know she was not attending, which suggested that she wanted to be kept in mind by her peers.

Rose told how her challenges with accessibility were “*more frustrating than online”* (223), during the return to school as result of school staff and peers wearing masks. She described how, *“in class everyone is wearing a mask behind me, and the teacher is also wearing a mask”* (227). This indicated Rose’s feelings of isolation and exclusion were further exaggerated by the physical barrier of masks which muffled the speech of others and impaired Rose’s ability to lipread, impacting her understanding.

Rose described how this limited accessibility impacted her ability to contribute during learning as she did not understand. She shared that when teachers asked her questions, she would *“say I don’t know the answer.”* This further highlighted that it was easier for Rose to avoid and withdraw from learning than address the difficulties she was experiencing.

4.3.1.3.2 Subordinate Theme 2: Others’ Awareness.

Rose felt that her HI was misunderstood by her peers and school staff, which led to further challenges with regards to her accessibility and interactions. She told how, during online learning, she felt that “my teacher is like, ‘okay she’s wearing her cochlear implants she will be okay” (203) In contrast Rose conveyed how she was “obviously not okay”. Rose’s tone of voice communicated frustration, signifying the emotional impact of not feeling understood by her teachers. Her use of the word *"obviously"* implied that her struggle should be noticeable to others, indicating her want for others to check in and reassure her.

Rose reported that she previously felt her friends and teachers demonstrated good deaf awareness and that she noticed a shift since the Covid-19 restrictions created additional challenges:

> *"I just realised that not many people know what deaf actually is…"* (273-274)
>
> *"I understand that they know I'm deaf, but do you actually know that I'm deaf? Do you understand that you need to take your masks off?"* (329-333)

Rose's shift from using the term *"they"* to the term *"you"* further indicated her frustration towards others who she felt should be supporting her and her wish to convey this. It signified that she felt let down by her peers and teachers, whom she felt knew her well, yet did not understand her needs. This symbolised the importance of her teachers and peers considering the additional challenges faced by deaf CYP during the pandemic and making adaptions to meet their needs.

In contrast, Rose spoke positively about one peer who demonstrated good deaf awareness, and an understanding of her needs:

> *"This girl who's stayed friends with me for a long time, she does wear a mask, but not with me, I can be more close with her."* (355-357).

This signified a sense of togetherness and mutual trust between Rose and her friends. "But not with me," demonstrated Rose's appreciation of her friend's understanding of and adjustments to her needs, which she felt could bring them closer together.

4.3.1.4 Superordinate Theme 4: The Deaf Community.

For Rose, a sense of connection to the deaf community and accessing support from deaf peers was central to her narrative and contributed positively to her experience.

4.3.1.4.1 Subordinate Theme 1: Connecting with deaf Peers.

Rose reported that she sought out connections with other deaf CYP via the deaf community on social media. She described how those she communicated with were *"going through the same thing as well."* This highlighted that Rose felt connected to those who shared similar experiences, especially including the challenges she encountered during the Covid-19 pandemic. Rose stated that with one deaf peer in particular, *"we talk about it, and we are trying to get our confidence back…"* (508-509). The use of the word *"we"* implied that Rose feels a sense of togetherness with this individual. It highlighted the importance of discussing shared experiences and goals for Rose to validate her feelings, feel supported and to build connections. Rose described her communications with deaf peers as "really positive", in contrast to the more challenging feelings she expressed about communicating with her hearing peers. This further highlights the value that Rose places on connections with deaf peers who can empathise with her and understand her experiences.

Rose acknowledged *that "you're not supposed to talk to strangers online… but it's the deaf community"* (524-525). This implied that Rose feels a sense of safety and trust within this community which linked to feelings of inclusion and a sense of belonging.

4.3.1.5 Subordinate Theme 2: Advice for Other deaf CYP.

In line with the previous subordinate theme that highlighted the importance of connecting with deaf peers, Rose extended advice and encouragement to other deaf CYP she felt might also be struggling:

> *"If there's any other deaf person that feels that way… need to get their confidence back… Just go step by step and don't be afraid…"* (581-583)
> *"I understand that you lost your confidence, but it's not the end of the world. Just try and give it a go…"* (586-588)

Rose's advice to others mirrored her own experiences, which further highlighted the importance Rose placed on seeking connections with others' in a similar situation as a means of reassurance and support. Her use of the words *"I understand",* indicated a sense empathy towards her deaf peers and assuring others that they are not isolated in the way that they are feeling. Rose appeared to view regaining confidence as a gradual and careful process, however her use of the term *"not the end of the world"* implied that Rose had a sense of hope and optimism for achieving a positive outcome.

4.3.2 Mo

Mo is in Year Seven in a mainstream secondary school with a deaf support base (DSB). Mo is profoundly deaf in both ears and had bilateral cochlear implants. Her preferred methods of communication are speech and lipreading. During the initial

Covid-19 school closures, Mo was in Year Six at her primary school which also had DSB. She came into school and received learning and support from two specialist ToD when schools reopened for CYP with EHCPs. Figure 4 provides an overview of the themes identified in Mo's interview.

Figure 4

Themes identified from Mo's interview

Barriers	Relationships	Supporting Factors
• Missed Learning • Rules and restrictions	• Staying Connected • Fun and Enjoyment	• Self-advocacy • Whole School Inclusive Practices • Parental Support

4.3.2.1 Superordinate Theme 1: Barriers.

Throughout her narrative, Mo acknowledged several barriers to her inclusion and involvement in all opportunities available to her.

4.3.2.1.1 Subordinate Theme 1: Missed Learning.

Central to Mo's narrative was ensuring that she was accessing learning and information at the same rate as her peers. This appeared to be incredibly important for Mo's sense of inclusion within the classroom. Mo articulated the impact of missing out during online learning:

> *"I was just stuck at home confused because I didn't know what to do…"* (121-122)

> *"Everyone was like, 'we know what we're doing' and I am just sitting in the class going ummm."* (131-133)

These references highlighted the detrimental impact on Mo's self-esteem for her learning when her accessibility was impaired. Mo's use of the word *'stuck'* was representative of her frustrations around being unable to change the situation, despite feeling the need to do something. This presented Mo as helpless in this situation, something that was further indicated by her tone of voice. Mo's use of the collective terms, *'we'* and *'everyone'* when referring to her peers, alluded to a sense of exclusion and isolation.

Mo reflected that she, *“missed out, a lot of learning, because of the impact”* (294) of accessibility challenges including lack of captions and muffled speech when online. Her emphasis on the words *“a lot”*, indicated the extent to which she felt it affected her. Mo reflected on a *“need”* to engage in *“Speech and Language to catch up on all of the things I have missed”* (144). This implied that, for Mo, catching up was a necessity or an obligation. However, she acknowledged a choice between *“doing speech and language or Spanish”* (142). Her preference was for Spanish with her peers, however there appeared to be a dichotomy between doing what she felt obligated to do and what she enjoyed. This further highlighted Mo’s concerns regarding missing out and wanting to be engaged in what her peers are doing.

4.3.2.1.2 Subordinate Theme 2: Rules and Restrictions.

Mo described how the rules and restrictions enforced by the government throughout the pandemic acted as a barrier to her inclusion:

> *“The masks impacted a lot… it made it really hard to know what my mum was saying on the tube, because we have to wear masks”* (187-189)
>
> *“I wanted a face shield… they didn’t allow that cos it’s not protective, so they didn’t allow that…”* (198-199)

This implied that Mo had a strong moral compass as she demonstrated concerns around following rules and protecting the wider population, despite the impact on her ability to communicate with and understand others. Her use of the word *“wanted”* indicated that Mo knew what adaptations would support her accessibility, however she perceived the safety of the community to be of greater importance than her own needs.

Mo used the word *“they”* to refer to adults who she perceived held greater power around decisions. When referring to the restrictions throughout her narrative, Mo used words such as *“let”* and “*allow”*, this indicated that she required permission to make some adjustments which was incongruent with her levels of autonomy.

4.3.2.2 Superordinate Theme 2: Relationships.

Central to Mo’s narrative was the significance of relationships and factors that enabled these connections during Covid-19. These have been grouped together under this theme.

4.3.2.2.1 Subordinate Theme 1: Staying Connected.

A facilitating factor for Mo to have positive and successful friendships was the ability to remain connected and to spend quality time with others. It was evident that this element of Mo's relationships was established before the pandemic, and she shared how:

"We would have sleepovers, before Covid and we would do lots of things… lots of things" (396-398)

Mo's use of the word 'we' highlighted her sense of relatedness to others, which was enabled by opportunities to engage in shared activities. To ensure these connections remained during lockdown and school closures, Mo described that:

"We were stuck in our homes, but we sent postcards front and back, explaining what was going on and what was happening…" (369-371)

"We would have videocalls to make sure everything is okay…" (407-410)

Mo's use of the word *"stuck"* demonstrated a recognition of her feeling unable to change the situation and how being at home presented as a barrier for her and her friends' interactions. However, Mo acknowledged the adaptations made to ensure the sense of established connection was not lost. This highlighted the value Mo placed on reciprocated check-ins and staying up to date on one another's lives, making use of the opportunities available to them.

4.3.2.2.2 Subordinate Theme 2: Fun and Enjoyment.

Mo articulated how fun, social activities were an important way for her to maintain connections with others during the pandemic. Mo used the word 'fun' consistently throughout her narrative and shared several anecdotes, including stories of "*snowball fights"* and *"Science experiments."* Whilst Mo referred to the types of activities she engaged in, the emphasis was placed on the shared enjoyment and being together with peers in the same physical space.

For Mo, being able to actively participate in sporting activities facilitated her feelings of inclusion. She told how, during lockdown, *"the funnest thing ever, was playing football but two metres apart…"* (503). Mo appeared to value the opportunities for the connection that sport afforded, particularly in a time when in-person connection was rare. Mo's use of the word *"funnest"* emphasised how much enjoyment she attributed to the opportunity to interact with others through sport. This was similarly echoed in her tone of voice which conveyed excitement and a joy when recalling this event.

In contrast Mo, described how *"bored"* she was during lockdown. She shared how the feeling of boredom was *"the most big"* (938) way of describing her lockdown experience. This was attributed to her being unable to *"do things with my friends"* (940). This indicated that interacting with friends met Mo's needs for fun, which was something she missed out on during this time.

4.3.2.3 Superordinate Theme 3: Supporting Factors.

The following themes were grouped together to represent factors that Mo found supportive for her inclusion throughout the pandemic.

4.3.2.3.1 Subordinate Theme 1: Self-advocacy.

Woven throughout Mo's narrative was a sense of ownership and autonomy over the way in which she was supported. Mo appeared to be confident in advocating for her needs and consistently used phrases such as "*I made them aware"* and *"I let people know."* This signified the importance of Mo sharing her knowledge with others so that they could make adaptations for her needs, rather than her having to adapt for others.

Mo acknowledged the physical challenges of mask wearing sharing that, *"the mask bends with my ears"* (214). Her tone of voice emphasised her frustration around this. She described how she actively sought out an adaptation to reduce this physical stress:

> *"One day, I thought, I've had enough! So, I went to the medical room and showed them, and they gave me this (exemption badge)"* (217).

This highlighted Mo's awareness of her limits and boundaries and her confidence to address when these are crossed. This is something that Mo appeared to be passionate about which was demonstrated through her quickened speech and excitement whilst describing the event.

4.3.2.3.2 Subordinate Theme 2: Whole School Inclusive Practices.

Alongside reflecting on the ways in which she advocated for her own needs, Mo acknowledged the whole school deaf aware practices that staff and pupils engaged in prior to the Covid-19 pandemic. She described how her secondary school had, *"quite big deaf awareness"* (609).

Mo implied that this already established understanding of how to support deaf CYP was especially beneficial during the pandemic. She felt that others were conscious of the challenges arising and were able to adapt accordingly, based on their prior deaf awareness:

> *"…if they have a deaf student in their class, they (teachers) would take it (mask) off to make sure they have good access…"* (589)
>
> *"My teacher was like, speak properly cos we've got a deaf student here, make sure she can hear…"* (748)

These references implied that adaptations were made to increase Mo's inclusion and to reduce the impact of the restrictions. Mo acknowledged how she felt positive about her teacher drawing attention to her HI, as she felt it encouraged *"students to speak louder"* (758). This signified that Mo felt comfortable with the teacher making her needs known.

Additionally, Mo acknowledged how her school encouraged deaf CYP to educate others and to share their personal experiences:

> *"The assembly I did that raised awareness"* (613)
>
> *"We talked about what err different ways you can use to communicate with a deaf friend"* (622)

Mo's tone of voice when discussing her assembly signified that she was proud of sharing her story with others. This implied that the culture and ethos within Mo's school, enabled a safe and containing environment for Mo to speak openly of her experiences, which in turn contributed positively to Mo's inclusion.

4.3.2.3.3 Subordinate Theme 3: Parental Support.

Mo recognised the support she received from her mother when her accessibility was impacted. She shared how her *mother "really tried to help me by getting a clear mask"* (193). This implied that Mo felt her mother engaged in efforts to make adaptations, where possible, to alleviate barriers to Mo's inclusion.

When referencing *"the most useful thing"* in supporting Mo during the pandemic, she further acknowledged the role her mother played:

> *"Sometimes in meetings, my mum would be there, writing down what they said and then showing it to me"* (261)
>
> *"Sometimes she would actually repeat what they have said"* (263)

These references implied that Mo was reliant on her mother's support for academic inclusion and that it was a necessity for Mo's understanding during online learning. Mo repeated the phrase *"being there"* when describing her mother's involvement in her learning which implied that she was someone consistent whom Mo could rely on during this time. It appeared that Mo's mother bridged the communication and accessibility challenges experienced by Mo, which Mo described as *"stressful"* (744). She did not allude to whether it was a stressful experience for herself or for her mother, however the use of this word highlighted the emotional impact for Mo having to rely on her.

4.3.3 Queen

Queen is a fifteen-year-old girl who was taking her mock GCSEs at the time of interviewing. She is profoundly deaf in both ears and wore bilateral cochlear implants. Queen attended a mainstream school with a specialist DSB. During the Covid-19 school closures, Queen accessed her learning online in her family home. Three superordinate themes and seven subordinate themes were taken from the analysis of Queen's experiences.

Figure 5

Themes identified from Queen's interview

Emotional Impact	Safety and Belonging	Reflections
• Mixed Emotions	• Home and Family	• Self-development
• Anxiety	• Consistent Support	• Shared Experiences
• Isolation		

4.3.3.1 Superordinate Theme 1: Emotional Impact.

The following emergent themes were grouped together as they reflected the emotional impact of Queen's experiences during lockdown, school closures and the return to school.

4.3.3.1.1 Subordinate Theme 1: Mixed Emotions.

Queen described feeling mixed emotions when the pandemic began.

> *"Baffled I guess… confused…"* (13)
>
> *"I was kind of happy I guess..."* (15)
>
> *"I felt like nostalgic I guess..."* (20-21)

Queen's repetition of the word *"I guess"*, suggested an ambivalence and uncertainty with regards to the feelings she experienced during this time. It implied that she had challenges making sense of the situation and articulating her responses to it. This is perhaps reflective of the unprecedented nature of the school closures and lockdown.

4.3.3.1.2 Subordinate Theme 2: Anxiety.

Queen discussed ongoing feelings of nervousness and anxiety. She shared how *“during the pandemic, I became more shy”* (212). This implied that Queen felt she was nervous in the presence of others preceding Covid-19 and that these feelings had been further exacerbated by the situation. Queen repeatedly referred to fears relating to interacting with and being in the presence of others in the community, particularly when shopping:

“The scariest part was when I was in there and there was a queue, you know to the cashier and it would get more close to the cashier and I was like ‘Mum, where are you I need you here!’” (243).

Queen presented as anxious when recalling this event, which was evidenced through her quickened speech and higher tone of voice. This quote highlighted Queen’s sense of apprehension regarding needing to interact with a stranger, perhaps linked to her recognition that communicating with others was more challenging when wearing masks. Her reference to needing her mother suggested that her mother helped to alleviate some anxiety and provided support for Queen. This links to Queen’s exploration of her family providing a sense of safety and security for her during the pandemic.

When describing what ‘nervousness’ looked like for her, Queen explained:

> *“When I went outside, I would get a headache, with so many people around”* (216)
>
> *“Sometimes when I’m shopping, I’d sweat or I’d go like nervous, it was kind of nerve wracking…”* (278)

These references highlighted the physical impact of the levels of anxiety experienced by Queen during this time. This implied that the heightened state of emotion and overwhelm Queen experienced had a draining impact on her physical health. Queen acknowledged a frustration about this impact stating that getting a headache was *“kinda annoying”* (257). She shared how she had to remove herself from the situation and “go to the bookstore” which was “*silent and calming*” (746). This implied that Queen was aware of her heightened state and developed coping mechanisms to support herself in situations where she felt overwhelmed.

4.3.3.1.3 Subordinate Theme 3: Isolation.

Queen explained how the restrictions imposed by the pandemic, particularly masks, made her feel "*kind of… left out… to be honest…"* (275). Queen's tone of voice demonstrated a sense of upset and defeat which was further evidenced through the pauses and hesitation in her speech. Queen's use of the words *"left out"* implied feelings of isolation and exclusion. She noted becoming more withdrawn from classroom conversations as the pandemic restrictions heightened; sharing, *"that was the year… I barely talked… I just found trouble…"* (275). This implied a sense of nervousness in communicating with peers at this time, perhaps attributed to the difficulties imposed by masks. She shared how she *"didn't have the confidence" to say, "I can't really hear you; can you pull your mask down?"* (212). This indicated that for Queen, her reduced self-esteem relating to advocating for her needs further contributed to her sense of isolation and she found challenges communicating that her understanding was impaired.

Queen explored how she felt her friendships had changed as result of the challenges she experienced during restrictions. She told how she *"felt like an outsider"* (350) and that she *"wasn't as close to them (friends) as much*" (515). This implied that Queen perceived a shift in the level of closeness between her and her friends, which impacted her sense of belonging within the group. Queen acknowledged that she "*kind of felt jealousy, envy..."* (513) when meeting up with her friends and that it was easier to say she "*wasn't allowed to go"* (525). This implied that Queen held a sense of longing for the closeness that her friends continued to have. It suggested that it was easier for her to avoid interactions with her friends to prevent the emotional impact of the feelings of exclusion and isolation Queen experienced.

4.3.3.2 Superordinate Theme 2: Safety and Belonging.

Queen spoke ofthree factors which jointly impacted her feelings of belonging during the pandemic, these have been grouped together under this theme.

4.3.3.2.1 Subordinate Theme 1: Home and Family.

It was evident from Queen's interview that being at home with her family, was a positive experience for her. When asked to describe what she enjoyed about her lockdown experience, she shared, *"I was in my house, and I felt like nostalgic I* *guess…"* (20). This implied that home evoked feelings of sentimentality around Queen's younger years. This may be representative of a time when she felt safe or contained by her family. Feelings of nostalgia in this instance may have been comforting for Queen amongst the chaos and uncertainty of the outside world. Queen described how her relationship with her family strengthened during during the time they spent together:

> *"It's the fact, I could get much closer with my family"* (56)
>
> *"It was like we got to know each other much more"* (64)

These references indicated that Queen felt she had an underlying level of closeness with her family, and that quality time spent together, afforded the opportunity for this to increase. Queen repeated the phrase *"got close with my family"* several times throughout her narrative which suggested that this was a salient and valuable part of her experience.

Predominantly, Queen's relationship with her family, appeared to be reinforced by their attunement to her needs:

> *"That's why I liked staying at home where my family knew of my struggles, and they could converse more…"* (458)

This implied that Queen's family made adaptations to ensure that Queen could engage and interact, thus removing the barriers that she experienced outside of the home. For Queen, home appeared to be a comfortable and supportive environment that facilitated her sense of inclusion and belonging. Similarly, she described how she knew her family's *"strengths", "what they liked"* and *"what boundaries not to step on"* (710). This indicated that a mutual empathy was important for strengthening their relationships.

4.3.3.2.2 Subordinate Theme 2: Consistent Support.

Familiar and consistent supporting adults were a significant facilitating factor for Queen's understanding and inclusion during online learning and the return to school. Queen noted how she benefitted from input from a key member of staff who had supported her since she started secondary school:

> *"I feel really comfortable telling her (LSA)…"* (187)
>
> *"Miss was there since Year 7, then she left for a bit, then she came back so I kind of felt used to her presence, so I said I didn't understand"* (188-192)

These quotations highlighted that Queen valued the security and comfort of working with an adult who had been a constant in her schooling experience. They implied that trust and security were important for Queen to feel at ease and to be open in communicating her needs during the pandemic. In contrast, Queen described masking her feelings or difficulties with adults with whom she did not have a containing relationship, *"usually with different TAs, I'm like 'Oh its fine, it's fine'…"* (187). The repetition of *"fine"* suggested that it was easier for Queen to present as if everything was okay with unfamiliar adults, with whom she did not feel as confident. This demonstrated the significance of being supported by familiar adults for Queen's safety and containment. This highlighted that the consistency of support Queen received was valued to a greater extent during the uncertainty of the pandemic.

Queen discussed the significance of the support from adults from the DSB at school, who she described as a "*kind of like family"* (790). This implied that Queen felt cared for by those in the DSB, with whom she had a positive relationship. She described how:

> *"They (the teachers) can help me without me feeling shame that I am asking for help…during the pandemic, I felt dependent on them"* (818-820)
> *"I could rely on them more than other people…"* (823)

Queen's use of the word *"shame"* further highlighted that her sense of unease and discomfort in disclosing when things presented as challenging was removed when she interacted with familiar adults. The words "*dependent"* and *"rely"* implied a level of trust and understanding between Queen and the DSB staff. This indicated that the DSB had greater knowledge of how to support deaf CYP than others during the pandemic. Queen appeared to find this valuable for her sense of safety and security at this time.

4.3.3.3 Superordinate Theme 3: Reflections.

The following themes were linked together as they encompassed Queen's reflections on her experiences of the Covid-19 pandemic.

4.3.3.3.1 Subordinate Theme 1: Self-Development.

Queen described how elements of the Covid-restrictions were positive for her self-development. She noted that whilst her experiences during this time were*, "kinda troubling"* (200), she "*wouldn't change anything"* (660). Queen attributed this to "*the* *skills that I gained"* (661). She reflected that she had a deeper understanding of *"my limits and what I can go through"* (680). This suggested that Queen had developed her sense of resilience through experiencing adversity. It acknowledged that despite the challenges she experienced, Queen felt she had been able to overcome them and had a positive outlook on how they had shaped her. Queen noted that she felt the pandemic had provided opportunities for her to know *"myself better"* (681) and that it "*gave me knowledge of myself*" (700). This implied that the time and space Queen had on her own was beneficial for deepening her understanding of herself and her independence. Overall, Queen appeared to reframe her experiences in a positive light as view them as reflective of her growth during this challenging time.

4.3.3.3.2 Subordinate Theme 2: Shared Experiences.

When reflecting on the challenges Queen experienced during the Covid-19 pandemic, she reported that she would want to change her "*feelings of anxiety and nervousness" (*667). However, she acknowledged that:

> *"If I did change that then I wouldn't experience feelings of anxiety and nervousness, so I wouldn't relate to people saying, "oh I was feeling really anxious"* (669-671).

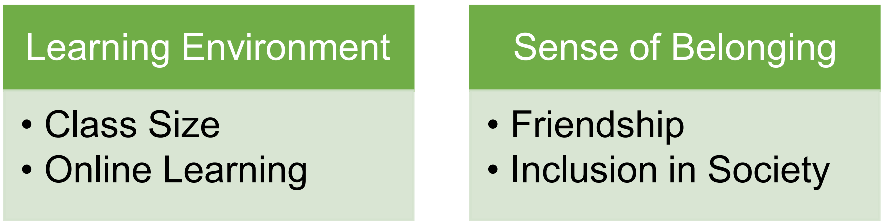
This implied that relatedness was significant for her to feel connected to others, understand their experiences and for Queen to develop her sense of belonging.

4.3.4 Tiger

Tiger is an eleven-year-old girl who was in Year Six, attending a school with a DSB. She is profoundly deaf in both ears and had bilateral cochlear implants. Tiger is reliant on a combination of lipreading and speech to communicate with and understand others. During the Covid-19 school closures, Tiger received a mix of online learning and in-person learning when those with an Education Health and Care plan were permitted to attend school.

Figure 6

Themes identified from Tiger's interview



4.3.4.1 Superordinate Theme 1: Learning Environment.

Tiger spoke of the impact of varying environments on facilitating and impairing her learning. These have been grouped together under this subtheme.

4.3.4.1.1 Subordinate Theme 1: Class Size.

Tiger highlighted the benefits of attending school during lockdown, when classes were smaller and there was a greater adult to student ratio. This was due to the majority of pupils learning from home. She described how it was *"nice because it was a quieter class, so it helped me learn more"* (7). This suggested a smaller and quieter environment was positive for Tiger's confidence with regards to her ability to learn. She explained how the quiet made it *"much easier to concentrate"* (15). This implied that Tiger found it challenging to attend to input in a bigger and busier classroom and as such benefitted from a reduction in auditory distractions and interferences.

Tiger consistently acknowledged how the increased accessibility and availability of adult support enabled by smaller class sizes, facilitated her learning:

> *"I could ask the teachers for more help…"* (10)
>
> *"In bigger classes you don't get as much help and it's hard for me to catch up, but when it's smaller groups, it's much easier for me to catch up"* (27).

These references suggested that Tiger perceived help from others as imperative for supporting her learning and understanding. Tiger's use of the word *"ask"* indicated that she felt able to make her needs known and seek support where needed. It is likely that she felt contained and confident to do so in this environment with fewer pupils, in contrast to the *"bigger classes"* that Tiger described.

Tiger's use of the words *"catch up"* inferred that without the support provided by classroom adults, she felt she was behind her peers. This suggested Tiger felt reliant on adult support for enabling her understanding during learning, however this was not always accessible to her.

Overall, the reduced class size and increased availability of adult support appeared to be more containing and positive for Tiger.

4.3.4.1.2 Subordinate Theme 2: Online Learning.

In contrast to in person, small group learning, Tiger described how online learning during the pandemic, presented with challenges for her engagement and understanding:

> *"It was tricky, hard, it wasn't easy…"* (175)
>
> *"It was harder for me to do the online learning…"* (179)

Tiger's repetition of the word 'hard' and words associated with difficulty emphasised how challenging she found the experience of online working. It implied that, for Tiger, a greater deal of effort was needed to engage in this environment. Tiger attributed these difficulties to not having as "*much support as I normally did…"* (180). She explained how she felt she needed *"someone there with me to make sure I know what the questions ask…"* (183) which was not available during online learning. This further highlighted the importance of support being accessible and available to Tiger and of having someone physically there to check in with her understanding. Tiger noted that questions were *"a bit confusing with lots of words"* (188), which implied that language heavy input was difficult for her to access, especially without the support normally afforded to her when in person.

4.3.4.2 Superordinate Theme 2: Sense of Belonging.

These themes have been grouped together as are representative of Tiger's feelings of belonging and connection throughout the pandemic.

4.3.4.2.1 Subordinate Theme 1: Friendship.

When asked about her friendships at school, Tiger named one peer in particular, Lily. Tiger acknowledged that Lily was *"deaf too"* (68), which appeared to be significant with regards to their friendship, suggesting that Tiger placed value on having this in common. Lily presented as significant in Tiger's experience of feeling connected at school prior to the pandemic.

> *"She is friendly and kind"* (77)
>
> *"We enjoy playing together, we sometimes play tag, sometimes we chat"* (79)

Tiger reflected on the importance of this friendship for fostering her sense of inclusion and belonging whilst at school with regards to reciprocal and shared interactions. Play appeared particularly significant for forming the basis of this friendship.

Tiger described how, during school closures, when she attended school without Lily, she *“really missed her”* and “*was lonely without her”* (88). Her use of the word ‘missed; highlighted a sense of sadness with regards to not having Lily there during this time. Tiger acknowledged that she was with other peers and that she *“played with them, they are my friends too”* (93) however, she further emphasised feeling *“lonely and sad”* (104), without Lily being there. This implied that Lily in particular was incredibly central to her feelings of belonging and inclusion at school. It suggested that without her Tiger felt vulnerable and isolated, despite being in the presence of other friends.

4.3.4.2.2 Subordinate Theme 2: Inclusion in Society.

Tiger alluded to the challenges faced by herself and other deaf young people during the pandemic, with regards to inclusion. She noted how, she wanted to talk to others to *“make sure they understand how difficult it was for deaf young people to be integrated in, like the world”* (193). This implied that Tiger viewed herself and other deaf CYP as separate from society. It highlighted that she felt that deaf CYP experienced disadvantages related to exclusion during the pandemic, not only at school or with her peers but from the whole world. This was perhaps further enhanced by others having a lack of awareness around this, which is something Tiger shared was important to promote. She explained how she felt it was “*difficult for people who are deaf to umm…know what’s going on in the world and what we’re supposed to do”* (197). The implied that Tiger may not always have felt in the loop with regards to information and news. This may indicate that Tiger felt her HI had caused her to miss out on information and act accordingly.

4.3.5 Common Themes Across Participants

As outlined in section 4.2.6, following the analysis of the individual cases, the researcher considered the participant’s data collectively, in order to identify patterns across the cases. This involved revisiting the individual participant transcripts, alongside reviewing the subordinate themes for each case. In order to ensure validity, for a theme to be recognised as common, it had to be present across two or more participant narratives. In this instance, the theme was reviewed and relabelled. A table of common themes across participants is shown in Appendix W. The shared themes, illustrated in Figure 7 are explored in more detail with reference to the RQs in Chapter 5.

Figure 7

Superordinate and Subordinate Themes Identified as Common Across Cases

Value of Support	Challenges	Connectedness to Peers	Self-Reflections
• Familial Support and Advocacy • Deaf Aware School Practices • Advice for others	• Barriers to Communication • Impaired Accessibility	• Friendship with deaf Peers • Empathy and Understanding • Loss and Change	• Self-concept • Self confidence • Emotional Impact

4.3.5.1 Superordinate Theme 1: Value of Support.

All of the young people alluded to the value placed on other's adopting a supportive role to promote their inclusion and belonging.

4.3.5.2 Subordinate Theme 1: Familial Support and Advocacy.

All four of the young people reflected positively on the role their families, in particular their parents, played in supporting their inclusion during the pandemic. It was recognised that their parents distinctively understood their needs. In this way, they were able to make adaptations to ensure learning and information was accessible for the young people, particularly when educational support was lacking.

> *"They (parents) would explain what was going on…"* (Tiger, 144).

Within all participant narratives, families were constructed as consistent and containing. This was especially encapsulated by Queen and Rose, for whom family appeared to provide a sense of safety and support during instances of anxiety or uncertainty. Going out in the community and interacting with strangers appeared to a source of anxiety for Rose and Queen and they described how their families would provide reassurance:

> *"… so I go (shopping) with my mum, which I have been recently…"* (Rose, 275)
>
> *"…if I was outside… so usually, I wouldn't be smiling so my dad*

> *was like just smile, you're okay..."* (Queen, 225-228)

Whilst supportive and collaborative working was felt to be valued by young people, for Rose, Mo and Queen, this reliance on parental support brought with it frustrations regarding impairing their independence and autonomy:

> *"I had to have my mum beside me like telling me everything and that was really stressful"* (Mo, 743)

Mo's description is especially powerful as it describes the dichotomy between the need for parental involvement for increased accessibility and the impact of this on her emotional wellbeing.

4.3.5.2.1 Subordinate Theme 2: Deaf Aware School Practices.

Most of the participants made reference to the ways in which ways in which school staff engaged in aware practices which were embedded in the school's culture prior to the Covid-19 pandemic. This was deemed invaluable for promoting their sense of inclusion during the restrictions.

Mo described how her school had posters focused on *"looking after your deaf friends"* (Mo, 611) and "*thinking what do they need"* (Mo, 612). The ownership of supporting deaf CYP appeared to be on the staff and peers, thus removing any difficulty or shame for deaf CYP when asking others for help. Tiger, Queen and Mo referenced school staff within their deaf support bases, whom they described as helping them to feel safe secure and understood.

> *"I could rely on them more… The teachers, I think… they had more experience of… what most likely a deaf children's feeling and their struggles…"* (Queen, 828-830).

This suggested that increased deaf awareness supported the young people to feel understood and comfortable.

4.3.5.2.2 Subordinate Theme 4: Advice for Others.

All four of the young people had very assured ideas around ways in which others, particularly their peers and teachers, could promote the inclusion of deaf CYP. The suggested advice related to their experiences of inclusion during the pandemic and what they felt was needed moving forward both in schools and the wider community.

> *"Please put your masks down, when you don't want to put your mask down then you have to repeat… Include them! Don't make they feel left out… form a bond of trust with them"* (Queen, 763-770)
> *"You need to take your masks off and let them lipread easier…"* (Rose, 241)
> *"…be loud, make sure they understand what you're saying to make sure they fully acknowledge…"* (Mo, 947-950)
> *"Make sure they understand everything and make sure everything is okay…"* (Tiger, 27-208)

These quotations highlighted the value of others making adaptations to ensure accessibility and to remove communication barriers with regards to promoting inclusion. Consistently emphasised was the importance of others being deaf aware and as such understanding how to be more inclusive.

4.3.5.3 Superordinate Theme 2: Challenges.

All participants made references to challenges they experienced during the Covid-restrictions which appeared to act as a barrier to their inclusion.

Subordinate Theme 1: Barriers to Communication. All young people alluded to elevated difficulties communicating with others as result of the restrictions imposed by Covid-19. This was especially prevalent for the introduction of face masks and young people acknowledged the impact of masks on their emotional wellbeing, *"…it was not nice and quite tough…"* (Mo, 182) and *"…it's the one thing I hated the most…"* (Queen, 450). There was consistent recognition that masks acted as a barrier to lipreading, *"with masks, it was difficult for me… to lipread and communicate…"* (Tiger, 113-115), which was the preferred method of communication for all young people. Additionally, there was a general acknowledgement that masks obscured speech, and impaired the ability to pick up on non-verbal cues, *"I tried to make out the facial expressions just with their eyes…"* (Queen, 455-456) both of which were deemed imperative for successful communication.

For all young people, masks evoked feelings of frustration and increased isolation from others. For Rose, Mo and Queen there appeared to be a dichotomy between following the restrictions to keep others safe and being unable to engage in successful interactions as a result of this physical barrier.

> *“I had a feeling they’d (peers) be like ‘Oh we have to keep our masks on because of Covid, we don’t want Covid.’ I understand that but you need to have respect for the deafness…”* (Rose- 237-240)
>
> *“I want to say like, “Seriously! I understand! Pull your mask down!’ but things were a bit tight then…”* (Queen, 238-240).

Queen and Rose’s quotes are especially powerful as they highlighted feelings that their needs were not understood or felt to be important at this time. There appeared to be a conflict between making their needs known whilst observing the restrictions in place.

4.3.5.3.1 Subordinate Theme 2: Impaired Accessibility.

All participants acknowledged frustrations regarding the barriers to their inclusion during online learning. They highlighted the challenges of teachers having their camera off which impaired their accessibility and understanding.

> *“Turned the camera off and I can’t understand what they’re saying…”* (Rose, 100-101)
>
> *“Some teachers did not turn on their cameras and umm.. I rely on lipreading the most”* (Queen, 83-85)

Additionally, whilst the value and benefits of captions were acknowledged by most participants during online learning, more salient within their explorations were the feelings of frustration. This related to instances where captions were incorrect:

> *“Sometimes it would just say random stuff… sometimes someone would say a word and it would just be another word”* (Mo, 54)
>
> *“They do have subtitles, but they don’t do exactly what you say and that was a bit frustrating for me…”* (Rose, 102-103)

When captions were incorrect it was challenging for the young people to understand what was being said and to fully follow the flow of conversations. This impacted their inclusion in learning and discussions. For Queen and Rose, this was especially detrimental, and they described how it was easier to isolate themselves from their peers, avoid school or to pretend they had an understanding. Rose described how she *“decided to skip lessons”* (Rose, 105) and Queen shared that she *“barely talked”* during online learning (Queen, 275). This appeared to lead to further experiences of isolation and anxiety.

4.3.5.4 Superordinate Theme 3: Connectedness to Peers.

Woven throughout participant's narratives was a sense of relatedness to others and the ways in which these connections fostered or impaired their sense of inclusion.

4.3.5.4.1 Subordinate Theme 1: Friendships with deaf Peers.

All young people highlighted the significance of friendships for promoting their inclusion and a sense of belonging. Central to these friendships were the connections that participants held with other deaf CYP. These interactions appeared important for providing reassurance and comfort for the young people whilst reducing feelings of isolation and loneliness. For example, Rose spoke positively of her interactions with those in the deaf community and shared how they are *"all going through the same thing as well"* (Rose, 501). Similarly, Queen explained that her and her deaf peers, *"relate so much… so we could help each other"* (Queen, 794). An acknowledgement of shared experiences appeared to be positive and validating.

4.3.5.4.2 Subordinate Theme 2: Empathy and Understanding.

Most of the young people emphasised the value of interacting with hearing peers who were attuned to their needs and made adaptations to promote their inclusion:

> *"She takes the mask off when she's with me and I'm actually quite happy with that"* (Rose- 360-362)
>
> *"She understood why I needed the extra support, so she stood up with me"* (Mo, 703-704)
>
> *"My friends know the struggles… sometimes we would have a joke about it… Just a way of bonding closer together"* (Queen, 412-416)

These quotations suggested that the empathy from hearing peers, that young people experienced, was supportive in promoting their wellbeing, developing their confidence for interactions, and fostering a sense of belonging.

The sensitivity of the support offered by their peers appeared to be reflective of the extent to which the participant's felt their needs were understood. This was particularly in relation to the additional challenges faced during the pandemic. In contrast, young people found it challenging to communicate their needs or build relationships with those who they felt lacked understanding. This was especially evidenced by Rose and Queen. Rose explained how her friend *"turned her back on me about my deafness…"* (482). This implied that Rose felt a sense of abandonment and rejection from peers who she perceived lacked empathy around the difficulties experienced. Similarly, Queen spoke of her challenges interacting with friends who *"knew I was deaf, but they didn't know my struggles…" (*Queen, 411).There was an overall sense that feeling understood by others was imperative to friendships and a sense of inclusion.

4.3.5.5 Subordinate Theme 4: Loss and Change.

All participants experienced a change in their friendships in some way as result of the restrictions imposed by the pandemic. For example, Tiger described how she *"didn't really see friends much"* (Tiger, 85). Tiger and Mo, appeared able to make adjustments to meet these changes, "*we spoke to each other every now and then, we skyped"* (Tiger, 95) and *"we would have videocalls"* (Mo, 408). Finding ways to adapt to not seeing one another in person appeared to be a facilitating factor for the consistency in maintaining friendships throughout the pandemic.

In contrast, Rose and Queen, described experiencing loss with regards to some of their friendships. Rose acknowledged how restrictions made it a *"lot harder"* to interact with friends and as result, she "*lost some people"* (Rose, 483). Similarly, Queen felt as if she *"didn't have that much friends"* (411) as result of the pandemic. Both Queen and Rose attributed this loss to friends not understanding or making adaptations to their needs as aforementioned.

4.3.5.6 Superordinate Theme 4: Self-reflections.

All participants reflected on ways in which the pandemic had impacted aspects of the self.

4.3.5.6.1 Subordinate Theme 1: Self-concept.

A theme that emerged from the interviews were the ways in which participants conceptualised their HI in light of the pandemic's restrictions, how they related to it and how they perceived that it impacted their experiences.

Tiger shared that there were people in her school who were deaf, but *"not as deaf as me"* (Tiger, 66). For Tiger, the extent of her deafness appeared to impact the difficulties she experienced during this time.

For Rose and Queen, it appeared that the additional barriers to their inclusion exacerbated by the pandemic restrictions, further increased their understanding of their HI. For Rose, her self-concept was shaped by the ways in which others interacted with her. For example, she described how she didn't "feel deaf" until *"someone points out… I'm like 'oh yeah I'm deaf"* (602-605). Queen noted having to draw attention to her deafness to encourage people to remove their masks when interacting, *"I'm like I can't hear you!"* (Queen, 477). Despite this being challenging, both Rose and Queen appeared more able to connect with their deaf identity which appeared to increase their acceptance of their HI.

Mo made comparisons to the way in which she felt her sister's experience differed to hers. She acknowledged her sister's *"kidney problem"* which was *"really challenging for her"* (723) but she shared "*she's fine… she'd understand everything and she would know everything"* (734). In contrast, Mo acknowledged that she *"found it really hard."* This implied that whilst Mo recognised her sister experienced her own challenges, she felt that this did not impact her accessibility during the pandemic.

4.3.5.6.2 Subordinate Theme 2: Self-Confidence.

Most of the participants referenced their self-confidence throughout their narratives. For Mo, her self-assurance was a facilitating factor for her to advocate for her needs and to address things that were challenging, "*I raised awareness"* (Mo, 614). This appeared to be further facilitated by the deaf aware school practices, and opportunities at school to celebrate her HI. Tiger's ability to seek adult support and make her needs known appeared to increase, and she shared that she *"could ask the teachers for more help"* (Tiger, 10). This was attributed to a smaller learning environment that appeared to be safe and containing.

In contrast, Rose and Queen described a loss of confidence. Queen explained how she *"didn't really have the confidence"* (Queen, 232) to ask others to make adaptations to meet her needs and Rose described how she'd *"just lost all of it"* (Rose, 286) referring to her self-esteem with regards to her independence. They both reflected how the restrictions had created *"doubt"* (Queen, 317). in their abilities to communicate and interact with others. There appeared to be a sense of shame in drawing attention to their needs.

4.3.5.7 Subordinate Theme 3: Emotional Impact.

Central to the narrative all four young people was the impact of the Covid-19 restrictions on their emotional wellbeing. Mo and Tiger defined their experiences as *“really, really hard and stressful”* (Mo, 181) and *“tricky, it was hard and it wasn’t easy”* (Tiger, 174). Mo’s repetition of the word ‘really’ and Tiger’s use of synonyms for difficult further emphasised how challenging the experience was for them. Similarly, Rose and Queen indicated to feelings of being overwhelmed, sharing, *“I would be so mentally tired… I’d be so mentally tired that I’d get a headache…”* (Queen, 729-730) and *“it was awful, tiring and I’m gonna say annoying…”* (Rose, 548-549). These quotes implied a sense of feeling emotionally drained and alluded to the physical impact of this drain on resources. Rose attributed her tiredness to having to “listen very hard” and Queen to “shopping.” There was a sense that having to work harder to communicate and understand others, *“when they wear masks”* (Rose, 552) further exacerbated these emotional experiences.

4.4 Chapter Summary

The current chapter outlined the analysis of the data using interpretative phenomenological approaches. It explored the superordinate and subordinate themes for all five of the young people individually, with an interpretation of the unique lived experiences. The commonalties in themes across the young people’ stories were also presented. The final chapter, Chapter 5, will focus on linking these findings back to the RQ and the relevant literature.

Chapter 5- Discussion

5.1 Chapter Overview

The final chapter aims to contextualise the findings presented in Chapter Four. It references the current research questions, relevant psychological theory and research explored as part of the systematic literature review. The strengths and limitations of this study will be discussed when critiquing the research and considerations for further research will be explored. The implications for the support of deaf CYP, with regards to the impact of the Covid-19 pandemic, will be addressed and references will be made towards considerations for EP practice. The chapter will conclude with the researcher's personal reflections on the research and an overview of the key messages from the study.

5.2 Discussion of the Research Findings

The current research aimed to qualitatively explore and answer the following research questions:

1. What factors facilitated positive experiences of social inclusion for deaf children and young people during the Covid-19 pandemic?
2. What were the barriers to positive experiences of social inclusion for deaf young people during the Covid-19 pandemic?

The research questions will be discussed with regards to the common themes that were generated as part of the data analysis of participant's experiences. They will be explored with reference to relevant research and psychological theory. The themes of 'Advice for Others' and 'Emotional Impact' which were identified in the results chapter will not be addressed individually but rather included with several of the themes that make up the facilitators and barriers.

5.3 Theoretical Links

5.3.1 Self-Determination Theory

Consistent with Dalton's (2013) research, the findings of the current study identified themes that were consistent with the three basic motivational needs of autonomy, relatedness and competence, identified as part of the Self-Determination

Theory (Ryan & Deci, 2000). All participants alluded to a want of sense of autonomy with regards to interactions with others and access to learning, a sense of social competency in their education environment and within the community, and a sense of relatedness with peers and teachers. This is consistent with the Self-Determination Theory posits that in order for optimal psychological functioning to be nurtured, the three innate needs must be met (Ryan & Deci, 2000).

5.3.1.1 Autonomy.

Autonomy relates to an individual feeling that they have choices and control over their lives. With regards to the current research, all participants reflected upon the ways in which their autonomy levels changed and were impacted throughout the Covid-19 pandemic, particularly in light of the restrictions imposed. A need to rely on the support of others, including family and peers, to support their accessibility and communication was identified. Participants alluded to the frustrations at this loss of control and acknowledged the impact of this on their self-esteem. Out of the four participants, only Mo felt empowered and able to advocate for herself when her autonomy was challenged. This appeared to foster a more positive sense of social inclusion. The findings highlight that value is placed on autonomy, responsibility, and independence in relation to promoting inclusion, whilst also acknowledging that there are several barriers in place which can make this challenging. The research highlights a need to support deaf CYP to develop their confidence with regards to their self-advocacy skills so that they can be empowered to be autonomous.

5.3.1.2 Relatedness.

The drive to experience belonging and social inclusion is represented by the need for relatedness. Relatedness encompasses the concept of belonging and feeling connected to others through the development of positive relationships. The discussion of relationships was central to all of the participants narratives and friendships were identified as a key facilitator for positive experiences of social inclusion. All participants presented as motivated to connect with and relate to their peers. They acknowledged the factors that promoted or impaired this during the pandemic. The findings illustrated that feeling connected to others is imperative for promoting the social inclusion of deaf CYP.

5.3.1.3 Competence.

All young people interviewed alluded to the ways in which their self-efficacy was impacted as result of the restrictions put in place during the Covid-19 pandemic. They spoke of the importance of accessibility of information and ensuring that they felt included in their learning and, where possible, that communication barriers were removed. All participants highlighted the benefit of using captions or subtitles to increase their understanding of the learning. Participants alluded to a sense of missing out which appeared to impact their feelings of self-efficacy. The findings from this research highlighted the importance of deaf children and young people feeling confident and competent in their skills for inclusion.

5.3.2 Socio-Ecological Framework of School Belonging.

The findings from this study indicate that the facilitators and barriers of the social inclusion of deaf CYP can be attributed to a wide number of varying yet interconnected, eco-systemic factors. This coincides with Allen et al's. (2016) socioecological framework of school belonging which explores the factors that influence a sense of belonging for young people attending school. The current research posits that this framework can be used to acknowledge the factors which promote and inhibit social inclusion as it is felt that a sense of belonging in school is central to the relational aspects of social inclusion (Garbutt, 2009).

5.3.2.1 Individual.

The factors at this level pertain to the individual characteristics of the student themselves including their emotional stability, skills and academic motivation. In the current research, all participants demonstrated emotional resilience as, despite acknowledging experiencing challenging feelings throughout the pandemic, they reflected on a sense of growth and an understanding of their strengths and skills. All young people reflected on the development of their self-concept and confidence throughout the pandemic and ways in which these factors contributed to their feelings of social inclusion.

5.3.2.2 Microsystem.

This layer encompasses the impact of teacher, parental and peer support, all of which were pertinent throughout the young people's narratives. A key finding from this research was the value that was placed on support provided from others to reduce barriers to social inclusion during the pandemic. Parental advocacy and availability to support was regarded as especially valuable for all the young people in reducing instances of missed learning. Parents were described as responsive to need and presented as emotionally containing. Teachers and peers who presented as attuned to the needs of participants and made adaptations to support accessibility and communication difficulties were valued across participant accounts.

5.3.2.3 Meosystem.

These factors relate to the school policies, rules and practices that influence a young person's sense of belonging and in this instance facilitate or inhibit social inclusion. A whole school culture which inhabited inclusivity and incorporated deaf aware practices was deemed incredibly valuable for all participants. Where the inclusive school values were well established, this appeared to account for a positive sense of inclusion as peers and teachers demonstrated an understanding of how to support deaf CYP and an acknowledgment that adaptations may need to be made during the pandemic.

The changes to school rules and regulations during the pandemic, presented as significant to all the participants. Many of the participants acknowledged how following the additional rules imposed, such as wearing face masks, presented as conflicting for them. They endeavoured to follow such rules to ensure the safety of others, however acknowledged feelings that their own needs were neglected in doing so as their accessibility and communication skills were impaired. The addition of online learning presented with similar issues, with participants acknowledging the value of in person teaching and a school environment that was conducive to meeting their needs.

5.3.2.4 Macrosystem.

The macrosystem encompasses culture, legislation and the social and historical climate of the young person's experiences. Although not explicitly mentioned by all participants, this layer is especially pertinent to the current study considering the social climate during the pandemic. All participants alluded to the impact of the rules and policies imposed at a government level during Covid-19. The impact of these legalisations appeared to filter into all aspects of their daily lives including impacted interactions with others in the community and their learning and education.

To put this into context, the research findings suggest that factors supporting and inhibiting the social inclusion during the Covid-19 pandemic occurred across the different levels of the system. This implies that in order for the practices supporting deaf CYP's inclusion to be effective, they need to be holistic and take systemic factors into consideration. EPs are well positioned to support educators to move away from this within child focus and to work more systemically to promote and advocate for these inclusive practices.

5.3.3 RQ 1: What factors facilitated positive experiences of social inclusion for deaf children and young people during the Covid-19 pandemic?

5.3.3.1 Familial Support and Advocacy.

All participants highlighted the value of familial, and in particular parental, support in with regards to fostering their social inclusion throughout the pandemic. Parents were described by the young people as essential in making adaptions to ensure online learning was accessible for them. Examples included parents making notes during lessons and repeating missed information, in instances educational support was lacking. For Rose and Queen, this familial support provided safety and containment during times of anxiety and uncertainty, including bridging communication gaps during interactions with others. Whilst parental views are commonly explored throughout the literature with regards to their opinions on what they feel impacts the social inclusion of their children (Eriks-Brophy et al., 2006; Punch & Hyde, 2011), there is limited research referring to the part parents play in facilitating social inclusion. Edmondson and Howe's (2019) research was the only study to discuss the importance of parental input in facilitating inclusion. Given the unprecedented circumstances and the increased time spent at home during the pandemic, it is likely that the parental role shifted. Whilst working at home, parents were more accessible to deaf CYP in ways that they would not necessarily be within a school setting. In contrast, previous research has highlighted hearing peers as those who take on the role of addressing any social challenges and sharing any missed information (Eriks-Brophy et al, 2006; Punch & Hyde, 2011 and Terletski et al, 2020). The findings of the current study imply that support from others is a necessary facilitator for inclusion and that the provision of this support is dependent on who is available or accessible within the learning and social environment.

5.3.3.2 Inclusive School Values.

The majority of participants in the present study, spoke of positive experiences relating to the inclusive ethos and values upheld by their schools. In particular, participants referred to the systemic practices that were embedded into their school's culture relating to promoting positive attitudes towards deaf awareness. Two participants spoke explicitly of school staff and peers having an awareness of the challenges that deaf CYP might experience and their role in removing barriers and supporting accessibility. It is well documented within the literature that deaf awareness amongst staff and hearing peers increases feelings of social inclusion for deaf CYP (Dalton, 2013; Eriks-Brophy et al, 2006 & Hadjikakou et al., 2008) which is consistent with the findings of the current research. Importantly the onus of incorporating deaf aware practices was felt to rest on the school staff and hearing peers. For example, adjustments and amendments were made to meet the needs of the deaf CYP. The participants alluded to this removing the sense of shame and self-consciousness relating to making their needs known. This finding supports the conclusions of Edmondson & Howe (2019) who acknowledged that more of a role was needed for school staff to promote a shared understanding, and in doing so, to reduce CYP's anxieties around having to draw attention to any challenges they experience.

For two of the participants, it was significant that these practices were ingrained within school culture prior to the Covid-19 pandemic. They acknowledged that whilst the Covid-19 associated restrictions created additional challenges for deaf CYP, school staff and hearing peers sought to make adaptations based on previous knowledge of what might be helpful. This finding implies that such practices can be important during times of change or adversity as they draw attention to those who may need additional support. Additionally, the current research alludes to considerations regarding how deaf awareness may need to be improved during unprecedented times.

5.3.3.3 Empathy and Understanding.

Central to the narratives of the lived experiences of deaf CYP, was the role that their friends played in facilitating and promoting their social inclusion. Having friends who presented as attuned to their needs and had an understanding of how to support their deaf peers, was deemed particularly important during the pandemic, in light of the additional challenges posed by the Covid-19 restrictions. All of the four young people interviewed, expressed the value of hearing peers who accommodated their needs and took steps to reduce the additional complications introduced by the Covid-19 restrictions. Participants acknowledged that their peers were sensitive in terms of the support that was offered and made adaptations to meet needs, such as removing face masks, without eliciting feelings of shame. Within previous literature, feelings of social inclusion for deaf CYP corresponded with peers who were willing to make adaptations to meet communication preferences and to address any challenges, and those who understood the individual needs of their deaf peers (Edmondson & Howe, 2019, & Nunes, 2001). Similarly, all participants included in Eriks-Brophy et al's (2006) research acknowledged the positive impact of having peers who were sensitive to their communication preferences, seeing this as imperative for developing a sense of belonging, linked to feelings of inclusion. Within the present research, there was an overwhelming sense that feeling understood by friends and peers was central to their social inclusion. Additionally, this appeared to be positive for developing their confidence for interacting with others, promoting positive wellbeing and additionally for fostering a sense of belonging within the school.

For most of the participants, interacting with others who understood and were empathetic towards their needs extended beyond their peers to practices embodied by the school staff who taught and worked with them. Familiar adults who had worked with the CYP and built relationships over the years, demonstrated an awareness of need. Many of the participants described feeling dependent on adults who understood them to make adjustments to meet needs within the classroom or during online teaching. This finding was well documented within the literature, with previous research highlighting that teachers making adjustments to meet the individual needs of deaf CYP, such as sharing notes and adapting speech, supported their social inclusion and reduced feelings of shame in asking for help (Dalton, 2013 & Eriks-Brophy et al., 2006).

Overall, within the present study, others having a positive understanding of their needs and acting to meet them appropriately, presented as a key facilitator for the social inclusion of the young people. All participants alluded to this enabling them to feel a sense of trust, safety and security, which was imperative for them to open up and be honest with others.

5.3.3.4 Friendships with deaf Peers.

One notable finding from the research was the role that friendships and connections with other deaf CYP played in facilitating the participant's experience of social inclusion. Additionally, this appeared to be positively linked to their sense of belonging. All young people acknowledged the value of deaf peers who they felt shared similar experiences and therefore could empathise with the challenges faced and offer support.

Tereletski et al (2020)'s research reported that feelings of acceptance and friendship for deaf CYP related to their links within the deaf community. Links with Deaf culture and the Deaf community outside of school were noted to facilitate feelings of inclusion and the development of friendships. Consistent with this, Rose acknowledged the value of seeking out peers from the online Deaf community with whom she could discuss shared experiences. This appeared to be comforting and reassuring in reducing feelings of isolation and loneliness.

Other participants spoke of close friendships with deaf peers, within their school setting who appeared to offer a sense of safety and containment and reduced feelings of isolation. These findings confirm previous research noting that deaf CYP who have opportunities to interact with deaf peer's experience greater levels of social inclusion, support and validation (Edmondson and Howe, 2019). This highlights the value that deaf CYP place on forming relationships with other deaf peers and the positive impact that this has on their social inclusion. Both previous research and the current research highlight that deaf CYP often seek out these connections outside of school, perhaps due to the low prevalence of deaf CYP in mainstream schools, validating the need for greater opportunities for connections amongst deaf CYP (Moore et al., 1999).

5.3.3.5 Identity and Self Concept.

In the present research, all participants acknowledged that they their experiences of the Covid-19 pandemic were impacted by their HI. They alluded to how the restrictions imposed during the pandemic altered their relationship with their understanding of their HI. All young people reflected on a change or development of their identity and self-concept during this time. Previous literature focusing on the self-concept of deaf CYP, has acknowledged that there is often a dichotomy between finding a voice within a hearing world and an acceptance of being deaf whilst not wanting to be treated differently (Edmondson and Howe, 2019). A positive self-concept is often linked to deaf CYP developing their sense of belonging and facilitating friendships within education (Edmondson and Howe, 2019 & Tereletski et al, 2020). All participants presented with mixed views around how they felt their deafness had shaped their experiences of the pandemic. Rose and Queen acknowledged how the differences between themselves, and their hearing peers became more apparent during this time, forcing them to reflect on and develop their self-concept in relation to their hearing loss. Mo presented as proud of her HI which supported her to advocate for her needs and to promote her own inclusion. Consistent with Edmondson and Howe’s (2019) research, this acceptance appeared to be positive in empowering the participants to support their hearing peers and school staff to understand the strengths and needs of deaf young people, through accepting them themselves. A positive self-concept is often linked to deaf CYP developing their sense of belonging and facilitating friendships within education (Edmondson and Howe, 2019 & Tereletski et al, 2020). This highlights a need for educational professionals working with deaf CYP to support the development of their identity and self-concept.

5.3.4 RQ 2: What were the barriers to positive experiences of social inclusion for deaf young people during the Covid-19 pandemic?

5.3.4.1 Familial Support and Advocacy.

Whilst support from families was perceived to be incredibly valuable, all participants acknowledged feelings of frustration regarding the necessity of this for interactions and accessibility. The young people alluded to a sense of loss in relation to their independence, as they felt unable to approach certain situations without this support.

Additionally, this appeared to impact the majority of young people's confidence in their ability to advocate for themselves. These findings signify a contradiction between the level of support that participants felt they required during the pandemic and what they wanted. Consistent with this, previous research from Dalton (2013) highlighted that although deaf CYP emphasised the significance of being supported by others, in some instances this was felt to be a hindrance to their social inclusion. This was attributed to a reliance on others interfering with autonomy in social situations. The findings from the current research emphasise the importance of adults working with deaf CYP in promoting their independence skills and ensuring that they are actively involved in decisions around their support.

5.3.4.2 Barriers to Communication.

It is widely accepted across the literature that communication differences amongst deaf CYP present as a barrier for successful social inclusion and the development of friendships between deaf CYP and their hearing peers (Nunes, 2001; Powell et al, 2014; Punch and Hyde, 2011 & Ridsdale and Thompson, 2002). The findings of the current research are consistent with this, as all participants acknowledged how several barriers to their communication skills were experienced during the pandemic. They all noted experiencing increased difficulties when communicating with others during this time. Previous research has shown that school staff and peers often attribute these barriers to communication for deaf CYP as 'within child'. The assumption being that the young people themselves lack the skills or confidence to interact successfully (Nunes, 2001; Powell et al, 2014; & Punch and Hyde, 2011). However, there was an acknowledgement that in many instances the deaf CYP featured in the research were capable of engaging in one-one conversations with peers and that communication difficulties related to external factors such as noise levels within the classroom (Powell et al, 2014). Consistent with this, a notable finding from the current research was how the restrictions imposed by Covid-19 impacted the communication of the participants. All young people described how measures including face masks and social distancing inhibited and hindered successful interactions between themselves and others. These measures impaired their ability to lipread which was deemed all participants' preferred method of communication.

Another notable finding from the research was the emotional impact of these barriers to successful communication imposed on the young people. All participant's spoke of frustration and increased feelings of loneliness and seclusion from their peers linked to challenges when communicating . This is consistent with findings from Risdale and Thompson (2002) who highlighted that a sense of social exclusion was attributed to feelings of isolation within the education setting.

Whilst Nunes (2001) research acknowledged that successful communication amongst deaf CYP and their hearing peers, was a facilitating factor for social inclusion, this research lacked an explicit acknowledgment of what this might look like. To address this gap, the researcher explored what the participants felt could prevent barriers to communication in adverse circumstances, such as the pandemic. All young people interviewed acknowledged a need for adaptions to be made, which were applicable within and beyond the pandemic. This included facing towards them, removing physical barriers and acknowledging that adaptations need to be made. The findings from the current research, therefore, further indicate a need for those teaching or interacting with deaf CYP to explore their ideas of what positive communication looks like for them, their preferred method of communication and what adaptations need to be made.

5.3.4.3 Impaired Accessibility.

Previous research has acknowledged that education settings are not always conducive to promoting successful learning environments for deaf CYP (Isrealite, 2002). Factors including high levels of background noise can compound challenges already experienced including mishearing or missing information (Moeller et al., 2007). Participants in the current research indicated that difficulties with accessibility were further compounded during online learning due to factors such as lack of or incorrect captions, or teachers having their cameras off which reduced opportunities for lipreading. These factors impaired the accessibility of information and limited their understanding of the content, which participants acknowledged lead to experiences of isolation, anxiety and frustration. Powell et al's (2014) research found that participants who relied on lip-reading or residual hearing when learning in class, felt that activities were not arranged in a way that met their needs. This finding is consistent with the current research as participants felt that their needs were not always taken into consideration. Participants also alluded to feelings that their teachers held assumptions regarding what they were and were not able to understand. This coincides with the teacher reports collected as part of Nunes et al's (2001) study where they perceived that deaf CYP had greater access to the curriculum than reported by the young people themselves.

5.3.4.4 Identity and Self-Concept.

Although participants acknowledged the development of their deaf identity and a positive self-concept in relation to their HI as a facilitating factor for their social inclusion, there was also an acknowledgement of feeling different to their hearing peers. This appeared to be further exacerbated by the Covid-19 restrictions, during instances where they had to draw attention to their deafness, in order to receive additional support. Many of the participants alluded to feelings of being excluded by using words such as 'they' or 'others' to describe their hearing peers. These findings support Dalton's (2013) research which highlighted that deaf CYP felt ambiguous as to where they belonged within the classroom and with whom they identified. It was felt that this contributed to challenges regarding feeling a sense of competence with regards to their social inclusion, a finding which was echoed in the current study.

5.3.4.5 Self Confidence.

A notable finding from the current research was the perceived impact of the pandemic on the self-esteem of the participants. The young people alluded to feeing a loss of confidence with regards to their self-esteem and abilities. Deaf CYP presenting with a low sense of self-esteem and confidence is a common finding across previous literature. Findings from Dalton's (2013) study acknowledged that deaf CYP often lack the confidence in relation to their peers, particularly to share with their educators when they are finding learning challenging. The participants in Dalton's study attributed this to a sense of shame in drawing attention to themselves or feeling embarrassed in front of peers. Similarly, Punch and Hyde (2005) acknowledged that feelings of embarrassment and self-consciousness arose for deaf CYP when asking for help.

Whilst participants in the current study echoed this sense of feeling embarrassed about drawing attention to their needs, they acknowledged that the loss of confidence experienced was new and, they felt, born out of the pandemic restrictions. They all alluded to a sense of learned helplessness relating to feeling a loss of control or autonomy over the situation and being unable to use methods they would normally rely on, such as lipreading.

Low self-esteem and confidence amongst deaf CYP are associated with experiences of loneliness and isolation (Archbold et al, 2015) a finding which was noted by several of the participants.

5.4 Critical Review of the Research

5.4.1 Research Strengths

Given that it is a relatively new phenomenon, research with a focus on exploring the views and experiences of children and young people's experiences during the Covid-19 pandemic is still emerging. To the best of the researcher's knowledge, there is currently no explicit research which explores the lived experiences of deaf CYP during this time. In particular, there is no research which makes reference to how their social inclusion was promoted and impacted during this time. Thus, the current study provides a valuable insight into the experiences of this population, alongside a unique contribution to a currently under researched area. Through acknowledging the factors that supported the facilitation of social inclusion for deaf CYP during the pandemic, the present study encapsulates what worked well for participants within their environment, as well acknowledging individual factors, such as resilience and self-esteem which contributed to this. In line with the underpinnings of Positive Psychology (Seligman & Csikszentmihalyi, 2000), the study identified key components which allowed the individuals to function optimally, thus moving away from a deficit focus.

As acknowledged as part of the literature review, the majority of research focusing on this population predates the introduction of legislation such as the SEND Code of Practice (DfES, 2015) and the Equalities Act (2010). Thus, the present research was committed to ensuring the principles of such legislation were kept at the core, in particular ensuring that participants felt empowered to share their views and that their voices were felt to be heard and included. Thus, a fundamental strength of the current research is the use of IPA methodology which allowed for a rich and ideographic exploration of individual narratives whilst also acknowledging commonalities across cases. This is consistent with conclusions from Dalton's (2013) research which highlighted the significance of understanding the lived experiences of deaf CYP in order to tailor support that is reflective of their individual learning, communication and socio-emotional needs. The inclusion of semi-structured interviews allowed for participants to share, in their own words, aspects of the experience that presented as most salient to them, further encapsulating the individuality of experience. This was deemed to be especially important given that research with this population often generalises experiences (Edmondson & Howe, 2019).

The researcher recognises the Covid-19 pandemic provided an incredibly rare opportunity for research and acknowledges the emergency situation created a unique set of circumstances. For example, it can be assumed that no one would intentionally set out to restrict the social inclusion of deaf young people. However, these unique circumstances offered an opportunity for learning what are the most important factors for facilitating social inclusion for this group of pupils.

5.4.2 Research Limitations

The recruitment process presented with limitations and biases with regards to those individuals to who choose to participate and the ways in which they were recruited. Recruiting through the CICS charity meant that all four participants had cochlear implants and as such are not representative of the deaf population as a whole.

The researcher recognises that, whilst IPA was deemed the most appropriate methodological approach for the current research, it is not without its limitations. Imperative to successful IPA, is the level of linguistic capability that allows for a deep semantic meaning to be explored (Smith et al., 2009). The researcher acknowledged the potential challenges of eliciting rich, language focused accounts from deaf CYP, who may present with differing communication preferences. To take into account these communication differences, participants were contacted prior to the interviews so that adjustments could be made where necessary. All participants, with the exception of one, presented as able to access the language and to provide detailed responses. Tiger appeared to find some of the questions challenging to access, which presented as a barrier to gaining a more in depth understanding of her lived experience and the meaning she attributed to it. The researcher acknowledges that the use of art-based research tools (Bland, 2018) Personal Construct Psychology

(PCP) drawing tools (Kelly, 1995) or more participatory research approaches may have been appropriate. This is discussed in section 5.4.3

IPA posits that a homogenous sample, of between four and six participants, is recommended for novel researchers (Smith et al., 2009). For this reason, the number of CYP involved in this study was kept to four. Given the small sample size and the unique experiences of the individuals, the findings, therefore, cannot be generalised beyond the participants themselves. However, the researcher acknowledges that research maintained an ideographic approach to ensure individual experience was captured, which is in line with the aims of IPA.

Given the interpretive nature of IPA and the lack of a prescriptive method, the researcher acknowledges that the superordinate and subordinate themes identified are representative of the researcher's own interpretation of the experiences shared. Different researchers are likely to identify different themes within the same data set (Giorgi, 2010). The researcher took steps to ensure the transparency and trustworthiness of the data presented. This included a clear audit trail, evidencing how the superordinate and subordinate themes were reached and the inclusion of participant quotations. The researcher endeavoured to engage in processes to minimise biases where possible, such as taking breaks from and coming back to the data, keeping a research journal, and sharing the themes of the analysis with her Director of Studies. In doing so, the researcher was able to adopt a reflexive and reflective approach to the research.

The researcher posits that the benefits of eliciting rich data from a marginalised population within the research, regarding a new phenomenon, outweighs the acknowledged limitations. IPA remains appropriate for addressing the research aims and the researcher's epistemology.

5.4.3 Implications of the Findings for Supporting deaf CYP

The findings of the present study raise several implications for professionals working with and supporting the inclusion of deaf CYP, including EPs and other stakeholders within education. When asked to describe their experiences of the Covid-19 pandemic, and the feelings associated with these experiences, all of the participants used words that could be associated with challenge and difficulty. For example, participants used words such as "tricky", "hard" and "awful" to denote these experiences. For participants, this alluded to a negative impact of the restrictions on their overall wellbeing during this time. For some participants, this manifested as a sense of learned helplessness, where they appeared to lose confidence in their skills and abilities and presented as at a loss of what to do. All participants demonstrated some levels of resilience, however this appeared to link to external support including seeking out connections with deaf peers and reliance on family members. Taking this into consideration, there are implications with regards to educators acknowledging and addressing the impact on wellbeing following Covid-19, for deaf CYP and well as extending this to CYP as a whole. It will be important for educational professionals to keep in mind the long-term implications of Covid-19 with regards to missed learning and social opportunities.

The NDCS (2015: 3) call "on MPs to promote the importance of deaf awareness in their local health settings", and educational systems. The findings of the present study are in support of this, as there was a call from participants for there to be a greater understanding of deaf communication needs and greater promotion of deaf awareness, including, what it means to be a deaf person. The current study emphasises the importance of schools inhabiting a culture that is inclusive and most importantly deaf aware. All participants interviewed spoke of the value of peers and teachers who they felt understood and were empathetic towards their needs. This further highlighted that there is a greater need for deaf education throughout UK schooling. This was attributed to where deaf aware practices were embedded within the school's ethos which appeared to facilitate more inclusive practices during times of adversity and change. In this way, it is imperative that schools endeavour to educate themselves and to promote an understanding across the whole school. EPs have the training and skills to systemically support schools to develop their deaf awareness. This will support deaf CYP to feel empowered to advocate for themselves without shame or judgement and facilitate their sense of belonging within the school setting.

Additionally, the present study emphasises the significance of gaining and listening to the views of deaf CYP. All the young people interviewed gave valuable insights into what they felt to be imperative for supporting the social inclusion of them and other deaf CYP, many of which were applicable beyond the restrictions imposed by Covid-19. This included the adoption of strategies including lip reading, providing notes and speaking slowly, ways to increase overall understanding and as such make conversations with peers somewhat easier. Whilst young people referenced what had been beneficial in promoting their inclusion, they alluded to a lack of confidence in sharing this with teachers, peers and other adults working with them, with the exception of their families who already had a good understanding of their needs, In line with the SEND Code of Practice, all young people have the rights to express their views, which must be held at the centre of all decision making, something that is not always accessible for deaf CYP. Therefore, the involvement of professionals working with deaf CYP should empower and develop their advocacy skills so that views can be shared and incorporated.

All CYP in the current study acknowledged the value they placed on their already established or newly developed connections with peers who were also deaf. The significance of this related to having opportunities to interact with others who shared their experiences and faced similar challenges during the pandemic. The prevalence of deaf CYP in mainstream schools often means that there are limited opportunities for deaf CYP to connect with other deaf peers within the school setting. There is scope for services working with deaf CYP to create spaces and opportunities for them to share experiences. This could be in the form of a mentoring scheme facilitated by schools or for schools to connect with charities such as the NCDS who present with a better understanding of where these are accessible.

The findings of the current research are consistent with Bronfenbrenner's ecological model, suggesting that the barriers and facilitators of social inclusion for deaf CYP are not solely associated with 'within-child' factors. It instead posits that there is scope for intervention and support across all levels of the eco-system.

5.4.4 Implications for the Role of the Educational Psychologists

The importance of deaf awareness presented as a central theme throughout this research, and whilst the discussions pertained to teaching staff, it is felt there is an argument for EPs to have their own training in deaf awareness too. This training would enable EPs to gain a better understanding of the individual needs of deaf CYP when working with and considering what support would be most beneficial. Additionally, when working in a systemic way, EPs could use this knowledge to support schools to develop their own deaf awareness and to create environments that successfully meet the needs and encourage the social inclusion of deaf CYP.

As mentioned earlier, the current research highlighted the need for consideration and support for the unknown and ongoing, long-term impacts of Covid-19. Arguably EPs are well positioned to identify the emotional impact and challenges that arose following the pandemic. Additionally, they can support the mitigation of ongoing negative effects (Kazak, 2020) through supporting schools to develop their understanding and by providing psychological advice.

5.5 Recommendations for Further Research and Future Directions

There is an acknowledgment that the restrictions introduced as part of the Covid-19 pandemic, including facemasks and online learning, created additional barriers to the social and academic inclusion for CYP with additional special educational needs (The World Bank, 2020). With this in mind, future research is required to find out if the themes identified as barriers and facilitators of social inclusion for deaf CYP are echoed in the experiences of CYP with other SEN.

Although the researcher offered opportunities for BSL users to participate in the present research, no participants who met these criteria were identified. Therefore, it may be of future benefit for research to include the views and experiences of deaf CYP who's primary method of communication is BSL. Additionally, all young people involved in this research attended mainstream schools, some with deaf support bases attached. An exploration of the voices of deaf CYP attending specialist schools may be valuable as a comparison, as the researcher knowledges that these factors may influence and impact the experiences had.

In line with the limitations of the present study, future research should consider the use of alternative methods for recording participants views. Creative methods such as PCP approaches including the 'Ideal School' technique (Williams & Hanke, 2007) could be used to explore the constructs of deaf CYP whilst reducing the language demands. Sutherland and Young (2013) posited that for research to be done with and not on deaf CYP, there is a need for flexible data tools which accommodate for their preferred method of communication. This includes the use of photography and meaningful visuals.

It is imperative that research involving deaf individuals empowers them to create change and positions them as experts in their own lives. Whilst the use of semi-structured interviews afforded participants the opportunity to share their stories the researcher acknowledges that there is scope for future research to involve more participatory methods when gaining the valuable insights and views of deaf CYP. Participatory approaches endeavour to address and in turn reduce the inevitable power imbalances present between the participant and the researcher (Vaughn & Jacquez, 2020). They are viewed as being placed on a continuum which allow for different levels of individual input in the research process from consulting on decisions up to participants being actively in involved in the research process and making joint decisions alongside the researchers (Asaba & Suarez-Balcazar, 2018). The inclusion of deaf CYPs as peer co-researchers in future research may be beneficial. This will ensure that their thoughts and views are not only heard but are included when informing the inclusion policies and practices relating to this population.

Finally, the current study highlighted the impact of the Covid-19 restrictions on several factors related to the social and academic inclusion of deaf CYP including changes to friendships, self-esteem and concerns regarding missed learning. Whilst these restrictions are no longer in place, their ongoing impact is unknown. Further research, therefore, is needed to explore these implications and the steps that need to be taken to address these.

5.6 Dissemination of Findings

In order to maximise the impact of the current study and to share it with those who may benefit from the conclusions (Tarling, 2006), dissemination of the research findings was deemed essential. Additionally, the researcher wanted to ensure that the stories contributed by the deaf CYP about their experiences are fully listened to. The researcher will share an accessible letter with participants and their parents/carers which summarises the findings from this study. They will be encouraged to share with those they feel comfortable doing so. Following the completion of the research process , the researcher will share a link to access the final thesis on the British Library EThOS website.

The researcher will present the key findings and implications of her research to EPs and trainee EPs within the researcher's previous placement Educational Psychology (EPS) service, and the EPS that she joined in September 2022. This presentation was shared as part of the Doctoral research presentation day at the researcher’s university day in July 2022

The researcher aims to share an overview of the research with the charity Cochlear Implant Support Group (CICS) who supported the recruitment process, to disseminate, as part of their newsletter, to interested parents and carers.

Researcher Reflections and Reflexivity

Smith et al. (2009) posit the need for researchers to ‘bracket’ off their own assumptions and beliefs as part of the IPA process. However, there is an acknowledgement that interpretation of the data cannot be truly objective and instead that there should be a recognition that, through the process of the hermeneutic circle, data interpretation will be influenced by the researcher’s previous experiences, biases and assumptions. To support the trustworthiness of the data, the researcher’s position and experiences of the research process will be examined. This subsection will be written in the first person to allow for the researcher to reflect the research process with transparency.

5.7 Role and Positioning of the Researcher

In keeping with my role as a trainee EP, inclusion and advocating for marginalised young people is central to my work and something I am passionate about. When considering and designing the research process I upheld these values through maintaining that the young person was central to my thinking and the decisions I made.

Within my role of a researcher, I was conscious of the power differentials between myself and the young people I interviewed. I endeavoured to ensure that the young people felt as though they were the experts in their stories and experiences. This was essential in allowing them to share their views freely and without judgement. I ensured that my questioning was curious, open and led on from their strand of conversation rather than pushing my own agenda.

When collecting data, I remained conscious of the communication preferences and differences presented by the CYP I interviewed. I was conscious to present them with a choice of the best way of communicating for them, whilst empowering them to take ownership over their communication skills. I endeavoured to create a comfortable and safe space for discussion and reflection of experience. I spent time at the beginning of my interviews building rapport with participants, which allowed for them to be more open in their sharing of information. Holding in mind that the topic discussed may be emotive for the participants, I drew on the principles of attunement (Kennedy and Landor, 2015) to ensure sensitivity to their needs.

5.7.1 Researcher Bias and Audit Trail

As part of this research, I maintained a clear research trail to aid transparency around my decision making, particularly when determining the final themes for each participant and common superordinate and subordinate themes. [are you planning to include an excerpt of this as an appendix?]

A reflective research diary was kept to support reflexivity and to demonstrate my thought and decision making processes. As acknowledged in Chapter 1, I have familial connections to deaf CYP and as such have a personal interest in the topic. Throughout the process I remained conscious that the process could be emotive for myself as well as the participants. For this reason, I took several steps to ensure that my own experiences and pre-conceived ideas did not influence the processes of data collection or analysis. The research diary allowed for a space to record my personal reflections and 'bracket' these off, to ensure researcher bias was reduced. Additionally, I sought supervision from peer trainee EPs who further supported opportunities for reflection as well as checking in with my research supervisor to ensure that I correctly engaging in the research process.

5.7.2 Personal Learning and Reflections

Completing doctoral research has presented me with the opportunity to engage in research within a field I am passionate about from both a personal and professional perspective. Whilst it has been a challenging process, it has been valuable for the development of my skills as a practitioner joining the educational psychology profession.

Gaining the perspectives and listening to the stories of the young people that I interviewed illustrated the power of positioning young people as experts in their own experiences and how empowering this process can be. Whilst this has always been central to my role as a TEP, this research experience has demonstrated the value of removing time constraints and of keeping questions open and neutral. It has demonstrated that young people hold a knowledge and understanding of what might support them, however they do not always have the confidence to share this with educators. I have considered how I can further empower and develop the autonomy of young people to share their stories in a way that is meaningful to them and shapes practice moving forward.

Throughout this process, I have been conscious of language and the way in which things have been framed. I have learnt to view communication in terms of preferences and differences as opposed to a difficulty and this is something I hope to promote in my practice moving forward.

5.8 Final Conclusions

This exploratory and emancipatory research aimed to provide a novel contribution to the research literature which focused on the social inclusion of deaf CYP. The current research sought to give deaf CYP a voice to explore the facilitating factors and barriers to their social inclusion during the Covid-19 pandemic. The current research acknowledges that the themes generated and explored are not representative of all deaf CYP’s experiences of social inclusion during this time, however it acknowledges some of the strengths and challenges faced.

This research presented with a number of facilitating factors and barriers to the social inclusion of deaf CYP. Facilitators included the support of others in engaging in behaviours that promoted their inclusion. For example, teachers, peers and family members who made adaptations to ensure that both learning, and interactions were accessible. In contrast, barriers included additional communication barriers, impaired accessibility and a loss of self-confidence in their abilities. A key finding was the negative impact on the emotional wellbeing of participants experienced throughout the pandemic, and the resilience shown to overcome these challenges.

This research presents with implications for supporting the social inclusion of deaf CYP which can be implemented across the systems. The value of person-centred working is acknowledged, alongside a need to ensure that adaptations made are considerate of the young person’s values and needs. An especially notable finding was that all participants recognised what support they need to facilitate and promote their social inclusion, however they did not always feel they were able to advocate for themselves. This highlights the importance of increasing levels of autonomy and self-confidence amongst deaf CYP. Deaf aware and inclusive practices across education continue to be significant and this study acknowledges the value of where deaf awareness is already established in schools. Furthermore, connections with other deaf CYP were deemed incredibly important for reducing feelings of isolation and promoting a sense of inclusion, suggesting that schools need to promote opportunities for this.

In conclusion, the ongoing impact of the Covid-19 pandemic’s restrictions for deaf CYP is still unknown, however it is hoped that this research will contribute to an emerging body of research in this area.

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Appendix A

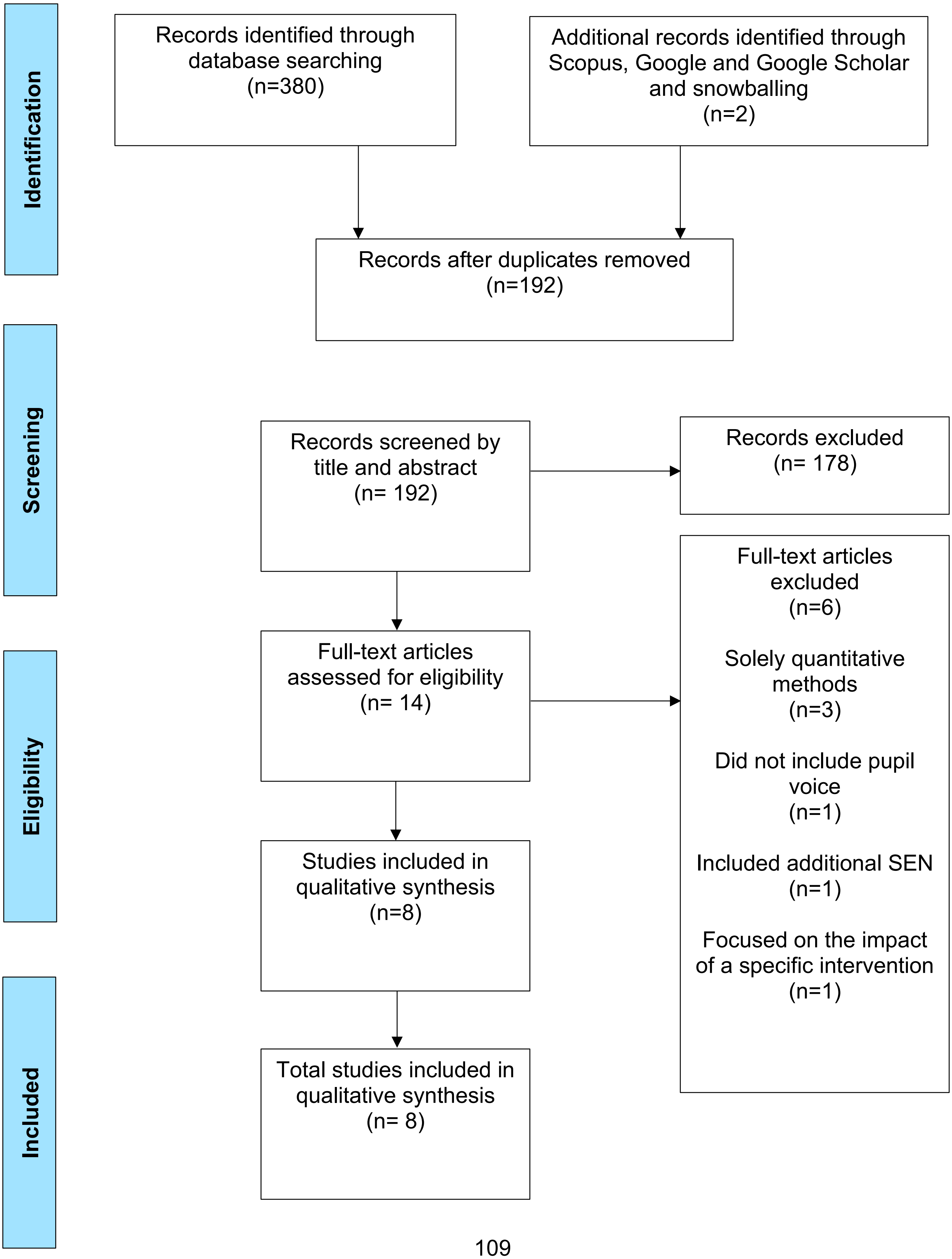
Inclusion and Exclusion Criteria Systematic Literature Review Studies

Study Feature	Inclusion Criteria	Exclusion Criteria	Justification
Publication type	The research is a peer reviewed, academic journal.	The research constitutes grey literature such as a dissertation or thesis. The research is not published in a peer reviewed journal.	Research published in peer reviewed articles have been subject to a rigorous review process prior to publishing. As result, the research is granted more credibility.
Publication Language	The full text is available in the English Language.	Only part or none of the text accessed is available in the English language.	It is important that the whole journal article is available in the researcher's first language in order for synthesis and critique. The researcher does not have access to translation services.
Research Date	The research is in the last 20 years.	The research is published before 2001 more than twenty years ago.	The researcher is including the most up to date research on the current topic. The

			previous SEND Code of Practice was published in 2001.
Research type	The research is a primary piece of research.	The research is a secondary piece of research such as a literature review or a summary of another piece of research.	The researcher requires access to the original research papers, as published by the primary researchers in order to review and critique the research.
Research focus	The research explores social inclusion for deaf young people. Social inclusion for deaf young people is explicitly discussed.	The research is focused on the social inclusion of deaf adults. The study includes social inclusion for disability as a whole. The focus is not on deafness.	The researcher is interested in social inclusion specifically for deaf young people.
Research accessibility	The full text is available through the University online library or through loan requests from the inter library.	Only part or none of the text is accessible	For researcher to complete comprehensive critique the researcher needs access to the full article

Appendix B

PRISMA Flow Diagram of Studies Included in the Systematic Literature Review



Appendix C

Final Reference List of Articles Included in the Literature Review

Full Reference
Dalton, C. J (2013). Lessons for Inclusion: Classroom Experiences of Students with Mild and Moderate Hearing Loss. *Canadian Journal of Education, 36*(1), 125-152.
Edmondson, S., & Howe, J. (2019). Exploring the social inclusion of deaf young people in mainstream schools, using their loved experience. *Educational Psychology in Practice, 35* (2), 216-228.
Eriks-Brophy, A., Durieux-Smith, A., Olds, J., Fitzpatrick, E., Duquette, C.,& Whittingham, J. (2007. Facilitators and Barriers to the Integration of Orally Educated Children and Youth with Hearing Loss into Their Families and Communities. *Volta Review, 107* (1),5-36.
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Punch, R., & Hyde, M. (2011). Social Participation of Children and Adolescents With Cochlear Implants: A Qualitative Analysis of Parent, Teacher and Child Interviews. *Journal of Deaf Studies & Deaf Education, 16*(4), 474-493.
Ridsdale, J., & Thompson, D. (2002). Perceptions of Social Adjustment of Hearing-Impaired Pupils in an Integrated Secondary School Unit. *Educational Psychology in Practice, 18*(1), 21-34.
Terletski, E., Kreppner, J., Mahon, M., Worsfold, S., & Kennedy, C. R. (2020) Peer Relationship Experiences Of Deaf and Hard-Of-Hearing Adolescents. *Journal of Deaf Studies and Deaf Education, 25*(2), 153-166.

Appendix D

Table of Summary and Critical Appraisal of Studies Included in the Systematic Review

Title and Author	Aim and Participants	Theoretical and Conceptual Underpinnings	Research Design and Methodology	Key Findings	Critical Appraisal (Using CASP)
1. ***Dalton, C. J. (2013). Lessons for Inclusion: Classroom experiences of students with mild and moderate hearing loss.***	- To investigate the experiences of students with mild-moderate hearing loss. - To gain an insight into how they conceptualised and managed hearing loss during school.	Self-determination theory (Deci and Ryan, 1985). A social cognitive theory- examining motivation, development and performance	3 self-selected students, aged 18 to 21 years diagnoses with bilateral MMHL, invited to describe their educational experiences 90-minute interviews, audio recorded and	<u>*School experiences*</u> *Angelina* Wished that teacher would have noticed hearing loss earlier- *“school was tough”* *Nicholai* Was supported by educational assistants, which he	Research focus was relevant given the dearth of research focusing on the lived experiences of young people with mild to moderate hearing loss in great detail.

	- To develop recommendations for researchers and educators towards enhancing full participation. - 3 self-selected students, aged 18 to 21 years diagnoses with bilateral MMHL	based on fulfilment of relatedness, competence and autonomy. Disability identity development research (Gill, 1997, Hindhede, 2011).	transcribed verbatim Data was considered using the motivational themes of sense of relatedness, competence and autonomy, in line with the Self-Determination Theory.	felt interfered with his social inclusion. He felt that it was hard to feel independent. *Brooke* Felt that understanding lessons was challenging, yet she never told her educators. Brooke said that she refused to use the FM system as it attracted negative attention from peers. *<u>Understanding hearing loss</u>* *Explaining hearing loss*	Justification for using a qualitative methodology as much of the previous research has used quantitative methods to gather data. In depth interviews (90 minutes) allowed for rich and detailed descriptions of experience. Research design justified through wanting to gain

				Participants reported that they did not connect to peers and teachers when their experiences were not understood. Students wished that teachers recognised the need to know what is going on. *Frustrations* Participants felt frustrated at being left out of classrooms due to background noise, facing the board and having to constantly remind teachers of communication needs. They noted that they	detailed and rich experience. No details of the recruitment were strategy detailed. Participants were self-selected.The sample, therefore may not be an accurate representation of the population as a whole. The study was used as a forum to speak directly to educators on issues important to them. There was

				opt out of activities in noisy environments. *Assistive devices* Not a cure. Participants felt they will always miss out on something someone has said naturally. Always good to have a break. The complications and limitations of assisted devices can sometimes make participants feel vulnerable and isolated. ***Identity and disability***	no reference to who was asked to take part and why the young people decided to take part. Environments used to collect data were conducive to effective communication (hearing aids, quiet room, close proximity to researcher…) There was no indication of interview

				Self-identity Ambiguity about the concept of identity and whom the students identify with. Only students in their environment with hearing loss, feeling isolated as a consequence. *Stereotypes and Attitudes* Students appeared motivated to distance themselves from social and personal stereotypes. Concerns around being treated differently and the way others interact.	schedule, content or structure of interview. The researcher was uniquely positioned to conduct this study having had professional experience as both a counsellor and educator of individuals with hearing loss, in addition to having lived with hearing loss since birth. This was disclosed during the interviews.

				Difference and Shame Sense of shame about hearing loss or feeling embarrassed in front of peers. Participants noted that they often give up trying to be on the same level as their peers. Reluctance to ask for help was related to not wanting to bother others. <u>*Advice for educators*</u> *Practical considerations* Participants expressed a need for lesson content and	Insufficient information shared regarding ethical considerations and approval. Data was analysing using open coding to reflect participants interests and concerns using participants' emic preferences. Data was then considered using etic terms organised in relation to themes identified by Self-

				classroom instructions to be visible and clearly communicated to negotiate communication challenges at school. *Empathy* Participants expressed the need to be open and encouraging with students with MMHL so that they're not ashamed. Students felt empowered and motivated to focus on learning in classrooms where they were understood by teachers.	Determination Theory. Implications for practice clearly stated and suggestions for future research given. Findings linked back to theoretical underpinnings (Self-Determination theory). Acknowledgement that the sample population may not be representative

				Participants were motivated relate to and be understood by people in their educational environment but found it challenging to communicate needs or build relationships with those who did not understand efforts or limitations. Participants worked hard to accommodate teachers and peers to get information needed in non-visible way. This left little	of all students with MMHL. Contribution to the field- theoretical understandings and in-depth interviews to expand an understanding of lived experiences. Advice for educators identified when working with the sample population, through greater awareness of students' psychological

				energy for other pursuits.	needs and challenges related to disability identity.
2. ***Edmondson, S., & Howe, J. (2019). Exploring the social inclusion of deaf young people in mainstream schools, using***	To gain an in-depth understanding of the experiences of secondary school for young people with moderate hearing loss. RQ 1: What are the facilitative factors to enable positive	None explicitly referred to or mentioned.	Interpretive Phenomenological Analysis- detailed examination of lived experience. Exploring personal perspectives before moving on to general claims.	Themes split into facilitative factors and barriers. Facilitative factors: *Interpersonal relationships* - All participants- Interpersonal relationships with friends	Research focus was relevant given the limited research on the life experiences of children with mild to moderate hearing loss who attend mainstream

their lived experience.	experiences of social inclusion in mainstream schools for deaf young people? RQ 2: What are the barriers to positive experiences of social inclusion in mainstream schools for deaf young people? Year 9 students with moderate hearing loss within mainstream schools. 3 girls and two boys.		Semi-structured interviews were used to gather the lived experiences of participants. Seven open-ended questions with prompts were identified. Interviews lasted between one-two hours. 4/5 that lasted an hour were split over two days. Visual prompts in the form of worksheets.	facilitated positive experiences in school. - All five participants felt interpersonal relationships were positive and supportive. - Relationships with friends and having their support and acceptance. - One participant- involved in deaf clubs- this experience was positive and	secondary schools in the UK. Majority of research on this population is generalised, with little focus on the individuality of these pupils. Which creates difficulties for in-depth analysis. Research questions and aims were clearly stated. Interpretive Phenomenological

				validating. Linked to his acceptance of hearing loss and positivity towards his identity as a young person with hearing loss. Less alone by meeting others who are deaf. *Self-concept and confidence* - Nathan's link with deaf clubs helped him to reframe his experiences and reflect on	Analysis was appropriate for gaining a rich examination of the lived experiences of each participant. Appropriate description and justification given for using methodology. Limited information on how participants were recruited. Recruitment age justified by time spent at school and not having exam pressure.

				opportunities as result of hearing loss. - Molly- hearing aids reflected personality rather than defining her. - Sam- acceptance of permanency of hearing loss, move away from negatives and consider what to do to succeed. - Confidence in who they were - Perception of hearing loss	Methods clear and detailed with timescales given. Visual prompts were used to support participants to answer open-ended questions. Smith et al (2009)'s IPA used as a framework for interview schedules. Each interview was video-recorded, and an accurate verbatim

				and how they related to it - Acceptance of hearing loss - Supporting others to understand hearing loss **Barriers** *Social issues and functioning* - Acceptance that comes with having understanding friends- issues arise when support networks are not available.	transcript created for analysis. No potential conflict of interest was reported by authors. However, the researcher’s role and power dynamics were not taken into consideration. Ethical approval was gained through the University of Birmingham’s ethical review process. Pseudonyms are

				- Hearing peers can struggle to communication difficulties between hearing and deaf peers. Jenny experienced this. - The majority of participants had experienced social issues that arose due to lack of understanding from peers and hurtful comments being made.	used for participants. Consent was gained from parents and participants. Clear statement of findings discussed in response to research question and existing data. Results are themed in relation to facilitators and barriers of social inclusion. Effective use of quotes to aid the richness of voices

				- Negative impact is exacerbated by lack of support from school. - Lack of understanding from hearing peers creates curiosity about hearing aids and hearing loss. - *Lack of deaf awareness in Secondary schools-* resulted in negative experiences of the school	of deaf young people. Researcher acknowledges that there is no right or wrong way of conducting IPA. The researcher acknowledges that due to the interpretive nature of IPA and the distinctive experiences ad discourses that people draw on, different researchers may produce different themes.

				environment and concern over being judged, peer avoidance. *Social embarrassment* - Covering up hearing aids, don’t want people asking questions. **Implications for EPs** - Eps need to better understand DYP and their experiences of school. - EPs may want to consider how the YP’s	Implications for educational psychologists’ work is discussed.

				language skills are impacting ability to form effective relationships in school. - EPs role to support development of deaf awareness and practice.	
3. ***Eriks-Brophy, A., Durieux-Smith, A., Olds, J., & Fitzpatrick, E. (2006). Facilitators and barriers to the inclusion of orally***	To identify facilitators and barriers to school inclusion for deaf and hard of hearing young people. This study presents the qualitative findings of a larger study which	No theories explicitly referenced or identified.	8 male and 8 female young adults with hearing loss participated in three focus groups. Parents participated in four	***Facilitators and barriers to school inclusion*** The most frequent of the variables mentioned (education setting) *Facilitators* *Related to teachers and school admin*	Current research presents the qualitative results of Durieux-Smith et al. (unpublished at the time of other research publication) which investigated current levels of

educated children and youth with hearing loss in schools: Promoting partnerships to support inclusion.	investigated current levels of functioning. 24 parents of young adults with hearing loss. 16 young adults with hearing loss, all but one used hearing aids. One individual used a cochlear impact which she had received two years prior to the study. Participants averaged 19.7 years of age. The majority had been educated in inclusive environments (71%), 8% taught in classes for the deaf and 21% SEN school. 8 enrolled in high-school, 4 post-		parent focus groups. Teachers Of the Deaf participated in three focus groups. Focus groups were audiotaped. Oral interpreters were used where needed. A pilot test was completed with 6 mothers. As result participants received an information package containing the	Mentioned by all participants. *The role of itinerant teachers* was mentioned as a facilitator- delivering individualised programmes to promote language, social and academic skills suited to individual needs, sensitizing classroom teachers and peers to issues relating to hearing loss and the use of technology. Workshops to develop awareness for	functioning for young adults with hearing loss. Research aims clearly stated. The goal of the focus groups acknowledged and relevant. Justification for the qualitative element of current study was to develop a set of recommendations for policy and practice that would service to facilitate the effective inclusion of

	secondary and 4 completed education. 14 itinerant teachers of the deaf. All deaf students had participated in CHEO Auditory-Verbal therapy as pre-schoolers.		guided questions prior to meeting. All focus groups conducted with same facilitator. Focus groups were transcribed entirely. Codes to identify the facilitators and barriers to inclusion and reoccurring themes were created. Codes used were to determine where the item mentioned	teachers and basic info on hearing impairments. *Admin and principal* Support for continuing provision, establishment of acceptance. *Classroom teachers* With a positive attitude towards the concept of inclusion and who were flexible. Strategies such as facing the class, seating for lip reading, providing notes, speaking slowly. Negative attitudes to	students with hearing loss in schools. All participants from previous phases of research were invited to take part in the qualitative component of the study. Recruitment of itinerant teachers was conducted through the sending of invitations to participate in focus groups. Focus groups were limited to 6 to 8

			constituted a barrier of facilitator and to identify the domain to which it referred (school, home or community)	inclusion a barrier. *Linda*- teachers without the skills or knowledge base. Underestimating potential of abilities of YP with HL *FM (Assistive technology)* Can facilitate understanding, but also a barrier as it sets YP apart from their friends. Teachers lack willingness to use, or lack of understanding. ***<u>Parents of students with hearing loss</u>*** *Facilitators:*	member per group in order to facilitate discussion. All focus groups were conducted by the same facilitator to ensure comparability across groups of participants. A pilot focus study was carried out in order to test the focus group methodology and ensure it would elicit the information of

				Parental involvement in education, advocacy and engagement in home-based activities. Becoming more aware of educational policies and procedures relating to inclusion. Building a positive relationship with school staff. *Barriers:* Parents who lacked advocacy skills. *<u>Hearing peers</u>* *Facilitators:* Peers who acted as note takers, buddies and communication	interest to the study. Suggestions from this pilot study were incorporated into the final procedure. Content of the focus group is outlined and example questions are shared. The duration of the focus groups is noted. Focus groups transcribed in their entirety. A preliminary

				and social interpreters. Sensitive to needs of students without making them feel conspicuous. Early acceptance, established long-term relationships and unspoken understanding (particularly mentioned by students) *Barriers* Negative or apathetic attitude towards HL and did not use facilitating communication strategies. Resentment towards	analysis was carried out by two coders in order to develop the themes. No explicit consideration given to the relationship between the researcher and the participant and the influence of researcher bias. Clear statement of findings discussed in response to research question and existing data.

				students with HL. Teasing. *<u>Students themselves</u>* *Facilitators:* Attitudes of students, particularly self-advocacy skills Adequate speech intelligibility, well-developed communication skills, reading abilities and organizational skills- developed through early identification of HL. Pre-school language intervention Advocating for own needs. Open to	Ethical issues not addressed as part of the publication. Despite seeking the views of parents, teachers and young people, the presented findings focused primarily on parental and teacher views. Implications for practice are clearly outlined and based on the findings of current research. Suggestions of

				discussing hearing loss. *Barriers:* Shyness, lack of assertiveness.	how similar research methodology can be used for research relating to inclusion globally
4. ***Nunes, T., Pretzlik, U., & Olsson, J. (2001). Deaf children's social relationships in mainstream schools.***	The aim of this research was to analyse the social relationships of deaf pupils attending mainstream schools. Views of deaf young people and their hearing peers on their peer relationships at the end of primary school. 9 deaf pupils 62 hearing children. Attending mainstream school in London.	No theories discussed.	Mixed methods. Three instruments used to investigate peer relationships: peers' ratings, peer nomination and a semi-structured interview. *Peers ratings*- obtained by asking each pupil	*Peer ratings*- deaf young people did not receive lower ratings than their peers. Peer ratings measure did not provide any evidence for the hypothesis that deaf pupils are at risk for being disliked. *Peer nominations*- neglected: social preference score was lower than the 25th	The research focus was relevant given the limited amount of research focused on social inclusion of children at the end of primary school. The mixed methods approach including interviews

	Pupils from Years 5 and 6 in school age (aged 11-13) and Year 5 in School B (aged 11-12). School A- total communication, sign supported English School B- oral approach		to rate their peer in the class by how much they like to play with that peer. Used photographs and a visual scale to adapt for DYP. Sad and happy faces to scale how much they liked to play with someone. *Peer nomination-* Pupils were asked to nominate three peers they would like to invite to play and three they would not like	percentile, 67% deaf pupils, 27% of hearing pupils (statistically significant) 67% of deaf pupils had no friends in their class (23% hearing) *Interviews* Communication difficulties between deaf and hearing pupils arise. Deaf pupils are more optimistic about their solution and consequences. Deaf pupils asked peers to repeat. Hearing peers less optimistic- felt it is	complements information obtained through self-report studies. The voice of peers was included as it was felt that peers' perspectives are essential to develop more positive perceptions of peers with SEN. Recruitment strategy outlined through within school recruitment. Parents and children were

			to do a school task with. *Social preference*- frequency of positive nominations minus negative *Social impact*- joint frequency of positive and negative nominations. *Mutual positive nominations*= *friendship.* *Interviews*- Semi-structured, asked who their best friends were. DYP asked if they have difficulty	easier to walk away/leave it, don't know what to do. Peers felt they did not know how to solve communication difficulties Hearing pupils identified two roles in friendships with deaf pupils- interpreters and felt empathy. These roles contrast with typical age. Hearing peers prefer a hearing friend. Deaf and hearing friendships- prosocial reasons.	contacted following the school's agreement for the research. Informed consent was collected from all participants involved and pupils were informed of the aim of the study prior to it starting. Methods were clear and detailed with appropriate timescales given. Instruments used were adapted for

			communicating with their friends.		work with deaf children and were presented individually and orally. Photographs were used instead of peers' names and a visual scale was used for deaf pupils. The adaptations of the measures did not negatively influence validity. No explicit reference to the relationship between the researcher and the

					participant and the influence of researcher bias. No explicit reference made to ethical considerations. Interviews were described and analysed, however there was no in-depth description of the analysis process or how the themes were derived from the data.

5. ***Powell, D., Hyde, M & Punch (2012). Inclusion in Postsecondary Institutions with Small Numbers of Deaf and Hard-of-Hearing Students: Highlights and Challenges***	To gain insight and understanding of the access, learning and social participation experiences of DHH pupils. RQs: 1. What are DHH students' experiences in relation to their social and academic participation in postsecondary education in NZ? 2. What barriers do DHH students perceive when accessing	No theories explicty referenced.	Mixed methods design. Survey- examined students' access to academic information and sense of belonging within education. Both fixed choice (quantitative) and open-ended questions (qualitative). Qualitative- highlights and barriers of	<u>*Qualitative findings*</u> *Barriers to learning and academic participation* Challenges accessing lectures and tutorials due to hearing loss. Lack of awareness about impact of hearing difficulties by staff. *Barriers*- group work, delivery style, personal characteristics of the lecturers, classroom. *Positives*- teaching making sessions more accessible, technology.	No studies to date have explored the educational experience of deaf and hard-of-hearing adults young people remaining in education beyond the compulsory school age. This gives justification for the research rationale. Justification further given, given recent policy and legalisation changes reflecting greater awareness

	academic and social participation within NZ postsecondary education institutions? 3. What solutions are institutions and current DHH students utilising to overcome these barriers? Students studying at universities and polytechnics. 64 DHH pupils from 13 different postsecondary institutions.		postsecondary education. Interviews- 8 participants. 90 minutes- academic social experiences, identity in relation to hearing world and preferred method of communication.	Learning and academic experiences hampered by communication barriers. *Social experiences* 'resigned acceptance' about loneliness. Some satisfied needs outside of university- *deaf clubs, family, small groups.* Feelings of isolation, loneliness and frustration with lack of social interaction with hearing classmates were identified. Those who relied on sign language- lack of	and greater funding for D/HH pupils in postsecondary education. However, these policy changes are reflective of NZ and therefore may not be applicable to UK samples. Research aims and research questions are clearly stated. Justification for using a mixed methodology given. Used as a

				interpreters for non-academic activities. *Solutions identified* Self-advocacy, self-resilience and ensuring they knew what support they were entitled to. Informing other students and staff about deafness is important- to gain understanding and appropriate support. Establishing and maintaining positive educational experiences.	means to explore the broader features of participants' experiences in a written survey and individual perspectives reflected through responses to open-ended questions. Recruitment strategies clearly outlined, and justification given for adopting a national focus across NZ. Reasons for the small response

				Having access to support services and assistive technology.	rate are attributed to low number of DHH students enrolled and the time constraints of the study. The principle of maximum variation sampling was used to identify appropriate students for interviews following the survey. The interviewer is qualified and experienced in deaf education. All

					interviews were conducted in the student's preference of communication (orally, NZSL or lip reading). All interviews were audiotaped, and the timescales included. One interview was conducted via Instant Messenger, this was justified due to geographical location and the YP's touch typing abilities and literacy skills were

					described as excellent. Ethical considerations and approval not addressed as part of the study. Data was transcribed by the interviewer as a means of immersion in the data and thematically analysed. Detailed information regarding the process of analysis.

					Findings are clearly themed into subheadings and discussed in response to research questions and existing data. Effective use of quotes to aid the richness of voices of deaf young people. Discussion around the implications of the study, applicable to educational settings in NZ.

6. ***Punch, R., & Hyde, M. (2011). Social participation of children and adolescents with cochlear implants: A qualitative analysis of parent, teacher, and child interviews.***	To extend what is known from existing research and to provide a more in depth understanding about how children and adolescents with Cochlear Implants (CI) were faring socially and emotionally. 24 parents, 15 teachers and 11 children and adolescents with CI.	No theories explicitly referenced.	Mixed-methods approach. Surveys were sent to parents, teachers of children with CI and followed with in-depth semi-structured interviews Parents and teachers' interviews were conducted via telephone. 6 children's interviews were conducted face to face, 4 were	<u>Themes generated across participant groups:</u> <u>*Social deafness*</u> - Deaf children developed good spoken language and could successfully conduct conversations in optimal conditions. They were at a disadvantage in situations that are difficult for them to hear or speech-read.	Current research extends the quantitative findings of previous research through qualitative interviews. Research focus was relevant and justified as the need for more qualitative data to explore experiences of deaf young people and their parents in a richer and more detailed way. The majority of

			conducted via an instant messaging service and 1 via telephone via voice alone. Interviews lasted 20 minutes to 1 hr. Open-ended questions. Parents and teachers, spoke about children's social interactions and friendships. Children were asked open ended questions about friendships, experiences at school,	- Children struggled to hear and follow conversations in groups of peers, 1-1 interactions easier. - Difficulties in groups of people and challenging listening conditions, were common. - The child being friendly and confident and having supportive friends were	studies up to this point have used standardised sociometric instruments. Aims were clearly stated and use of semi-structured interviews is justified to provide a more in depth understanding of how children and adolescents with CI are doing socially and emotionally. Initial recruitment not outlined as

			communication modes, use of telecommunication and feelings about CI.	factors that seems to facilitate the children's social participation. *Awareness of nuances in Social Interactions* - Deaf children sometimes say something that has already been said because they didn't hear. - They demonstated a lack of awareness and subtleties	participants taken from wider study. Recruitment for interviews was done through purposeful sampling, in keeping with the aims of the study in order to select information rich cases. Maximum variation sampling was also used to ensure structured representation across a range of situations. Methods were clear and detailed

				involved in peer interactions. *Friendship patterns* - Varied depending on whether children were at school with others who were deaf. Beneficial for the children to mix with others, often difficult to achieve, due to distance or children's reluctance. *Adolescence*	with appropriate timescales given. Interviews with children were adapted to accommodate for communication needs. Open-ended questions served as a guide only, to allow for unanticipated responses. This also allowed for rich, detailed lived experience. One child interview was conducted via instant messaging due to

				- Period of adolescence particularly challenging for young people with CI. Feeling self-conscious about their deafness, particularly with their external equipment (looks funny). - All three groups of interviewees spoke about the importance of supportive, hearing friends who could ameliorate	geographical issues. Interviews were audiotaped with parental consent and transcribed for full analysis. No explicit consideration given to the relationship between researcher and participant and the influence of researcher bias. The data analysis method is clear and detailed. As a

				social consequences of the children's hearing difficulties. *Personal characteristics* - The children who were confident, outgoing and friendly have relatively good peer acceptance and social relationships. - *Want to be part of the hearing world (if*	validity check the data was coded by an academic external to the research team. Findings were clearly grouped into themes related to aims. Quotations of participants were selected and included to best reflect themes. Ethical approval was gained from the Human Research Ethics Committees of the

				communicate through oral means), reject CI	Universities involved in the study. Trustworthiness was strengthened by triangulating the views of parents, teachers and pupils. Despite seeking the views of parents, teachers and children the presented findings appeared to be disproportionately skewed towards parental and teacher views.

					Findings limited to deaf children with cochlear implants and cannot be generalised to the deaf population as a whole. Identification of work around deaf children's development post implantation were successfully identified.
7. ***Ridsdale, J., & Thompson, D. (2002). Perceptions of***	To investigate the social inclusion of hearing-impaired pupils in a	No theories explicitly referenced.	Sociometric questionnaires were completed by hearing	Results suggested that in general hearing-impaired	The limitations of the small scale study were acknowledge.

social adjustment of hearing-impaired pupils in an integrated secondary school unit.	mainstream comprehensive school. Hearing impaired pupils in Years 8 and 10.		impaired pupils and their form group peers. Interviews were carried out with hearing impaired pupils and their friends. Form tutors and subject teachers were also interviewed. Content analysis methods.	pupils were socially marginalised. All described as having few friends. They were generally seen unpopular by peers, felt that their social communication difficulties posed great obstacles to making friends and that the curriculum was inaccessible to them. *Hearing impairment and social marginalisation* Mark- “not popular because I’m deaf, people leave me out because I’m deaf”	However, it was felt that the sample was reflective of other hearing impaired children in schools with integrated units. The recruitment process not outlined and methodology were not explicitly explained. Implications for EPs were clearly outlined and discussed.

				Positive having other deaf friends outside of school. Hearing impaired (HI) pupils perceived that they were not well-integrated into the group. *Academic implications* HI pupils may have difficulties working collaboratively with peers or in joint discussion activities. *Factors attributed to marginalisation:* Lack of training for subject specialists in	

				the education of HI pupils An assumption that if HI children make their needs known in comm then this level of lang is adequate of in class performance and with peers without additional help.	
8. ***Terlektsi, E., Kreppner, J., Mahon, M., Worsfold, S., & Kennedy, C. R. (2020). Peer relationship experiences of Deaf and hard-of-hearing adolescents.***	To identify the peer problems of DHH adolescents and factors influencing them. Focused on the views and experiences of young people themselves. How the participants' characteristics	No theories explicitly mentioned.	Semi-structured interviews on peer relationships and friendship- 21 questions on topics regarding experiences of DHH adolescents in school and relationships with peers and friends.	*<u>Experiences of relationships with peers</u>* *Feeling accepted*- attributed to good relationships with peers and supportive environment *Ease in making friends*- comfortable	Research aims were clearly stated and justified due to previous students' inconsistent results using quantitative methodology. Focus was relevant due to dearth of

	contribute to their experience of peer relationships. RQ: 1. How do adolescents who are Deaf and Hard of Hearing (DHH) pupils experience their relationships with peers and friends? 2. What are the positive and negative qualities of their friendships? 3. How do the DHH adolescents'			making friends in school environment. Outside of school, use of social media helpful. *Barriers in making new friends*- 43% challenging to make new friends. Difficulty being understood often resulted in low confidence. Communication issues. Dislike being labelled as "Deaf" . Did not want to disclose hearing loss or people take notice.	qualitative UK based research exploring the views and experiences of DHH adolescents themselves. Recruitment strategy detailed. Participants recruited as part of a wider study and participants of this study were asked to take part in the interviews. Potential interviewee dynamics. Participation of

	characteristics contribute to their experiences of peer relationships. 30, 13-19-year-old DHH adolescents with a moderate to profound hearing loss. From Wessex and Greater London. Use spoken language and BSL (6 out 7)			*DHH or hearing friends* For some adolescents having hearing friends was a way to be included and accepted in the hearing world. Communication and wish to be connected to hearing or deaf world. *Feeling different from peers* When they were the only DHH student in the classroom. Appearance of FM. Bullied by hearing	participants justified expectations that signers would have a different experience to spoken language users. Interviewees who used BSL, had an interpreter available. A communication protocol was followed to ensure communication needs were met. The researcher ensured there was sufficient time at

				peers due to using BSL. Participants reported that they felt accepted by peers, experienced mainly positive relationships and felt able to ask for help from their friends- supportive environment provided by the teaching staff and positive traits of character of the DHH students. ***<u>Factors affecting peer relationships and friendships</u>***	the beginning of the interviews to allow the researcher and participant to become familiar with one another’s communication style. The researcher acknowledges the impact of an interpreter on communication dynamics; however, this is justified through needing to meet communication needs.

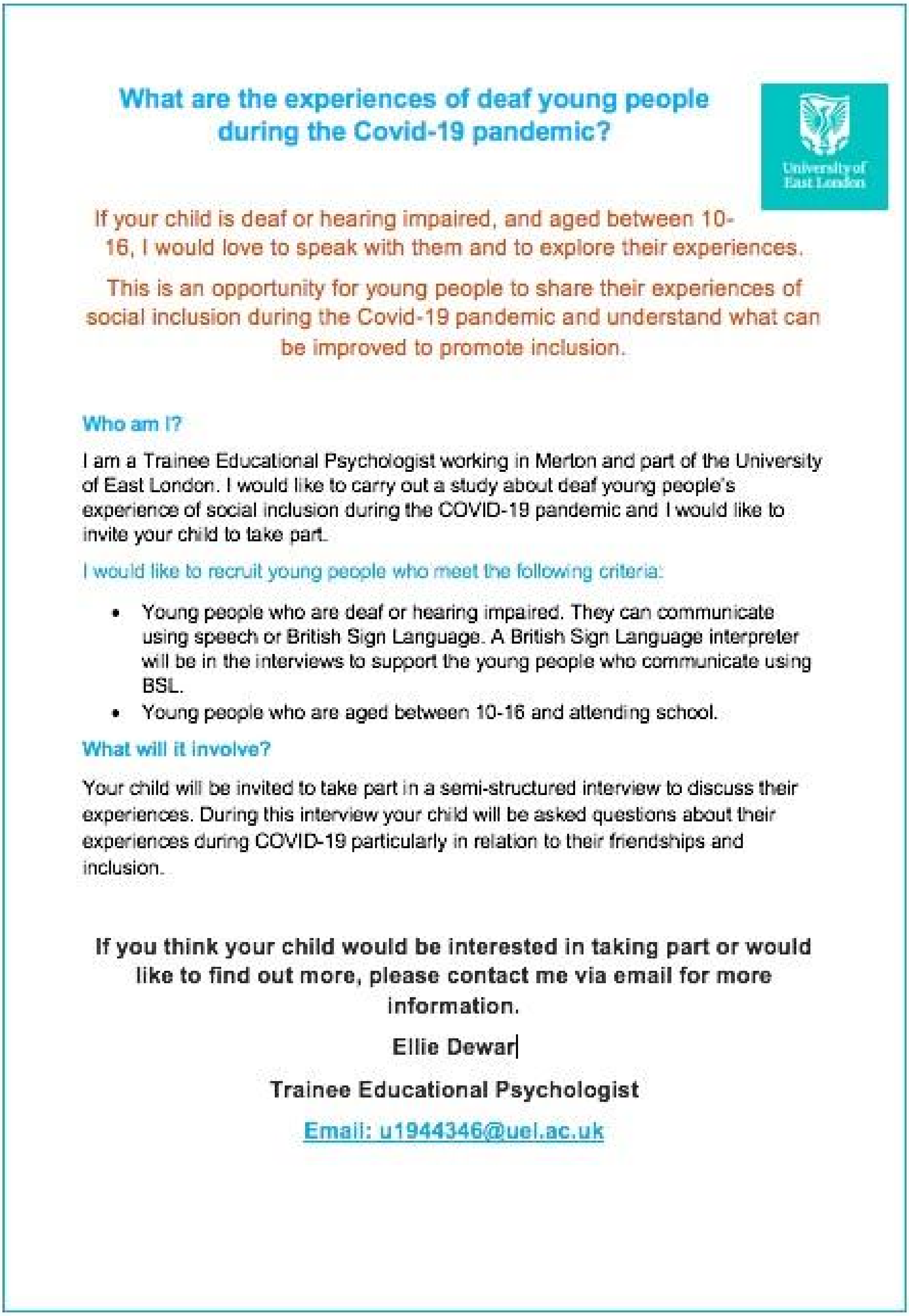
				Difficulties being understood by peers. Greater ease at making friends in school setting than in other social settings because hearing loss is already known. Type of communication- BSL users, deaf culture and deaf identity and culture positive features of friendships, exclusively with DHH peers. Spoken language- identified with hearing peers.	Methods outlined are clear and detailed. Semi-structured interviews enabled participants to be clear and detailed in their responses. Examples of questions shared as part of the paper. The research received ethical approval from Southampton and South West Hampshire

					Research. Appropriate ethical considerations were followed. Data was transcribed verbatim by the first researcher and a professional experience in working with D/HH young people. Thematic analysis was used to analyse data and a detailed explanation of how this was carried out is included.

					Themes are illustrated clearly Effective use of quotes to demonstrate the richness of data gathered.

Appendix E

Participant Recruitment Advertisement



What are the experiences of deaf young people during the Covid-19 pandemic?

University of East London

If your child is deaf or hearing impaired, and aged between 10-16, I would love to speak with them and to explore their experiences.

This is an opportunity for young people to share their experiences of social inclusion during the Covid-19 pandemic and understand what can be improved to promote inclusion.

Who am I?

I am a Trainee Educational Psychologist working in Merton and part of the University of East London. I would like to carry out a study about deaf young people's experience of social inclusion during the COVID-19 pandemic and I would like to invite your child to take part.

I would like to recruit young people who meet the following criteria:

- Young people who are deaf or hearing impaired. They can communicate using speech or British Sign Language. A British Sign Language interpreter will be in the interviews to support the young people who communicate using BSL.
- Young people who are aged between 10-16 and attending school.

What will it involve?

Your child will be invited to take part in a semi-structured interview to discuss their experiences. During this interview your child will be asked questions about their experiences during COVID-19 particularly in relation to their friendships and inclusion.

If you think your child would be interested in taking part or would like to find out more, please contact me via email for more information.

Ellie Dewar

Trainee Educational Psychologist

Email: u1944346@uel.ac.uk

Appendix F

UEL Ethics Amendments Approval Letter January 2022

School of Psychology Ethics Committee

REQUEST FOR AMENDMENT TO AN ETHICS APPLICATION

For BSc, MSc/MA and taught Professional Doctorate students

Please complete this form if you are requesting approval for proposed amendment(s) to an ethics application that has been approved by the School of Psychology

Note that approval must be given for significant change to research procedure that impact on ethical protocol. If you are not sure as to whether your proposed amendment warrants approval, consult your supervisor or contact Dr Trishna Patel (Chair of the School Research Ethics Committee).

Chapter 1. **How to complete and submit the request**	
1	Complete the request form electronically.
2	Type your name in the 'student's signature' section (page 2).
3	When submitting this request form, ensure that all necessary documents are attached (see below).
4	Using your UEL email address, email the completed request form along with associated documents to Dr Trishna Patel: t.patel@uel.ac.uk
5	Your request form will be returned to you via your UEL email address with the reviewer's decision box completed. Keep a copy of the approval to submit with your dissertation.
6	Recruitment and data collection are **not** to commence until your proposed amendment has been approved.

Required documents	
A copy of your previously approved ethics application with proposed amendment(s) added with track changes.	**YES** ☒
Copies of updated documents that may relate to your proposed amendment(s). For example, an updated recruitment notice, updated participant information sheet, updated consent form, etc.	**YES** ☒
A copy of the approval of your initial ethics application.	**YES** ☒

Details	
Name of applicant:	**Eleanor Dewar**
Programme of study:	Professional Doctorate in Child and Educational Psychology
Title of research:	An Exploration of the Impact of the COVID-19 Pandemic on the Social Inclusion of Deaf Young People.
Name of supervisor:	**Mary Robinson**

Proposed amendment(s)	
Briefly outline the nature of your proposed amendment(s) and associated rationale(s) in the boxes below	
Proposed amendment	**Rationale**
Changing recruitment to be able to recruit via the medium of online support groups for the families of deaf young people, through Mumsnet and through EPNet (an EP network). The researcher has created a new information leaflet that can be shared via this medium which is attached.	The researcher needs to reach out to more people due to the sample being challenging to reach.
Changing the age of participants to 8-16	It is felt that young people from age 8 upwards will be able to communicate their experiences.
Proposed amendment	Rationale for proposed amendment
Proposed amendment	Rationale for proposed amendment

Confirmation

Is your supervisor aware of your proposed amendment(s) and have they agreed to these changes?	**YES** ☒	**NO** ☐

Student's signature

Student: (Typed name to act as signature)	**Eleanor Dewar**
Date:	**22/01/2022**

Reviewer's decision

Amendment(s) approved:	**YES** ☒	**NO** ☐
Comments:	**Please ensure that the new age range is inserted in all study materials/ads.**	
Reviewer: (Typed name to act as signature)	**Trishna Patel**	
Date:	**24/01/2022**	

Appendix G

Parent/Carer Information Sheet

Dear Parent or carer,

Re: Invitation for your child to take part in a study

Who am I?

I am a Trainee Educational Psychologist working in Merton and part of the University of East London. I would like to carry out a study about deaf young people's experience of social inclusion during the COVID-19 pandemic and I would like to invite your child to take part.

What is the research?

I am conducting research into the views of deaf young people and their experiences of social inclusion during the COVID-19 pandemic. In particular, I will be focusing on barriers and facilitators to their social inclusion during this time and looking at what can be improved to promote inclusion.

My research has been approved by the School of Psychology Research Ethics Committee. This means that my research follows the standard of research ethics set by the British Psychological Society.

What will your child's participation involve?

If you consent to your child taking part, I will include them in an initial meeting during the between January 2022- March 2022 to explain the research and ask if they want to take part. I will then go back to their school another day and work do a semi-structured interview with them. During this interview your child will be asked questions about their experiences during COVID-19 particularly in relation to their friendships and inclusion in society. A British Sign Language interpreter will be in the interviews to support the young people who communicate using BSL. Following completion of all my interviews, I will have a follow up meeting with your child, at their school, to discuss the information they shared with me and to check I have captured their experiences correctly.

What will happen to the information I collect from your child?
All the information your child tells me will be anonymous. No identifying features will be recorded during the interview. This means that I will note down what is said, but not who said it when I write up this research. The information will also be ‘confidential’ to me, them and my supervisor for this research. The information will not be shared with other adults (such as teachers or parents) unless there are concerns about their safety. All their information will be stored securely and retained for the duration of the study and up to 10 years after the study.

To consent to your child taking part, you will need to complete the reply slip on the next page and return it to me via email.

Yours Sincerely,
Ellie Dewar
Trainee Educational Psychologist

Contact Details
If you would like further information about my research or have any questions or concerns, please do not hesitate to contact us: Eleanor Dewar
U1944346@uel.ac.uk

If you have any questions or concerns about how the research has been conducted please contact the research supervisor Dr Mary Robinson School of Psychology, University of East London, Water Lane, London E15 4LZ, or Chair of the School of Psychology Research Ethics Sub-committee: Dr Trishna PatelSchool of Psychology, University of East London, Water Lane, London E15 4LZ.
(Email: t.patel@uel.ac.uk)

Appendix H

Parent/Carer Consent Form

Consent to my child participating in a research study

Research study: **An Exploration of the Impact of COVID-19 on the Social Inclusion of Deaf Young People**

I have read the information sheet relating to the above research study and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures in which my child will be involved have been explained to me.

I understand that my child's involvement in this study, and particular data from this research, will remain strictly confidential. Only the researchers and their supervisors involved in the study will have access to identifying data. It has been explained to me what will happen to the information collected once the research study has been completed.

I hereby freely and fully consent for my child to participate in the study which has been fully explained to me. Having given this consent I understand that my child has the right to withdraw from the study at any time without disadvantage and without being obliged to give any reason. I also understand that should I withdraw, the researcher reserves the right to use my child's anonymous data after analysis of the data has begun.

Child's details:
Name of child:
Parent/carer's details:
Signature
Parent or carer's Name (BLOCK CAPITALS)
Relationship to the child:
Contact Telephone Number:
Date:

Please return to: Ellie Dewar (U1944346@uel.ac.uk)

Appendix I

Participant Information Letter

School of Psychology
Stratford Campus
Water Lane
London E15 4LZ

Hello!

My name is Ellie. I am a trainee Educational Psychologist studying for my Professional Doctorate in Educational and Child Psychology. I also work in Merton Local Authority which means I regularly visit schools and work with young people in the borough.

I want to tell you about my research because I would like to know if you would like to take part.

What will this involve?

I am interested in learning about your experiences during the COVID-19 pandemic especially relating to your friendships and feeling included. It will involve me interviewing young people for about one hour. The interview will take place at your school. Once I have conducted all my interviews, we will meet again, at your school, for about an hour, to go through what you have told me and to make sure I have properly captured your experiences.

I understand that you will have a preferred way of communicating, whether this is speech, British Sign Language (BSL) or a mixture of both. The interviews will be conducted in the way you feel most comfortable communicating. If you use BSL, I will ensure there is an interpreter there for the interview.

What will happen to the info I collect from you?

The interview will be recorded and typed up so I can analyse it later. All the information you tell me, or we work on to together will be 'anonymous'. That means that I will note down what you say, but not who said it when I write it up. Your information will also be ‘confidential’ to me, you, and people involved in helping me with the study. That means that I won’t share what you say with other adults (such as teachers or parents), unless it sounds like you or someone else is not safe or at risk of not being safe.

What if you want to change your mind about taking part?

That’s fine—you can tell me you don't want to take part anymore up until March 2022, which is when I will then be writing up the study and will no longer know whose information is whose.

How do you get involved?

We need your permission and your parents/guardian permission for you to take part. Parents have already been written to and if you have been given this information form, they will have given their consent for you to take part. If you are also in agreement to take part, please complete the slip below. I will then arrange a time to come and meet with you.

Please feel free to ask me any questions. If you are happy to continue you will be asked to sign a consent form before we start.

Any questions or concerns please email U1944346@uel.ac.uk

Ellie Dewar
Trainee Educational Psychologist

Appendix J

Participant Assent Letter

Consent to taking part in the research study

Research study: **An Exploration of the Impact of COVID-19 on the Social Inclusion of Deaf Young People**

	YES ✓	**NO** ✗
I have read the information sheet about this research study and I have been given a copy to keep		
Ellie has explained the research to me and has given me the opportunity to ask questions		
I understand what I am being asked to do and what I will be involved in		
I understand that my involvement will be completely anonymous and confidential (no one apart from Ellie will know what I have personally said).		
I understand what will happen once the research has been completed		
I understand that I can chose to take part or not. I understand that I can stop the research at any time without giving a reason.		
I understand that I can ask for my data to be removed from the research project up until the end of March 2022. After this date, I understand that I will no longer be able to remove my data as the data will no longer be identifiable.		

Participant's Name:__________________________________

Participant's Signature:______________________________

Appendix K

Semi-Structured Interview Schedule

Final Interview Schedule

Thank you for meeting with me today. As you know, my name is Ellie, and I'm a Trainee Educational Psychologist. I work with children, young people, their parents or carers and schools to support the education of young people.

As part of my training I am conducting research on the impact of the Covid-19 pandemic on deaf young people's experiences of social inclusion.

Before we start, I am going to go through the participant information sheet with you again (share with young person).

If you are still happy to take part, please read and complete the ascent form.

Interview Schedule

We are going to chat about your experiences of the Covid-19 pandemic. It might be a lot of you talking and that is absolutely fine. It is important to remember that there are no right or wrong answers and you can share whatever you are happy to. If there is something that you don't want to answer that is fine too, let me know and we can move on to the next one. If you want to stop at any point, please let me know. You do not have to give me a reason why you want to stop.

If it is okay with you, I am going to record what you say, so that I can relisten to our conversation and write down what you have said, so I can use it for my research. I will delete the recording as soon as I have written your information down. I won't be using your name in my study so everything you share will be anonymous, meaning that no one can link it back to you.

Do you have any questions before we start?

I am going to give you a couple of minutes to think about your experiences of the COVID-19 pandemic so far. Think back, if you can, to the school closures, particularly in relation to learning online, your friendships and feeling included.

School Closures

I would like to learn a bit about your experience of the school closures and online learning…

1. How did you feel during school closures and online learning?

Prompts:

1. **1.** Was there anything you particularly enjoyed during this time?
2. **2.** Was there anything you found particularly challenging?
3. **3.** What was most useful in supporting you during this time?
4. **4.** What did others do to support you? (peers, teachers)
5. **5.** Is there anything you feel you missed out on?
6. **6.** Did anyone outside of school offer you support during this time? If so, please describe this? (ToD etc)

Friendships and Inclusion

Think about your friendships in and out of school…

2. Can you describe to me who you spend your time with at school? Who are your friends?
3. What helps you to have successful friendships at school?
4. Did the Covid-19 restrictions impact these friendships? If so, how?
    1. How did you stay connected during this time?
    - What there anything you found challenging about staying connected?

Restrictions

5. How did the restrictions put in place impact you? (Masks, staying at home…)

Prompts:

1. **1.** How did it impact communication with peers, teachers etc?
2. **2.** Is there anything that was particularly challenging?
3. **3.** How accessible did you find information regarding COVID-19?

Overarching reflections on experiences of the Covid-19 pandemic:

6. Do you think your hearing loss has affected the way you experienced the Covid-19 pandemic and restrictions? If yes, how?
7. If you had a magic wand and could change anything about your experience of the Covid-19 pandemic, what would you change?
8. How would you sum up your experience of the Covid-19 pandemic in three words?
9. If you could speak to your peers, teachers etc, what advice would you give them to help support deaf young people, during this time?
10. Is there anything I have missed about your experience of COVID-19 that you think would be important for me to know?

Additional Information:

11. Male/female?
12. School?
13. Year group?
14. What is the degree of your hearing loss? (mild, moderate, moderately severe, severe, profound)?
15. What support do you need for your hearing loss at school both in class and outside?

Prompts:

- One-to-one support
- Hearing aids
- Cochlear Implant
- Aids
- Written notes for lessons (note taker)
- Direction of teacher speech?
- Seating?
- Subtitles? BSL interpreter?

Appendix L
UEL Ethics Approval Letter

UEL Ethics Approval

School of Psychology Research Ethics Committee

NOTICE OF ETHICS REVIEW DECISION

For research involving human participants

BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

REVIEWER: Fevronia Christodoulidi

SUPERVISOR: Pandora Giles

STUDENT: Eleanor Dewar

Course: Professional Doctorate in Child and Educational Psychology

DECISION OPTIONS:

1. **APPROVED:** Ethics approval for the above named research study has been granted from the date of approval (see end of this notice) to the date it is submitted for assessment/examination.

2. **APPROVED, BUT MINOR AMENDMENTS ARE REQUIRED BEFORE THE RESEARCH COMMENCES** (see Minor Amendments box below)**:** In this circumstance, re-submission of an ethics application is not required but the student must confirm with their supervisor that all minor amendments have been made before the research commences. Students are to do this by filling in the confirmation box below when all amendments have been attended to and emailing a copy of this decision notice to her/his supervisor for their records.

The supervisor will then forward the student's confirmation to the School for its records.

3. **NOT APPROVED, MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED** (see Major Amendments box below)**:** In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application.

DECISION ON THE ABOVE-NAMED PROPOSED RESEARCH STUDY

(Please indicate the decision according to one of the 3 options above)

APPROVED, Minor

Minor amendments required *(for reviewer)*:

Under 4.4 and 4.5, pls add that it is the researcher, supervisors **and external examiners or staff involved in the assessment of the thesis** will have access to the raw data, if required, until completion of the assessment

Major amendments required *(for reviewer):*

Confirmation of making the above minor amendments *(for students)*:

I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data.

Student's name *(Typed name to act as signature): Eleanor Dewar*

Student number: U1944346

Date: 27.05.2021

(Please submit a copy of this decision letter to your supervisor with this box completed, if minor amendments to your ethics application are required)

ASSESSMENT OF RISK TO RESEACHER *(for reviewer)*

Has an adequate risk assessment been offered in the application form?

YES / NO

Please request resubmission with an adequate risk assessment

If the proposed research could expose the researcher to any of kind of emotional, physical or health and safety hazard? Please rate the degree of risk:

☐ HIGH

Please do not approve a high risk application and refer to the Chair of Ethics. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application not approved on this basis. If unsure please refer to the Chair of Ethics.

☐ MEDIUM (Please approve but with appropriate recommendations)

☒ LOW

Reviewer comments in relation to researcher risk (if any).

Reviewer *(Typed name to act as signature)*: Dr Fevronia Christodoulidi

Date: 21 May 2021

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Research Ethics Committee

RESEARCHER PLEASE NOTE:

For the researcher and participants involved in the above named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Research Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place.

For a copy of UELs Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard

Appendix M

UEL Ethics Amendments Approval Letter November 2021

UNIVERSITY OF EAST LONDON

School of Psychology

REQUEST FOR AMENDMENT TO AN ETHICS APPLICATION

FOR BSc, MSc/MA & TAUGHT PROFESSIONAL DOCTORATE STUDENTS

Please complete this form if you are requesting approval for proposed amendment(s) to an ethics application that has been approved by the School of Psychology.

Note that approval must be given for significant change to research procedure that impacts on ethical protocol. If you are not sure about whether your proposed amendment warrants approval consult your supervisor or contact Dr Trishna Patel (Deputy Research Director/Chair of School Research Ethics Committee).

HOW TO COMPLETE & SUBMIT THE REQUEST

1. Complete the request form electronically and accurately.
2. Type your name in the 'student's signature' section (page 2).
3. When submitting this request form, ensure that all necessary documents are attached (see below).
4. Using your UEL email address, email the completed request form along with associated documents to: Dr Trishna Patel at t.patel@uel.ac.uk
5. Your request form will be returned to you via your UEL email address with reviewer's response

box completed. This will normally be within five days. Keep a copy of the approval to submit with your project/dissertation/thesis.

6. Recruitment and data collection are **not** to commence until your proposed amendment has been approved.

REQUIRED DOCUMENTS

1. A copy of your previously approved ethics application with proposed amendments(s) added as tracked changes.
2. Copies of updated documents that may relate to your proposed amendment(s). For example an updated recruitment notice, updated participant information letter, updated consent form etc.
3. A copy of the approval of your initial ethics application.

Name of applicant: Eleanor Dewar
Programme of study: Professional Doctorate Educational and Child Psychology
Title of research: An Exploration of the Impact of the COVID-19 Pandemic on the Social Inclusion of Deaf Young People.
Name of supervisor: Mary Robinson

Briefly outline the nature of your proposed amendment(s) and associated rationale(s) in the boxes below

Proposed amendment	Rationale
Recruiting participants from all London Boroughs and Redbridge.	The researcher has had challenges recruiting within her own local authority due to the small number of deaf young people attending schools there. The researcher's academic supervisor works in Redbridge and has connections to support the researcher find participants.

Changing the age range of participants from 13-16 to 10-16.	It is felt that young people from age 10 upwards will be able to communicate their experiences.

Please tick	YES	NO
Is your supervisor aware of your proposed amendment(s) and agree to them?	X	

Student's signature (please type your name): Eleanor Dewar

Date: 18.11.2021

TO BE COMPLETED BY REVIEWER		
Amendment(s) approved	YES	
Comments - To discuss with your DoS whether the participant information sheet will need to be adapted for younger participants.		

Reviewer: Trishna Patel

Date: 19/11/2021

Appendix N

Participant Debrief Sheet

PARTICIPANT DEBRIEF LETTER

Thank you!

Thank you for helping me with my research and sharing your experiences of the COVID-19 pandemic. It was lovely to meet with you and to learn more about these experiences.

What now?

I will look at what you and other young people shared during your interviews to help me to understand your experiences. These experiences and views will form my research. It will be written up by May 2023 and I will send you a summary of what I have found out.

Private and anonymous

All of your information will be 'anonymous'. I have given you and the other young people involved in this study a number so that no-one can identify anything you said or link it back to you.

Any concerns

I understand that some of what you have discussed may have been upsetting for you. If you have any worries or would like to talk to anyone, please speak to your school teacher.

The charities below are also available to offer support if any of the experiences we have discussed have caused distress or upset.

1. NDCS- the NDCS offer a free helpline to deaf young people, with the support of a BSL interpreter if needed. Find more information at www.ndcs.org.uk/helpline
2. Young Minds- the Young Minds Crisis Messenger text service provides free, 24/7 support across the UK. If you are experiencing a mental health difficulties and need support, you can text YM to 85258.

Thank you so much for taking part! This research would not have been possible without you. Sharing your views can help adults and other young people understand your experiences and how we can support you and other young people in the future.
If you have any questions about the research, you can contact me at the email address below.

Ellie Dewar
Trainee Educational Psychologist
Email: U1944346@uel.ac.uk

Appendix O

Extract from Interview Transcript

Key:	
Ellie	Researcher
Rose	Participant
…	Unfinished Utterance

Ellie	And was there anything that was useful in supporting you during that time?
Rose	Yeah
Ellie	Yeah? What would you say was useful?
Rose	Umm… that they, when I'm not in lessons online, they sometimes goes in the lessons I'm not in… so let's say for example in Geography that I tell my support that I'm not coming in and then they would be joining in and then they take notes and then they email it to me so…
Ellie	Okay okay, so you had the notes that you could read if you didn't go?
Rose	Yeah…
Ellie	And your support is that a learning support assistant?
Rose	Yeah
Ellie	Okay so they would make notes? And give you the information?
Rose	Yeah…
Ellie	So you kind of mentioned it already… your friends would also make notes? And tell you what you were missing?
Rose	Yeah
Ellie	Is there anything that you feel you missed out on by not actually being part of the lessons
Rose	Yeah… a lot
Ellie	Can you tell me a bit more about that?
Rose	Ummm… it's the same with lipreading and the other stuff but. I can hear a little bit without lipreading but it makes me more frustrating, I lipread and I can hear so much better but it just… it's hard because when you're online in Geography or in any specific lesson and then they have their cameras off and the teacher is like "okay she's wearing Cochlear implants" but they don't know… so I'm like okay how am I supposed to listen or do lessons without the camera off…
Ellie	Okay so your teachers thought that you were wearing your implants so they thought she'll be fine?
Rose	Yeah, they were like yeah sure she will be okay but obviously I'm not so…
Ellie	But you were feeling frustrated about it?
Rose	Mmmm
Ellie	Was there anyone you could talk to about that at the time?
Rose	Yeah, I did speak to one of my Teachers of the Deaf (Tod) and well she left and then there's another one so I still speak to her and it's still going…
Ellie	It's still something that is happening now?
Rose	Yeah… but like when you're in the… especially in the masks in schools, which is more frustrating than the online
Ellie	Is it? Why is it more frustrating?
Rose	Yeah, because I'm in class and everyone is wearing a mask behind me and the teacher is also wearing a mask, but not all teachers but some teachers and then for me since I lost all of my confidence during lockdown, I feel really bad for me just disturbing the class and just saying can you take your mask off. Because I have a feeling they'd be like "oh we have to keep our masks on because of Covid, we don't want Covid." I understand that but you need to have respect for the deafness… like you need to take the masks off and let them lipread easier… so that's why I have that feeling and then when teachers say can you answer this question and the class put their hand up like 'I know the answer' and then

	they point at me… I'm like I don't what I'm doing sorry, so I just say I don't know the answer so…
Ellie	Thank you Rose… there is lot to think about there isn't there? There's kind of the impact of masks and you not being able to hear not only the teachers but also your peers and also you mentioned that you lost your confidence during lockdown. And if you feel comfortable are you able to tell me a bit more about that loss of confidence.
Rose	Yeah… so since I lost my confidence during lockdown, I ummm… because before lockdown I had good communication with people but I lost it. Like it's hard to explain cos I used to go the shops everyday before lockdown and like I understand what people are saying I can lipread, all that sort of thing but after lockdown I can't… so I have to take my mum with me or one of my friends. Which makes me more frustrated and sometimes my friends will be like "oh, why can't you just go to the shops by yourself, it's not that hard" Which kind of upsets me because I thought they know how deaf works but then I just realised not many people know what actually deaf is or how it… so I'm like okay so I go with my mum which I have been recently so I'm like can you come down to the shop with me… and the other day when we went to East Croydon when we were looking for books and stuff, the man was wearing a mask and I keep looking at her to see what he says and the man was looking at me like 'why the hell' am I looking at… I don't want to say I'm deaf because they're strangers and I'm not going to see them again, but it's just… I am scared but I really want to get my confidence back to say "I'm deaf!" but… Travelling and everything… I've just lost all of it.
Mum	*she used to travel across the Atlantic on her own and now she won't get on a bus*
Ellie	Rose, thank you so much for sharing all that because I can imagine it's quite an emotional thing to talk about? And it sounds like you've lost your confidence and your independence a bit? And how do you think people could help you in that situation? You said that you thought your friends had an awareness of how to support deaf people but maybe now they don't? How could they help you?
Rose	Ummm… yeah…
Ellie	What would you like to say to them?
Rose	I would like to say to them umm excuse me… I'm deaf, can you please take your masks off but I can't do that because I just feel really sorry and I just feel bad but like I said I understand it's covid and I don't wanna get Covid but I just wanna lipread ya know?

Appendix P

Extracts from Research Diary

30.10.2020

I have started to do the scoping review for my research proposal, and I am finding it particularly challenging to find papers from the UK. I have found one paper focusing on exploring the social inclusion of deaf young people in mainstream schools which draws attention to this too. I am going to look at different papers from different countries but I felt it important to note that research from the UK appears to be limited.

04.11.2020

I am very aware that the current restrictions my ability to meet with participants face to face which is something that I am concerned about for deaf young people considering differences and preferences in communication, including BSL and lip reading. I discussed with my director of studies how it feels especially important to meet with this population of young people in person. I am considering different research approaches such as diaries and poems. We have discussed holding off on recruitment until in person research feels safe and appropriate again and instead focus on completing my other chapters.

01.06.2021

My ethics have been approved! And for in person semi-structured interviews too, which I am very pleased about as this felt important to me and the population I am recruiting. I am sending my participant advert out to my placement service this week and starting conversations about recruitment. All feels quite real now!

29.10.2021

Recruitment is proving difficult. There does not seem to be any interest within my placement local authority, despite reaching out to secondary schools and the sensory impairment team. The team have been incredibly supportive; however it seems there is not much interest. I am discussing amending my ethics to out of the local authority to other London boroughs to expand the search. I am also thinking of expanding my age range to increase my chances of recruitment. Pending ethical approval.

15.01.2022

I’m still struggling with recruitment, and I am getting quite anxious now. I have spoken to my director of studies about being able to recruit through other means, i.e. on social media or through charities. It seems this might be a good option for now!

01.02.2022

The Cochlear Implant Support group have been incredibly helpful and it looks like I have two participants through them! Parents have shown and interest and I have shared my recruitment details. Once the consent forms are signed- I will be able to start interviewing!

14.02.2022

I had my first interview today which I was really nervous about. I had anxieties about her not engaging or the questions being too challenging or inappropriate. I found the experience to be which was incredibly moving and powerful. I felt quite emotional through it, which I was conscious about and I only named it when she also spoke about her emotions. It felt moving that a young person was so open with me about their experiences, which were a times challenging. I felt that sometimes my questions were too closed and did not always allow for the participant to expand on her answers which I am going to bear in mind for next time.

25.02.2022

Interview number two. Mo was incredibly open, which made it easy to build rapport and to get detailed answers. I did notice sometimes we were going off topic and I noted some of my frustrations around this. However, I felt it important to allow Mo to tell her stories and share her experience. I think it will be interesting to analyse how she made sense of her experience based on what she shared. Mo seemed to have a very positive experience of the lockdown, which is something I had not expected. I noted my initial beliefs coming into play here and was conscious to keep this in mind when I eventually analyse the data.

10.03.2022

My fourth and final interview today! I found it quite challenging. Tiger appeared to find some of the questions more difficult answer and to expand on. I reflected that some visual prompts would probably have been helpful in this instance. She did brilliantly though and was engaged and chatty throughout despite this.

11.03.2022

I am glad I am transcribing myself. It feels an important part of the process and getting to know my data inside out. I feel like I really immersing myself, but I am also being careful not to start analysing as I transcribe. This is proving quite hard!

11.04.2022

Analyse begins! I have been listening as well as reading as I make my first initial notes. The descriptive comments are coming to me quite easily and I'm making sure I write all of these down. I am being careful not to overthink the data in this early stage and just to note what comes to mind. I also spoke with a peer TEP before starting today about some of my initial assumptions, so I was able to name them and put them to one side. I felt this helped me to go into my data with a focus on the data rather than any other beliefs or values.

14.04.2022

I've started the interpreting process now- it feels really challenging and I am worried that I am getting it wrong, this feels important to note. I am asking myself a lot of questions around the ways in which participants have approached and answered the questions. I am already starting to see themes emerging from the data but I am going to keep reviewing using an interpretive lens before I start thinking in that way.

21.04.2022

The themes that are emerging are more apparent and I'm starting to group them and to think about superordinate themes. I am noticing that I am finding this process challenging and over thinking this. I think I want to get it right for the participants and to honour their stories and experiences. I am trying to think about it as data for now.

Appendix Q

Example of Exploratory Comments and Emergent Themes**-** Queen

Emergent Themes			Transcript	Exploratory Comments
	202		happening so much people around	
Achievement	203		and I haven't got used to it yeah so	
	204		my dad was like you need to get used	
	205		to it you need to start coz usually I	Pride- learning more since back in school
	206		would daydream if I was outside so	
Barrier to access	207		usually, I wouldn't be smiling so when	Without teacher to support
	208		I my dad	
	209		was like just smile, you're okay... just	Practical difficulties
	210		and especially... Talking to different	Nervous/uncomfortable- loss of confidence- linked
Loss of confidence	211		people was kinda hard cos they're	to challenges?
	212		wearing a mask all the time and I	
	213		didn't really have the confidence to	
	214		tell them… 'oh I can't really hear you	Physical symptoms of anxiety/worry
	215		can you put the mask down?' cos you	
Anxiety	216		know when someone repeats the	Overwhelmed- heightened emotions, on edge,
	217		same thing again and they go like	nervous- contrast to the safety and comfort of her
	218		'oh… never mind' I don't like	home
	219		that part so I go like 'ahhh'. I want to	
	220		say like "Seriously! I understand! Pull	
Overwhelm	221		your mask down" … *pauses*	
	222		but things were a bit tight then and	
	223		sometimes we would go shopping	
	224		and the scariest part was when I was	
	225		in there and there was a queue, you	
	226		know to the cashier and it would get	

Emergent Themes			Transcript	Exploratory Comments
	227		more close to the cashier and I was	*Different= unfamiliar- interacting with unfamiliar*
Communication	228		like “Mum where are you I need you	*people- challenging*
barrier	229		here! I can’t really converse…” and I	
	230		didn’t really have the credit card or	Self-esteem/self-confidence
	231		anything so I was like “where are	
Loss of confidence	232		you? I need you!” and especially I	
	233		started shopping for my family late in	
	234		the six months and my dad would just	
	235		stay in the car and we’d go to Lidl or	Others don’t make the effort to include her
	236		Tesco and then he goes “you need to	*Frustration/annoyance*- knows what helps her-
	237		practise yeah” so I'd go out to the	loss of self-confidence impacting her ability to tell
	238		shop but it was kinda annoying cos I’d	others
	239		get like a headache after… like	Knows what would help communication
	240		drinking water calms me…. Errr and I	Covid restrictions
	241		would have my younger brother which	
	242		was kind of hard to deal with… cos	
	243		he’s always doing all things… for me I	Anxious about interacting with strangers
	244		like my routine to be timely and	
Anxiety	245		ordered. I hate when things spiral out	
	246	Ellie	of control	
Interactions with	247		And was that the feeling? Things	Reliance on family for support- family secure, safe,
unfamiliar people	248	Queen	spiralling out of control?	containing, reduce anxiety
	249	Ellie	Yeah- especially in public cos you	
	250		can’t really control anything…	
	251			

Appendix R

Photographs to Illustrate Stage 4 of the IPA Process

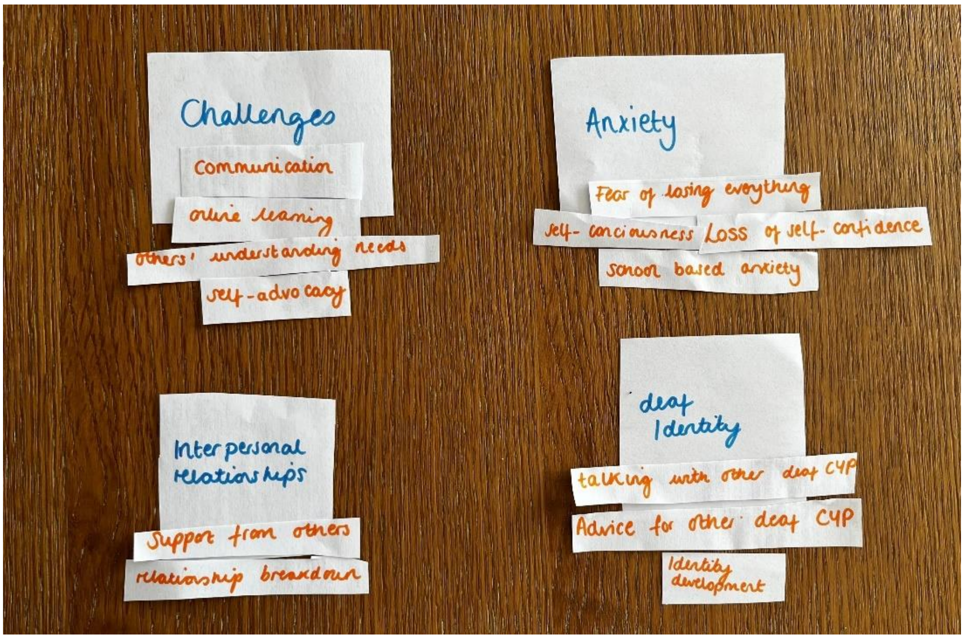


Figure 1. Rose’s themes grouped by abstraction*- at the cluster of emergent themes and attributing a new higher order theme which encompassed the lower themes*

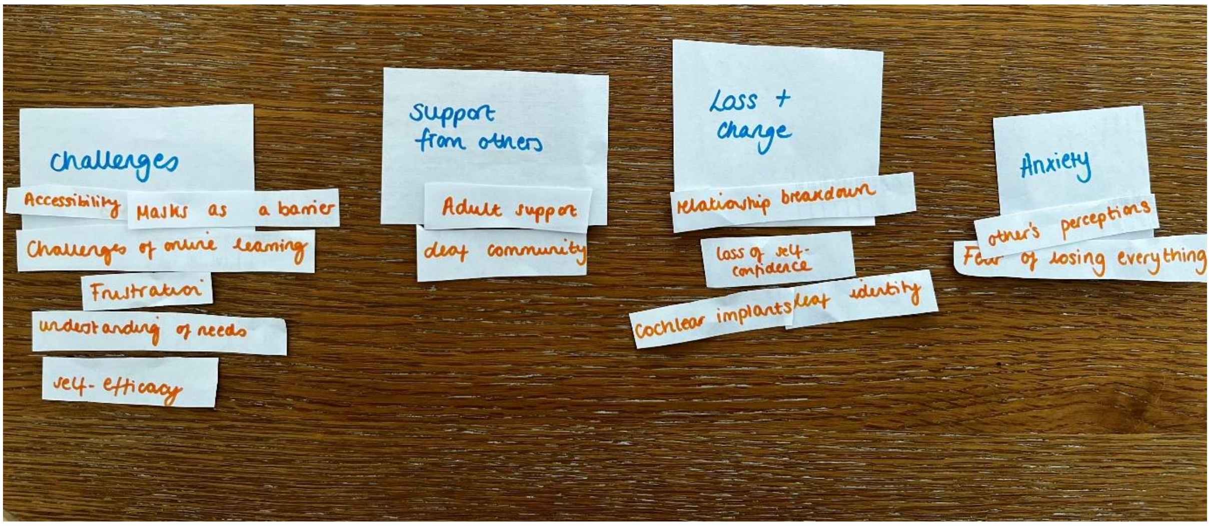


Figure 2. Rose’s themes grouped by contextualisation- contextual or narrative elements

Appendix S

Themes and Verbatim Quotes from Rose's Interview

Superordinate and Subordinate themes	Transcript line numbers	Verbatim Quotes
Anxiety		
Feelings of loss	13	when school closed, I just felt I knew something gonna happen in the future, so I was like um, going to get worried or just feel afraid or I'm just going to lose everything…
	22	Yeah, umm… when I'm wearing my cochlear implants, I feel like I'm going to take them off or lose it or take them off.
	24	And then I lose everything. I can't describe it. Like when you take them off, you have a feeling that you won't put them back on.
	25	So, like I have a feeling
	242	I have that feeling
	289	I've just lost all of it
Avoiding learning	110	That brings me down a lot… I just decided there's no point in me doing lessons if I can't understand what people are saying
	144	I just mainly sleep
	146	…texting people saying ummm, I'm not doing lessons
	449	but since I come back to school, every single day, I'm like no, I can't get back to where I was…
Low self-esteem/loss of self-confidence	231	Since I lost all of my confidence during lockdown, I just feel really bad disturbing the class and saying can you take your mask off
	257	I lost all of my confidence during lockdown
	287	

	442	I'm scared but I really want to get my confidence back to say I'm deaf, but I've lost all of it I would change… well mainly my confidence really… it's hard because I am trying
Interpersonal Relationships		
Reliance on support from others	59	I just used the teacher of the deaf to help to do some learning
	84	With the ToD for an hour everyday
	146	…texting people so that they can help me…
	173	They join in and they take notes and email it to me
	217	Yeah I did speak to one of my ToD…
	218	I still speak to her
	265	I have to take my mum with me or one of my friends which makes me more frustrated
Relationship breakdown	322	So I don't have a lot of… well I do have friends… but well since lockdown
	327	Since everyone is wearing masks in the group, I lost some people
	334	So, I kind of left the group situation
	335	I had an argument with my best friend…
	483	It's a lot harder, so I kind of lost some people
Challenges		
Online learning	97	That was a bit challenging for me
	100	They turned the camera off and I can't understand what they're saying
	105	There's no lipreading, there's background noise
	200	It's hard when you're in a lesson and they have their cameras off

Self-advocacy	239	You need to take your masks off and let them lipread easier…
	306	I would like to say to them… I'm deaf, please can you take your masks off… but I can't do that
Awareness of others	203	My teacher is like, "Okay she's wearing her cochlear implants"
	211	They're like "she will be okay" but obviously I'm not so…
	268	My friends will be like, "oh, why can't you just go by yourself, it's not that hard" which upsets me
	273	I just realised that not many people know what deaf actually is or how it…
	329	I understand that they know I'm deaf but do you actually know that I'm deaf? Do you understand that you need to take your masks off?
	342	You really don't understand what it's like to be deaf with someone who's got a mask on
	355	This girl who's stayed friends with me for a long time, she does wear a mask, but not with me…
	357	I can be more close with her… I'm actually quite happy because I can lipread and be more around her…
	483	She turned her back on me about my deafness
Developing deaf identity		
Talking with other deaf CYP	503	They are going through the same thing as well

	508	We talk about it and we are trying to get our confidence back
	521	I spoke to one of the deaf community on TikTok
	524	I know you're not supposed to speak to strangers but it's the deaf community
	540	Really positive experience
Advice for other deaf CYP	581	If there's another deaf person that feels that way… needs to get their confidence back
	583	Just go step by step and don't be afraid
	586	I understand that you lost all your confidence, but it's not the end of the world
	588	Just try and give it a go… it will get easier, well I think it will, in the future
Identity development	605	I can hear a bit without them, so I don't feel deaf
	617	When someone points out, you're not wearing them, I'm like, oh yeah, I'm deaf I'm like, 'hey, I'm deaf, I can't hear you!'

Appendix T

Themes and Verbatim Quotes from Queen’s Interview

Superordinate and Subordinate themes	Transcript line numbers	Verbatim Quotes
Emotional Impact		
Mixed Emotions	257	It was kinda annoying cos I’d get like a headache after… like drinking water calms me
	278	Sometimes when I’m shopping I’d sweat or I’d go like kind of nervous, it was kind of nerve wracking just standing there, imagining that they say something
	13	Baffled I guess.. Confused what was happening
		I was kind of happy I guess
	15	The school closure was shocking
	17	I hated that one…
Anxiety	212	During the pandemic, I became more shy and I didn’t really have the confidence to tell them, ‘oh, I can’t really hear you, can you pull your mask down’
	216	When I went outside for some reason I would get a headache with so many people around
	243	The scariest part was when I was in there and there was a queue, you know to the cashier and it would get more close to the cashier and I was like ‘Mum, where are you I need you here!

	257	It was kinda annoying cos I'd get like a headache after… like drinking water calms me
	278	Sometimes when I'm shopping I'd sweat or I'd go like kind of nervous, it was kind of nerve wracking just standing there
	220	I'd be more quiet cos there's so much happening and so much people around and I haven't got used to it
	280	In facts, masks were the one thing that made me a lot more shy, and a lot more nervous and anxious I guess…
Isolation	275	It made me feel kind of left out to be honest,
	277	That year was the year that I barely talked… I just found trouble…
	330	They'd say something that is relatable to them but to me, I just felt like an outsider
	411	During the pandemic it was… I don't think I had that much friends, I did have friends but didn't have that much
	413	They knew I was deaf but they didn't understand the struggles, but now my friends know the struggles
	418 420	Sometimes we have a joke about it, like dark jokes but it will all be fine just a way of bonding closer together
		So, they knew my struggles
		I would say like "Oh I can't hear you" and they would repeat I again
	350	I kind of felt jealousy, envy that
	513	I wanted to go out with my friends and I wasn't as close to them as much

	515 525	I wanted to go but… I felt a bit too awkward, I would feel left out I guess
Safety and Belonging Consistent Support		
	188	I feel really comfortable telling cos usually with the different TAs, I'm like oh it's fine Miss was there since year 7, then she left for a bit and then she came back so I kind of felt used to her presence
	817	For me, I see the deaf support base as kind like a family, so whenever I struggled, I'd go to the DSB
	820	Especially the teachers there… they can help me without me feeling shame that I am asking for help.
	823	During the pandemic I felt dependent on them
	828	Like I could rely on them more than other people
	790	They had more experience of what… what most likely a deaf child is feeling and their struggles

Home and Family	56	It's the fact, I could get much closer with my family
	64	It was like we got to know each other much more
	458	That's why I liked staying at home where my family knew of my struggles, and they could converse more
Reflections		
Self-development	614	Sometimes I'd have questions like… if I didn't have a hearing loss how would it be hearing the mask
	660	I wouldn't change anything, it's the skills that I gained
	680	My limits and what I can go through, I knew myself
	689	Knowledgeable, that it gave me knowledge of myself
Shared Experiences	667	If I did change that then I wouldn't experience feelings of anxiety and nervousness, so I wouldn't relate to people saying, "oh I was feeling really anxious

Appendix U

Themes and Verbatim Quotes from Mo's Interview

Superordinate and Subordinate themes	Transcript line numbers	Verbatim Quotes
Challenges	51	Google classroom had captions luckily!
Accessibility	54	Sometimes it would just say random stuff
	63	Sometimes the captions would be incorrect
	161	When we first went into lockdown ummm I didn't know there was captions so that was really hard
	171	The best thing was they worked out the transmitter…
	175	I managed to hear them through the transmitter, it worked on Zoom
	280	I had to be at home and my microphone wasn't working
	765	If captions weren't working I'd have a special app on my phone to record what people were saying… that worked well
	799	Some of the videos didn't have captions!
	822	I actually missed out on a huge bunch of that cos we were supposed to do it on the computer… with ear plugs but no headset…
	831	Have captions on everything! That's the main one Make sure they are on and correct
Communication Barriers	187	The masks impacted a lot
	188	It made it really hard to know what my mum was saying on the tube because we have to wear masks
	192	They would hear me but I wouldn't hear them because of their blockage

	195	My mum tried to help me by getting a clear mask but it only foamed up
	536	I don’t like masks
	744	I had to make sure I put my lipreading skills to the test during covid times to see what my teachers were saying
	789	I did not know what they were doing cos I couldn’t understand what they were saying
Rules and Restrictions	198	Then the face shields, they didn’t allow that on the tube cos it’s not protective… so they didn’t allow that
	225	You’re free now on transport
Supporting Factors		
Self-advocacy	208	To make people aware… to let people know
	217	… so I thought, I’ve had enough. So I went to the medical room and showed them this this, and they gave me this… *(showed exemption badge)*
	599	If I need any help or anything I will show them this
	613	The assembly I did that raised awareness
Parental support	193	My mum really tried to help me by getting a clear mask
	261	Sometimes in the meetings, my mum would be there… writing down what they said and then showing it to me
	335	Yeah, being there
	743	I had to have my mum beside me like telling me everything and that was stressful
Successful Friendships		
Staying connected	366	Before Covid we would do lots of things

	370	We sent postcards front and back explaining what’s going on
	407	WhatsApp for the chat and we would have video calls to make sure everything is okay
Fun	86	We could have snow fights when everyone
	304	They let us be having turns of being the teacher…
	513	My football club would send some skills that we could try at home
	519	We would have a football buddy that we could do the skills with

Appendix V

Themes and Verbatim Quotes from Tiger's Interview

Superordinate and Subordinate themes	Transcript line numbers	Verbatim Quotes
Learning environment	7	It was nice because it was a quieter class, so it helped me learn more
Class Size	10	I could ask the teachers for more help… and the subjects weren't too challenging
	15	It makes it easier to concentrate
	18	Umm… I mostly enjoyed being in school
	27	It was much easier to work in smaller classes and in bigger classes you don't get as much help and it's hard for me to catch up but when it's smaller groups it's much easier for me to catch up
	33	It's nice because I learn more stuff, yeah it helps me
	49	They (teachers) read questions aloud sometimes and give me more time
	128	it was much easier when we were in one room
Online Learning	175	Tricky, hard, and it wasn't easy It was harder for me to do online learning a bit of the time…
	180	I didn't have as much support as I normally did…
	183	Ummm I usually have someone there with me to make sure I know what the questions ask me about and I didn't have that online.

	184	But it was okay with some of the questions but it was trickier with some of the questions
	188	some confusing questions that might be a bit confusing so ones with lots of words, yeah.
Sense of Belonging		
Friendship	58	I missed seeing my friend a lot
	61	My friend is called Sophie and we have been friends since we met at school
	77	She is friendly and kind
	84	I think it’s just because we enjoy playing together, we sometimes play tag, sometimes we chat
	88 101	we weren’t allowed to see our friends as much as we normally do but we could see our friends every now and then but we had to isolate for a while
		I missed her. I was lonely without her
	107 21	*question* I think it was difficult for both of us to understand what we were feeling and umm.. because we haven’t met up for a long time so it was nice to see each other again. We were feeling happy to see each other again.
	24	Lonely and sad I really missed her
	94	I wasn’t with my friends… I was just on my own…
		Me and my teachers and some other people there
		I played with them, they are my friends too

Inclusion in Society	112	It was harder for me… it was harder for me to communicate with a person, I couldn’t hear as well and… it was tricky for me to understand what they were saying… with masks… without the masks I can easily understand but with the masks it was much more challenging, I couldn’t realy hear them very much, it was difficult for me to lipread and communication with them
	135	I couldn’t understand, I did hear a bit of what they were saying but everything was really muffled, but everything was quieter than I expected it to be
	138	I understood them afterwards, but it wasn’t clear at the beginning, but it was okay to understand them at the end
	168	It impacted my communication a bit, ever so slightly because I couldn’t hear the same a lot of the time but without the facemasks it was easier for me to communicate with them
	193	I want to talk to them to make sure they understood how difficult it was for deaf young people to be integrated in like world, for like other people it’s a lot easier but some people it’s harder
	197	That it’s difficult sometimes for some people to ummm…. Who are deaf to ummm…know what’s going on in the world and what we’re supposed to do

Appendix W

Cross Case Themes and Verbatim Quotes from All Participants

Common Themes Across Transcripts

Superordinate and Subordinate themes	Participant	Transcript line numbers	Verbatim Quotes
Challenges Barriers to communication	Rose	223	In the masks in school which is more frustrating than the online
		228	I'm in class and everyone is wearing a mask behind me and the teacher is also wearing a mask
		239	You need to have respect for the deafness… you need to take your masks off and let them lipread easier…
		327	Since everyone is wearing masks in the group, I lost some people
		552	When they wear masks and I don't have the confidence, I have to listen very hard…
	Mo	1	The masks impacted a lot and umm…. It made really hard to know what my mum was saying on tube because we have to wear masks on the tube and then when I was asking what's the next stop, they would hear me but I wouldn't hear them back cos

		182	of their blockage and my mum really tried to help me buy getting a clear mask but it only foamed up… like… really really hard and stressful like I say, we didn’t have captions, everyone was wearing masks on the meetings and it was not very nice and quite tough
	Queen	83	some teacher didn’t turn on their cameras so um, I rely on lipreading the most…
		449	mm they would wear masks, that’s the one thing I hated the most...
		661	guess cos I struggled with a lot with masks
	Tiger	112	It was harder for me to communicate with a person, I couldn’t hear as well… and it was tricky for me to understand what they were saying with masks
		115	Without the masks I can easily understand but with the masks it was much more challenging, I couldn’t hear them very much, it was

			difficult for me to lipread and communication with them…
		134	Some adults were walking around the class, asking questions and I couldn't understand
		168	It impacted my communication a bit, ever so slightly because I couldn't hear the same a lot of the time but without the facemasks it was easier for me to communicate with them, yeah
Impaired Accessibility	Rose	100	Turned the cameras off and I can't hear what they are saying
		102	They do have subtitles, but they don't do exactly what you say and that was a bit frustrating for me
		105	Decided to skip lessons
	Mo	54	Sometimes it would just say random stuff… sometimes someone would say a word and it would just be another word
	Queen	83	Some teachers did not turn on their cameras and umm.. I rely on lipreading the most I barely talked

		275	
	Tiger	177	It was harder for me to do online learning a bit of time
		180	I didn’t have as much support as I normally did
Value of Support Familial Support and Advocacy	Rose	266	I have to take my mum with me
		275	so I go (shopping) with my mum, which I have been recently
	Mo	261	Sometimes in meetings, my mum would be there, writing down what they said and then showing it to me
		263	Sometimes she would actually repeat what they have said
		743	I had to have my mum beside me like telling me everything and that was really stressful
	Queen	225	If I was outside… so usually, I wouldn’t be smiling so my dad would be like just smile, you’re okay
		243	I was like ‘Mum, where are you I need you here!’
		458	That’s why I liked staying at home where my family knew of my struggles, and they could converse more…

	Tiger	147	My mum, dad, brother and sister. They would explain what was going on
Deaf Aware School Practices	Mo	612 611	looking after your deaf friends Thinking what do they need
	Queen	828	I could rely on them more… the teachers, I think… they had more experience of… what most likely a deaf children's feeling and their struggles
Advice for Others	Rose	581	If there's any other deaf person that feels that way… need to get their confidence back… Just go step by step and don't be afraid….
		586	I understand that you lost your confidence, but it's not the end of the world. Just try and give it a go
		241	You need to take your masks off and let them lipread easier
	Mo	947	be loud, make sure they understand what you're saying to make sure they fully acknowledge…

	Queen	763	Please put your masks down, when you don't want to put your mask down then you have to repeat… Include them! Don't make they feel left out… form a bond of trust with them
	Tiger	27	Make sure they understand everything and make sure everything is okay
Challenges Barriers to Communication	Rose	237	I had a feeling they'd (peers) be like 'Oh we have to keep our masks on because of Covid, we don't want Covid.' I understand that but you need to have respect for the deafness…"
	Mo	182 187	(impact of masks) it was not nice and it was quite tough The masks impacted a lot… it made it really hard to know what my mum was saying on the tube, because we have to wear masks

Impaired Accessibility	Queen	213	‘oh, I can’t really hear you, can you pull your mask down’
		238	I want to say like, “Seriously! I understand! Pull your mask down!’ but things were a bit tight then…” It’s the thing I hated the most
	Tiger	113	with masks, it was difficult for me… to lipread and communicate…
	Rose	100	Turned the camera off and I can’t understand what they’re saying…
		102	They do have subtitles, but they don’t do exactly what you say and that was a bit frustrating for me…
		105	(impact) I decided to skip listens
	Mo	54	Sometimes it would just say random stuff… sometimes someone would say a word and it would just be another word
		161	When we first went into lockdown ummm I didn’t know there was captions so that was really hard

		280	I had to be at home and my microphone wasn’t working
		799	Some of the videos didn’t have captions!
		822	I actually missed out on a huge bunch of that cos we were supposed to do it on the computer… with ear plugs but no headset…
		831	Have captions on everything! That’s the main one Make sure they are on and correct
	Queen	83	Some teachers did not turn on their cameras and umm.. I rely on lipreading the most I barely talked
		275	Tricky, hard, and it wasn’t easy
	Tiger	175	It was harder for me to do online learning a bit of the time…
		180	I didn’t have as much support as I normally did…
		183	Ummm I usually have someone there with me to make sure I know what the questions ask me about and I didn’t have that online. But it was okay with some of the questions but it was

		184 188	trickier with some of the questions some confusing questions that might be a bit confusing so ones with lots of words, yeah.
Connectedness to Peers Friendships with deaf peers	Rose	501 503 508 521 524	They are going through the same thing as well We talk about it and we are trying to get our confidence back I spoke to one of the deaf community on TikTok I know you're not supposed to speak to strangers but it's the deaf community Really positive experience
	Mo	366 370 407	Before Covid we would do lots of things We sent postcards front and back explaining what's going on WhatsApp for the chat and we would have video calls to make sure everything is okay
	Queen	794	

			relate so much… so we could help each other
		817	For me, I see the deaf support base as kind like a family, so whenever I struggled, I'd go to the DSB
		823	During the pandemic I felt dependent on them
	Tiger	88	I missed her. I was lonely without her
Empathy and Understanding	Rose	360	She takes the mask off when she's with me and I'm actually quite happy with that
		482	turned her back on me about my deafness…
	Mo	703	She understood why I needed the extra support, so she stood up with me
	Queen	411	They knew I was deaf but they didn't know my struggles
		412	My friends know the struggles… sometimes we would joke about it… Just a way of bonding closer together

Loss and Change	Rose	322 327 334 335 483	So I don’t have a lot of… well I do have friends… but well since lockdown Since everyone is wearing masks in the group, I lost some people So, I kind of left the group situation I had an argument with my best friend… It’s a lot harder, so I kind of lost some people
	Mo	366 370 407	Before Covid we would do lots of things We sent postcards front and back explaining what’s going on WhatsApp for the chat and we would have video calls to make sure everything is okay
	Queen	411 513	During the pandemic it was… I don’t think I had that much friends, I did have friends but didn’t have that much

	Tiger	85	I wanted to go out with my friends and I wasn’t as close to them as much
		95	I didn’t really see my frienfs much We spoke to each other every now and then, we skyped
Loss and Change Self-concept	Rose	602	I didn’t feel deaf, until someone points out… I’m like oh year, I’m deaf
	Mo	723	She had a kidney problem which was really challenging for her
		734	She’s fine… she’d understand everything and know everything… but I found it really hard
	Queen	477	I’m like, I can’t hear you!
	Tiger	66	She’s deaf, but not as deaf as me

Self-confidence	Rose	231	Since I lost all of my confidence during lockdown, I just feel really bad disturbing the class and saying can you take your mask off
		257	I lost all of my confidence during lockdown
		287	I’m scared but I really want to get my confidence back to say I’m deaf, but I’ve lost all of it
		442	I would change… well mainly my confidence really… it’s hard because I am trying
	Mo	208	To make people aware… to let people know
		217	… so I thought, I’ve had enough. So I went to the medical room and showed them this this, and they gave me this… (showed exemption badge)
		599	If I need any help or anything I will show them this
		613	The assembly I did that raised awareness

	Queen	212	During the pandemic, I became more shy and I didn’t really have the confidence to tell them, ‘oh, I can’t really hear you, can you pull your mask down’
		278	Sometimes when I’m shopping I’d sweat or I’d go like kind of nervous, it was kind of nerve wracking just standing there
		220	I’d be more quiet cos there’s so much happening and so much people around and I haven’t got used to it
		280	In facts, masks were the one thing that made me a lot more shy, and a lot more nervous and anxious I guess…
	Tiger	10	I could ask the teachers for more help
Emotional Impact	Rose	548	it was awful, tiring and I’m gonna say annoying…
	Mo	181	really, really hard and stressful

	Queen	729	I would be so mentally tired… I'd be so mentally tired that I'd get a headache…
	Tiger	174	tricky, it was hard and it wasn't easy