

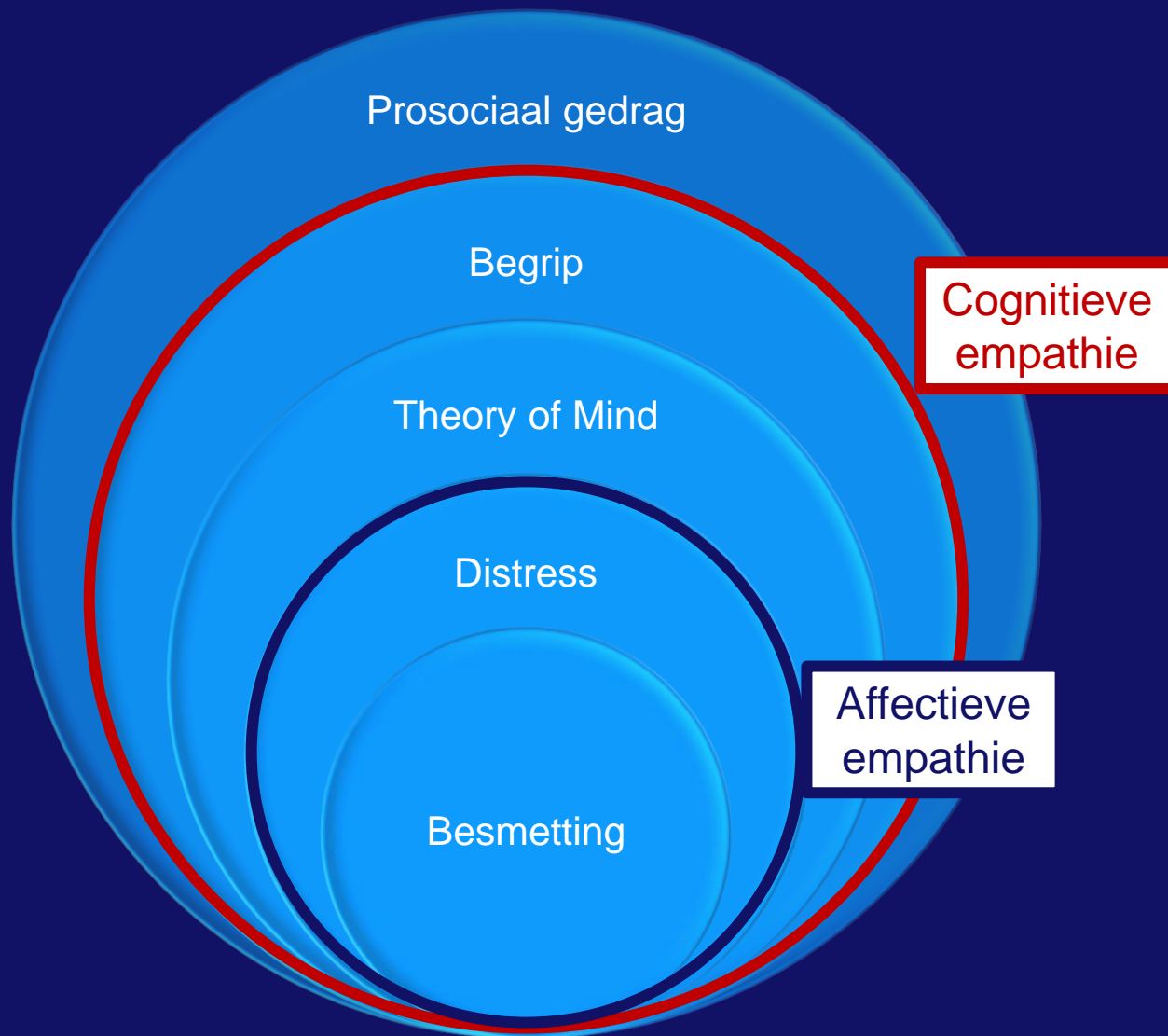
Het empathisch vermogen van slechthorende kinderen



A.P. Netten¹, C. Rieffe^{2,3}, S.C.P.M. Theunissen, W. Soede¹, E. Dirks³, J. J. Briaire¹, J. H.M. Frijns.^{1,4}

1. Keel-Neus-Oorheelkunde en Heelkunde van het Hoofd-Halsgebied, Leids Universitair Medisch Centrum
2. Afdeling Ontwikkelingspsychologie, Universiteit Leiden
3. Nederlandse Stichting voor het Dove en Slechthorende Kind, Amsterdam
4. Leiden Institute for Brain and Cognition

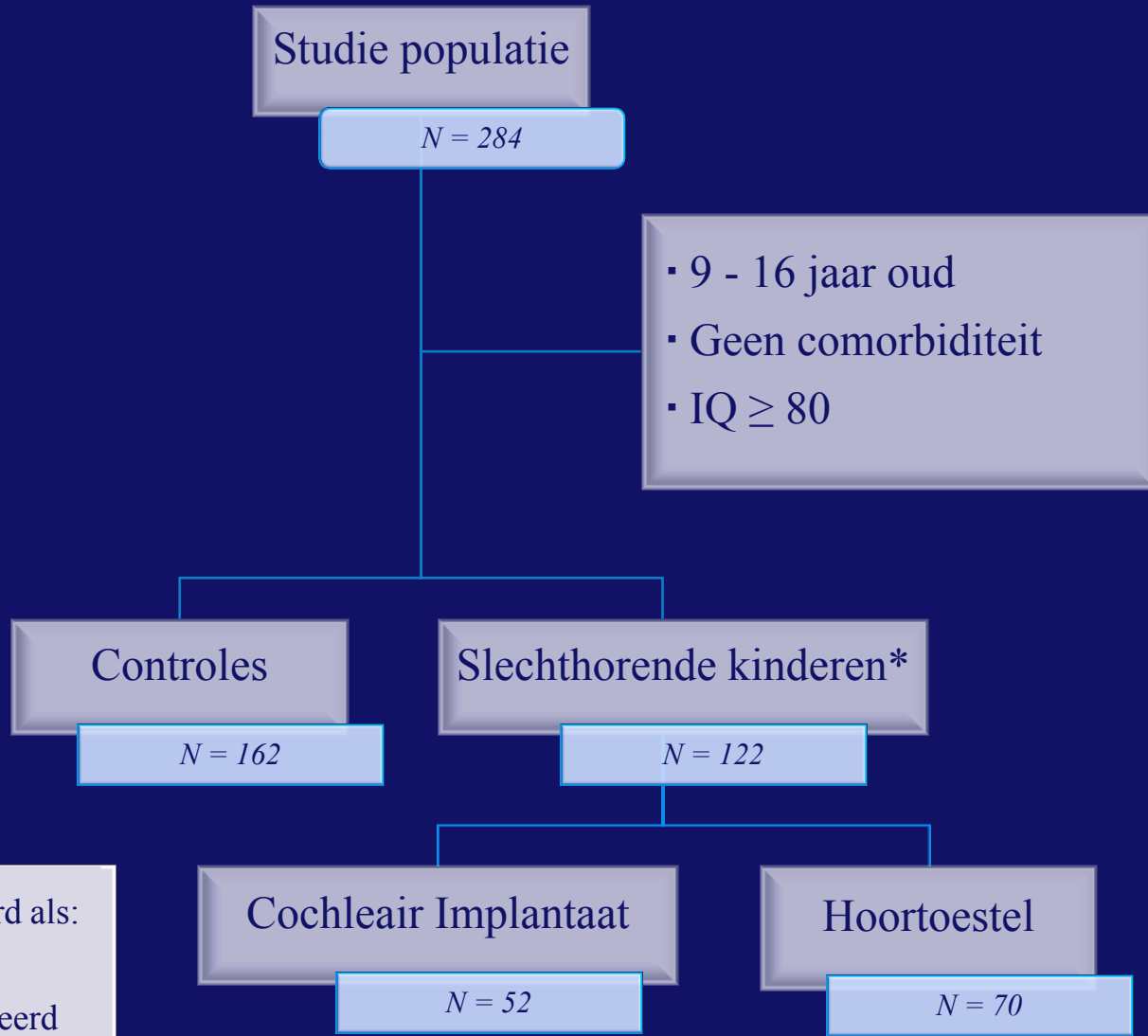
- 1:1000
- Taal en communicatie problemen
 - 92% heeft horende ouders
 - Overhoren van conversaties tussen anderen
- Verminderd incidenteel leren



Hypotheses

Tonen kinderen met gehoorverlies minder empathie dan normaalhorende kinderen?

1. Geen verschil in affectieve empathie
2. Minder cognitieve empathie en prosociaal gedrag



* Slechthorendheid gedefinieerd als:
 \geq 40 dB bilateraal
 pre- of perilinguaal gedetecteerd

- Empathie Vragenlijst (zelf-rapportage)

Affectieve empathie

Als een vriend(in) verdrietig is, word ik ook verdrietig

Cognitieve empathie

Als een klasgenootje moet huilen, begrijp ik vaak wat er is gebeurd

Prosociaal gedrag

Als een vriend(in) verdrietig is, wil ik graag troosten

- Observaties tijdens emotie-uitlokkende situaties

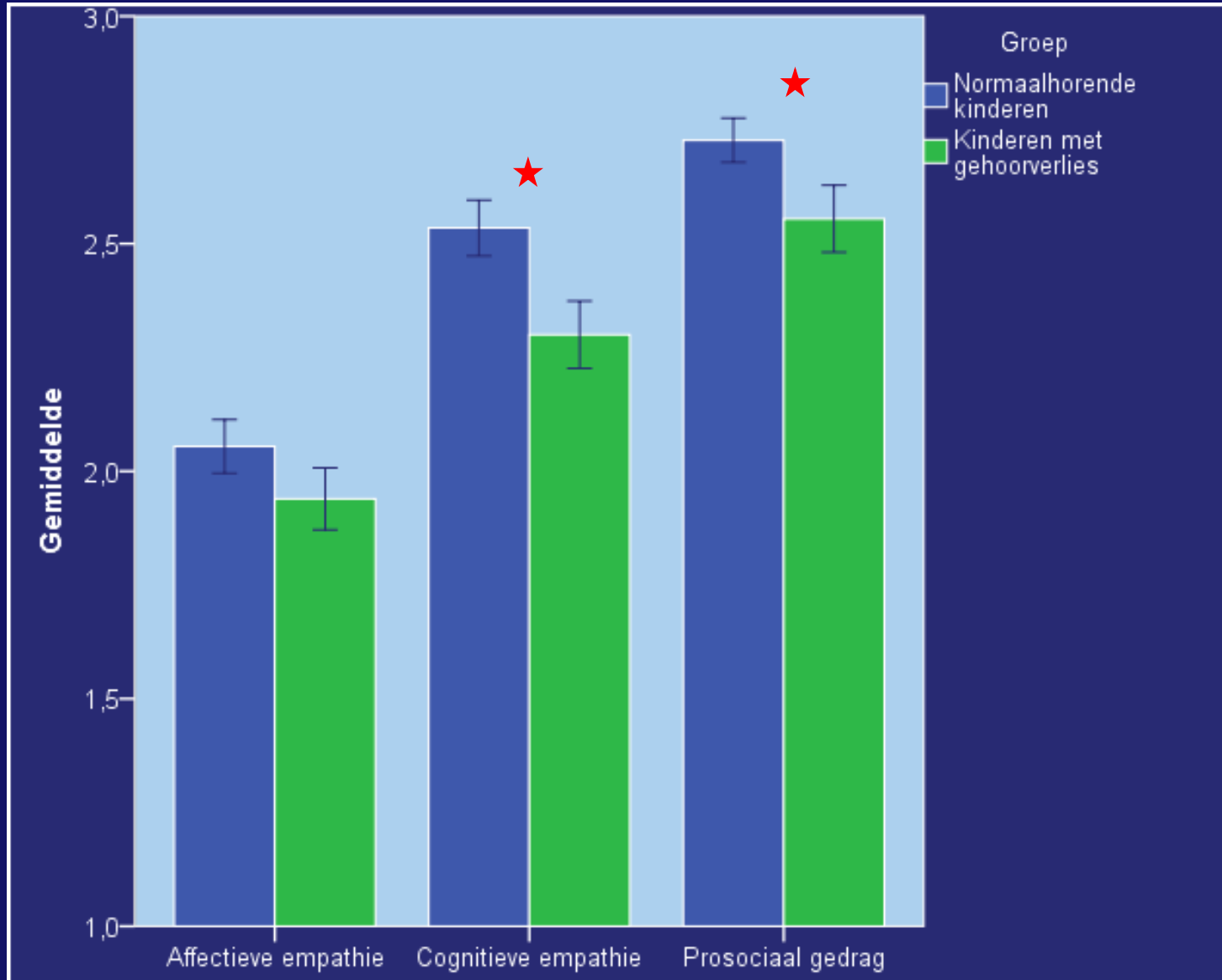
Aandacht voor de emotie

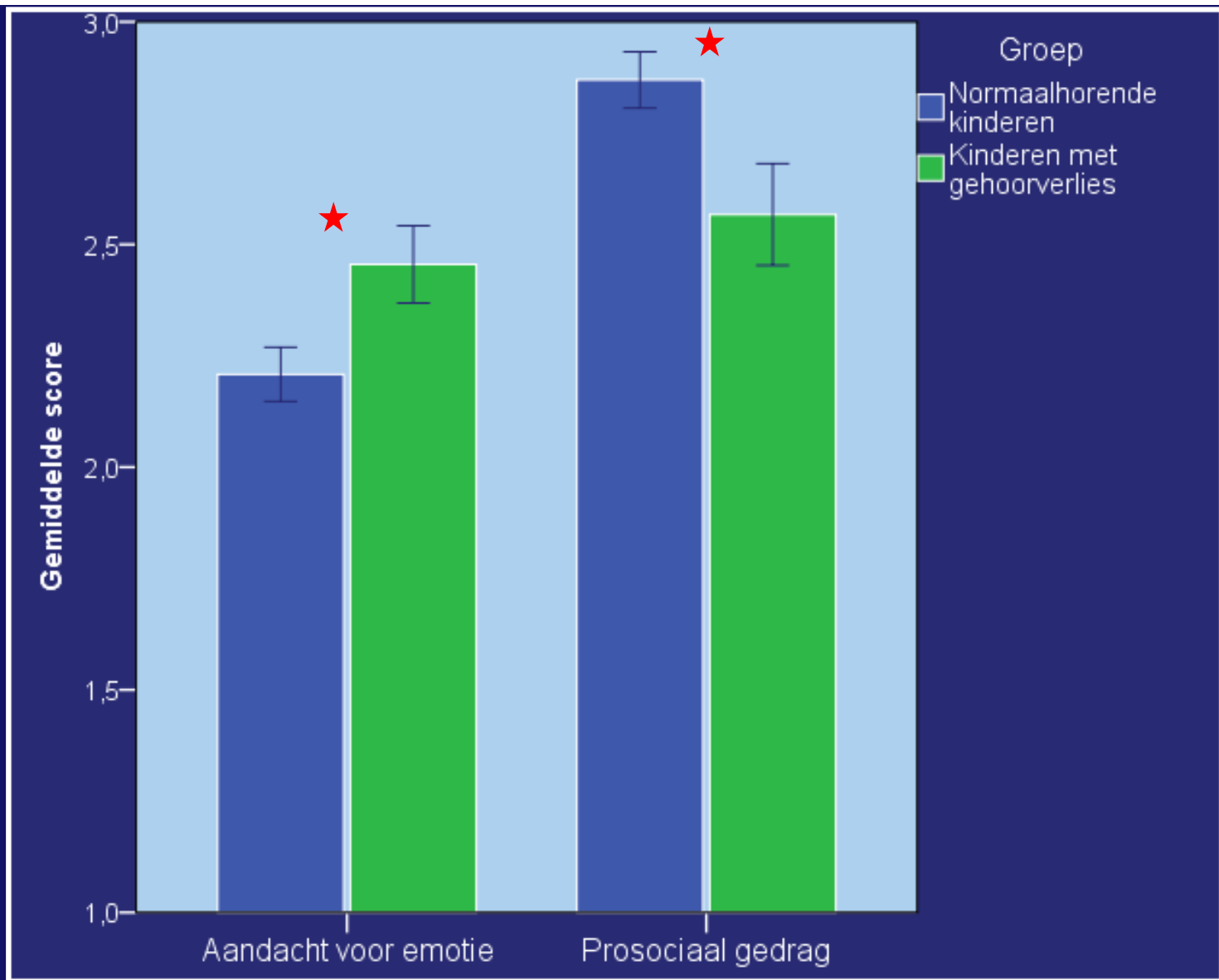
Prosociaal gedrag

- Taalontwikkeling (CELF-IV / AISL)

- Intelligentie (WISC-III)

Resultaten – Zelf-rapportage





Regulier onderwijs

- Klasgenoten uit thuisomgeving
- 'De horende wereld'

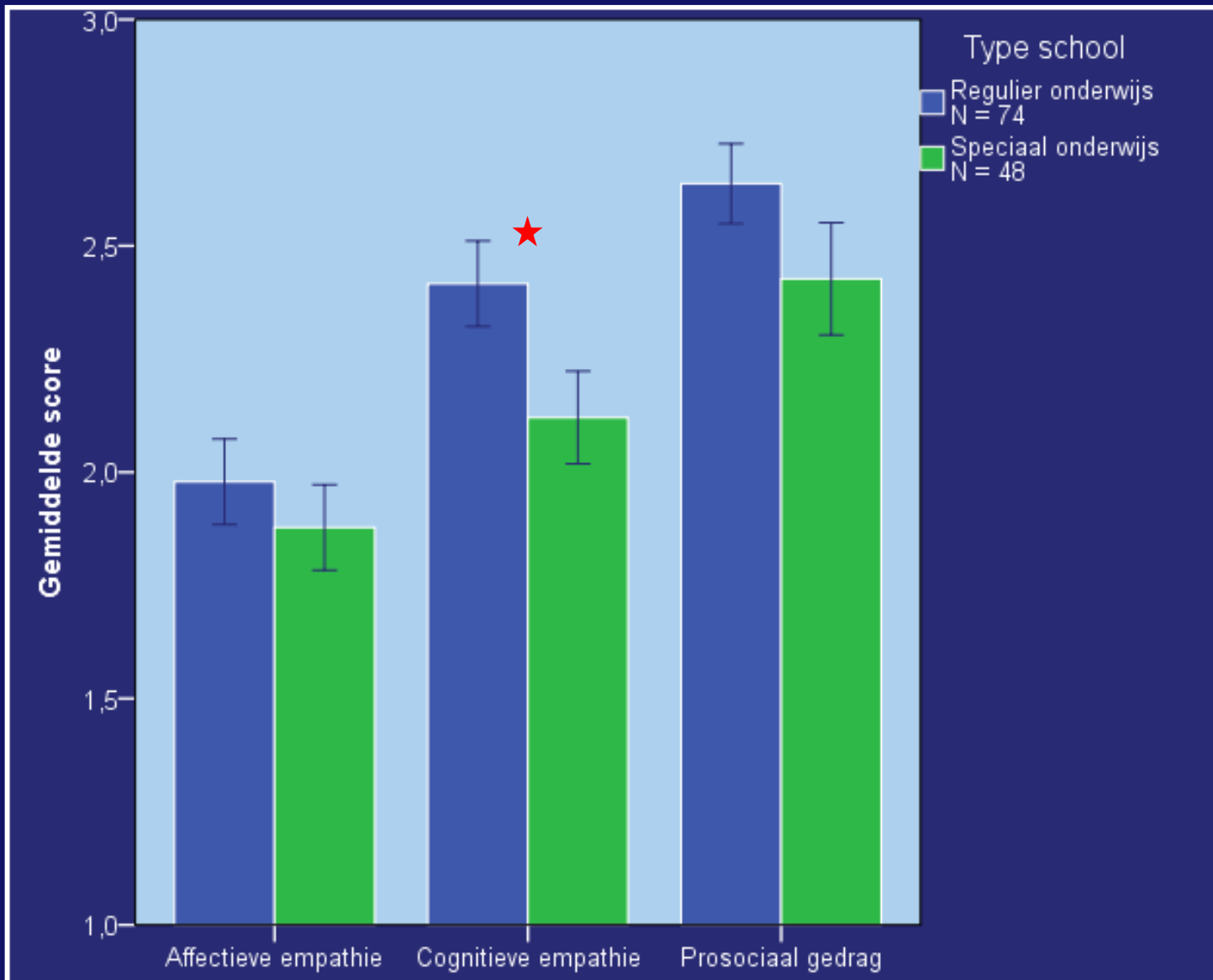
60% in studiepopulatie

Speciaal onderwijs

- Mogelijkheid tot gebruik van gebarentaal
- Kleine klassen

40% in studiepopulatie

Omgevingsfactoren



- Geen verschil in affectieve empathie
- Minder cognitieve empathie en prosociaal gedrag
- Omgevingsfactoren en incidenteel leren zijn essentieel voor de sociaal-emotionele ontwikkeling

Toekomstig onderzoek

- Relatief late detectie en interventie
- Longitudinale data analyse



W. Soede
S.C.P.M. Theunissen
J.J. Briaire
J.H.M. Frijns



C. Rieffe



E. Dirks

Met dank aan:



Meer informatie via a.p.netten@lumc.nl
Of kijk op onze website: www.focusonemotions.nl

1. Calderon, R. and M. Greenberg, *Social and emotional development of deaf children*. Oxford handbook of deaf studies, language, and education, 2003. **1**: p. 177.
2. Jolliffe, D. and D.P. Farrington, *Examining the relationship between low empathy and bullying*. Aggressive Behavior, 2006. **32**(6): p. 540-550.
3. Lovett, B.J. and R.A. Sheffield, *Affective empathy deficits in aggressive children and adolescents: A critical review*. Clinical Psychology Review, 2007. **27**(1): p. 1-13.
4. Blair, R.J., *Responding to the emotions of others: dissociating forms of empathy through the study of typical and psychiatric populations*. Conscious Cogn, 2005. **14**(4): p. 698-718.
5. Zaki, J. and K. Ochsner, *The neuroscience of empathy: progress, pitfalls and promise*. Nature Neuroscience, 2012. **15**(5): p. 675-680.
6. Whitt, A. and M.O. Howard, *Assessing empathy in antisocial youth: factor analytic and validation findings*. Psychological Reports, 2013. **112**(1): p. 325-339.
7. Bachara, G.H., J. Raphael, and W.J. Phelan, *Empathy development in deaf pre-adolescents*. American Annals of the Deaf, 1980. **125**(1): p. 38-41.
8. Rieffe, C., *Awareness and regulation of emotions in deaf children*. British Journal of Developmental Psychology, 2012. **30**(4): p. 477-492.
9. Ketelaar, L., et al., *Does hearing lead to understanding? Theory of mind in toddlers and preschoolers with cochlear implants*. J Pediatr Psychol, 2012. **37**(9): p. 1041-50.
10. Ketelaar, L., et al., *Social competence and empathy in young children with cochlear implants and with normal hearing*. Laryngoscope, 2013. **123**(2): p. 518-523.
11. Theunissen, S.C., et al., *Behavioral problems in school-aged hearing-impaired children: the influence of sociodemographic, linguistic, and medical factors*. Eur Child Adolesc Psychiatry, 2013.
12. Yoshinaga-Itano, C., *Early intervention after universal neonatal hearing screening: impact on outcomes*. Ment Retard Dev Disabil Res Rev, 2003. **9**(4): p. 252-66.
13. van Eldik, T., *Mental health problems of Dutch youth with hearing loss as shown on the Youth Self Report*. Am Ann Deaf, 2005. **150**(1): p. 11-6.
14. Theunissen, S.C., et al., *Depression in hearing-impaired children*. International Journal of Pediatric Otorhinolaryngology, 2011. **75**: p. 1313-1317.
15. Harris, P.L., *Children and emotion: The development of psychological understanding*. 1989, Cambridge, MA, US: Basil Blackwell. viii, 243.
16. Rieffe, C., et al., *Emotion awareness and internalising symptoms in children and adolescents: The Emotion Awareness Questionnaire revised*. Personality and Individual Differences, 2008. **45**(8): p. 756-761.
17. Wechsler, D., *The Wechsler intelligence scale for children—third edition*. 1991, San Antonio, TX: The Psychological Corporation.
18. Tellegen, P. and J. Laros, *The Construction and Validation of a Nonverbal Test of Intelligence: the revision of the Snijders-Oomen tests*. European Journal of Psychological Assessment, 1993. **9**(2): p. 147-157.
19. Semel, E.M., E.H. Wiig, and S.W. A., *Clinical evaluation of language fundamentals - 4*. 2003, Psych Corp/Harcourt.: San Antonio TX.
20. Kort, W., M. Schittekatte, and E. Compaan, *GELF-4-NL: Clinical Evaluation of Language Fundamentals-vierde-editie*. 2008, Pearson Assessment and Information B.V.: Amsterdam.
21. Hermans, D., H. Knoors, and L. Verhoeven, *Assessment of Sign Language Development: The Case of Deaf Children in the Netherlands*. Journal of Deaf Studies and Deaf Education, 2010. **15**(2): p. 107-119.
22. Stevenson, J., et al., *The relationship between language development and behaviour problems in children with hearing loss*. Journal of Child Psychology and Psychiatry, 2010. **51**(1): p. 77-83.
23. Moeller, M.P., *Current state of knowledge: Psychosocial development in children with hearing impairment*. Ear and Hearing, 2007. **28**(6): p. 729-739.
24. Wiefferink, C.H., et al., *Emotion Understanding in Deaf Children with a Cochlear Implant*. Journal of Deaf Studies and Deaf Education, 2013. **18**(2): p. 175-186.
25. Yoshinaga-Itano, C., *Principles and Guidelines for Early Intervention After Confirmation That a Child Is Deaf or Hard of Hearing*. J Deaf Stud Deaf Educ, 2013.
26. Chow, C.M., H. Ruhl, and D. Buhrmester, *The mediating role of interpersonal competence between adolescents' empathy and friendship quality: A dyadic approach*. Journal of Adolescence, 2013. **36**(1): p. 191-200.
27. Brownell, C.A., S. Zerwas, and G. Balaram, *Peers, cooperative play, and the development of empathy in children*. Behavioral and Brain Sciences, 2002. **25**(1): p. 28+.