

"I'M NOT LAZY, I'M EXHAUSTED!"

Development of the Fatigue in Educational Contexts (FEC) Survey: Moving towards equity in access to learning for Deaf and Hard of Hearing (D/HH) Students

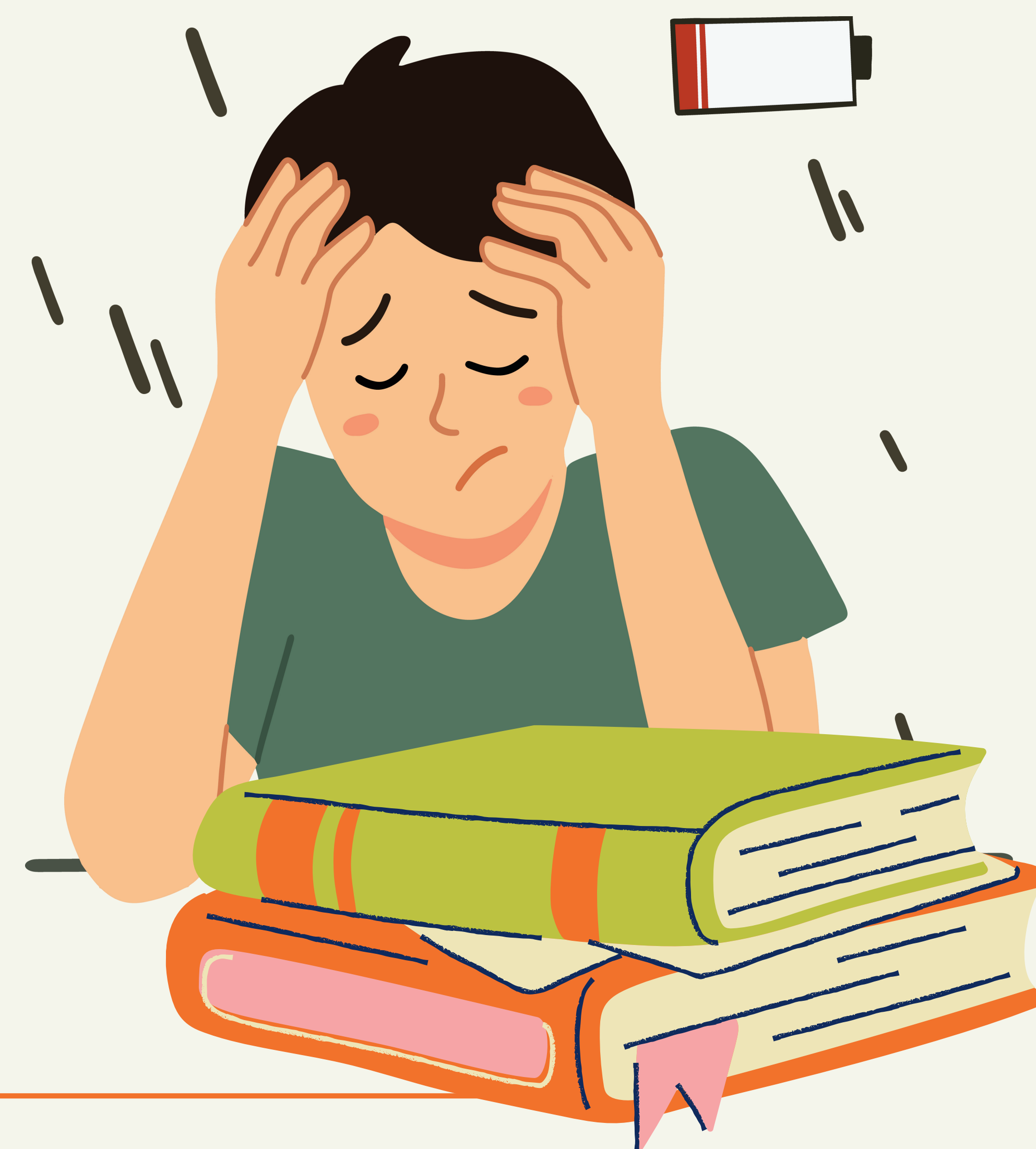
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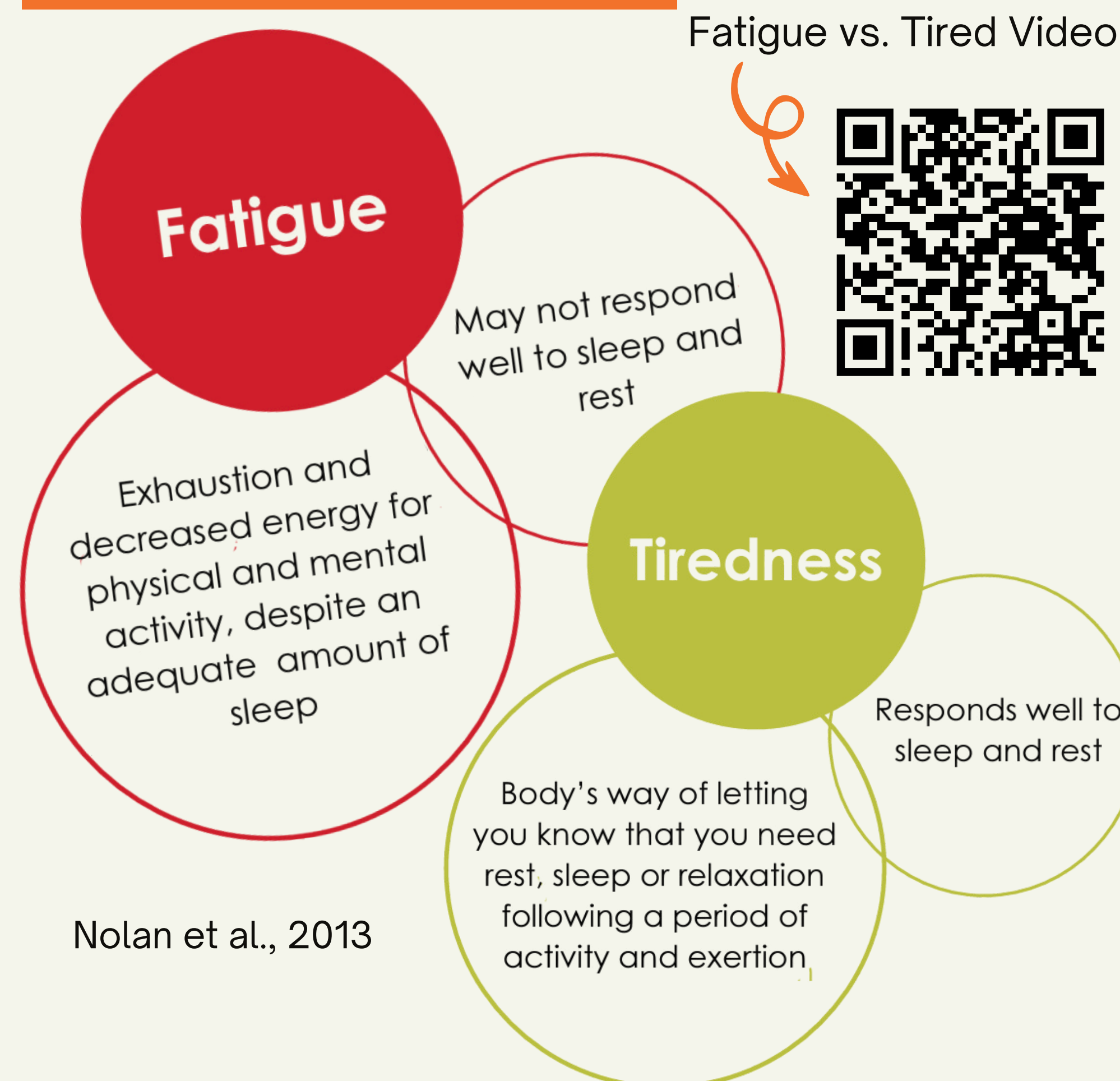
Linda Cundy, Stephan Rohatyn, Sydney Dickner, Jerry Gan, Ana Alves Vieira, Sophie Elliott



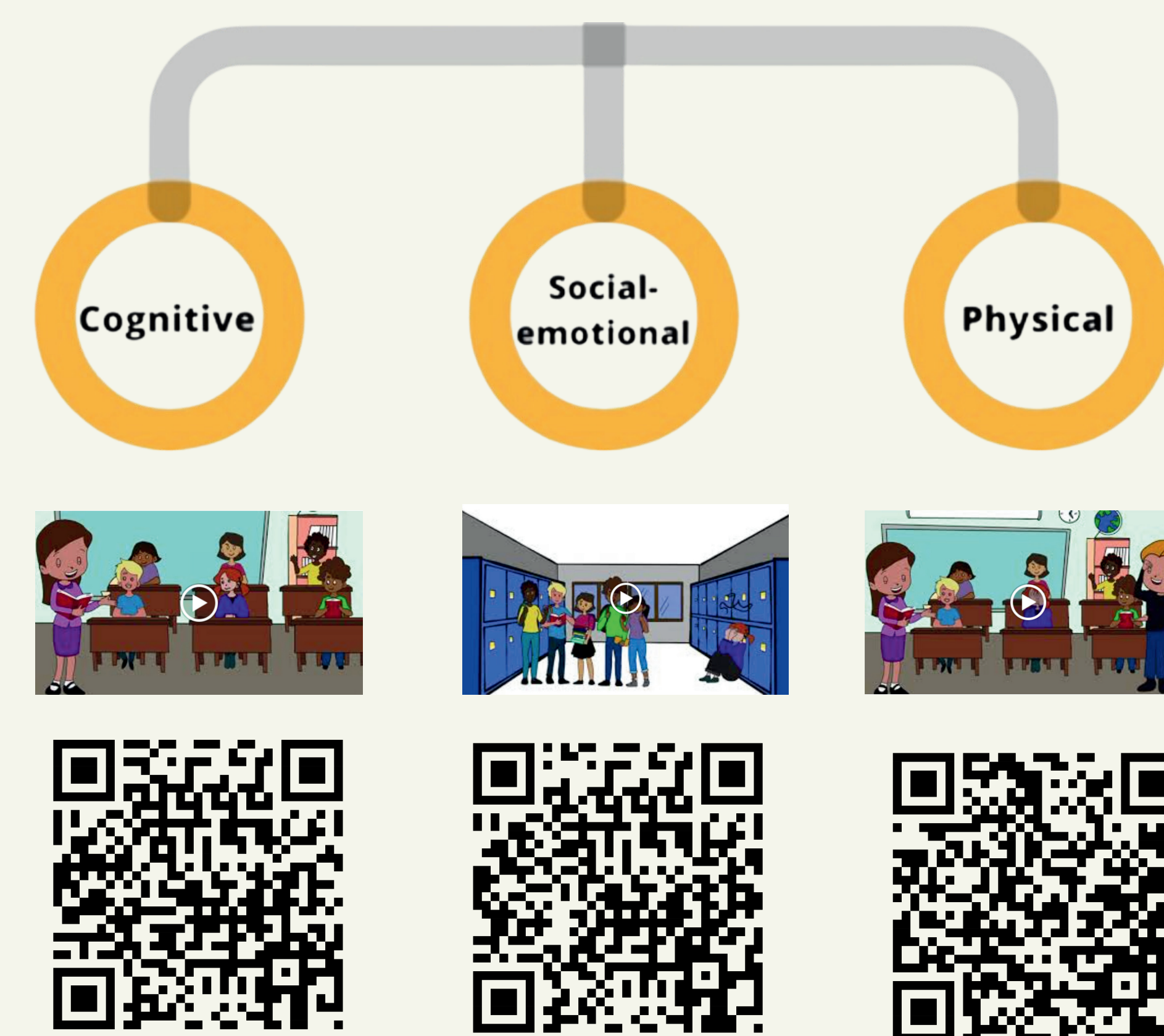
INTRODUCTION

- Classrooms present various cognitive, visual, auditory, and attentional demands.
- D/HH students face challenges navigating these demands amidst auditory sounds and visual distractions. Examples include teacher's voice, chair movements, hallway conversations, movements in and outside of class.
- Increased effort and exertion required for learning leads to greater levels of fatigue. Fatigue is compounded when students lack resources known to minimize fatigue.
- Fatigue in educational settings for D/HH students is poorly understood by both students and educators.
- Students often disregard fatigue symptoms or attribute them to other causes.
- Coping strategies for fatigue may be limited or unavailable to students.
- Teachers may mistake fatigue symptoms for lack of motivation.
- The role of educational supports in moderating cognitive, auditory, and visual exertion may be overlooked by educators.

WHAT IS FATIGUE?



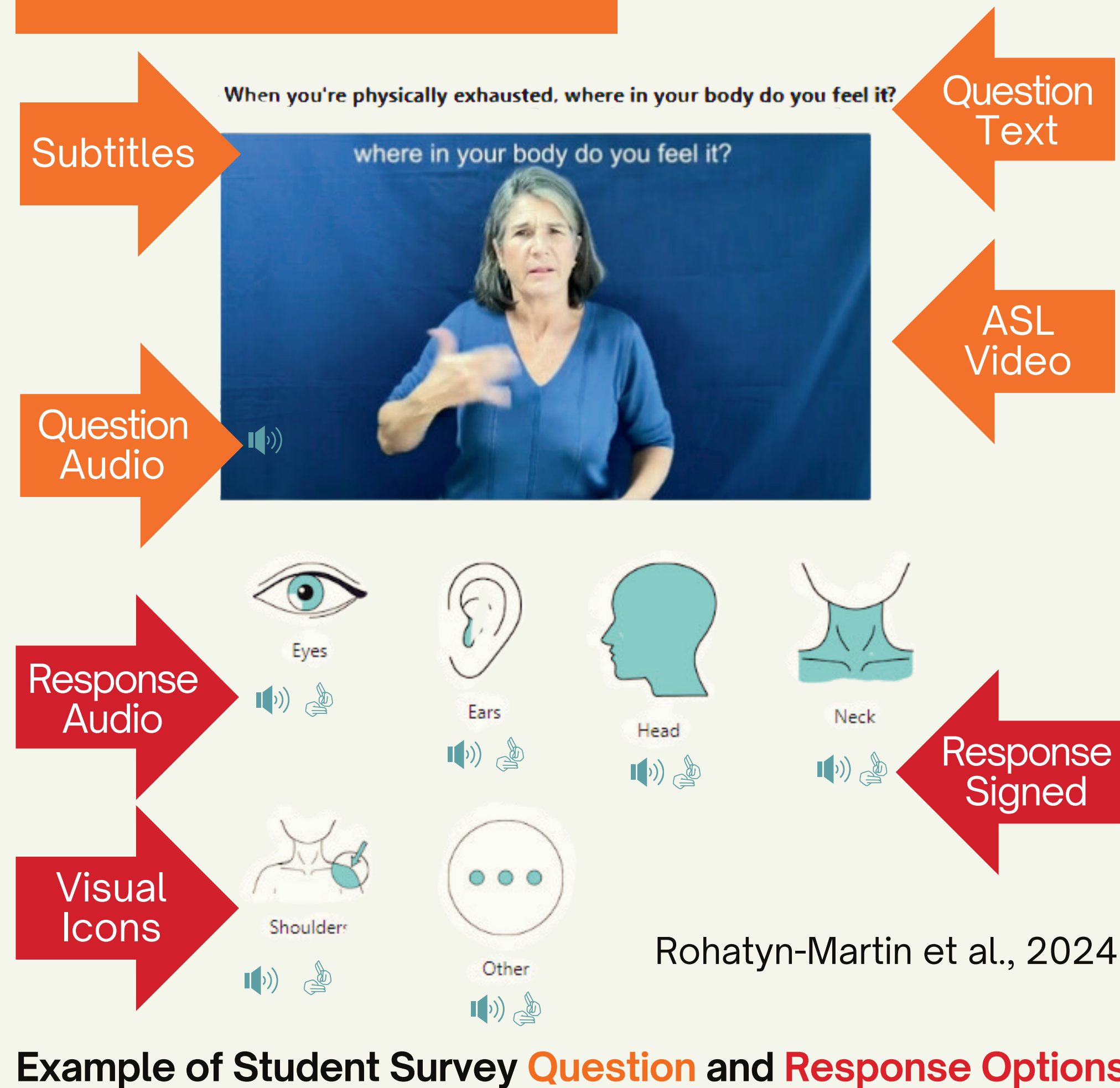
TYPES OF FATIGUE



OBJECTIVE

- The FEC survey is designed to assess listening and viewing fatigue in D/HH students.
- Parallel forms of the survey are created to gather perspectives from students, parents, and teaching professionals.
- Aims to identify, describe, and interpret fatigue levels in educational settings accurately.
- Intends to inform approaches to alleviate fatigue.
- Aims to help D/HH students and their educational teams understand fatigue's impact.
- Seeks to advocate for appropriate supports, such as strategies and programs.
- Intends to mitigate the negative effects of fatigue on D/HH students in educational environments.

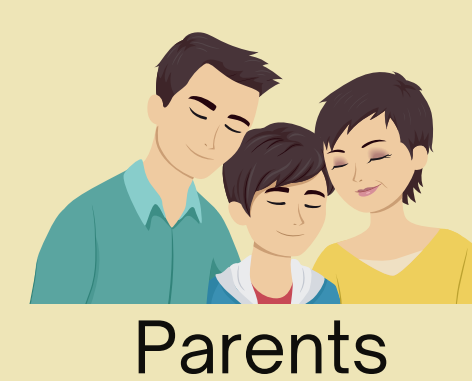
INCLUSIVE DESIGN



SIGNIFICANCE



Currently, there are no inclusive measures of fatigue that are representative of the heterogeneity of students who are D/HH - spoken language users, signed language users, and dual-language users. The FEC survey was designed to fill this gap.



The FEC survey is the first inclusive measure of fatigue that is representative of the diversity of the population of Deaf students (spoken language users, sign language users, and/or dual language users) in classroom environments and that includes accessibility considerations for test administration.



As an assessment instrument, the FEC will contribute to increased awareness of fatigue as a significant threat to educational, social, and vocational outcomes and provide educators with a means of connecting fatigue to educational difficulties which may result in more reflective practices.

TIMELINE

The FEC study was developed using a multi-phase approach:

Phase 1
Completed ✓

Phase 2
Currently Underway 📍

- Designed the FEC survey to accurately identify, describe, and interpret the presence and intensity of fatigue. Inform alleviation approaches.
- Conducted focus group interviews with D/HH experts (i.e., D/HH post-secondary students; parents of D/HH students; and D/HH professionals - teachers and clinicians).
- Revised FEC survey based on expert feedback.

- Pilot test the revised FEC survey to allow for survey topics and item pool refinement while deepening and broadening our understanding.
- Conduct think-aloud tests with D/HH students (Grade 7-12), parents, and educational teams, providing information on question interpretation, question bias, appropriateness of response options, and response scoring.
- Facilitate live testing with similar participant groups followed by retrospective interviews to capture survey experiences in both English and ASL.

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