



Correlation Between Peer Bullying and Aggressive Behavior Exposure of Deaf Children

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ABSTRACT

Hearing-impaired individuals have difficulty in their daily lives in many ways compared to individuals who do not have a hearing disability this condition also occurs most frequently in

hearing-impaired children at the school age in their lives. hearing-impaired adults also have difficulty in their daily lives in many ways compared to individuals who do not have a hearing disability. Some of the challenges that hearing-impaired students confront throughout their school years include a lack of accessible resources and a lack of opportunities for hearing-impaired students to get customized test preparation. It has been shown that bullying by peers is the most prevalent challenge that is experienced by hearing-impaired youngsters while they are attending school. A kid with a disability who is bullied by their peers may become withdrawn, feel ostracized, and maybe even experience rage as a consequence of the bullying. Because he feels rage, he is able to target his violent conduct onto a person he perceives as being weak. This allows him to get his anger out. A hearing-impaired person who is subjected to bullying by peers has an increased risk of engaging in criminal action and displaying violent behavior leads. Theft, harm, and damage to public property are examples of crimes that may be committed by people with disabilities. It is possible that hearing-impaired youngsters who are bullied by their peers would develop a pattern of violent conduct as adults as a result of the traumatic experiences they had as children.

Keywords : Hearing Impaired Child, Peer Bullying , Tendency To Aggressive Behavior

1. Introduction

The act of injuring, assaulting, or upsetting a person who is physically bigger, stronger, or who is physically smaller and weaker than them by abusing power as a systematic form of the group is referred to as bullying. Bullying is a sort of violence that may be characterized as this. Repeatedly engaging in activities that are damaging to another person is an example of bullying, which is a kind of harassment. Bullying is defined as a form of harassment. There are a few pieces of evidence that, when put together, point to the existence of bullying. These components are as follows: It is purposeful, there is a power imbalance, and it might include physical, emotional, social, or verbal violence. This is the definition of power imbalance.

Peer bullies tend to share certain traits with their victims, and these traits may be identified. It has been discovered that persons who bully their peers are those who are physically powerful and energetic, who are self-centered, who have character qualities that are unyielding, who have poor problem-solving abilities, and who have a tendency to talk in a degrading manner. In addition, it has been discovered that families engage in punishing actions against their children when it comes to the perpetrators of peer bullying. This is the case even when the family structure of the bullies is taken into consideration. Children who are subjected to parenting styles that are seen as being harsh are more likely to display hostile emotions and actions.

According to the findings of many studies, children who come from homes with a lower socioeconomic level are more likely to engage in bullying behavior against their peers than children who come from families with a higher socioeconomic level.

When looking at the unique features of those who have been bullied by their classmates, it has been discovered that the victims are either physically fragile or young in age. One element that contributes to an individual's risk of being bullied by their peers is a perceived or actual impairment in one or more of the senses of speech, hearing, or vision. The following is a list of characteristics that may be seen in people who have been bullied by their peers: It is said that they often behave in a subservient manner and have poor levels of self-esteem. The family structures of the people who were bullied by their peers were analyzed, and the findings led researchers to the conclusion that the individuals did not learn self-defense techniques as a consequence of having overprotective family dynamics. It is important to highlight that when the environmental variables of the victims are analyzed, they have difficulty expressing their concerns in the school setting because they are fearful of the people around them or of being harassed. Study has shown that those who bully their peers as children are more likely to engage in criminal behavior as adults. This is something that was discovered as a result of the research that was conducted. When it comes to victims of bullying by peers, the bullying to which they are subjected might lead to traumatic experiences in their life in the future.

When the idea of committing a crime is explored, it is determined that the term "crime" refers to the generic name of the activities that are forbidden because they have the potential to be unlawful or harmful in the eyes of the law. According to this definition, the term "juvenile delinquency" refers to both registered and unrecorded "hidden crimes" committed by youngsters, as well as behaviors that have the potential to evolve into anti-social behaviors. Offenders often take place throughout adolescence, which is known as the "transitional phase." This is the primary characteristic that differentiates juvenile delinquency from adult delinquency. Adult offenders typically take place after the age of 18. In addition to this factor, the nature of the crimes that are perpetrated by children and/or teens is distinct from the nature of the crimes that are done by adults. According to Bowlby, the fact that infants are taken away from their mothers during the first five years after their birth is the single most significant contributor to the development of antisocial conduct in youngsters. "Standing conflict" is the most significant issue that faces males who come from homes with a poor socio-economic status, in the opinion of Cohen, who holds that point of view.

Most of the time, the youngsters who commit crimes are the products of low-income households with a low socio-economic standing. The term "psychopathic crimes" refers to the offenses

associated with juvenile delinquency that are the least understood. Even though it is common knowledge that stealing is the most common kind of crime associated with juvenile delinquency, the fact that children of all ages may be found guilty of wrongdoing is one of the most surprising aspects of this phenomenon. In addition, it has been noted that children and/or young people who conduct stealing crimes are driven towards crime when they are not producers. This is true in instances when the children and/or young people are the offenders. The great majority of offenses perpetrated by children and adolescents fall under the category of "organized crimes."

The rise in reported crimes is often believed to be attributable to many socioeconomic shifts that have taken place recently. Crimes against the person, such as homicide and attempted murder, were the most common types of offenses found in research carried out with juveniles incarcerated in our nation's correctional facilities. It has been determined that the regions around the Black Sea, Eastern Anatolia, and Southeastern Anatolia are the ones that have the highest concentration of crimes perpetrated as a direct consequence of blood feuds in our nation. Poverty is the primary factor contributing to crimes committed against property in Turkey. A major component of crimes committed against property, which is one of the categories of juvenile offenses; It is particularly prevalent in cities with a high population density. In our nation, the vast majority of criminal acts are carried out by juveniles and young adults who have not yet reached the age of 25. People who commit crimes in their later phases are also more likely to have been engaged in criminal activity during their younger years, particularly during their childhood and youth.

In the field of criminal studies, the study of juvenile delinquency has a significant and widespread role. In the crime literature, quantitative studies are the norm, therefore most of the time, conclusions about the reasons for criminal behavior may be drawn from these research. This information does not provide a complete picture of the circumstances under which each youngster becomes involved in criminal activity. For instance, despite the fact that yearly data reveal a rise in the prevalence of juvenile delinquency, it is not possible to comprehend the reasons why children are engaged in crime at a larger rate.

In a child's later life, the primary institutions that play the most significant role in his or her development as a social being are the home and the school. If these two aspects of the kid's life are improved, it will be less likely that the youngster would engage in bad behaviors and negative behaviors again. The following is a list of suggestions considering this context:

Every woman who is discovered to be pregnant need to be provided with advice and counseling services by the necessary organizations in order for her to be able to give birth to a kid who is

mentally sound. Training should be offered on how to handle children, and parents should be instructed on how to have positive attitudes.

The continuity of this education that is given to the family should be ensured by the meetings that are organized by the health units (family doctor, public health) that play an active role in the follow-up of the pregnancy and the baby after the baby is born, as well as by the school administration when the education and training life of the child begins. These meetings should take place at regular intervals.

Establishing family psychosocial assistance units, monitoring families and children who live in areas sociodemographic ally prone to delinquency, providing counseling services for children and families in families where substance abuse and domestic violence are common, and focusing on what is in the child's best interests are all important aspects of this initiative. It is vital to put into practice programs that provide social services while taking into consideration the need to continue the use of all of these procedures by monitoring them.

The purpose of youth centers in our nation is to enable young people to make use of their spare time in accordance with their interests, desires, and abilities; to direct them to social, cultural, artistic, and sporting activities; to enable them to participate as beneficial citizens to the society; and to carry out research to protect young people from harmful habits. In our country, youth centers are established in order to fulfill these objectives. Increasing the number of these centers and informing all families about them, particularly those living in risky areas with low socioeconomic status and a high rate of criminals, promoting these centers in a way that attracts the attention of children, ensuring that all children reach youth centers by providing financial support if necessary, and protecting children from dangerous environments that they may encounter outside of the centers. It will be helpful in stopping them from engaging in acts and behaviors that are harmful to themselves and others.

Important contributors to a kid's eventual decision to engage in criminal behavior include the inability to provide adequate care for the child owing to financial constraints, the inability to satisfy the child's requirements, and interruptions to the child's education. It is vital to establish and execute economic and social policies in order to ensure that the challenges a family may be experiencing financially do not interfere with the child's ability to get an appropriate education. It would be beneficial, in this context, to offer job opportunities in that field by providing vocational training to people who are responsible for taking care of the child. This would be in addition to providing financial assistance to families who have a low income. In this context, providing financial assistance to families who have a low income would be beneficial.

It is very important for the school administration, and especially for the classroom teachers and guidance teachers, to keep a close eye on the students who spend the majority of their day at school. This is done in order to identify the students who are more likely to engage in delinquent behavior, and then to rehabilitate those students in conjunction with the relevant institutions and their families, with the goal of cultivating those students into individuals who are helpful to society. For this reason, every educator should get training on the factors that lead children to engage in criminal behavior.

It is essential to make certain that the kid can acquire skills in communication and good socialization, and that the youngster is protected from potentially harmful situations that can encourage him to engage in criminal activity. It is beneficial for school attendance by increasing the child's love of school and increasing his commitment to school to organize programs in schools that include activities that will increase children's interest in school, apart from lessons, and to ensure that all children participate in these activities. Also beneficial is ensuring that all children participate in these activities.

It is possible to prevent a child from dropping out of school and becoming vulnerable to the dangers of the outside world by conducting research into the factors that led to the academic failure of children who had low academic success, developing supportive projects for these children, providing the necessary psychological support by the guidance teacher, and ensuring that the children are checked by an expert by interviewing their families.

They will be kept away from environments that may adversely affect both their behavior and their economic well-being of children who work on the street and who have not received a formal education are directed to vocational training and if it is ensured that they work in a safe work environment that is more appropriate for their age after they have received the education they have received. This will prevent the children from becoming involved in criminal activity. Children's propensity for violent behavior has been linked, in part, to exposure to violent media, such as violent television shows and news, as well as computer games that have been recognized for their level of bloodshed. The availability of these kinds of literature or games to children need to be controlled.

If the families of children who have been rehabilitated as a result of a protective measure decision are given the necessary counseling and other measures, the child will not be able to relapse into the same destructive circumstances that led to their initial criminal behavior and will not be compelled to commit further crimes.

depending on whether you believe participation or environmental factors are more likely to promote adolescent criminality. The findings of the research led to the following conclusions:

Even though heredity can have a positive or negative impact on a person's future behavior and adaptation process, the environment in which a person lives can have an impact on a person's personality traits and lead a person to commit a criminal act. The individual's sense of identification with another person may prompt the individual to engage in hostile conduct and may make the process of adaptation more difficult. It is essential for adults to function as guides for children throughout the process of identification. According to the viewpoint of Sutherland, an individual's personality attributes may guide them into a variety of various relationship patterns. As a result, there is a connection between feelings of guilt and characteristics of one's personality. The emotional health of the home environment has been shown to influence a kid's personality features and may make the youngster feel uncomfortable. Adjustment problems may be caused by actions such as overprotecting a kid or isolating them from other children in the family. The adjustment issue that develops because of this might manifest itself in the individual's adult social environment and can lead to violent behavior tendencies on their part. In addition, the parent-child ties in the family structure of the kid who has adjustment disorder are often dysfunctional. Children that are subjected to a punitive family structure have an imbalance in their development, in addition to adjusting disorders. Some of the variables that lead to a youngster engaging in criminal behavior include an adjustment issue and an aberration in balance.

Because of this, it is of the utmost importance to supply treatment and follow-up for the identified risk factors of the juvenile offenders, to take the necessary protective and supportive measures, and to monitor whether or not these measures are being implemented by the administrative institutions or whether or not they are sufficient. The right economic, social, and cultural arrangements need to be set up in order for these youngsters who have been pushed to crime to be able to live in peace with the rest of society. (Assoc.Prof.Dr.Kürşat Şahin Yıldırım - Science , Volume 4, No. 8-5, 2022, p. 538 - 558. - 0099-0001-2208-03015.)

Hearing-impaired youngsters have a more tough time learning than other children do because of their impairment. The ability of hearing-impaired children to read lips was found to have a significant impact on the degree to which these children were able to integrate with their peers, as proved by the research that was conducted by Küçük and Arkan and which investigated the process of adaptation experienced by hearing-impaired children. It is thought of as a factor that makes the process of persons learning how to read lips easier to adapt to.

It was shown that while there was no significant difference between the self-levels and depressive symptoms of hearing-impaired children, both factors influenced each other. This

was the case even though there was no significant difference between the two variables. (Gür 1996, Kim 1997, Workmann and Beer 1989).

2. Development

2.1. Problems Experiencing Hearing Impaired Children

Children who are deaf or hard of hearing follow the same procedures for developing their physical abilities as their hearing counterparts, but they fall behind their hearing contemporaries in terms of cognitive skills, particularly language. The development of cognitive skills is adversely affected when auditory input is lacking in the environment. When families discover that their children have hearing loss, they tend to reject such youngsters. The child's social and emotional development will be stunted because of this circumstance. Even if the youngster is upset with himself for the way his family has rejected him, he is unable to cultivate feelings of self-confidence in himself. Hearing loss in children is a problem that must be treated gently, particularly by the family and the intimate surroundings that the kid spends their time in. Even if the child's emotional and social development are hindered because of his hearing loss, he is under the impression that his surroundings would not comprehend what he is saying. The youngster withdraws within himself and is unable to adjust to the norms of society as a consequence of these kinds of thinking. In addition, there are a lot of individuals in their environment who favor talking to their hearing-impaired friends rather than presuming that those hearing-impaired friends know sign language. Children may experience negative emotional states including irritation, wrath, introversion, isolation, and exclusion as a consequence of the assumptions that they make about other people, such as those described in the previous sentence. The child's quality of life is significantly impacted because of the difficulties caused by the hearing loss.

Hearing-impaired children have a far more challenging school experience than their hearing-normal peers. They meet several challenges, one of which is the fact that the resources used in the process of learning about life are not adapted to accommodate hearing loss. Another example of the challenges they have in their school life is the difficulty they have in interacting with their classmates when playing games. This is an example of the difficulties they experience in their school life. Due to the difficulties, they face, it has been noticed that hearing-impaired youngsters take a more reserved role in their engagement in extracurricular activities at school. According to the findings of the research conducted by Sarkaya and Borekci on the challenges that hearing-impaired students face in their educational pursuits, the researchers came to the

conclusion that these students' friends and the people who surrounded them acted in a different manner and viewed them in a different way because they were unable to express the difficulties that they faced in their social environments.

2.2. Peer Bullying Exposed to Hearing Impaired Children

The likelihood of a person being part of the risk group rises in proportion to the severity of their handicap. People who are physically challenged, intellectually disabled, hearing impaired, or speech impaired are included in the category of people who are at risk. People who are handicapped fall into the risk category for a number of reasons, including the presence of additional psychiatric symptoms brought on by the impairment and a diminished ability to communicate. According to the findings of the studies, persons who are hard of hearing, people who are deaf, people who are physically disabled, and people who are mentally disabled are more likely to be victims of sexual assault.

Children with physical, auditory, or mental problems may be seen as easy targets by their peers, who may bully or tease them as a result. It has been noticed that children with disabilities who are enrolled in school are more likely to be the targets of bullying and prejudice from their peers. Expressions such as "are you deaf or handicapped" being used by children with disabilities' classmates may have a detrimental impact on the children's emotional development, which can lead to further social isolation. Bullies gravitate for actions that put them in close physical contact with the people they harass, including deaf people. They engage in self-abuse by using phrases like "he's deaf anyhow, let's go push him," which is a kind of peer pressure. Children who have hearing impairments and who are bullied often find themselves isolated and left out of social activities because they are unable to verbalize their experiences with bullying. It has been observed that impaired children who are subjected to the bullying of their peers display characteristics such as a lack of desire to go to the location where the bullying occurs.

3. Discussion and Suggestions

People with disabilities are more likely to be bullied by their peers, which may lead to a variety of unpleasant emotions, including rage, introversion, and the sensation of being excluded from activities. After a period of time, these emotions may develop into psychopathologies such as depression, post-traumatic stress disorder, and anger control disorder. Children with impairments are more likely to engage in aggressive conduct as a direct consequence of being bullied by their peers, according to observations that have been made. They often target their violent conduct against persons who, in their opinion, are in a lesser position than themselves.

A kid with a disability may exhibit behaviors such as mistreating their siblings, hitting their friends, throwing items about the home, interacting poorly with their parents, and ruining the toys of their friends and/or siblings. The vicious cycle of violence is entered when a youngster who displays violent conduct does so as a response to being bullied by peers. The purpose of this is to deflect the hostile conduct of his classmates onto his siblings or other pals. If the handicapped kid's parents choose to discipline him for acting aggressively, this might lead to the youngster isolating himself from other members of the family. Taking into consideration the conventional and authoritarian home systems that these youngsters come from. It's possible that a handicapped person who comes from an authoritarian household won't be able to speak out about the bullying they face from their peers because they're too terrified of their parents. As a consequence of this, the family is unable to comprehend the reasons behind the child's angry conduct, and they may even interpret the child's hostile behavior as "as a result of spoiling." If a family does not actively seek a solution to the aggressive behavior of their kid who has a handicap, they will not be able to aid the psychological health of their child. In situations like these, families should pay close attention to their children and engage in frequent conversation with them about how their day went and how they were feeling. Because the youngster is sharing with his family, he or she may become aware of the aggressive behavior patterns that already present and may choose to rectify themselves. It is important for families to share their children's medical conditions with their children's instructors. When interfering in violent behaviors or crimes that are committed in the school, teachers should exercise caution so as not to place the kid in a situation that might be considered offensive in front of their classmates. It is important that educators get training on what to do and how to intervene when confronted with hostile conduct from students. It is essential that children's caregivers and educators work together. With the understanding of one's family, school, and friend circles, psychosocial well-being is something that may be achieved.

When the child's aggressive conduct and/or outbursts of rage become more severe, it is important to seek the assistance of an expert. When the expert feels it is important to do so, he may communicate with the family or even the teacher in order to convey what actions are required of them. When the expert determines that it is essential to do so, he may use the strategy known as "the pilgrim does not go to bed" in order to guide the violent behavior of the kid. When the youngster is feeling upset, the therapist will encourage him to beat the pilgrim that is sitting on the bed. This helps the child get his emotions out and prevents him from breaking anything.

Because of the youngster's propensity to engage in aggressive conduct, there is a possibility that the child may commit a crime. The crime that was done by the impaired kid might be deemed to be a small crime, such as stealing, or it could be something more severe, such as human harm or anything else. When the disabled children who had committed theft were observed, it was discovered that the socioeconomic level of their families was low, and there was a family member in the family who may have been involved in theft. The disabled children who had committed theft were also found to have stolen from their own families. For the purposes of research on how to best prevent juvenile delinquency, it is critical to have a solid understanding of its root causes. (Şireli et al. 2014). When dealing with the violent behaviors that may be shown by children who have impairments, it is very vital for parents to maintain their composure. First things first, they need to find out what's triggering the violent conduct in the first place. For the sake of the mental health of the kid, it is essential for families to seek the advice of psychologists who specialize in child psychology if they believe they are unable to assist their own children.

Sign language and/or morse code should be used to convey phrases in public transportation networks so that those with disabilities will have an easier time going about their daily lives. Hearing challenged people have a difficult time communicating in settings such as hospitals and courts. Hearing-impaired folks will have an easier time expressing themselves if public institutions are staffed with people who are able to assist them with their communication needs. The complexity of different impairments has to be brought to the attention of society.

It is of the utmost importance to give education and information to handicapped persons as well as their families in order to protect disabled individuals from being subjected to bullying and abuse. Individuals with disabilities will have the ability to specify the behaviors to which they are subjected as a result of these trainings. People with disabilities may be educated about their bodies and more knowledge can be spread in order to reduce the likelihood of them being abused. After completing the course on body awareness, participants should continue their education by learning which parts of the body should not be handled. It is important that people with disabilities get instruction on how to seek assistance in the event that they are abused.

One of the contributing reasons that leads to a decline in the overall academic achievement of kids is the inadequate nature of the resources that are intended to be used in the education of children with disabilities. The methods and resources employed in education should be focused on information technology so that hearing-impaired children have a better chance of succeeding academically. In addition, kids who have hearing impairments should be examined using a variety of unique and specialized test formats. The engagement of parents in their children's

education, in addition to providing them with information about their children's education, may help enhance the motivation of the kid. It is the responsibility of the Ministry of National Education to update the curricula for elementary and secondary schools as well as compile resource materials for students with hearing impairments.

4. Resources

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