



# SOCIALIZATION SKILLS FOR CHILDREN WHO ARE DEAF/HARD OF HEARING

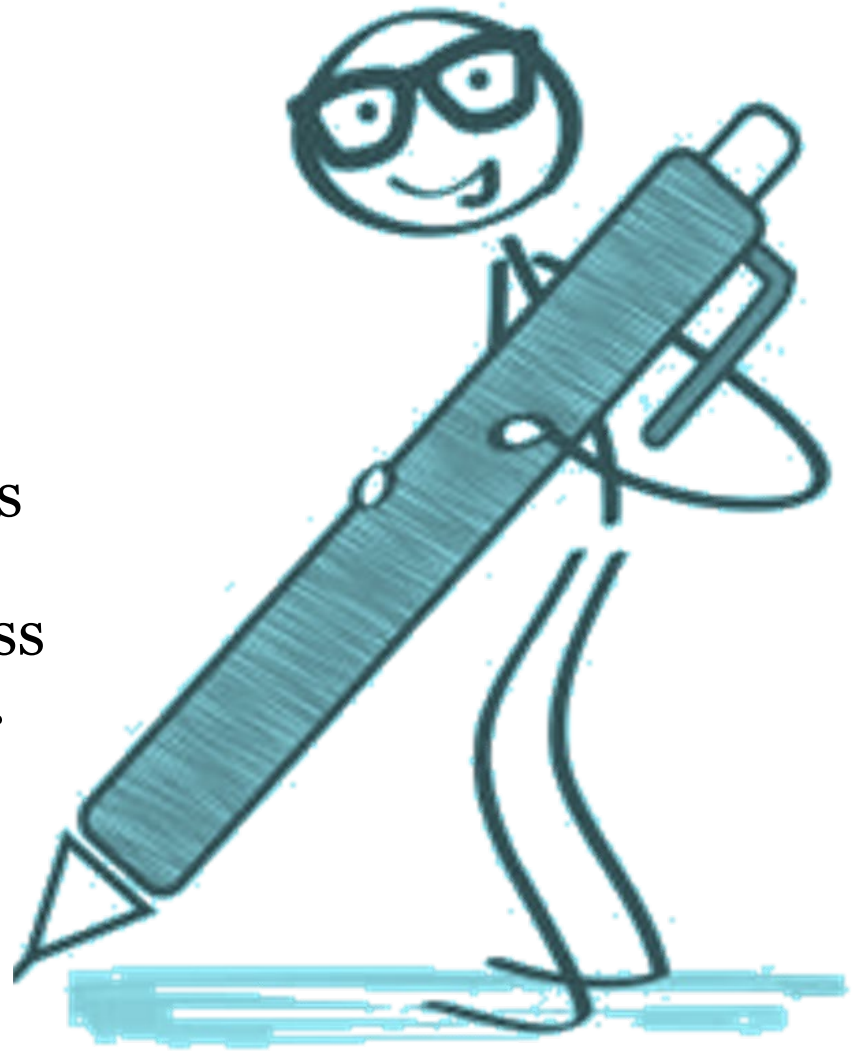
# SESSION PURPOSE

To improve your knowledge and/or skills, by understanding Socialization for students who are DHH, which will lead to improved student social development and student learning to meet the rigorous academic standards. This is research-based information.



# SESSION OBJECTIVES

- ❑ Understand what socialization skills are and why they are important
- ❑ Why developing these skills present a unique challenge to children with hearing loss
- ❑ Receive **Tips** on how you or others might help
- ❑ To plan for Sustained Learning, applying this information to your own situation.





# SOCIALIZATION: WHY IS THIS IMPORTANT?

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## the **HAPPINESS FACTOR**

- Have Friendships
- Maintain lasting relationships
- Have a support system

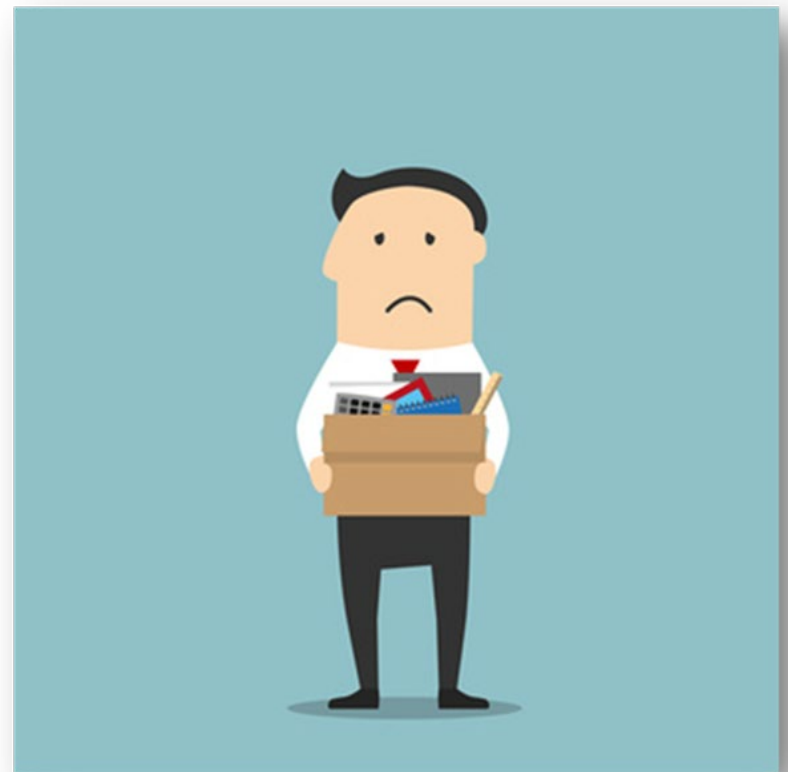


# the ECONOMIC FACTOR

- Cooperation in the workplace
- Work ethic
- Longevity in employment

# DID YOU KNOW

- Research shows that a person who is Deaf or Hard of Hearing is more likely to *lose a job* because of social or personal reasons than for poor job performance



# the LEARNING FACTOR

- Comparing opinions
- Learning negotiating skills
- Understanding relationships







# WHAT ARE SOCIAL SKILLS?

- Knowing what's appropriate
- Fulfilling expectations of others
- Being able to interact with others



- Inhibiting inappropriate responses
- Respecting others
- Building relationships



# Reasons **SOCIAL SKILLS** are a challenge **FOR** **STUDENTS** who are **DHH**

- Delayed language development
- Delayed communication
- Limited experience with books/reading
- Limited incidental learning
- Lack of perspective taking - seeing things from another person's point of view (Theory of Mind "ToM")



# PERHAPS IT IS A CHALLENGE BECAUSE...



- Fewer social experiences
- Lack of self esteem
- Diminished sense of belonging
- Attitudes

HELEN KELLER SAID:



*“Blindness  
separates us from  
things,  
but Deafness  
separates us from  
people”.*

# U.S. Department of EdUCATION:

“The communication nature of (hearing loss) is inherently isolating, with considerable effect on the interaction with peers and teachers that make up the educational process. This interaction, for the purpose of transmitting knowledge and developing the child’s self-esteem and identity, is dependent upon direct communication. Yet, communication is the area most hampered between a deaf child and his or her hearing peers and teachers.”



“However, when social-emotional skills are explicitly taught, students can develop self-awareness, manage their emotions, set and achieve personal goals, and develop positive relationships.

The development of these skills assists them with decision making and responsible behaviors related to school success.”

“Expanded Core Curriculum for Students who are Deaf or Hard of Hearing”,  
revised January 2013 Iowa Department of Education Bureau of Student Family Support Services

# SOCIAL EXPECTATIONS FOR SCHOOL SUCCESS

- ① Predict or understand another person's behaviors and comments (ToM)
- ② Adapt what and how they communicate, based on the *Receiver's knowledge* (adapt how to ask for help or give help based on what specifically they don't understand, or adapt how to give directions based on how familiar the person is to the situation) (ToM)

Development of Social Understanding in Children with Hearing Loss:  
Implications for Audiologists by *Mary Pat Moeller and Brenda Schick*



# .....SOCIAL EXPECTATIONS FOR SCHOOL SUCCESS

- ③ Understand that other people, from their experiences or cultures have other beliefs. (Not everyone has or believes, what I have or believe) (ToM)
- ④ Identify feelings or bias in communications
- ⑤ Explain information and situations
- ⑥ Compromise and Negotiate in cooperative learning situations (ToM)

# Why is **SOCIALIZATION** such as *“language”* a **CHALLENGE**?

- ❖ **Speakers imply** things (through tone of voice, hints, choice of words.)
- ❖ **Listeners/receivers** need **to infer** what is meant. They need to fill in the blanks.
  - What might the listener/receiver misunderstand?
  - What is missing from the message that would make it clearer?
  - What does the message reveal about the speaker?

# How we use language SOCIALLY

- ◆ How we say it: tell, hint, promise, ask (word choice, intention)
- ◆ Register (“formality”)
- ◆ Perspective (taking in account what the other person knows or needs)
- ◆ Structure (take turns, clarify, keep to topic)

# SO, WHAT CAN YOU DO TO SUPPORT LANGUAGE TO SUPPORT SOCIAL SKILLS?

**YOU** are key to success!!

○ **Tip:** Provide opportunities to develop language

○ **Tip:** Model reading/  
read together



# Tip

## TALK ABOUT FEELINGS

- ❖ Teach emotion words
- ❖ Use emotion in your: Communication, Facial Expressions, Body language
- ❖ Express how you feel
- ❖ Think about/say how the other person feels.



Frustrated



Embarrassed



Sad



Happy

# FEELINGS: ANY OTHERS COME TO MIND?

Proud Delighted Brave Cheerful Confident Worried  
Satisfied Joyful Frightened Calm Excited Confused  
Frustrated Curious Friendly Shy Ignored Lonely  
Interested Embarrassed Jealous Angry Impatient  
Alarmed Intrigued Responsible Blue Thankful Strong  
Annoyed Defeated Anxious Nervous Bored Surprised  
Silly Uncomfortable Stubborn Safe Relieved Peaceful  
Overwhelmed Loving/Loved Cranky Timid Grouchy  
Cozy Furious Grateful

See: The Center on Social Emotional Foundations for Early Learning:  
[csefel.vanderbilt.edu/documents/teaching\\_your\\_child-feeling.pdf](http://csefel.vanderbilt.edu/documents/teaching_your_child-feeling.pdf)



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Sad



Happy



# TALK ABOUT PERSPECTIVES

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## TALK ABOUT SOCIAL PICTURES

- What's happening in this situation?
- What are they feeling, thinking, wanting?
- What are they communicating, saying?

## ROLE PLAY SITUATIONS

- Freeze to ask about feelings, thoughts

## TALK ABOUT BOOKS, TV, MOVIES, VIDEOS

- Hit pause and ask about thoughts, feelings, actions of the characters. What might you do?

















# WHY IS SOCIALIZATION SUCH A “*HEARING*” CHALLENGE?

*Children with hearing loss may miss or mishear the information.*

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WHY ELSE IS  
SOCIALIZATION SUCH A  
“*HEARING*” CHALLENGE?

Children with  
Hearing Loss  
don't ‘always’  
“overhear”  
what is said.  
They miss  
out on  
“incidental  
learning.”

With Friends

# WHAT DO WE MEAN BY INCIDENTAL LEARNING?

At work

- Things we learn from over-observing, experiencing.
- Things no one teaches us directly.
- Things we just 'pick up' from others and assume are true.
- For hearing children, it is a way to learn Social Skills.

At Home

At lunch

At Play

Another reason why  
**SOCIALIZATION** is such a  
*“HEARING”* challenge?

Children with hearing loss

may **miss the tone** of the message.

They miss the intent of the  
communication.



# What can you do? IDENTIFY THE HIDDEN SOCIAL message

**OK** (Do you agree?)

**OK** (with concern, as in “Are you OK?”)

**OK** (I agree with you)

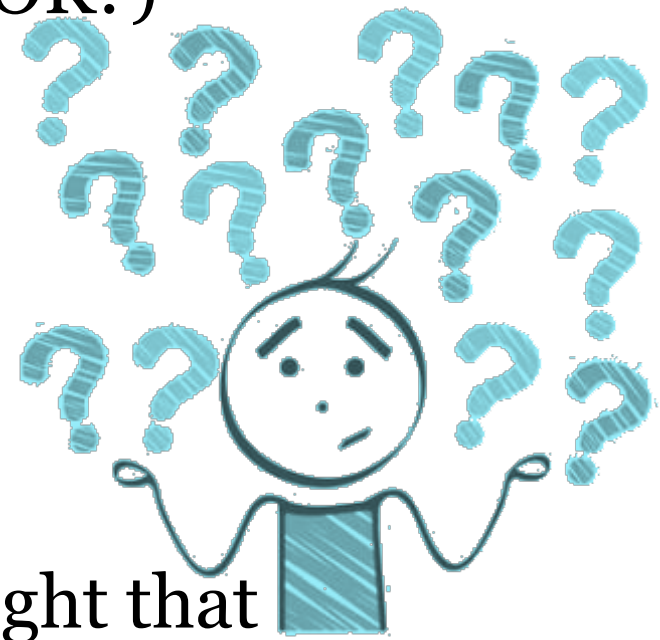
**OK** (resigned to the fact)

**OK** (angry)

**OK** (all right, don't bother me)

**OK** (stop arguing)

**OK** (with surprise as in “You thought that  
was, but I don't”.)



# SOCIAL DEVELOPMENT...

- **Preschool:**
  - pretend play, moving from playing along side of other kids, to playing with them



# .....SOCIAL DEVELOPMENT

## Primary Elementary School:

- Interactions with Peers- how to communicate with a child who is DHH, how to get attention of Hearing peers for conversation
- Admits to not knowing/not hearing
- Helps to repair communication breakdowns (repetition, slower communication)
- Identifies Likes/Dislikes, Tries new things, Turn taking, Begins to use social cues, apologizes, please/thank you



# ... SOCIAL DEVELOPMENT

- **Intermediate/Elementary**
  - Students are learning about cooperation, shared interests
  - Sincere friendships are important
  - Compromise, Empathy, Self Control, States needs, Self Advocates
  - Values peer's opinions





# .....SOCIAL DEVELOPMENT

## Middle School (into high school)

- Friends provide essential supports and bank on their mutual interests & feelings.
- Exploring: self-image, identity thru the eyes of peers and groups important to them. Sensitive to what peers are thinking and to peer pressure. - Values peer's opinions even more.



# SOCIAL DEVELOPMENT



## High School



- Want to establish their identity. Seek a social niche. Gaining social insight. Negotiates and compromises for solutions
  - Be mindful of peer culture, unique lingo
  - Benefit of Deaf/Hard of Hearing Role Models

WHAT  
ELSE CAN  
YOU DO  
TO HELP  
DEVELOP  
SOCIAL  
SKILLS?

## Tip

“Mediate” experiences to Explain the world around them. Use an actual situation that is happening right now to explain the feelings, thoughts, actions, of the people involved.

# WHAT CAN YOU DO TO HELP DEVELOP SOCIAL SKILLS?

- ❖ **Tip:**  **Think Aloud for Your Problem Solving**
  - ❖ Weigh possibilities, questions to ask
  - ❖ What you are thinking, inferring
  - ❖ Share decisions & reasons for decisions
- ❖ **Tip:**  **Give them opportunities to think through a problem themselves or with peers.**

# WHAT DO CHILDREN WHO ARE DHH NEED?

- **Tip:** NEED PERSPECTIVE-TAKING DISCUSSIONS (in the moment, info about truth vs mistaken belief, how you know)
- **Tip:** TALK ABOUT “STATE OF MIND” (thought that..., feared that..., felt that...)
- **Tip:** VOCABULARY (general & feeling words)
- **Tip:** ENCOURAGEMENT AND PRAISE

# WHAT ELSE CAN YOU DO?

- **Tip:** **Fill them in** (what is known/understood by others)
- **Tip:** **Identify Feelings and Emotions**
- **Tip:** Use “**mental state**” words to fully indicate feelings you hear, see, and infer



# ...WHAT CAN YOU DO?

- **Tip**: Help them prepare for social situations:
  - Typical questions from others
  - Typical responses
  - Typical questions to ask
  - **Social** situations- the unwritten rules
  - **Social** stories





# Tip: REMEMBER TO

Have **HIGH** Expectations!

- ☑ Behavior
- ☑ Responsibilities
- ☑ Social skills



Require others to have **HIGH** expectations also!

# Tip: SUPPORT PEER TO PEER INTERACTIONS

- ❖ Model friendships
- ❖ Teach rules
- ❖ Require direct communication



# Tip: YOU CAN HELP!

Describe how to make/keep friends



# Tip: ABOUT SELF-ESTEEM...

- Include children in planning
- Allow mistakes
- Provide opportunities for success
- Discipline with respect
- Praise/criticize the action, not the child



# Tip: PLAN SOCIAL ACTIVITIES

- Recreation with family and community
- Discuss expectations
- Role play
- Play groups
- Sports



# ANOTHER THING ...

 **Tip:** Provide interaction

- ★ with Deaf/Hard of Hearing peers
- ★ with Deaf/Hard of Hearing adults
- ★ DHH Role Models
- ★ with Hearing peers

Assume nothing....teach **EVERYTHING!**



# DEVELOPMENTAL DHH SOCIAL SKILLS

- ✓ **SELF-CONCEPT/SELF-ESTEEM:** believing in self, accepting hearing loss
- ✓ **FRIENDSHIP:** being loyal and trustworthy, caring about what the other person wants
- ✓ **SOCIAL INTERACTION:** compromise, empathy, understands impact of hearing loss
- ✓ **PRAGMATICS:** practical communication within the situation, social cues, self-advocates, clarifies)

# SUMMARY: REMEMBER...

- One can't assume acquisition of appropriate social/emotional skills through incidental learning. Explain the world around them.
- Successful social interaction is a cornerstone of being successful on the job and off.
- Social skills are the foundation behind lasting relationships and a strong support system.



Center on the Social and Emotional Foundations for Early Learning  
(follow links for free info, strategies, modules)

<http://csefel.vanderbilt.edu/index.html>

<http://csefel.vanderbilt.edu/resources/strategies.html#scriptedstories>

<http://csefel.vanderbilt.edu/resources/family.html>

### Sample Behavior Support

- <http://csefel.vanderbilt.edu/modules-archive/module3b/handouts/jackson/4.pdf>

Summaries of Effective Practices for Supporting Children's Social-Emotional Development and Preventing Challenging Behaviors.

[http://csefel.vanderbilt.edu/resources/what\\_works.html](http://csefel.vanderbilt.edu/resources/what_works.html)

### (Young) Children's Book List

- <http://csefe.vanderbild.edu/documents/booklist.pdg>

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Cognition in the Classroom: The Academic and Social Implications An Interview with Dr. Brenda Schick by Leanne Seaver Hands & Voices Emotions (facial pictures):

<https://jillkuzma.wordpress.com/emotion-awareness-and-management/teaching-ideas/>

<http://web.uvic.ca/~letsface/letsfaceit/sites/default/files/Taking%20Perspectives%20copy.pdf>

Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students developed by: George Clark, MS.Ed, CI, NAD-IV & Laura Scheele, MS Ed, NIC-Inventory reformatted by: Karen Anderson, PhD, 2010.

[www.handsandvoices.org/pdf/SAIInventory.pdf](http://www.handsandvoices.org/pdf/SAIInventory.pdf)

Promoting social and emotional development in deaf children: The PATHS project. Greenberg, M., & Kusche, C. (1993). Seattle, WA: University of Washington Press.

Preventive Intervention for School-Age Deaf Children: The PATHS Curriculum Greenberg, M., & Kusche, C.

[www.jdsde.oxfordjournals.org/content/3/1/49.full.pdf](http://www.jdsde.oxfordjournals.org/content/3/1/49.full.pdf)

The Development of Pragmatics in Children with Hearing Loss  
Christine Yoshinaga-Itano PhD, Allison Sedey PhD, Rosalinda Baca PhD, Dianne Goberis MA, Amanda Abrisch BA Molly Dalpes BA

U.S. Dept. of Education- Deaf Students Education Services  
<http://www2.ed.gov/about/offices/list/ocr/docs/hq9806.html>

Women and Children's Health Network: Parenting and  
[www.Child.cyh.com.au/HealthTopics/HealthTopicDetails.aspx?p=114&np=141&id=1702](http://www.Child.cyh.com.au/HealthTopics/HealthTopicDetails.aspx?p=114&np=141&id=1702)



- The Expanded Core Curriculum For Students Who Are Deaf or Hard of Hearing, Revised January 2013, Iowa Department of Education Bureau of Student Family Support Services [www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Eligibility%20Areas/DHH/ECC-DHH%20revised%20January%202013.pdf](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Eligibility%20Areas/DHH/ECC-DHH%20revised%20January%202013.pdf)
- The Hands & Voices White Paper on Educational Approaches and Other Interventions for Children Who Are Deaf or Hard of Hearing, Cheryl DeConde Johnson, EdD, Leeanne Seaver, MA, Christine Yoshinaga-Itano, PhD, 2010
- Minnesota Social Skills Checklist for Students who are Deaf or Hard of Hearing [www.rmtcosbd.org/resources/assessment-tools/social-skills-checklists/](http://www.rmtcosbd.org/resources/assessment-tools/social-skills-checklists/)
- Social Skills: <http://do2learn.com/SocialSkills/overview.htm>
- Taking Perspectives: Interpreting the Social Meaning of Facial Cues <http://web.uvic.ca/~letsface/letsfaceit/sites/default/files/Taking%20Perspectives%20copy.pdf>
- <http://web.uvic.ca/~letsface/letsfaceit/?q=activities>