

DHH PRESCHOOL IN AN SEL WORLD

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INTRODUCTION

MCESC is a regional service center in Dayton, OH.

MCESC has operated a preschool program for DHH students for 20 years. Now the DHH classroom is part of a larger Early Childhood Program focusing on Social Emotional Development in young children.

LANGUAGE DEPRIVATION

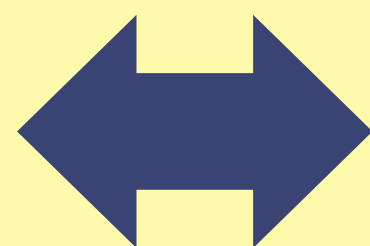
Deaf children born into hearing families are at risk of adverse childhood experiences simply because of the communication mismatch between the child and the family. This is NOT intentional abuse or neglect! However, the effect on the child can include:

- delayed/disordered language development
- delayed/disordered cognitive development
- mental health difficulties
- higher incidence of trauma

LACK OF LANGUAGE LEADS TO LACK OF SEL SKILLS

LACK OF EFFECTIVE EARLY INTERVENT.

Language Loss



Cascading impact of lack of access to family language

Delayed acquisition of social emotional skills

Increased risk for adverse adult outcomes

DHH AND SEL

Most SEL standards are language dependent, even in early childhood! While our primary focus remains language acquisition, the impact of language deprivation on social emotional learning should not be ignored

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning is the process through which ALL young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions - CASEL website, 2022

WHAT WE TEACH and HOW WE TEACH IT

Our DHH unit is build on the Expanded Core Curriculum for Students Who are Deaf/hard of hearing and Ohio's Early Learning & Development Standards.



Expanded Core Curriculum for DHH



Ohio Early Learning Standards

