More than "Just Deaf"

Supporting Children who are Deaf with Disabilities and Their Families

Amy Szarkowski, PhD

- Director, The Institute, Children's Center for Communication/Beverly School for the Deaf (CCCBSD)

- Faculty, LEND (Leadership Educ. in Neurodevelopmental & related Disabilities), Boston Children's Hospital

- Research Fellow, Institute for Community Inclusion (ICI), University of Massachusetts Boston

40 - 50%

What is included? Who is counting?

80 - 90%

Of Children who are Deaf or Hard of Hearing
Live in Low- and Middle-Income Countries (LMIC)

1.

DHH Specialists Needed

* Also, expertise in child development is essential

"

In EI we were so focused on building Lainie's language that we didn't pay attention to her delays in motor development.

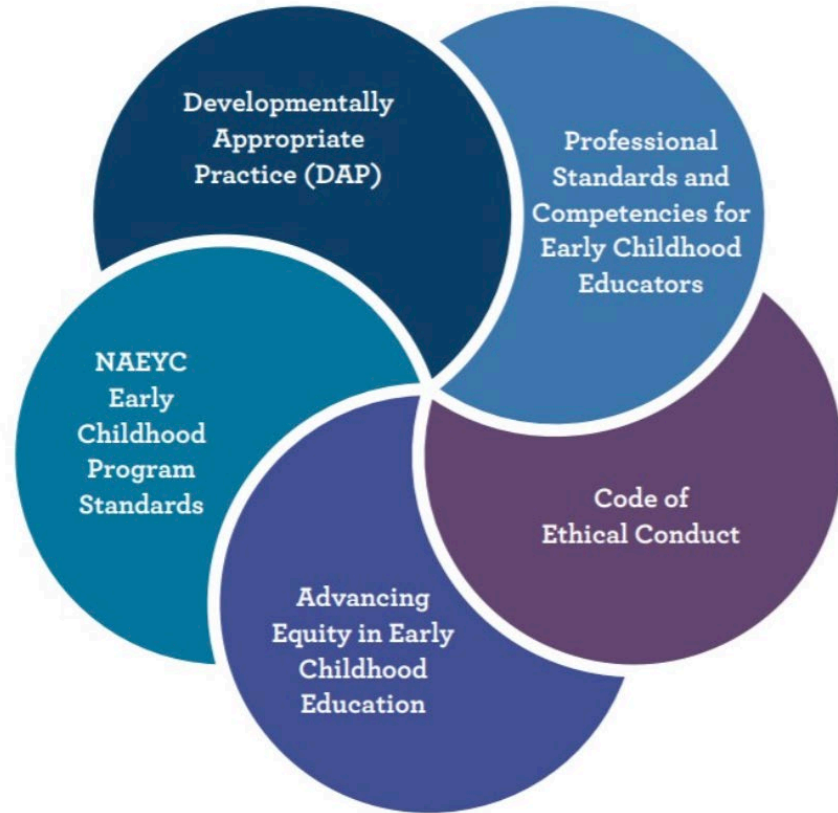- Lainie's mother, a nurse

Recommended Practices (2020)

Assumption #1

Fundamental knowledge of developmentally appropriate early childhood practices

Nat'l Assoc for the Educ of Young Children

NAEYC's Foundational Documents

Developmentally Appropriate Practice (DAP)

Professional Standards and Competencies for Early Childhood Educators

NAEYC Early Childhood Program Standards

Code of Ethical Conduct

Advancing Equity in Early Childhood Education

National Technical Assistance Center for EI Provider Preparation

Standard #1 (2020)

Competencies in Child Development & Early Learning

2.

Social AND Medical Models

Also Cultural, Diversity, Equity & Belonging Lenses

Yes, societies must change

…AND…

DHH supports must also be aware of medical/health challenges among DHH infants, toddlers, & young child

"

My son, David [who has Down Syndrome], has a severe to profound hearing loss; yet, he was never accepted into our local Deaf community.

- David's father, a Disability lawyer

Deaf Gain

The value of introducing a diversity of DHH Adults, Role Models, Mentors, Guides

"With Disability"

Physical/ Medical/ Adaptive

Cognitive/ Intellectual/ Neuro-developmental

Social/ Emotional/ Psychiatric

3.

Strategies for Supporting Optimal Growth

For Families, EI Providers, & Others

> " "

I needed someone to show me how to parent my child who is Deaf Plus; the "promise" of positive outcomes made me feel disconnected and I didn't trust the system

- Emma's mom,

a "noncompliant" participant in EI

Parent - Child
Foster connectedness & understanding of child's communicative intent

Team Approach

Normalize consulting with others, multiple providers

Joy Focus

Celebrate intentional moments of joy, not based on "milestones"

Play
Incorporate language, movement & balance

Socialize
Emphasize social use of language (pragmatics), use emerging language in social contexts

Monitor
Discuss overall development & possible referal areas

Flexible Priorities

Recognize changing priorities of families

Developmental Gains

Acknowledge that child may be "working hard" in other area

Promising Outcomes

Avoid "guarantees"

Setting Supports in Motion

Family needs, challenges & strengths → Child supports → Re-assess

☺

thanks!

Any questions?

amyszarkowski@cccbsd.org