



SOCIALIZATION SKILLS FOR CHILDREN WHO ARE DEAF/HARD OF HEARING

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IL SCHOOL FOR THE DEAF OUTREACH

FREE training and consultation for
Illinois children who are Deaf/Hard of Hearing

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State of Illinois
Department of Human Services



SOCIALIZATION: WHY IS THIS IMPORTANT?

the HAPPINESS FACTOR

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





the ECONOMIC FACTOR

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

A group of diverse young children sitting on the floor in a classroom. In the foreground, a young girl with long blonde hair, wearing a pink shirt and a pearl necklace, is looking towards the right with her hand raised. Behind her, other children of various ethnicities are also sitting, some with their hands raised. The background is slightly blurred, showing a wooden wall and a patterned object hanging on it.

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 **DEAF/HARD OF HEARING**

- 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")

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”

Why is **SOCIALIZATION** such a *"language"* **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?



Frustrated



Embarrassed



Sad



Happy

- Teach emotion words
- Use emotion in your: Communication, Facial Expressions, Body language
- Express how you feel
- Think about/say how the other person feels.
- Talk about social pictures
- Role play situations
- Talk about books, TV, movies, videos

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
 Shame Elation Concerns Afraid
 Underwhelmed Elated

SOCIAL PICTURES



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."



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)
- OK (I agree with you)
- OK (resigned to the fact)
- OK (angry)
- OK (all right, don't bother me)
- OK (stop arguing)
- OK (surprise)



WHAT CAN YOU DO TO HELP DEVELOP SOCIAL SKILLS?

- **Think Aloud** for Your Problem Solving
 - Weigh possibilities, questions to ask
 - What you are thinking, inferring
 - Share decisions & reasons for decisions
- **Give them opportunities** to think through a problem themselves or with peers.
- They need **Perspective-Taking Discussions** (in the moment, info about truth vs mistaken belief, how you know)
- Talk About **"State of Mind"** (thought that..., feared that..., felt that...)
- **VOCABULARY** (general & feeling words)
- **Encouragement & Praise**

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



ANOTHER THING ...

Provide interaction

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

Assume nothing....

teach **EVERYTHING!**



QUESTIONS?

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