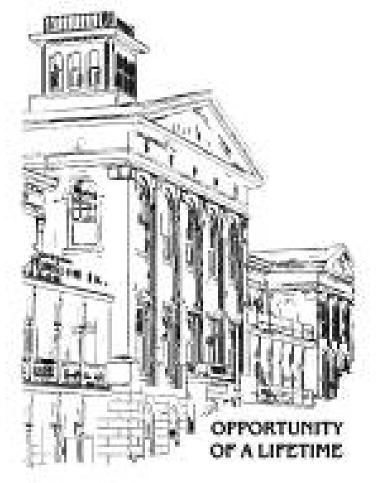


SOCIALIZATION SKILLS FOR CHILDREN WHO ARE DEAF/HARD OF HEARING

Andrea Marwah IL school for the Deaf/IL Hands & Voices



IL SCHOOL FOR THE DEAF OUTREACH

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

bit.ly/ISD-Outreach2



Search for "Illinois School for the Deaf Outreach"

State of Illinois

Department of Human Services



SOCIALIZATION: WHY IS THIS IMPORTANT?

the HAPPINESS FACTOR

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







- 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 selfesteem 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 selfawareness, 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)

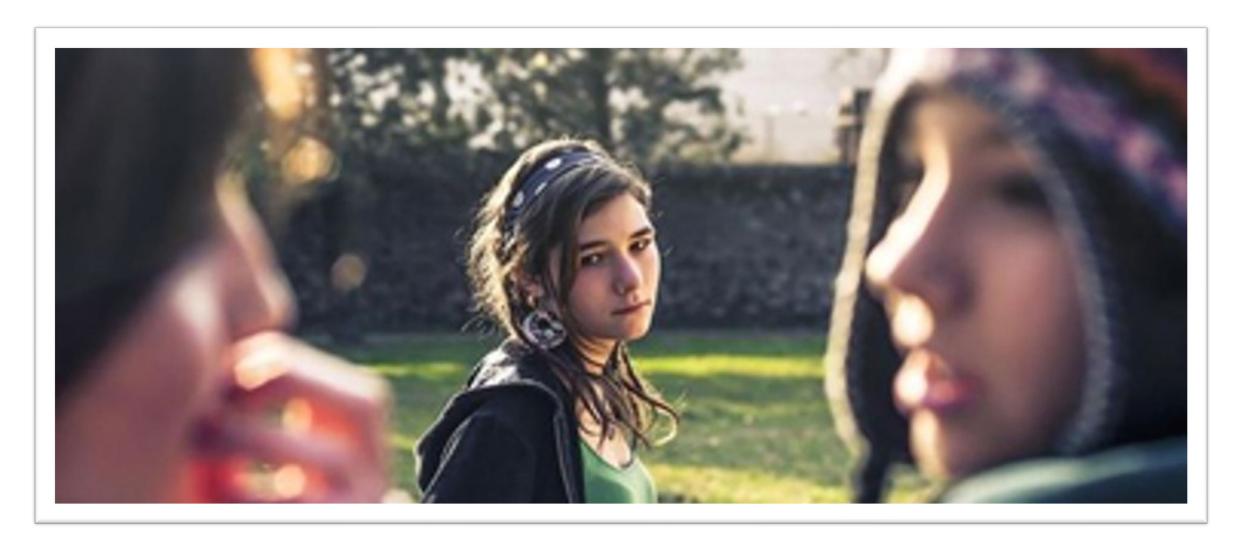
SO, WHAT CAN YOU DO TO SUPPORT LANGUAGE TO SUPPORT SOCIAL SKILLS?



- 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 Frightened Calm Excited Confused Frustrated Curious Friendly Shy Ignored Lonely Interested Embarrassed Jealous Angry Impatient Alarmed Intrigued Responsible Blue Thankful Annoyed Defeated Anxious Nervous **Bored** Surprised Silly Uncomfortable Stubborn Safe Relieved Peaceful Overwhelmed Loving Loved Cranky Timid Grouchy Cozy Furious Grateful Concerns Afraid Elation **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?

IL School for the Deaf Outreach

Andrea Marwah, *Advocate, Trainer, Consultant*Andrea.marwah@illinois.gov

IL Hands & Voices Guide By Your Side Executive Director executivedirector@ilhandsandvoices.com



