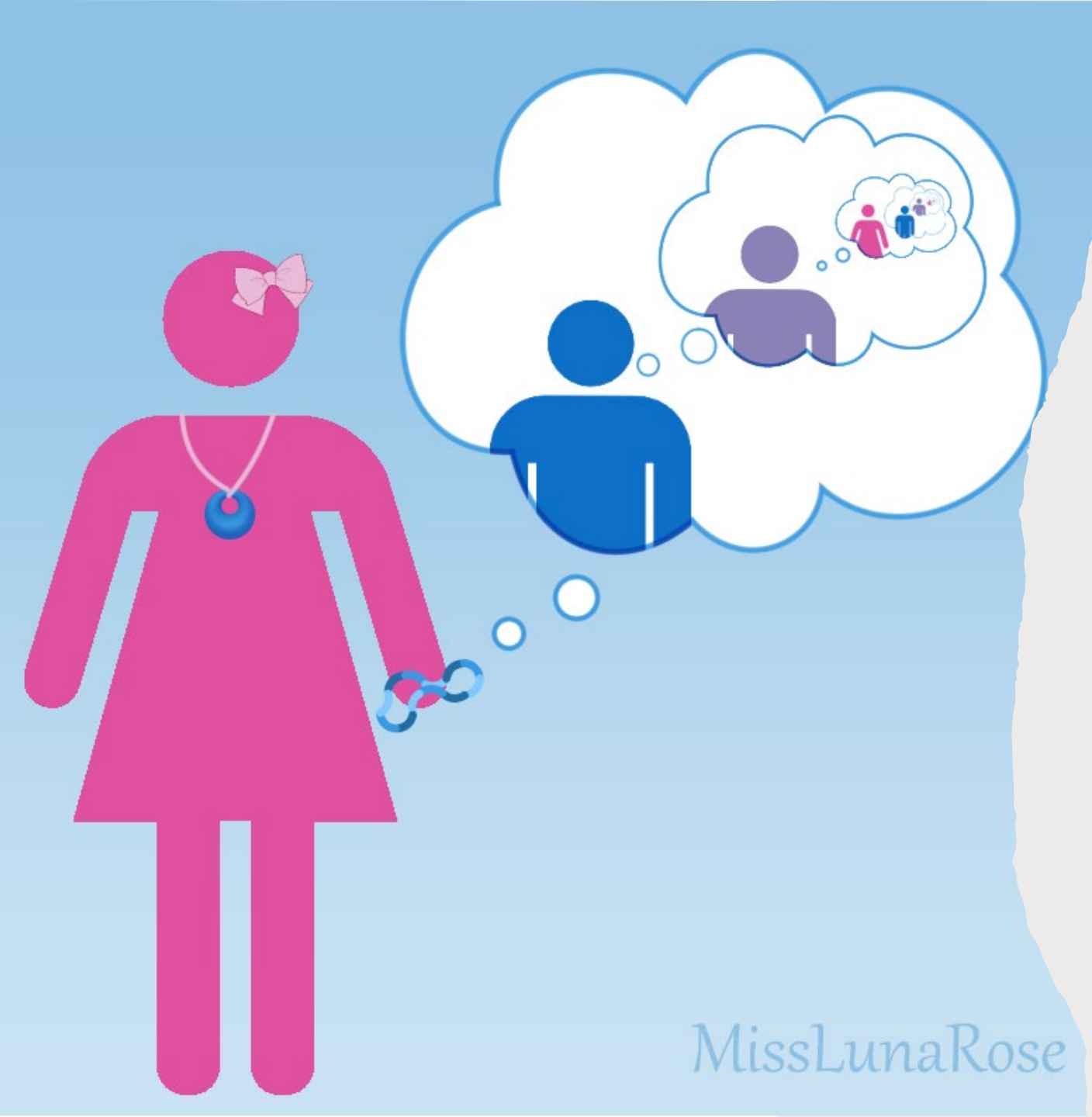




THE MINDS EYE

Understanding Theory of Mind Development in Deaf Children
Andrea Marwah, IL Hands & Voices



MissLunaRose

WHAT IS
THEORY
OF MIND?

TOM

HERE'S WHAT THE EXPERTS SAY:

The theory of mind is a concept in psychology that refers how someone ascribes mental states – such as beliefs, intentions, desires, and emotions – to both oneself and others. This is not limited to only understanding what someone might believe or desire, but it extends to surmising their emotional state and thoughts as well. As we cannot directly see (only experience through their facial expressions or spoken words) what people are thinking, the concept has been aptly labeled as the 'theory' of mind.

IT IS . . .

- The ability to attribute mental states to oneself
- The ability to attribute mental states to others
- The ability to understand that others have beliefs, desires and intentions that are different from one's own





IN OTHER WORDS

- ToM is the ability to understand that others may not know what I know, may not think what I think, and may not feel what I feel, and vice versa.
- ToM helps in understanding and predicting other's behavior.

CHALLENGES —

BEHAVIORS YOU MAY SEE

- Insensitivity to other's feelings
- Inability to take into account what others know
- Inability to negotiate friendships



CHALLENGES

— BEHAVIORS YOU MAY SEE

- Inability to deceive/understand deception
- Inability to understand reasons for others' actions
- Inability to understand "unwritten rules"



The background features two dark blue line-art silhouettes of human heads facing each other. The interior of each head is filled with a variety of colorful Tetris blocks, including shades of green, brown, purple, red, teal, orange, yellow, and grey. The text is overlaid on the central area between the two heads.

COMPONENTS OF

TOM

1. PERCEPTION

The ability to perceive and recognize emotional and mental states is necessary in order to have a theory of mind. People with strong theory of mind are perceptive.

Perceptiveness can include the ability to identify facial expressions, body language, and other social cues that signal a person's emotional state.



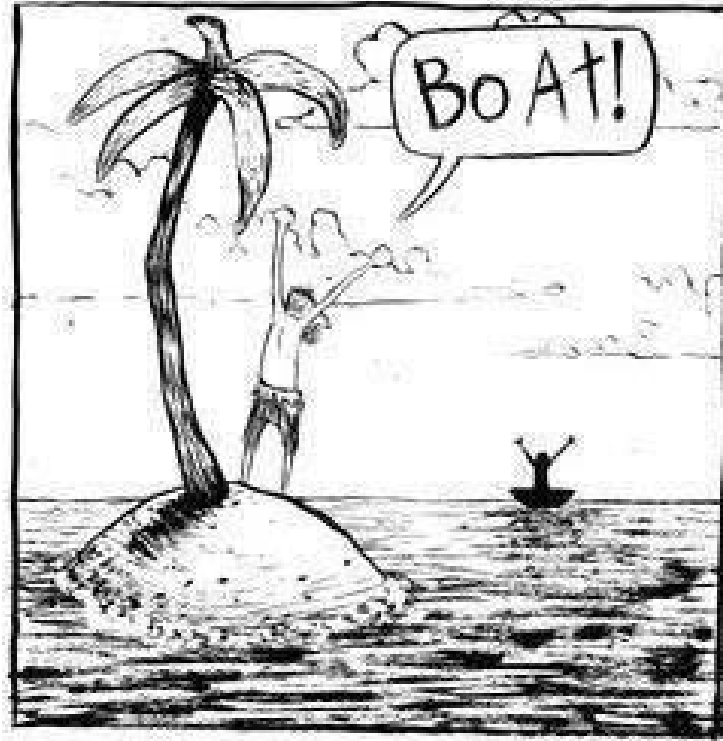


2. CONTEXTUALIZATION

Effectively attribute perceived behaviors to mental state requires contextualization. This requires us to use situational information, past experiences, cultural beliefs, and social norms. This allows us to understand the most likely mental state that a person has based upon a given situation.

3. PERSPECTIVE TAKING

The ability to put yourself in someone else's shoes. It involves suspending your own perspective and looking at a situation from another person's point of view. This skill helps us understand and predict how others might feel or react in certain situations.





4. PREDICTING

Theory of mind helps us predict how a person might behave based upon their current mental state.

Predicting refers to both understanding mental states *and* an individual's personality, and at the end of it all, putting the two together.



5. SOCIAL LEARNING

The process of acquiring knowledge through social interactions. In part, we develop a theory of mind socializing or playing together. Through sustained engagement with others, we develop an understanding of the connection between their behaviors and mental states.

A photograph of two young children sitting on the floor in a playroom. The child on the left is a white toddler with short blonde hair, wearing a grey vest over a yellow shirt, holding a yellow toy block. The child on the right is a Black toddler with curly hair, wearing a blue and white striped shirt, reaching out with their hand towards the first child. They are surrounded by various toys, including red and yellow blocks. In the background, there are blue plastic chairs and a blurred indoor setting with warm lighting.

DEVELOPMENT OF TOM REQUIRES:

- The ability to use/understand language involved in discussing mental states
- The ability to reason and infer
- The ability for effective social interaction

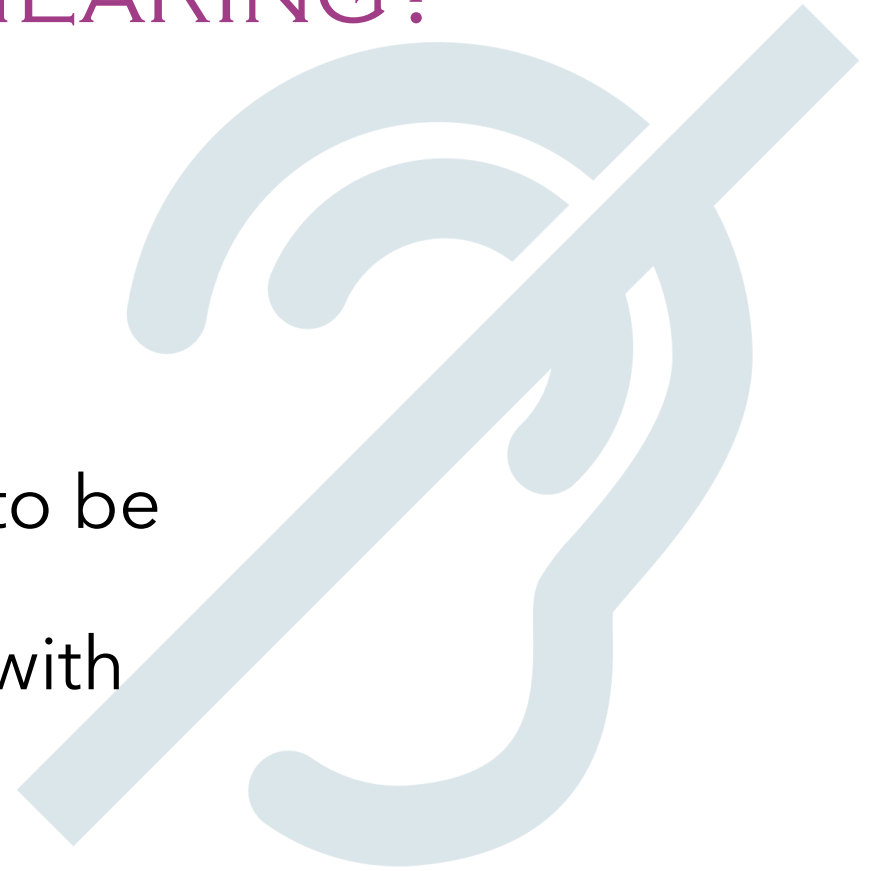
The background features two dark blue line-art silhouettes of human heads facing each other. The interior of each head is filled with a complex arrangement of colorful geometric blocks, primarily in the shape of plus signs and L-shapes. The colors include green, brown, purple, red, teal, orange, yellow, and grey. The text is overlaid on the central area between the two heads.

HEARING LOSS & IMPACT ON

TOM

WHAT ABOUT CHILDREN WHO ARE DEAF/HARD OF HEARING?

- At risk for delays in developing ToM
- Delays in ToM can affect other areas of development
- Many children with hearing loss appear to be very egocentric, and this can cause misunderstandings, i.e., young children with hearing loss who do not share may be considered selfish
- There are ways to help develop ToM



WHAT CAUSES DELAYS IN TOM?



- Lack of Incidental Learning
- Brain Injury and/or Cognitive Delay
- Brenda Schick "Social Cognition and Theory of Mind" says, "The content of our minds is not a visible thing. We can only figure out what others know and believe from their... behavior, ...facial expressions, ...what they do and from ...what they say."



HOW CAN YOU HELP WITH

TOM

- Assume nothing;
explain
everything!!
- explain the
Culture
- teach emotion
words
- Use vocabulary
associated with
mental states





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.

TALK ABOUT PERSPECTIVES

TALK ABOUT SOCIAL PICTURES

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

ROLE PLAY SITUATIONS

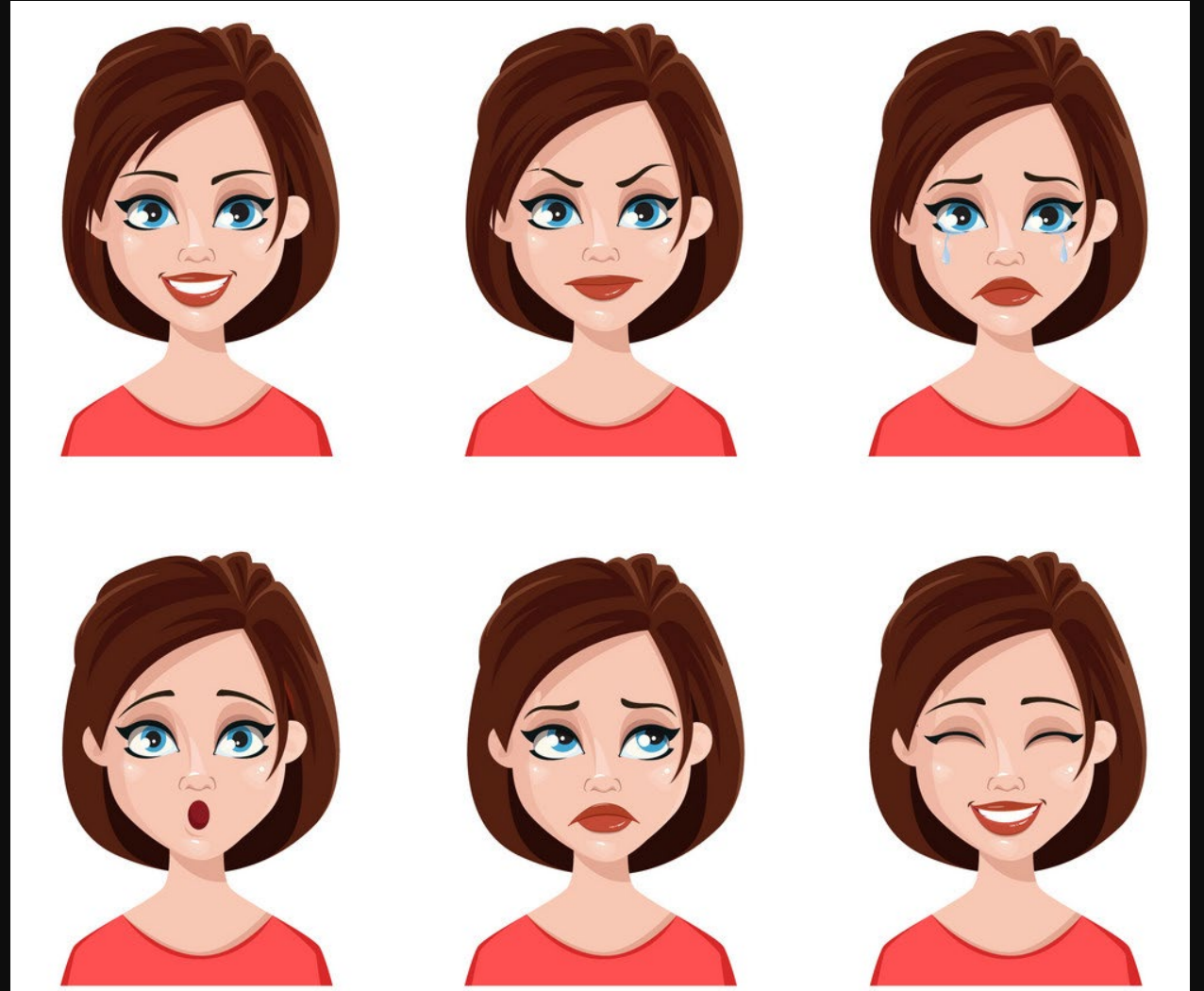
- Freeze to ask about feelings, thoughts

TALK ABOUT BOOKS, TV, MOVIES, VIDEOS

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

USE YOUR FACE!!!

- Use facial expressions and voice inflections to provide information on how you feel!!
 - Ever watched an interpreter interpret for the deaf?
-





WHAT DO STUDENTS WHO ARE DHH NEED TO DEVELOP TOM?

—

- 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 AND PRAISE



- Discuss preferences (how this can change over time)
- Different is not good or bad, its different
- Explain likes/dislikes
- Explain that it's okay to not want the same things as other people.

This is problem solving:

I don't like
the way we
are doing it.

What way would
you like to do it?

We could try
this other way-
how about that?

We could
FORGET the
whole thing-

we could try
this way- how

SHARE HOW PEOPLE PROBLEM SOLVE:



AND . . .

- Discuss the origins of **prejudice/stereotyping** though
- Demonstrate **respect and acceptance for individual from different social and cultural groups.**
- **Express/model appreciation**
- Many children who are **deaf or hard of hearing do not recognize when to say "Thank You"!**
- Talk about how you express appreciation (verbally and with thank you notes, etc.)
- Talk about and encourage student to **acknowledge other's successes-winning an award, being selected for a team, even if the student is jealous,** etc.



THANK YOU



SOCIALIZATION AND

TOM

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)

WHAT ELSE
CAN YOU DO
TO HELP
DEVELOP
SOCIAL SKILLS?

"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?

- ❖ 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.

WHAT ELSE CAN YOU DO?

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



SUPPORT PEER TO PEER INTERACTIONS

- Model friendships
- Teach rules
- Require direct communication





YOU CAN
HELP!

Describe how to make and
keep friends

REMEMBER TO

Have **HIGH** Expectations!

- ☑ Behavior
- ☑ Responsibilities
- ☑ Social skills



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



Supporting Success
For Children with Hearing Loss

Success for kids with hearing loss



Teacher tools take out



Developing Word Choice for Emotion

LANGUAGE SKILL DEVELOPMENT



Supporting Success

for Children with Hearing Loss

Social - Developing Word Choice for Emotions

Gives a word bank of emotions by degree of intensity, emotions activities and instructional strategies to teach verbal expression of emotion.



Social Skills – Developing Word Choice for Emotions

All words can complete the sentence – 'I feel _____'

[illegible]

SCAN ME



FEELINGS DISCUSSION AND FEELINGS MAD LIBS

LANGUAGE SKILL DEVELOPMENT

AUTHOR DR. KAREN ANDERSON

Feelings Discussion & Feelings Mad Libs

Gives a word bank of emotions by degree of intensity, emotions activities and instructional strategies to teach verbal expression of emotion.

FEELINGS

Think about a piece of candy that has a firm outside and a soft inside. Use chunky, blind chocolate. It takes both parts to make up this special candy, and the candy tastes just right because of both parts.

Feelings are a part of you that you keep inside most of the time. Feelings are a very important part of you because they can change how you act. Imagine playing with your friends or family members, and everyone is having fun. Then someone falls down and gets hurt. Everyone else feels sorry that it happened. Is playing as fun, or serious, for everyone right after that happens? Why?

Everyone has times when they feel really good about themselves. Everyone also has times when they feel bad about themselves or what is happening around them.

Think about: They talk fast, I can't listen fast. Have you ever seen someone do this? How do you feel when you think about that situation?

Figuring out how you feel - when you're sad that's not right - can be tricky. No feeling you have is OKAY, but like colors, there are no feelings that are bad. But it's good to know how you feel about yourself and others. Let's think about it. In a feeling word bank, you could get where you aren't able to listen as fast as people talk. Let's do it. Let's say you're "feeling" or "feeling" how you think about your feelings so that you can feel better. A. You want to feel just for long!

How you may feel	Why?	How else can you think about it?
fast	It's amazing to jump up with that fast!	Maybe you can't listen fast but you probably do something differently well that other kids know about.
slowly	It's not as fast as other kids know, but it's a feeling too.	You are special, you know more about feeling fast and hearing things than your teacher probably does!

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SCAN ME



Emotions Flashcards



96 Cards

ASL Flashcards – Emotions

The ASL Flashcards Emotions are an excellent tool to get your students engaged and learning. Perhaps the best thing about them is the unlimited ways you can use them! Download the file and print it on your printer. Adjust the size to meet your needs. Post to walls, objects, or use as flashcards.



SCAN ME



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