



SOCIALIZATION SKILLS FOR
CHILDREN WHO ARE
DEAF/HARD OF HEARING

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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

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 **DHH**

- 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")



PERHAPS IT IS A CHALLENGE BECAUSE...



- Fewer social experiences
- Lack of self esteem
- Diminished sense of belonging
- Attitudes

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”,
revised January 2013 Iowa Department of Education Bureau of Student Family Support Services

SOCIAL EXPECTATIONS FOR SCHOOL SUCCESS

- ① Predict or understand another person's behaviors and comments (ToM)
- ② Adapt what and how they communicate, based on the *Receiver's knowledge* (adapt how to ask for help or give help based on what specifically they don't understand, or adapt how to give directions based on how familiar the person is to the situation) (ToM)

Development of Social Understanding in Children with Hearing Loss:
Implications for Audiologists by *Mary Pat Moeller and Brenda Schick*

.....SOCIAL EXPECTATIONS FOR SCHOOL SUCCESS

- ③ Understand that other people, from their experiences or cultures have other beliefs. (Not everyone has or believes, what I have or believe) (ToM)
- ④ Identify feelings or bias in communications
- ⑤ Explain information and situations
- ⑥ Compromise and Negotiate in cooperative learning situations (ToM)

Why is **SOCIALIZATION** such as *“language”* a **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?

YOU are key to success!!

○ **Tip:** Provide opportunities to develop language

○ **Tip:** Model reading/
read together



Tip

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.



Frustrated



Embarrassed



Sad



Happy

FEELINGS: ANY OTHERS COME TO MIND?

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

See: The Center on Social Emotional Foundations for Early Learning:
csefel.vanderbilt.edu/documents/teaching_your_child-feeling.pdf



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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?





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, as in “Are you OK?”)

OK (I agree with you)

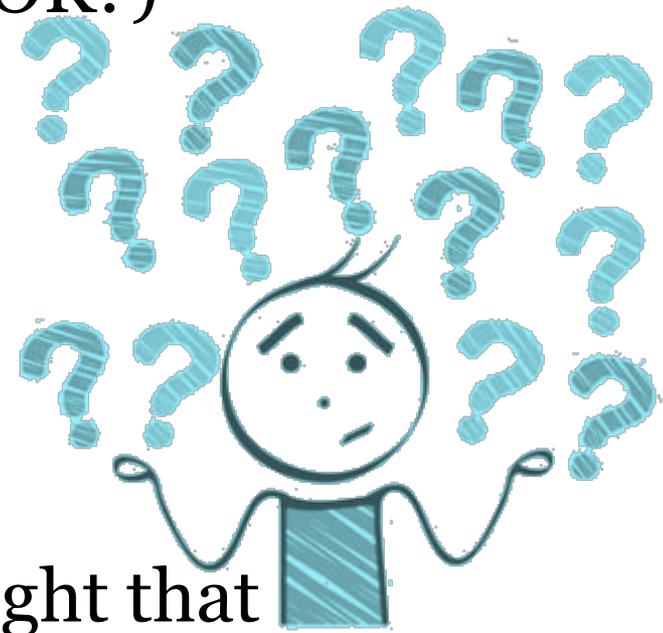
OK (resigned to the fact)

OK (angry)

OK (all right, don't bother me)

OK (stop arguing)

OK (with surprise as in “You thought that was, but I don't”.)



SOCIAL DEVELOPMENT....



Know social development norms, we need to know where we need to be in order to meet these needs.

SOCIAL DEVELOPMENT....

Dive Deep into these aspects of social development at each stage

SELF-CONCEPT/SELF-ESTEEM

FRIENDSHIPS

SOCIAL INTERACTIONS

PRAGMATICS

SOCIAL DEVELOPMENT...

TEACHERS and INTERPRETERS
Be mindful to be clear about who is talking:

- Is it the teacher?
- Which student?

If the student isn't identified, then how will they learn that person's perspective?

REMEMBER: Different people have different perspectives.



... SOCIAL DEVELOPMENT

- **DHH STUDENTS**
- Need authentic friendships to stave off the isolation.
- **HOW**
- connections to other DHH students through organized sports/social events, teacher created connections between students at different schools, Social skills training through DHH teacher, counselor, social worker



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 CAN YOU DO TO HELP DEVELOP SOCIAL SKILLS?

- ❖ **Tip:**  **Think Aloud for Your Problem Solving**
 - ❖ Weigh possibilities, questions to ask
 - ❖ What you are thinking, inferring
 - ❖ Share decisions & reasons for decisions
- ❖ **Tip:**  **Give them opportunities to think through a problem themselves or with peers.**

WHAT DO CHILDREN WHO ARE DHH NEED?

- **Tip:** NEED PERSPECTIVE-TAKING DISCUSSIONS (in the moment, info about truth vs mistaken belief, how you know)
- **Tip:** TALK ABOUT “STATE OF MIND” (thought that..., feared that..., felt that...)
- **Tip:** VOCABULARY (general & feeling words)
- **Tip:** ENCOURAGEMENT AND PRAISE

WHAT ELSE CAN YOU DO?

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



...WHAT CAN YOU DO?

- **Tip**: Help them prepare for social situations:
 - Typical questions from others
 - Typical responses
 - Typical questions to ask
 - **Social** situations- the unwritten rules
 - **Social** stories



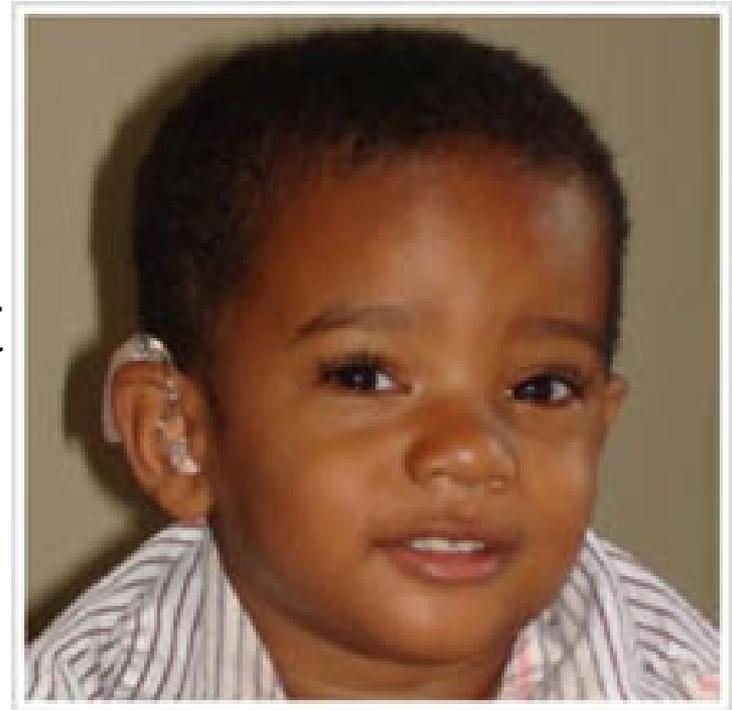
Tip: SUPPORT PEER TO PEER INTERACTIONS

- ❖ Model friendships
- ❖ Teach rules
- ❖ Require direct communication



Tip: ABOUT SELF-ESTEEM...

- Include children in planning
- Allow mistakes
- Provide opportunities for success
- Discipline with respect
- Praise/criticize the action, not the child



ANOTHER THING ...

 **Tip:** Provide interaction

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

Assume nothing....teach **EVERYTHING!**