

# Teaching Children with Secondary Complicating Factors: Expecting More

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FOR DEAF EDUCATION

# Disclosures

## ❖ Financial

- We both receive a salary from the Moog Center for Deaf Education

## ❖ Non-Financial

- No disclosures



# Learner Objectives

At the end of this session participants will be able to:

- ❖ list a variety of activities for engaging very young children who are deaf or hard of hearing and who present with secondary complicating factors.
- ❖ describe strategies for supporting parents when interacting with their very young children who are deaf or hard of hearing and who present with secondary complicating factors.
- ❖ develop and implement lesson plans for working with children who are deaf or hard of hearing and who present with secondary complicating factors.



# Complicating Factors

- ❖ ADHD
- ❖ Auditory Neuropathy
- ❖ Autism Spectrum Disorder
- ❖ CHARGE
- ❖ CMV
- ❖ Down Syndrome
- ❖ Goldenhar Syndrome
- ❖ Sensory Processing Disorders
- ❖ TAR Syndrome
- ❖ Treacher Collins Syndrome
- ❖ VACTERL Syndrome
- ❖ Visual impairment
- ❖ Waardenburg Syndrome
- ❖ Wolf-Hirschhorn Syndrome
- ❖ Children born prematurely for a variety of reasons and have spent extended time in the NICU



# How These Factors Complicate Learning

- ❖ Motor planning issues
- ❖ Processing issues
  - Auditory Processing
  - Visual Processing
  - Sensory processing
- ❖ Cognitive issues
- ❖ Attention issues
- ❖ Physical issues/Motor development



# Considerations for Helping the Child Learn

- ❖ Have the child in a highchair
- ❖ Quiet space with no distractions
- ❖ Same location for ease of learning/consistency
- ❖ Provide best access to child
  - Sit across from/in front of child at child's eye level
    - For lipreading
    - For access to signs



# Considerations for Helping the Child Learn

## ❖ Plan for all sessions

- Have activities ready to go and available (whether provider teaching or coaching a parent)
- Set a specific routine, so the child has an understanding of the expectation/s before the session starts
  - Same toys for same goals
  - Same chair, to avoid confusion
  - Same room, to maintain consistency



# Considerations for Helping the Child Learn

## ❖ Mindset for professional

- You need to think about how each of these activities can be designed so that the child can be successful
- Activities need to be implemented in the same manner (when successful) every time, so the child is set up for success
- The mindset for the professional and/or parent should be that the time is going to be fun and not work



# Establishing Trust with the Parent and the Child

## ❖ For the parent

- The parents have to buy-in to the approach you are using (highchair, withholding, wait time, managing materials, etc.)
- Be empathetic but realistic
- Be supportive of the parent  
(let them know what they are doing that is good, you must find something positive about what the parent is doing)
- Help the parent realize her strengths and the strengths of the child



# Establishing Trust with the Parent and the Child

## ❖ For the child

- Having a routine and consistency
- Using age-appropriate toys and activities
- Having age-appropriate expectations
- Providing positive reinforcement in a variety of ways
  - Food
  - Praise
  - Time with preferred toy/activity
- Engage the child with each toy/activity for an appropriate amount of time

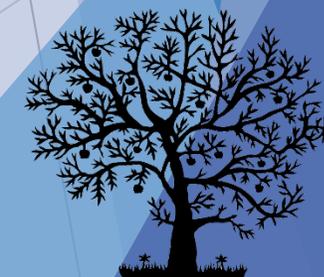


# Strategies for Being Successful

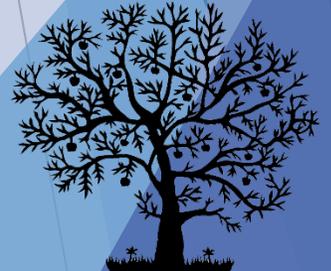
- ❖ Limit time with each activity
- ❖ Use lots of repetition
- ❖ Use the same vocabulary and language
- ❖ Teach the child to make choices
- ❖ Always provide appropriate “wait time”
- ❖ Use hand-over-hand, or an elbow prompt
- ❖ Work on the same skills with a variety of activities
- ❖ Direct the child’s attention to your mouth



# Activities



# Activities to Support Motor Planning and Cognitive Development



# More Activities to Support Motor Planning and Cognitive Development

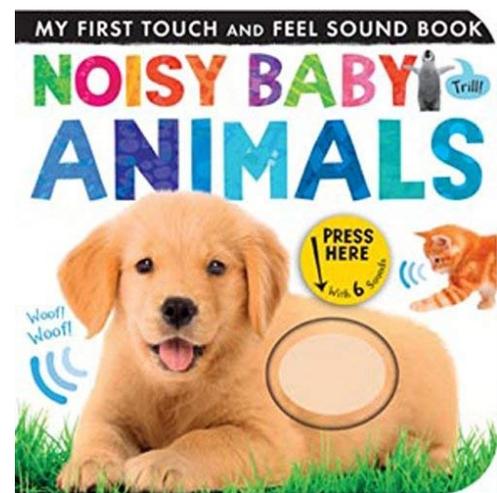
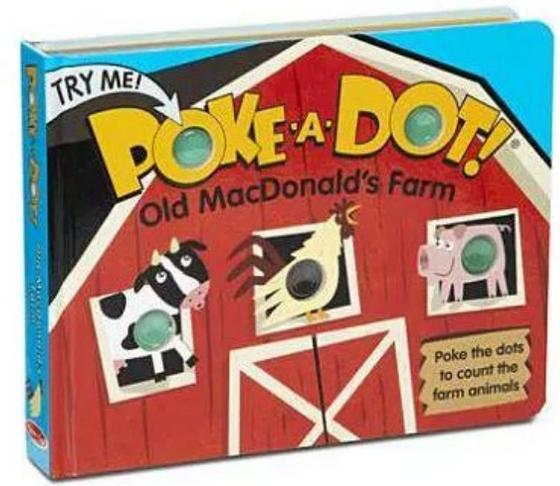
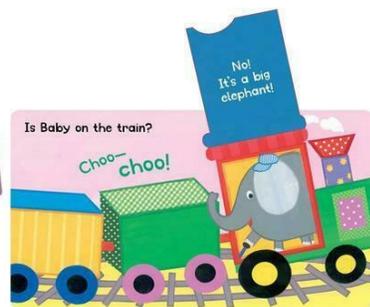
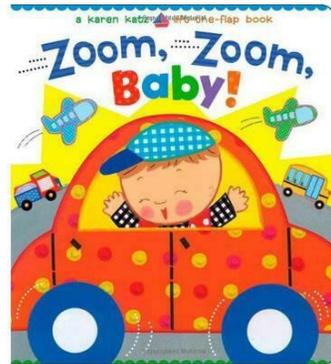


# Revisiting the Shape Sorter: understanding the details

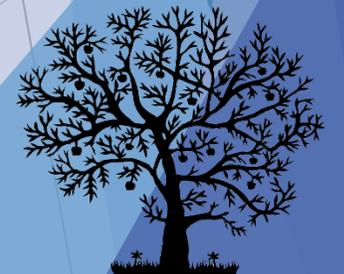
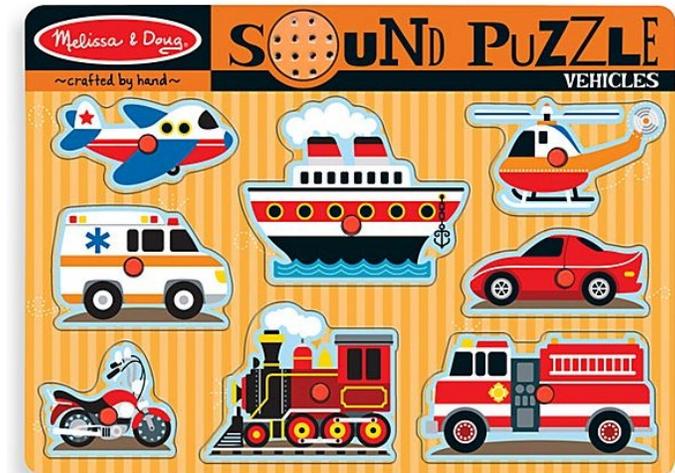
- ❖ Start with the most basic skills
- ❖ Use just the lid
- ❖ Make only one space available
- ❖ Put the lid on the container



# Activities for Developing Vocabulary and Language



# More Activities for Developing Vocabulary and Language



# In Summary

- ❖ Teaching children with secondary complicating factors will likely require:
  - A different approach to many of the activities
  - Breaking activities down into small steps
  - Allowing for a lot of repetition and practice



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