



Clarke Mainstream Services

Cultivating Connections, Facilitating Friendships

**A rationale for social programming
for students who are deaf or hard of
hearing**

Brittany Dorn, Heather Stinson, & Ashley Guitron

Disclosures

Brittany is a student at the University of Northern Colorado.

Ashley was Interim Director of Echo Center at Echo Horizon School.

Heather works at Clarke Mainstream Services.

Today's presentation: topics

- Why do students with hearing loss need social opportunities?
- How can we justify this to stakeholders (parents, special education director, etc.)
- How can we effectively connect students with hearing loss and facilitate friendships/interpersonal skills?



Objectives

- Use research to present a compelling rationale to support social programs for students with hearing loss.
- Communicate the importance of social programming for students with hearing loss in order to fight for the funding, time, and resources to support it.
- Incorporate new strategies and techniques for fostering social integration into your practice.



Organization for today

1. What does the research say?
2. How can we communicate this to stakeholders?
3. We got the funding! Now what do we do?



Part 1a.

What does the research say?



Clarke Mainstream Services

What is Social and Emotional Learning (SEL)?

- Children who have strong SEL skills are able to calm themselves down when angry, make and maintain friendships, resolve conflicts respectfully and constructively, and make safe and ethical choices (Walberg, Zins, & Weissberg, 2004).
- “In short, social and emotional competence is necessary for success in school and is essential for success in life”

(Norman & Jamieson, 2015, p. 275)



Social, Emotional, Cognitive Development for D/HH children

- Deafness affects social, emotional, and cognitive development
- Mental health problems among D/HH children is estimated to be 20-40% higher than for peers without hearing loss
- Attention and behavior problems, depression, and peer problems

(Niclasen & Dammeyer, 2015)

Why?

- “In order to explain the higher prevalence rates of mental health problems among D/HH children, a number of factors have been investigated. One of the key factors is language delays leading to language difficulties”
- Hearing loss = language delay = higher risk for mental health problems

(Niclasen & Dammeyer, 2015, p. 2)

Communication & language

- Hearing loss → risks of language delay and communication difficulties, → social-emotional difficulties and cognitive difficulties → a higher risk of mental disorders.
- “Communication and language skills are one of the most important factors explaining mental health problems among children with hearing loss”

(Dammeyer & Chapman, 2017, p. 808)

Inclusion & SEL

- Studies show that DHH children face “pervasive and persistent” difficulties that affect their social interactions, competence, and well-being
- Especially true for DHH children in inclusive education settings, where they may be isolated from their peers, and struggle with healthy self-concept and understanding pragmatic language (Norman & Jamieson, 2015, p. 274)





The role of the D/HH Teacher

- “The ITDHH is likely to be the only professional in the school system with an in-depth knowledge and comprehensive understanding of the impact of hearing loss across development, including its effect on social and emotional needs. Thus, ITDHHs are uniquely positioned to provide support for and insights on the social and emotional needs and development of their students”
(Norman & Jamieson, 2015, p. 275)



Sample IEP Objectives:

1. X will recognize and explain the challenges involved in both large and small group communication with emphasis on the steps she needs to take to cope with each one appropriately in 80% of situations.
2. X will identify supports needed to access information (e.g. use of FM, written instructions, visual aids, re-phrasing, repetition etc.) in various school settings (e.g. in the gym, at assemblies, in the classroom, in the library etc.) and request supports appropriately with decreasing adult support.
3. X will participate in monthly meetings with her classroom teacher(s) and Teacher of the Deaf to discuss classroom communication challenges and brainstorm ways to address such challenges.
4. X will manage the use of her personal FM system including participation in the morning set up, handing the transmitter to familiar speakers (classroom teachers, other school staff), identifying when she will benefit from use, troubleshooting basic malfunctions independently, and charging it at the end of the school day.



- X will explain her equipment, listening, and learning needs to classroom teachers and peers with decreasing adult support.
- X will visually and auditorily track and appropriately participate in large and small group class discussions by commenting on topic or asking a relevant question with decreasing adult support.
- X will identify challenging aspects of learning in and outside of the classroom and implement an appropriate strategy with decreasing adult support.
- X will demonstrate increasingly mature conversational repair strategies (e.g. identifying the topic, making a relevant comment, seeking clarification, ending a conversation) in 80% of her attempts.

- X will develop strategies for alerting adults and peers in her school to her listening, learning, and amplification needs with decreasing adult support.
- X will demonstrate an understanding of her needs as a student with hearing loss by stating her strengths, challenges, ways of compensating, and areas where she needs assistance with fading adult support.



Why do students who are D/HH need social programming?

- Students with hearing loss are at risk for low-esteem “due to differences from hearing peers relative to communication skills, physical appearance, and social maturity”
- Parents report that children with hearing loss may interact more easily with younger children
- Children who are DHH may lack “true, equivalent relationships with peers” as a result of immature social skills

(Warner-Czyz et al., 2015, p. 1).

Extended School Year (ESY)

- Children with disabilities “face a variety of challenges and have different needs depending on their individual abilities”
- **Comprehensive needs assessment** rather than a single factor (regression) would better determine what children need over the summer (Queenan, 2015).
- Individualized ESY program is needed because no “one size fits all” in special education (especially for students who are DHH who make up an extremely low-incidence population)

Disability-specific camps/programs:

What's the rationale? Aren't we advocates of inclusion?

- Disability-specific camps help children face challenges in an environment where they have the support of peers, thus making it easier to carry over skills once they return to the school environment (Devine et al., 2015)
- Youth had higher perceptions of social acceptance post-camp. The researchers theorize that an increase in social capital may have led to this.



Voices from Camp: *Parent Perspective*

“I think spending time with other kids who are deaf has helped him come to terms with who he is, increasing his comfort and self-acceptance of being someone who wears cochlear implants - and beyond that, it has created feelings of self-worth and belonging. He seems to have taken ownership and a real sense of pride in this community.”

-Parent of a 9th grade student who has attended camp for the last three summers



Relatedness

D'Eloia & Sibthorp (2014) assessed the “merits of a recreation program model designed to foster a sense of relatedness among youth with disabilities”

- Relatedness: connectedness, belonging and “fit” socially within a community.
- According to the researchers, “youth with disabilities need opportunities to interact with other youth who have disabilities and experience a sense of relatedness”
- “Many youth with disabilities do not have role models who share their unique identities”

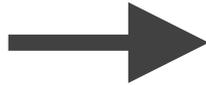
(D'Eloia & Sibthorp, 2014, p. 476).

Voices from Camp: *Student Perspective*

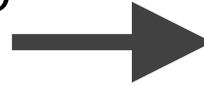
“Before I attended the Clarke Summer Adventure Camp in 2013 I was the only deaf student in my school and that affected how confident I was with myself and with others. While I was an outgoing person before Clarke, the camp gave me a boost of confidence that I didn't know I needed. Clarke gave me a sense of belonging and purpose; not only did I make connections with wonderful people, but I also learned so much about myself. There's no doubt that I wouldn't be the person I am today if it weren't for the incredible and inspiring staff members, or the inclusive community I experienced every year at Clarke. I'm so thankful that I had the opportunity to be a part of such an important program.”- Carli, high school senior

IEPs & social objectives

Make a case
for
social and/or
advocacy
objectives



Get it into
the IEP



How will
you reach
these?
Are social
programs
necessary?



Legal Basis: IDEA

- IDEA offers a Chevy not a Corvette
- You can state what is needed but not HOW it will be accomplished

Part 2.

How can we communicate this to stakeholders?

*Communicating with special education directors &
administrators*



Clarke Mainstream Services



Strategies for communicating with the special education director

- Shared goals & decision-making
- Flexibility
- Use data

Shared goal-setting

- “The trick for leaders is to create shared goals. Get everyone on the same page, focusing on the same mission.”
- “The goal is not just to sell to people who need what you have; the goal is to sell to people who believe what you believe.
(officevibe.com, Simon Sinek, TED)



As a consultant...

- Effective consultants have a clear picture of the best outcome but a fluid outlook of how to get there; they have a set goal but are flexible with the process

(Frankel, 2006)

It's not about the money

- However, it is about following and setting precedence

Be objective & use data

- SEL assessments
- Observations



SEL Assessments

- The Children's Communication Checklist CCC; Bishop, 1998; CCC-2 Bishop, 2003
- The Pragmatic Checklist (adapted from Simon, 1984) by Goberis et al., 2012
- The Strategic Communicative Skills, Verhoeven & Vermeer, 2002
- Structured observation (Jeanes, Nienhuys, & Rickards, 2000)
- SDQ, Goodman, 2001 (screening instrument) 25 items folded into five subscales, validated for use among DHH children, national norms, free

So... What if you want to start your own program?

The purpose of this request is to secure the necessary funding to provide students who are DHH with the opportunity to attend a structured, four-day summer program during ESY. Connecting students with peers who are DHH will create a safe space for authentically working on self-advocacy skills through targeted skills practice such as role-plays. Using a self-advocacy intervention, the program will facilitate interaction among students who are DHH and work to strengthen self-advocacy, which is a component of self-determination. Student participants will complete a pre-program and post-program self-advocacy assessment to determine growth.

In a 5-year longitudinal study of 197 students who are DHH, Antia and Rivera (2016) found that 59 percent of surveyed students who are DHH received instruction in self-advocacy. This indicates that 40 percent of students did not receive training in self-advocacy from a teacher of students who are DHH. This lack of training may cause students who are DHH to lack strong self-advocacy skills, which are important for success in post-secondary settings and beyond (Schoffstall, Cawthon, Tarantolo-Leppo, & Wendel, 2005). In a survey of 495 teachers of students who are deaf or hard of hearing, Luckner and Dorn (2017) identified the frustration teachers feel in the need to address state assessments, which are often prioritized over other necessary skills such as self-advocacy. A program that occurs outside of the school year and is primarily focused on self-advocacy will make this vital skill the priority.

Part 3.

We got the funding! Now what do we do?

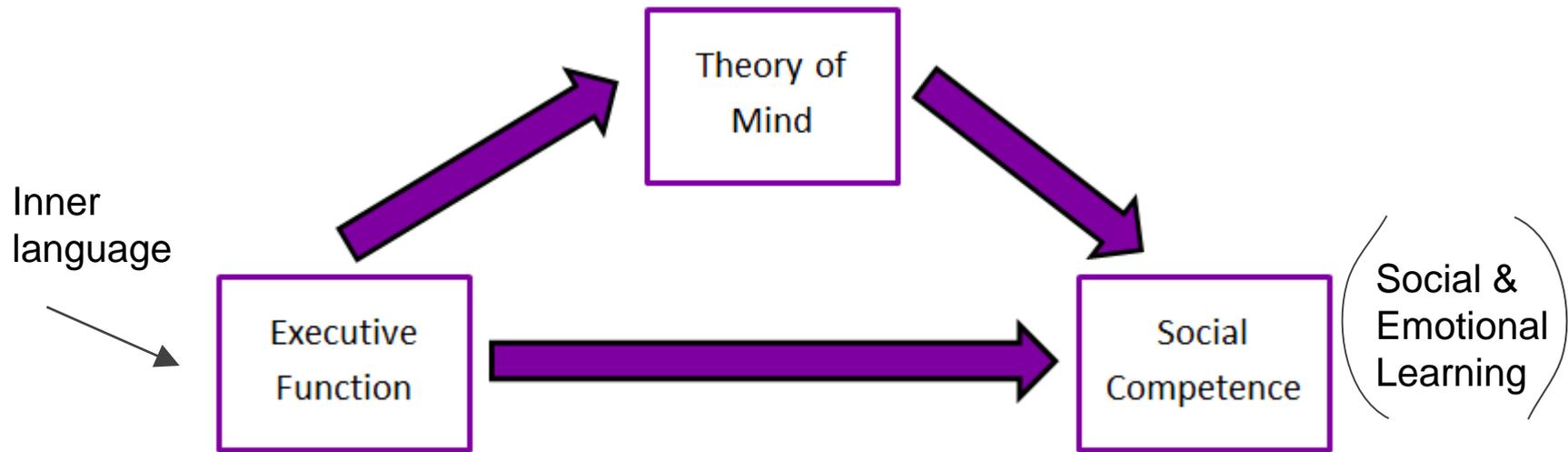
Strategies for promoting SEL at school and camp



Clarke Mainstream Services

Strategies

- Games, role play, dialogues
- All of the ITDHHs who were interviewed indicated the necessity to build rapport and have a trusting relationship with the student before SEL- related work could be meaningful and effective” (Norman & Jamieson, 2015, p. 280)
- Comic strips to show what others are thinking/saying



Inner language leads to executive functioning (regulating) and theory of mind (mentalizing), which both lead to social-emotional functioning

According to the model, strengthening the social dialogue will stimulate inner speech and theory of mind and in the end, strengthens social emotional functioning.



At CAMP!!!

Implementation

- Strategies for designing a summer program
- Trained Teachers of the Deaf
- Host site



Summer program in action..

- Application
- Role model/mentorship
- Theme-based program (kids help choose)
- Self-awareness and confidence building
- Deaf pride!

Role models/mentorship/community-building



- It all starts with the staff!**
- *Experienced TOD's/SLP's and audiologists
- *Deaf adults
- *College students
- *Counselor in training program
- *Groupings

Theme-based, structure, activity planning

- *Develop theme and build program
- *Explorers (ages 14-17) and Adventurers (ages 9-13)
- *Day time program with TOD's
- *Evening activities with counselors
- *Field trips to enhance theme



Self-awareness, confidence-building, Deaf pride!



- *Community building = confidence building
- *Sharing a common bond
- *Games, activities, group sharing
- *End of camp testimonials



Other things to keep in mind...

- *Planning for camp
- *Application process
- *ESY in IEP the year before
- *Budget



That was a lot of info!
Any questions?

- Brittany.Dorn@unco.edu
- Hstinson@clarkeschools.org
- Akachelmeyer@echohorizon.org



References

- Norman, N., & Jamieson, J. R. (2015). Social and emotional learning and the work of itinerant teachers of the deaf and hard of hearing. *American Annals of the Deaf*, 160(3), 273-288. doi:10.1353/aad.2015.0024
- Niclasen, J., & Dammeyer, J. (2016). Psychometric properties of the strengths and difficulties questionnaire and mental health problems among children with hearing loss. *Journal of Deaf Studies and Deaf Education*, 21(2), 129-140. doi:10.1093/deafed/env067
- Dammeyer, J., & Chapman, M. (2017). Prevalence and characteristics of self-reported physical and mental disorders among adults with hearing loss in denmark: A national survey. *Social Psychiatry and Psychiatric Epidemiology*, 52(7), 807-813. doi:10.1007/s00127-017-1397-6
- Theunissen, Stephanie C. P M, Rieffe, C., Soede, W., Briaire, J. J., Ketelaar, L., Kouwenberg, M., & Frijns, J. H. M. (2015). Symptoms of psychopathology in hearing-impaired children. *Ear and Hearing*, 36(4), e190-e198. doi:10.1097/AUD.000000000000147



References

- Autin, D. (2014). Helping children sustain and maintain learning: Extended school year services (ESY). *The Exceptional Parent* (online), 44, 46-48.
- D'Eloia, M. H., & Sibthorp, J. (2014). Relatedness for youth with disabilities testing a recreation program model. *Journal of Leisure Research*, 46(4), 462.
- Devine, M. A., Piatt, J., & Dawson, S. L. (2015). The role of a disability-specific camp in promoting social acceptance and quality of life for youth with hearing impairments. *Therapeutic Recreation Journal*, 49(4), 293.
- Sobeck, E. E. (2017). Nine tips for creating an effective extended school year program for students with disabilities. *Intervention in School and Clinic*, 52(3), 170-175. doi:10.1177/1053451216644823
- Warner-Czyz, A. D., Loy, B. A., Evans, C., Wetsel, A., & Tobey, E. A. (2015). Self-esteem in children and adolescents with hearing loss. *Trends in Hearing*, 19, 233121651557261. doi:10.1177/2331216515572615
- Queenan, R. (2015). School's out for summer - but should it be? *Journal of Law and Education*, 44(2), 165-198.

