

NCHAM-Socialization Skills for Deaf and Hard of Hearing Children  
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>> SPEAKER: Please note this webinar is being recorded and will be posted on [infanthearing.org](http://infanthearing.org) in the next couple of days and it will have full captioning attached to that and our apologies to this technical glitch -- well, maybe it's not outside of our control, maybe it's working, that's wonderful to see. Thank you so much for the efforts there. You know, everyone, captioning happens by real people interfacing with complex technology and we're so appreciative of the people who are always working to make that happen. You can believe there's more than one sweaty brow when these technological glitches occur, because it is our sincere desire to make sure that every webinar that we offer is fully captioned and so thank you for your understanding for our slight delay in getting started. I'm going to initiate recording of the meeting now and then we'll get it started.

Good today, everyone, I'd like to welcome you to today's webinar which is brought to you by the National Center for Hearing Assessment and Management, also known as NCHAM which serves as the EHDI National Technical Resource Center, also known as the NTRC. Today's webinar is entitled Socialization Skills for Children Who are Deaf or Hard of Hearing, which will be presented by Andrea Marwah from the Illinois School for the Deaf outreach in Illinois and Illinois Hands and Voices.

Today's webinar is being recorded, so if you have anything that disrupts your full attention to today's webinar, know you'll be able to access it at [infanthearing.org](http://infanthearing.org) in the next couple of days.

Once our presenter has wrapped up her comments for today, we'll open up a text screen into which you'll be able to type your question or comment for our presenter to respond to. So without any other delays, I would like to turn it over to Andrea Marwah from the Illinois School for the Deaf Outreach

>> SPEAKER: Thank you very much. Welcome everybody. We have a ton of information that were going to go through today so buccal up and let's get started. So let's start with why is socialization so important. Why is this such a buzz word with our population of children and students, why are we focused on this so much? There's several factors. The first factor would be the happiness factor, if we have not competent with socialization then we is a harder time making friends, keeping friends and working within group settings which is a big part of our world. So that is the main focus is this happiness factor. How can we ensure that the socialization skills needed are up to par so that concern who are deaf and hard of hearing are happy. Having friendships, understanding the realms of the friendships and what is important about it is very important. Maintaining lasting relationships, also extremely important. And having the support system. If we don't have friends, who do we turn to when things aren't great or who do we turn to when we want to celebrate. We need these relationships in order to do that. The economic factor. Understanding how to socialize, how to cooperate within a workplace is very important. What about work ethics. If we don't have those solid needs or solid understanding then we're not going to do well in the workplace. And longevity of employment these are all important economic factors. Here's some research that shows a person who is deaf and hard of hearing is more likely to lose a job due to social or personal reasons rather than poor job performance. So the whole component of this training today is to ensure let's get these kids that are up and coming that are going to some day have a job the best possible outcomes. The learning factor: In

learning every day in any type of setting we need to know how to deal in relationships, how to have those relationships in order to compare opinions, because how many times are we in a setting where, okay, we're going to break out into small groups and we're all going to talk about it, understanding that and comparing opinion, learning negotiating skills and understanding relationships how they they work within the learning realm are very important as well. So understanding what social skills are. Understanding what's appropriate. A good example of what would be appropriate or what would be not appropriate is talking to our boss the way we talk to our friends. It might be a different dynamic, how we do that. So understanding what is appropriate and what isn't. Fulfilling expectations of others and being able to interact with others, those are social skills, understanding being able to be part of a community, being able to be part of a group. Respecting others. Inhibiting inappropriate responses by how we react. Or building relationships, all very important. So why are we talking about social skills today. Why are they a challenge for our students who are deaf or hard of hearing, could be because they have a delay in their language development, they don't know the vocabulary to understand it. Delayed communication, we see that quite a bit with our students and children. Limited experience with books and reading. We don't have the language then our books and our reading are not up to the age level that the child is at. Limited incidental learning and we'll talk about that further into the presentation today. And then lack of perspectives. Theory of mind, a big one. If we are not encouraging team, IP team, to look at theory of mind when determining needs for our deaf and hard of hearing children, we're not doing it right. We really need to ensure that our kids are getting that about a social information that they are going to need. Perhaps it's a challenge because they have fewer social experiences, maybe they aren't at a regular preschool, maybe they're not going to preschool at all or maybe they're at a preschool where there's not as many students and as many opportunities for social experiences. As we get into the presentation I'm going to give you some tips for what can be utilized when that's the case, maybe our child is only reacting with six, four, three kids, how can we enhance that social experience to give them those skills they need. Maybe they lack self-esteem or they have a diminished sense of belonging, right, attitudes, all of which can be a challenge. One of my favorite quotes of all time but since I found out my daughter was deaf at the age of two, blindness separates us from things but deafness separates us from people. So knowing that is just encouragement to me as a parent and as a professional to not let that happen to our up and coming kids. So here's what the U.S. department of education says regarding students in the education system who are deaf and hard of hearing, you can read it yourself but basically said that we need to look into the child's self-esteem and identity, we need to ensure that these kids get direct communication. These are very specific jobs for our students IEP teams to ensure that our children are never the only child at their school that is deaf and hard of hearing, that they are never the only ones that can't have direct communication with their teachers and peers, very important. Understanding the expanded core curriculum that social skills are taught. We need to teach them. It isn't as simple as you're kids just being in an environment and acquiring these skills. So we need to ensure our kids are being taught these social skills. If we do that these kids will be successful. So social expectations for a school success. Predict or understand another person's behavior or comment that's your theory of mind. Can they predict if I say X how is a person I am speaking going to respond, it's very important to be able to do that. Adapt to what and how they communicate based on the receiver's knowledge. We're not going to have a communication with a six year old the same way that we are with a 22 year old, so understanding that a six year old probably isn't going to know as much as that 22 year old is very important when it comes to socialization. Understanding that other people from their experiences or their cultures have other beliefs that not everyone is like ourselves. That is an understanding that is actually kind of an advanced skill for kids, because when they're very young, they don't have that ability. Well, our kids will start growing up and typical hearing kids there automatically understand that. Our kids often need to be taught that there are

different cultures, different beliefs out there than ours. The ability to identify feelings biases in communication, that's a big one. Our kids should know this. Explain information in situations and compromise and negotiate in cooperative learning situations. Again, most of these are under theory of minds. So why is socialization such a language challenge because as speakers we imply things just through our tone of voice, maybe we hint something or we choose specific words to get our meaning across. So if language isn't at the level where the speaker's level is at then we're going to have difficulty in comprehending what is being said or what we're trying to produce for that person. The listener or receiver needs to infer what is meant, they need to fill in the blanks, so we need to ensure that it's not just what is being said, it's how it's being said. For example, what might a listener receiver misunderstand, what is missing from the message that would make it clearer and what does the message reveal about the speaker. These are inferring questions. How do we use language socially, it's how we say it, the formality of it, the perspectives, understanding that each person has different knowledge base, they know more, they need more information, they need less information and then the structure. And structure for any of you who work with little ones know they don't know how to take turns, it's a constant struggle to get people to. Then I'm sure a lot of you are sitting there thinking wait, I know grown adults who can't take turns. They're butting in and not getting a word in edgewise. These are things that not necessarily automatic but if we work on these skills they're do much better. So you're going to see throughout the presentation where it says tip with the little light bulb these are things I want you to take back with you, these are tips to help you support the students or the babies, infants and toddlers you work who. It is never too early to start work on these skills and we'll go through each age range so you understand what those are. So provide opportunities to develop language, always be working on language with our students. Model reading and read together. So parents who are on the call today ensure that you model with your child, read buy yourself, have them sit next to you, read with them. It is very important. The more they read the better their language, the better their language the better their skill. For the educators or professionals working with students who are deaf and hard of hearing it's important to drive this home with the parents, work with the parents, partner with the parents, send a book that you've been working with home for the parents to work who as well, partner with the parents. And I know not every parent is a good partner, but try. Determine what they can give a ask them to give it. Send things home so that what you work on in the classroom or what you work on in that one hour session you have per week with a two year old is continued while you're gone. Talk about feelings. Teaching those emotion words is really important. Use emotion in your communication, your facial expression, your body language. Express how you feel. Think about or say how the other person might be feeling, perfect ways to talk to your child about what may be going on or a student at the you're working with or an infant or toddler that you're working with, give them all those happy, frustrate, embarrassed, sad faces, all of those indicators of how someone might be feeling so they understand. Because the worst thing is if someone is crying and our child doesn't understand that crying means someone might be sad or angry then they might laugh at that child or give the appropriate response. The more they understand if someone is crying, they may be sad or angry, the better their relationships and socialization will be. Look at these words. These are feeling words. This is just a small list of words that has been come up with. There are so many more than this. And think about it when you're looking at the same thing or with just one different component of it, it can mean something completely different. Our kids need to know what these words are, what they mean and what the feeling of them can promote. It's important. Talk about perspectives. Talk about social pictures. We're going to do a couple of examples of these in a second. But what's happening in any situation. -- second. What are the people in the situation feeling, thinking or wanting and how are they communicating or saying, what's going on. Really describe and get to that level a little bit more than what you might currently do. Role play situations. If ever you are in -- maybe you're doing a session or you've pulled a student out during class

and something happens, maybe two boys are being taken by the wrist and walked down the hallway and the adult looks very stern, stop what you're doing and talk to them about what's going on in that situation, it's a perfect opportunity, it's real life, it might be someone they know and it's something they can see and it makes it more understood for them. So important to stop in the moment. It will go a long way. When movies or books, hit pause and ask them what's going on in the situation, how is that person feeling? What's going on with that character? Are they happy, sad? Why do you think they're going to do that or hey, what do you think they're going to do next. And then you can play a game well, I think they're going to do this and then you push play and then stop after and say wow, they didn't do that or they did do that, why do you think they did that. Just taking those opportunities to delve into those events and make them more of a learning tool, a fun learning tool. They won't even know they're learning. So here's an example of something that can be done for the older students, but even the little one, if they're two and three years old and you show them a picture and ask them what's happening in the picture and we could analyze what's going on in this picture just by the facial expressions. The students that you're working with and say how do you think the girl in the background is feeling and maybe they'll say well, she looks sad, well, why do you think they're sad. Well, I think the girls in front of them are talking about her. But then turn it and say, well, you know, maybe she's not really sad, maybe is she's just wondering what they're talking about and maybe by the expression on the girl on the left with her hand up at her mouth she's just receiving some really sad or important information so talking to them about what you see isn't always what's going on. That's theory of mind, understanding there's more going on. Do we know the two people in the foreground, if we know them is there history there, what is that history. And what about this one, any parent who has a child who's a teenager knows exactly what the hand means, right, and you can tell that the girl in the foreground is on her phone likely which which is a big issue in today's society. But talk about it more. What do you think her mom just said, what do you think is going to happen after the mom cease the hand. Does the mom look happy? Well is going on with the COVID, what is going on with coronavirus, it paints a different picture. So going into sometimes what you see isn't always what's important. This is typically what we see. And many things could have happened in this picture. The Little boy who has the pink pieces is obviously very happy and the one in the red shirt is not. So we assume by the picture that the boy in the green shirt took the pieces from the boy in the red shirt. But how about we talk about what maybe happened. Maybe the boy with the pink one has nothing to do with the feelings that the boy in the red shirt has. Maybe she just built something and it broke apart and it doesn't always mean that because someone next to him is smiling that it was because he got something out of that boy that is not smiling. So these are just pictures. You can go on any stock image site, any Google site, pull these down and show them and say hey, what do you think is happening in this picture.

So why is socialization such a hearing challenge, again children with hearing loss may miss or mishear the information. Children with hearing loss don't always overhear what is being said, they miss out on that incidental learning. So what do we mean by incidental learning? Well, these are things that we learn from overhearing, just from being, just from walking into an environment, it's thing that we just experience, we observe, we hear, whatever it might be, this is incidental learning. It's things that no one teaches us directly. It's things that we pick up from others and assume to be true. For hearing children this is a way to learn social skills. For our kids we need to work on this more because they may be missing quite a bit of this incidental learning information. Incidental learning occurs with friends, at work, at home, at lunch, at play, in any type of setting incidental learning can be being taught. Another reason why socialization is such a hearing challenge is because some of our children may miss the tone or the message that is being said. Maybe what they're hearing if they're not hearing the tone of voice, they may think everything is okay but if the tone is indicating that things are not okay then they're missing what's going on there and those miscommunications can cause problems for the child. So here is one, identifying the

hidden social message. So think of the two letter word Ok. Think if you go down the list here there are several different ways in which we can say OK and make the meaning completely different. And this goes for whether we are utilizing our voice or whether we have signing and using a manual language, because our tone for those is in our facial express, right? So if we say okay, do you agree, it's like okay. But what if we say okay with concern, okay? I've just changed my tone and it meant two different things. Okay, I agree with you. Okay, I resign to the fact your kids have been begging you for the cookie, you finally say okay. What if I'm angry, okay, I just changed my tone again. If I'm signing okay to my child I have shown that anger on my face and they are very well aware I have provided them with one word but my facial expression or tone have changed that word. Okay, don't bother me, leave me alone or whatever, okay, okay, okay, stop arguing. So several different ways. No is another one that you can do this hidden social message game with as well. You can do this with children. You can say all right, we're going to use the word no. Why don't you tell me if I were to say no in an angry tone how would that sound or what would that look like. These are things that can do so they understand there could be hid Zen social messages just within the tone of the message. So let's talk about that social development. In preschool we're starting to do pretend play, they're moving along from playing along side each other to playing with them, so that's parallel playing. A great indicator of whether a child is having some difficulties is if they do not move along that trajectory the same way as typical developing kids do. If they still tend to do that parallel playing when the other kids are starting to pair off and play together. So these are good indicators, understanding what those typical social develops would help you with that. Primary elementary schools up to about the mid grade 3, interaction with peers and how to communicate with a child who is deaf and hard of hearing, how to get attention of hearing peers for conversation, so these are things that we need to start working on socially, right? We don't just jump in the middle of a conversation because we have something to say. What is the social etiquette of that. We need to teach them. Our children at that time start to admit to not hearing something or not knowing something. Before that they might not even realize they don't hear it. Help to repair communication breakdowns, repetitions, can you repeat that, slower communication might be needed at this point. Students at this age identify their likes and dislikes. They start to try new things, they learn to take turns. They begin to use social cues, they understand apologies, please, thank you, all of those things are coming to the foreground so kids know how to act in situations. Let's talk about that intermediate elementary so up till about grade five end of grade five students are learning about cooperation, their shared interested, kids are starting to now meld off, the sporty kids are playing sports on the playground during recess, the gaming kids are talking about their games, what they want to play when they get home. The kids that want to -- you see your monkey bar kids at that point. Your athletic kids maybe do gymnastics at this point friendship also important. So if we have a student who is not doing well socially then these friendships are not going to be happening at this able range and what happens is then you find isolation. The kids that were once their friends in first, second, and third grade now have found different interests or they feel like you haven't caught up with them. So our kids can be alone and by themselves. So we want to ensure that our children are being these social skills so that doesn't happen, so our kids aren't alone, so they're not understanding why, why don't I have any friends. My own daughter is going to be 19 at the end of the month and we started noticing in about fourth grade that she all of a sudden her social interactions were becoming more and more limited and just been observes we realized she would jump out of the car to start her day at school and kids would say hey, how you doing and she either wouldn't hear them or not understanding oh, I need to respond to them. That's what socializing is, I need to say hey everything's great or it was my responsibility or their teacher's responsibility to say hey, when you jump out of that car you need to make sure you're observing what's going on around you because there's a sure chance that somebody might say hi to you, there might be someone in your class that's going to be walking by. So use your eyes, make sure you're

saying hello and starting with a smile on your face. We had to teach this because it wasn't automatic. Compromise, empathy, self-control, they're able to state their needs and their self advocacy becomes strong at this point. So understanding what those social norms are will help that self advocacy even more. They very much value their peer's opinions at this point. Parents we've almost lost them at this point, so it's important that we get as much as we can in before this time so that they are red deand socially up to par -- ready. Because once we get here middle school and high school friends are their central support, they are going to rely on their friends way more than they're going to rely on their teachers and parents and siblings. They're exploring at this age, they're finding their self image, their identity, they are getting into too groups that are important to them. They are very sensitive to what peers are thinking. Peer pressure becomes very problematic or positive, right, not all peer interactions or peer pressures are bad and they value their peers opinions very much.

In high school, now we start to see a little bit of maturity going on. They are now starting to establish their identity. They're seeking their social niche and they're gaining their social insight. They negotiate an compromise for solutions. So as we've progressed through these different social milestones, note here, if we haven't ensured that they are meeting those, that their social development is moving along at the same pace as their age then think about how difficult high school will be for them. Being findful of cultures, are very much important in high school, but from the very start if you can go to events or encourage families to go to events where there are deaf and hard of hearing role models, strongly encourage it.

So what else can you do to help develop social skills. Immediate experiences and explain the world around them. Remember to use those actual situations, what is happening right now and explain what's going on but also explain the feelings -- explain -- that are going on. Feelings are the most important thing for our kids to learn, they are the hardest thing for them to just acquire.

What can you do to help? Think aloud for your problem solving. Maybe you have just showed up for your session with them and you're a little frazzled because you were running a little bit late and every stop light stopped you, right, so you get there, those are perfect opportunities to say wow, I had to do sit back in my car and take a breather before I came in here because on the way here this is what happened -- breather. And then go into depth about how you felt about that. Then maybe somebody honked at me. How did it make you feel that somebody honked at you and then go further, how do you think the person that honked at you felt, why do you think they honked at you and really go into detail it could be this or that or maybe they were running late, too. So going into those specific problem solving thinking aloud is really helpful for our kids.

What do children who are deaf or hard of hearing need? They need perspective taking discussions in the moment. They need to understand the difference between truth and mistaken belief and how you know that, right? This isn't the -- I believe this so I'm going to make sure they believe in this, too. You need to give them all the specifics so they can make up their mind themselves but have them walk you through and talk you through why they feel a certain way. Talk about their state of mind. I thought that, feared that, felt that, what is the state of mind. Vocabulary, work on those feeling words, they're very important for our kids. And utilize encouragement and phrase. Fill them in. I don't know how many deaf adults who I now consider friends say to me well, I always felt like I wasn't included in the dining room discussion at night when dinner time was there and somebody would say something on the other end of the table and when I would ask what's that, oh, it isn't important. Never do that. Fill them in. Oh, they just said this. Oh, here's what's happened over there. And actually if you're a parent on the call right now, don't tolerate that behavior at the dinner table if you is a child who is deaf oar hard of hearing. Ensure they have equal access at that table just like you would want to ensure them have equal access at school. So ensure that happens. Identify feelings and motions in as many situations as

you can. Use mental state words to fully indicate the feelings. Help them prepare for social situations. So maybe you're working with a middle school kid and they're having their first dance. While, what do you think could happen at the dance? What kind of questions do you think people could ask? Maybe a boy or girl could come and ask you to dance, what does that mean. What kind of responses should you give. If you say no, how do you think the receiver of that message is going to feel. Maybe we could try a different approach, no thank you, I don't dance or no thank you, maybe later or something because we want to not only know what types of questions could come about and what types of responses we could have, but remember, there's so much to how the receiver is going to feel with what I say. So if something is coming up and I pray that we all have normalcy in our lives soon so where there are big social interactions these seem go the most difficult things for students and adults who are deaf and hard of hearing is social interactions. If we help our kids now with how to manage themselves in those social interactions the better off they'll be. What type of questions could come about, what kind of response, how about questions to ask. I don't know what to ask. Well, let's think of some things. Then you have a bank of questions in your pocket if someone wants to have a conversation. Understanding there are unwritten rules and how we can do this tell them a social story, tell them a situation you were in. Tell them, oh, I remember when I met Jim. Jim and I we work in same company we would pass each other in halls but we never talked and then Jim and I were put on a project together. Talk about that how all of a sudden Jim's invited to your birthday party. So how that social story will help them understand that there are different steps taken towards socialization. Remember to have high expectations of our students, their behavior, their responsibility, and as we're talking about today, their social skills. And require others to have those high expectations as well. Our children can do it, they just need assistance. Support peer to peer interactions, model friendship, right, model what a friendship is supposed to look like, what type of responses we should give. I have three children, two are hearing, typical developing kids, one is deaf. And I can tell you that we have to model friendships with all three of our kids, especially when it comes the cell phones and textual and the fact they feel they can say whatever they want by texting. So we need to make sure we model friendships, if I say this how is the person I'm saying it to going to feel, what could that do to my relationship with that person you have I say something like that. And then go even further and say maybe you should say it like this or hear's an idea, why don't you pick up the phone or why don't you wait until you're in person and talk to them, because what's missing in those interactions on text, facial expression and tone of voice, right? The only thing we can really do on texting is all caps, right, and that means we're yelling but that's the only unknown written rule, right? I mean that's the only one. So understanding and modeling those things is important. Teach them the rules of peer to peer interactions. What are the rules. We take turns. We allow others to choose too, it's not just your way or the highway, that will end your friendship. And require direct communication. Describe how to make and keep friends. How do you make friends? What if you're new to a school, how do you make friends? Not just by standing over in the corner, you might be lucky that one of the most extroverted kids in the school will come up and talk to you but we need to teach them how to get out there and make those relationships happen.

Tips about self-esteem. Include them in the planning. Allow them to make mistakes. Always discipline with respect. Praise and criticize the action, not the child. Planning social activity, recreation with families and communities, do as much if you're a parent on this -- watching this webinar or on this call today, make sure that your child is involved. Get them out in the community, have them doing things. Extended family time can be difficult for our population, so ensure when there is extended family time that it's meaningful engagement for your child and talk about this professionals, we know this, by reading about it by watching presentations about it, share this information with family, let them know what a challenge it is there's where deaf and hard of hearing role models become important they can tell a family here's what's really hard about extended family engagement and how you

can make it better for your child. Role play, role play, make sure we set up play groups with all kinds of kids, play groups are a great way. One-on-one at first but then see how your kid does with more than one-on-one. Remember that three is often a crowd, so try to keep in it multiples of two if you can, but try it out, see how they do. Actively engage them in sporting teams, have them do sports, that is a big social need, right, you have to be able to socially engage with your team mates. Provide interactions with deaf and hard of hearing peers, with deaf and hard of hearing adult, role model, as well as with hearing peers. Assume nothing and teach everything. This is our last slide, so development of social skills. Remember that self concept, self-esteem, believing in yourself and accepting their hearing loss. I have known too many families who have a child with a disability not necessarily hearing, but, you know, their child is in 7th grade and -- (audio cutting out) something has gone wrong there and we need to get it resolved. Understanding that friendships mean being loyal to people, social interactions come with compromise, empathy as well as the understanding of the impact of the hearing loss and pragmatics, practical communication within the situation, social cues, self advocacy or clarification.

So at the end of my slides here I do have many different resources. Anyone is able to check out. But at this point, I am open for any questions or comments.

>> SPEAKER: Thank you. I've opened up a Q&A field over on the left into which I would like to invite our participants to type in your questions or comments for Andrea to respond to. And while we're waiting for those to come in I'd like to remind everybody that this webinar has been recorded. So if you can think of anybody else who might benefit from today's webinar who wasn't here today, that would be a great way to share it with them. Let's see if there are any questions. So some of you are asking about how to share this and that really is the best way to have them watch the video of this. [Infanthearing.org](http://Infanthearing.org) in the next couple of days.

Here's a question for you, are there good social assessment tools to use with children, especially who are deaf or hard of hearing for birth to three year olds?

>> SPEAKER: There are different tools. I don't have them on the top of my head. Will, do we share my contact information with attendees?

>> SPEAKER: Yeah, we absolutely can do that.

>> SPEAKER: Feel free to utilize my e-mail and each tout out to me an I'll share that with you.

>> SPEAKER: Will: I'll post that in a moment. How does ASL help with social skills?

>> SPEAKER: How does ASL help with social skills. I guess can the person clarify that question?

>> SPEAKER: Will: Let's see if they come back and clarify. How can we help children whose parents aren't yet able to be accepting of hearing loss and the implications of the child in cases like this?

>> SPEAKER: Andrea: That's a tough one and just as a person who works with families all the time it's baby steps, just going on their pace. It may not happen as quickly as you want it to but I believe with positive guidance, I think that eventually they will come around. Sometimes it takes -- sometimes families mourn a lot longer than other families. Some families they didn't even need me, they were out there. Going at their paces, giving them little bits of information I think is the most important thing. Parent to parent support, very important. Within your state there should be a parent to parent support organization, find out what that is and forward them to that. Sometimes just talking to someone who's kind of been down their path is easier than listening to the professionals.

>> SPEAKER: Many questions coming in. The next question is so many students start rejecting their hearing aids when they hit middle and high school. Do you have any steps for addressing this fear?

>> SPEAKER: That's a great question. And when we talk about those junior high kids this is when they're finding their self identity, but it's also when they withstand to fit in. Some kids do this arraign they're going to find out the hard way they can't access the information because they're not wearing their hearing aids, ask them what do you think we could do if you don't want to ware them, what do you think we should do to make sure you're getting the information the teacher is giving. If they don't utilize interpreting how are they going to get it. Get them involved in it. I think this happens when kids don't fully understand their hearing loss and what the implications are, so maybe it's time to really start teaching this. Here's why we need this. Here's what happens if we don't, here's what happens if we don't do well in school and how can we do well in school if we can't access the information. Get them involved in it. It does happen and it's growing pains, happens with kids with glasses and other disabilities, they don't want to wear their braces, they don't want to wear any devices they have. We need to have reality checks with them and have them make the decisions, because sometimes that's what they need, they need ownership in their disability.

>> SPEAKER: So the next question is do you know of any professionals are using some of the curricula developed for children with autism with the deaf and hard of hearing population, specifically Michelle Garcia Winner's materials or Julia Cook's books.

>> SPEAKER: I do not know of anyone specifically but I'm going to take that down and take peek at it. If you're utilizing this share more information with me. Have known some professionals to use the autism realm, not necessarily with socialization, so I do think that it can cross over. So I would love to know more about the Michelle Garcia and Julia Cook's books.

>> PROFESSOR: The next question is a comment, this was great. I love the idea about talking about pictures and what may or may not be happening in them. So that was just a reinforcement of that idea.

The next question is how do you recommend teaching hearing peers good social skills toward the child who is deaf or hard of hearing?

>> SPEAKER: That's a great question and I think the earlier that happens the better off your child is. Those in services that are provided or should be provided for every student who is hard of hearing should include time with the kid within the general Ed classroom to teach them about the child's hearing loss and what it entails and how to get their attention and what is polite and what isn't. And making them understand they likely are not ignoring you, make sure that you can confirm they've heard you before you get angry. We need to talk to them about that, too. I'm glad that you brought that up because if we can work within the student body that the deaf and hard of hearing child is going to be interacting with the more we can do that the better we are. So when you have push in opportunities within the school or push in opportunities within an early childhood center -- childhood. Ask the teacher, I have this small ten minute thing, can I do it with the class. Do a full on, hey, here's what happens. When my daughter was in kindergarten, first second and third grade they did an in service every year for the entire grade she was in and they would teach hey, here's the hearing instrument that she utilizes here is the FM system, that's what this means and they do games and stuff. Tell parents if the child is using any form of cochlear implant or whatever to contact that manufacturer. Oftentimes the manufacturer will send a serve res of books for the classroom to have and this helps because it's in a book form and teaches them that a child who is deaf, hard of hearing can't always hear you if you're speaking to them from behind and those types of steps.

>> SPEAKER: The next question is I had a student who vehemently claimed that he didn't want friends because he was convinced others couldn't understand him. What it's like to be hard of hearing -- oh, they didn't understand him or what it's like to be hard of hearing. Do you have any advice for a situation like that?

>> SPEAKER: The first thing that I thought of is he needs deaf and hard of hearing peers. He needs kids that will understand. Because they, too, are in the same position he's in. It sounds like to me, you know what he's saying you know what, I'm done, I don't want to try anymore. He needs deaf and hard of hearing peers and role models for sure. I would get on that as quickly as you can.

>> SPEAKER: How do we approach encouraging appropriate social development in a classroom setting, including encouraging developing appropriate classroom participation skills.

>> SPEAKER: I think that goes along with the question that was asked prior about doing some push in, having the time for a deaf and hard of hearing teacher who understands the intricacies of our students to go in there and work with the class as a whole. I think that is where it's going to benefit everybody as a whole. And this might be something that the team needs to write into the goals that there will be a partnership between the deaf Ed teacher and the general Ed teacher and that it will happen however many increments throughout the term needed for success. So you know, maybe it's every month we sit and we do an activity encouraging interactions, making sure that the social stuff is going on that they're being paired with kids and working along those things. But I think ensuring that they're in there and participating and learning and understanding whatever needs that that student has. I hope answered your question.

>> SPEAKER: The next question is during COVID, our interactions with others are all while wearing masks. Any tips for reading facial expressions to catch the tone of the speaker? See-through masks tend to fog up. Any suggestions you have?

>> SPEAKER: Right. Big concern yes, to see through masks are fogging up. I think there are Facebook pages teaching hard of hearing through the pandemic with some tips for those clear face masks. I think it's going to have to be determined by the team what can be safely done because at the beginning of all of this, we were like oh, just pop a mask on everybody, they will be fine. Well, our population has lip readers and interpreters we need to see that facial expression. So teams are coming up with some really unique ideas. It's all going to be specific to each child. But I've even seen for students that in school placement that have an interpreter utilizing instead of making that teacher wear a face mask, either wearing a child or having a Plexiglass in front of them, kind of like what we see in a grocery store or any store, the Plexiglass separating. At least we can see through that in order to see what is being discussed. So those are some of the tips. But I think it's more trial and error that's going on. So try to find some of those Facebook pages, there are some fabulous ideas that are coming out from different educators and things they're trying that might be helpful for you.

>> SPEAKER: One of our presenters today offered up an additional resource that is a supplement in the latest pediatrics journal, so I have copied that link there on the screen. You're also see Andrea's e-mail there, so if any of your questions today weren't adequately addressed or if you're wanting more of these resources or would like to discuss the availability of any of the information that she included in our slides, we would encourage you to reach out directly to Andrea with those questions. We are at the top of hour. Andrea, thank you so much for all of the great information today. I found myself thinking about how so many of your recommendations and encouragements really are applicable to all children and helping them understand the emotional and social experiences of those around them and anything that we can do to help them navigate the social world is helpful. And so it's a great example of how trying to accommodate the needs of a unique population can actually inform our approaches to all children. As we close up here, I'd like to give a shout out thanks to our captioner again for your services today and reminding everything that this webinar will be on infant hearing.org in the next couple of days. So if you want to review this again or can think of others who may not have attended live to view it there, that's a great way to do it. Before you run off, if you wouldn't mind clicking in the middle of your screen

and giving us feedback on today's webinar, you'll also be able to opt in for getting a certificate of attendance for today. So please click where it says give us feedback and get your certificate of attendance. Andrea once again, thank you so much for everything and to everybody else thank you for your time and attention today. Take care of yourselves.  
(Time ending: 3:00 p.m.)