

Increasing the Socio-Emotional Competence of Students who are Deaf or Hard of Hearing

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Learning Objectives

At the conclusion of today's presentation participants will be able to:

- Define social-emotional competence**
- Describe why social-emotional competence is important**
- Explain how social and emotional competence develops**
- Identify ways to assess the social and emotional competence of students**
- Describe a framework for promoting social-emotional competence**
- Identify specific interventions for promoting social-emotional competence**
- Identify resources they can access to promote social-emotional skills**

What is Social-Emotional Competence?

Involves acquiring and effectively applying the attitudes, knowledge, and skills necessary to:

- understand and manage emotions**
- feel and show empathy for others**
- establish and maintain positive relationships, and**
- set and achieve positive goals**
- make responsible decisions**



Self-Awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior.

Self-Management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.

Social Awareness

The ability to take the perspective of and empathize with others and to understand social norms for behavior.

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

Responsible Decision-Making

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, and social norms.

Why are Emotional Competence and Social Competence Integrated?



Why is Social-Emotional Competence Important?



- Humans are social beings
- For the most part, we enjoy the communication and companionship provided by others.
- Developmental psychologists contend that people of all ages have a basic fundamental need to be socially connected.
- Being able to initiate and maintain positive relationships is a core component of being intelligent.



- **Social relationships add quality to our lives and contribute to our ability to think and learn.**
- **Having well-developed social skills is critical for succeeding in our contemporary society.**
- **Positive correlations have been found between social skills and academic performance**
- **Social skills are a key determinant of success in the labor market.**



Anxious, unhappy, angry students are often struggling learners. As they try to focus their attention on getting their needs met and feeling better, little concentration is available for learning.

Benefits of Social-Emotional Competence

Individuals with high social and emotional competence demonstrate:

- Better social relations for children (e.g., Denham et al., 2003; Eisenberg et al., 2000; Fine et al., 2003; Izard et al., 2001)
- Better social relations for adults (e.g., Brackett et al., 2006; Lopes et al., 2004)
- Better family and intimate relationships (e.g., Brackett et al., 2005; Carton et al., 1999)
- More positive perceptions by others (e.g., Brackett et al., 2006; Lopes et al., 2004; Lopes et al., 2005)
- Better academic achievement (e.g., Barchard, 2003; Brackett & Mayer, 2003; Izard et al., 2001; O'Connor & Little, 2003)
- Better social relations during work performance and in negotiations (e.g., Côté & Miners, 2006; Elfenbein et al., 2007; Rubin et al., 2005)
- Better psychological well-being (e.g., Bastian et al., 2005; Gohm et al., 2005; Matthews et al., 2006; Sa'nchez-Alvarez, et al., 2016)
- Better health (e.g., Martins et al., 2010; Schutte et al., 2007)
- Better resilient psychological and physiological responses (e.g., Schneider, Lyons, & Khazon, 2013)
- Better job performance (e.g., O'Boyle, et al, 2011)

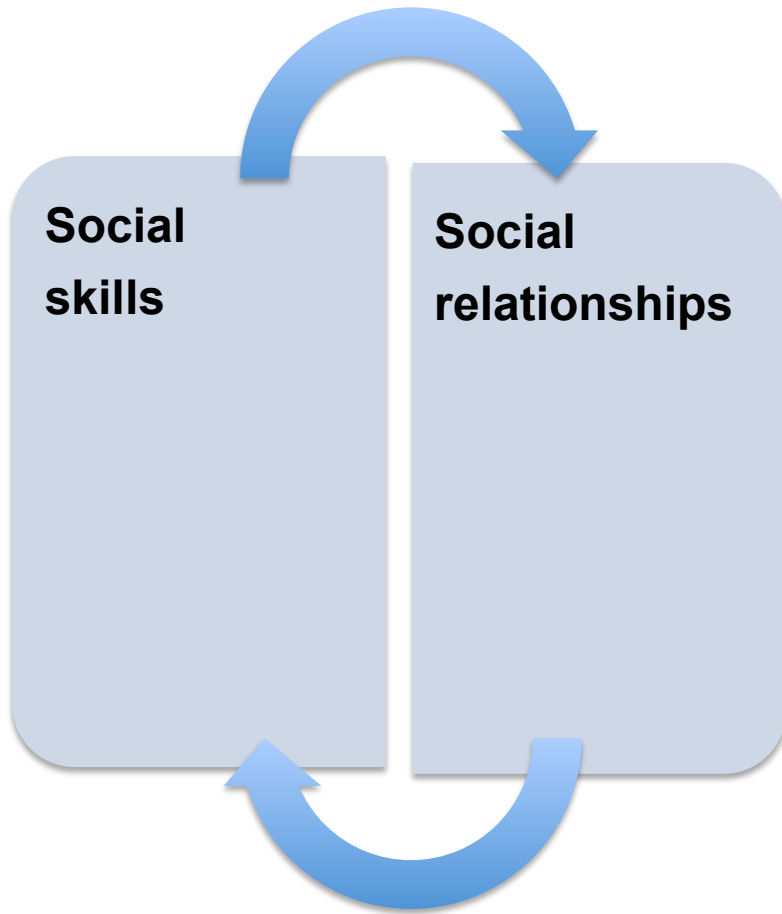
Lack of Social-Emotional Skills



**“Yes, I think I have good people skills.
What kind of idiot question is that?”**

- **Lack of social-emotional skills during early childhood single best predictor of significant problems in adulthood.**
- **Individuals who lack social-emotional skills are often rejected by others and are at risk for developing mental health problems that persist during adulthood:**
 - **depression**
 - **social anxiety**
 - **loneliness**
 - **alcoholism**
- **Individuals with poor social-emotional skills are less satisfied and less successful with romantic relationships or marriages.**
- **90% of job loss is related to social-emotional skills problems.**

Social-Emotional Competence



Social-emotional skills are needed to develop social relationships and it is within social relationships that we develop social-emotional skills.

Complexity of Becoming Socially-Emotionally Competent

Involves:

- **Cognitive skills – Example – allows individuals to understand how their behavior influences others**
- **Emotional skills – Example - display emotions, and perceive, recognize, and respond to others' emotions**
- **Communication skills – Example - ability to understand and use language is necessary for interaction with others**
- **Motor skills – Example - playing and interacting with others**

Friendship – Increasing Reliance on Language Skills

Age-Related Differences in Friendship:

- **Preschool - shared activities and opportunities to play**
- **Elementary – play progresses from spontaneous and creative to structured, rule-governed games**
- **Adolescents - greater degree of commitment, loyalty, acceptance, tolerance, and support**
- **Young adults – sharing personal experiences, self-disclosure, dependability, caring, commitment and trust**

Why Typical Children/Youth May Demonstrate Delays/Deficits in Developing Social-Emotional Competence

- **Insecure Attachment**
- **Dismissing/Disapproving Adults**
- **Lack of Social-Communication Skills**
 - **Uses appropriate social rules such as greetings, farewells, thank you, getting attention**
 - **Revises/repairs an incomplete message**
 - **Maintains a conversation**
 - **Requests clarification**
 - **Asks questions to get more information**
 - **Expresses humor**

Why Typical Children/Youth May Demonstrate Delays/Deficits in Developing Social- Emotional Competence - Continued

- **Lack of Social-Cognitive Skills**

Social-Cognitive Skills

Perceiving the situation



Interpreting the social situation



Selecting a social goal



Constructing a response



Evaluating and selecting a response



Enacting a response

Why Typical Children/Youth May Demonstrate Delays/Deficits in Developing Social- Emotional Competence - Continued

- **Lack of Social Relationships**
- **Lack of Friendships**

Why Students who are Deaf or Hard of Hearing May Demonstrate Delays/Deficits in Developing Social-Emotional Competence

Insecure Attachment

- **The stress and depression that can occur as a result of the diagnosis of a hearing loss**
- **Adults do not adjust their communication style and continue to try and comfort the child using their voice**
- **The child cannot hear adults when they are not visible and does not have the continued assurance of the adults' presence or the comfort that the adult's voice can provide**

Why Students who are Deaf or Hard of Hearing May Demonstrate Delays/Deficits in Developing Social-Emotional Competence - Continued

- **Adults use fewer emotional expressions when interacting with students who are deaf or hard of hearing**
- **D/HH individuals may miss emotional cues of other people due to the attention focused on lipreading, listening or focusing on the face for linguistic cues**
- **Lack of Social-Communication Skills**
- **Lack of Social-Cognitive Skills**
- **Lack of Social Relationships**
- **Lack of Friendships**

Assessment of Social-Emotional Competence

Purposes of social-emotional assessment may include:

- Comparing a student to peers**
- Making placement decisions**
- Identifying strengths and areas for intervention**
- Monitoring the impact of intervention**

Assessments that require multiple raters, or require raters to rate students in different social environments provide the most comprehensive data

Social Skills Improvement System (SSIS)

Standardized norm-referenced instrument for students ages three through 18. Provides a multi-rater assessment - separate rating forms for teachers, parents and students using a four-point scale of never, seldom, often, and almost always

- **Sample Social behaviors:**
 - **communication (taking turns and eye contact)**
 - **cooperation (following directions, providing assistance to others, and sharing materials)**
 - **assertion (requesting information, introducing oneself, and responding to the actions of others),**
 - **responsibility (ability to communicate with adults and to show regard for others property or work),**
 - **empathy (show concern and respect for others feelings and viewpoints),**
- **Sample Problem behaviors:**
 - **externalizing behavior (being verbally or physically aggressive, failing to control temper and arguing)**
 - **bullying (forcing others to do something, hurting people emotionally or physically, and not letting others join in an activity)**
 - **hyper activity/inattention (moving about excessively, having impulsive reactions, and becoming easily distracted)**

Behavior and Emotional Rating Scale (BERS) – 2nd Ed

- **Teacher, parent and student 4-point rating scale**
- **Suitable for 5 to 18-year-olds**
- **52 items that load on five subscales:**
 - **Interpersonal strength**
 - **Family involvement**
 - **Intrapersonal strength**
 - **School functioning**
 - **Affective strength**

BERS Sample Items – Teacher Rating Scale

- **Uses anger management skills**
- **Expresses remorse for behavior that hurts or upsets others**
- **Shows concern for the feelings of others**
- **Reacts to disappointments in a calm manner**
- **Considers consequences of own behavior**
- **Accepts criticism**
- **Admits mistakes**
- **Respects the rights of others**

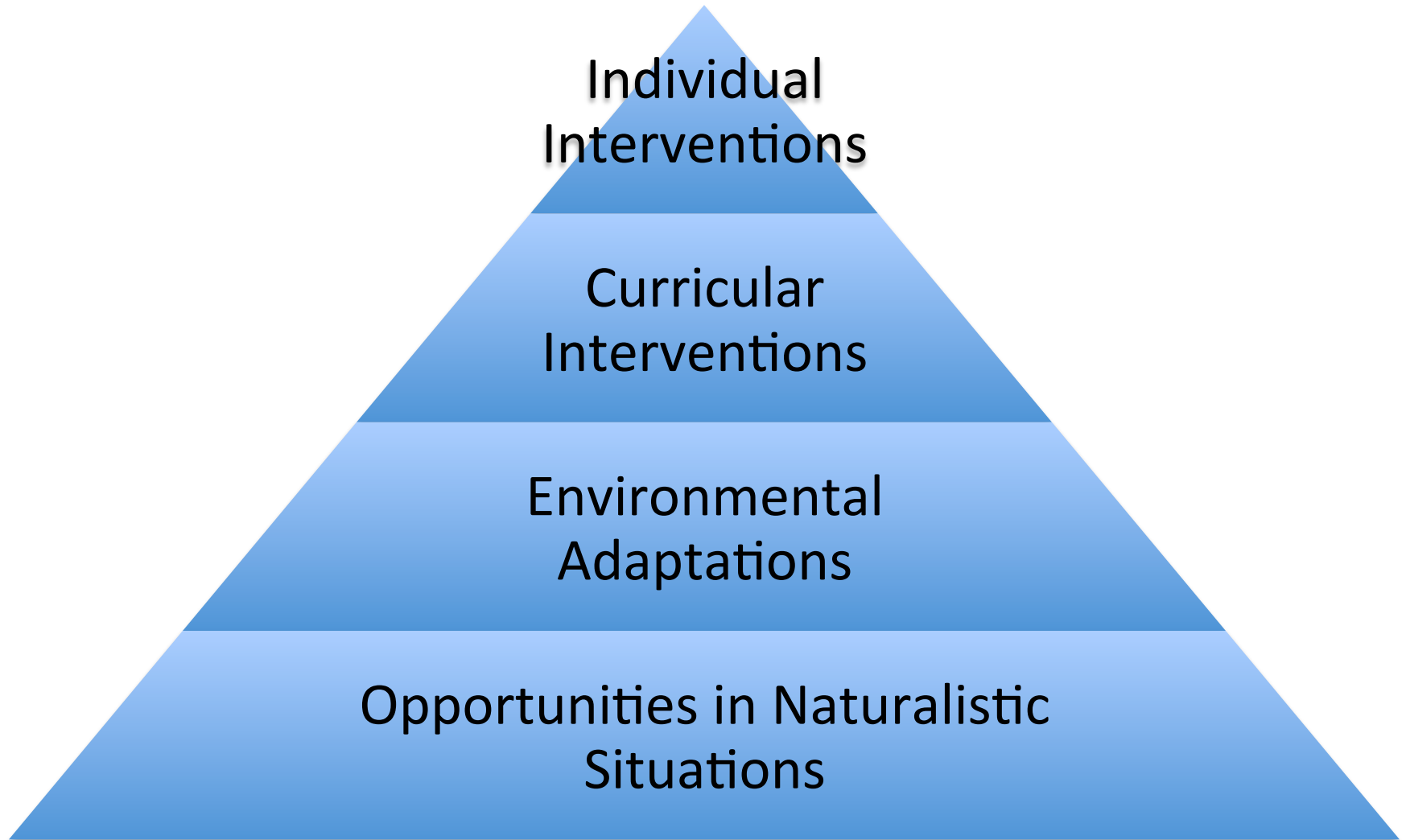
Emotional and Behavioral Screener

Ten items rated on a four-point scale – not a problem, mild problem, considerable problem, severe problem

- **Items are:**
 - **Anxious worried tense**
 - **Destroys and ruins things**
 - **Disrespectful, defiant of authority**
 - **Does not work well in group activities**
 - **Fails to consider consequences of own acts**
 - **Gets distracted, doesn't pay attention to teachers or work**
 - **Lacks self-confidence**
 - **Lacks skills needed to be friendly and sociable**
 - **Makes threats to others**
 - **Rejected, avoided by others**

Promoting Social- Emotional Competence of Children and Youth who are Deaf or Hard of Hearing

Promoting Social-Emotional Competence - Framework



Opportunities in Naturalistic Situations

- **Ensuring opportunities to interact with family, peers, and adults at home, within the community, and the school**
- **Provide access to communication and language that allows for interaction**
 - ◆ **For oral students make sure hearing assistive technology is working**
 - ◆ **Students who sign - parents, teachers, and family members can communicate using sign and are aware of the need for visual contact and communication**
 - ◆ **Provision of a sign language interpreter in the classroom and during extracurricular activities**

Environmental Adaptations

Cooperative learning strategies:

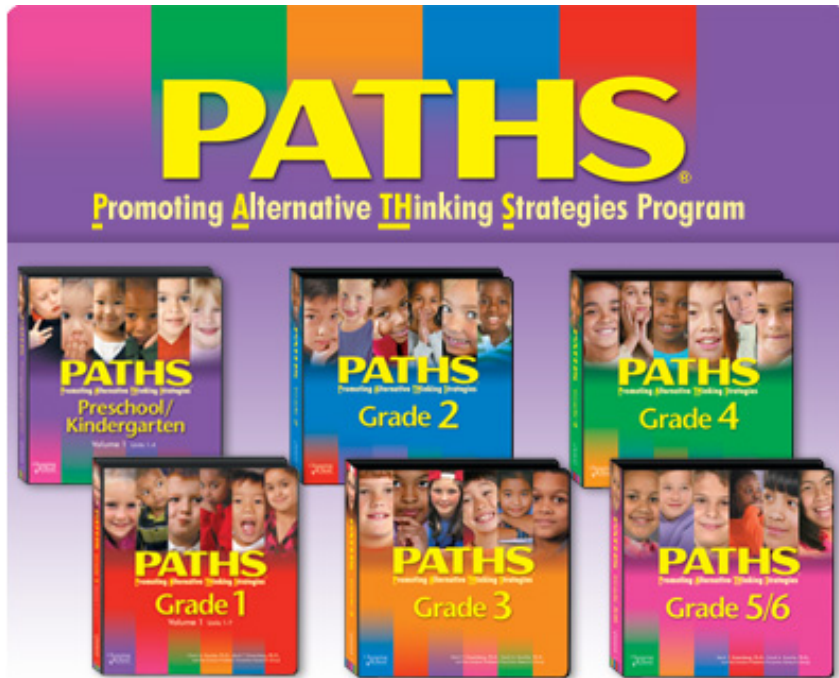
- **Think - Pair – Share -** Students are divided into pairs. After a teacher question, the students discuss their answer with a partner and then share the pair's answers with the class.
- **Teams – Games – Tournaments –** Students are divided into teams where they help each other learn the content. At the end of the unit the students engage in a question and answering competition.
- **Group Investigation -** Student teams identify the topic of their investigation, plan the learning task, gather information to carry out the investigation, prepare and present a final report and evaluate themselves.

Environmental Adaptations - Continued

Classroom Discussions

- **Can be challenging for DHH students – rapid turn taking and multiple speakers**
- **Adults can:**
 - **Control the pace of discussions**
 - **Repeat students' statements and questions**
 - **Use a communication ball to enhance turn taking**
 - **Have DHH students make a presentation to hearing classmates about their hearing loss and beneficial adaptations**





Curricular Interventions



- Prekindergarten through sixth grade
- Each lesson is scripted, beginning with an introduction, implementation guidelines, suggestions for engaging parents, a list of common questions and answers, supplementary activities.
- Each lesson ends with reminders and suggestions for generalizing learned skills.

Curricular Interventions - Continued

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

- Preschool through secondary school
- Uses a cognitive behavioral approach
- Designed to help students recognize their emotions
- Students explore calming techniques, cognitive strategies, and sensory supports
- Learning activities are presented in 18 lessons
- Each lesson includes probing questions to discuss and instructions
- Many lessons offer extension activities and ways to adapt the activity. The curriculum also includes worksheets, other handouts, and visuals to display and share

Curricular Interventions - Continued



Social Skills Improvement System (SSiS)

- **Classwide Intervention Program - Provides social skills instructional scripts and resources for teaching the top 10 skills critical to functioning in a classroom**
- **Intervention Guide - Offers in-depth social skills intervention for 20 key social skills linked directly to SSiS rating scales results**

Individual Interventions

**Provide Explicit
Instruction in
Social and
Emotional Skills**



Format for Providing Explicit Social and Emotional Skills Instruction

Introduction - Tell Phase – My Turn

- **Introduce the skill.**
- **Provide a definition of the skill and discuss it with the student.**
- **Provide a rationale for the importance of the behavior.**
- **Outline steps for doing the behavior.**

Introduction - Show Phase – My Turn

- **Model the behavior.**
- **Model positive behavior.**
- **Model negative behavior.**
- **Model discretely each of the major steps for enacting the behavior.**

Guided Practice – Our Turn

- **Define the behavior.**
- **Provide a rationale for using the behavior.**
- **List critical steps for enacting the behavior.**
- **Demonstrate the behavior.**

Format for Providing Explicit Social and Emotional Skills Instruction - Continued

Independent Practice – Your Turn

- **Define the behavior.**
- **Provide a rationale for using the behavior.**
- **List critical steps for enacting the behavior.**
- **Demonstrate the behavior.**
- **Use the behavior in a role play.**

Follow Up and Practice Phase – Our Turn

- **Review skill in a later session.**
- **Give homework assignment.**

Generalization Phase – Your Turn

- **Use skill in other settings.**
- **Complete homework assignments.**

Children's Literature

- **Helps children better understand life experiences**
- **Provides insights into human behaviors, emotions, dilemmas**
- **Stimulates curiosity**
- **Develops problem-solving skills**
- **Informs with facts, concepts, new understanding, demystifies**
- **Models coping strategies by walking readers through possible solutions or ways to cope**

Family Involvement in Promoting Social-Emotional Competence

General points:

- **Good communication between parents and children positively affects D/HH children's social – emotional development.**
- **Parents and relatives serve as models for social – emotional behaviors.**
- **Families serve as the gatekeepers to social experiences – both inside and outside of school.**
- **Parents serve as advocates for their child within the school and the community.**

Encourage Parents and Families to:

- **Allow their child to make choices**
- **Provide explanations about why certain behaviors are incorrect**
- **Talk to their children about the consequences of decisions**
- **Make adaptations at home so children have access to conversations at meals, are able to watch television, and have visual contact when communicating**
- **Help children identify their own strengths, interests, and needs**
- **Set appropriate limits**
- **Help children identify their goals and achieve their goals**
- **Identify events where DHH children and youth can meet DHH peers**
- **Help children monitor their own progress and reflect on their performance**
- **Teach children to advocate for themselves**

Teach Parents and Families

Use Affective Reflections - Recognizing the emotions in a given situation and using a reflection to name the emotions

Benefits of Reflecting Emotions:

- **Helps children better understand what they are feeling**
- **Helps children differentiate one emotion from another**
- **Enhances children's vocabulary**
- **Demonstrates adult caring and respect**
- **Shows children that emotions are a normal part of living**

Affective Reflections - Example



- **Marlene complains that she had to clean up.**
- **The adult says: You're upset that you have to clean up already. Or, It's frustrating to be interrupted.**

Teach Parents and Families – Continued



Provide Emotional Coaching

- **Become aware of the child's emotion**
- **Listen/watch empathetically, validating the child's feelings**
- **Help the child find words to label the emotion he or she is having**
- **Set limits while exploring strategies to solve the problem at hand**

Teach Parents and Families - Continued

Engage in Elaborative Reminiscing

- **Promotes development of episodic autobiographical memory and understanding of mental states and emotion words**
- **Permits adults to use a variety of emotional terms – expanding from the primary emotions - joy, anger, sadness and fear to include the following:**
 - **Joy – happy, pleasure, pride, satisfaction, delight, elation, contentment**
 - **Anger – frustration, jealousy, disgust, annoyance, fury, boredom, defiance**
 - **Sadness –unhappiness, distress, grief, discouragement, shame, guilt, dejection,**
 - **Fear –anxiety, suspicion, dread, dismay, anguish, panic, wariness**

Resources for Promoting Social-Emotional Competence

Antia, S. D., & Kreimeyer, K. H. (2015). *Social competence of deaf and hard-of-hearing children*. New York, NY: Oxford University Press.

Antia, S. D., Sabers, D. L., & Stinson, M. S. (2006). Validity and reliability of the classroom participation questionnaire with deaf and hard of hearing students in public schools. *Journal of Deaf Studies and Deaf Education*, 12(2), 158-171.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Gottman, J. & Declaire, J. (1997). *Raising an emotionally intelligent child: The heart of parenting*. New York: Simon & Schuster Paperbacks.

Gresham, F. M., & Elliott, S. N. (2008). *Social skills improvement system manual*. Minneapolis, MN: Pearson.

Kusche, C. A. & Greenberg, M. T. (1997). *Promoting alternative thinking strategies (PATHS)* South Deerfield, MA: Channing-Bete.

Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. San Jose, CA: Think Social Publishing, Inc.

Winner, M. G. (2007). *Thinking about you thinking about me* (2nd ed.). Santa Clara, CA: Think Social Publishing, Inc.

Resources - Continued

Collaborative for Academic, Social, and Emotional Learning

<http://www.casel.org/>

Yale Center for Emotional Intelligence

<http://ei.yale.edu/>

Hands & Voices

<http://www.handsandvoices.org/>

Summary

- **“We are an ultrasocial species, full of emotions finely tuned for loving, befriending, helping, sharing, and otherwise intertwining our lives with others” (Haidt, 2006, p. 134).**
- **“The brain is a social organ, and our relationships with one another are not a luxury but an essential nutrient for our survival” (Siegel, 2010, p. 211).**
- **Emotion drives attention and attention drives learning.**
- **Social-emotional competence continually evolves across the lifetime, involving increasing levels of nuance and sophistication.**

Summary - Continued

- **To become socially-emotionally competent, individuals need to interact with other people. They need to try behaviors and receive feedback. There will be successes and failures. We learn from both success and failure. We need to let children and youth fail as well as succeed.**
- **Social-emotional skills can be taught, practiced and learned.**
- **The goals for the students we serve should be that they leave school with the knowledge and skills to live, learn and enjoy life in a digital, global society.**
- **The rules for work are changing. We're being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how will we handle ourselves and get along with others.**