

# ENHANCING COMMUNICATION SKILLS OF DEAF AND HARD OF HEARING CHILDREN IN THE MAINSTREAM pdf

## 1: Hands & Voices :: Socialization

*Enhancing Communication Skills of Deaf and Hard of Hearing Children is designed to help clinicians who may have little or no experience with this population to understand its unique communication needs and develop clinical skills for working with them.*

The Transition Process Most deaf and hard-of-hearing children are born into hearing families and hearing communities. Will my child have friends? How will I ever leave my child in daycare? For many parents, hearing loss until now was associated with "older" people, not babies. Where can I find the information I need? Fortunately, parents can obtain helpful information from a wide variety of sources such as: Internet Health professionals audiologist, pediatrician, etc. Early intervention specialists speech therapists, ASL instructors, early childhood educators, etc. List-serves that provide periodic information via e-mail Books and journals Taking the next step: Finding people who have "walked the walk. Paul Ogden writes, "When you do feel ready, here are some people to seek out: Other parents of deaf or hard of hearing children-parents who will have experiences to recount and resources to tell you about, as well as warnings of what or whom to avoid. Deaf adults-people who can help you understand the realities of deafness and the way it shapes the perspectives of deaf people. Raising Your Deaf Child Facilitating positive social experiences: Keep in mind though; a child may have a natural tendency to be outgoing or a natural tendency to be shy. A first step in encouraging independence in social situations is leaving your child with a trusted care-giver. If a neighbor, friend, grandparent volunteer to watch your child, accept the offer. Children are very good at letting people know their wants and needs. A parent can even make their own book with signs their child uses. If you are comfortable leaving your child, your child will be comfortable. Although babies and young children socially interact most frequently with family members, children in daycare settings and playgroups will also have significant social relationships with other adults and children. Parents faced with finding a child care or preschool setting for their deaf or hard-of-hearing child may wonder if communication difficulties will affect the quality of care and the relationships their child will develop with their teachers and peers. Caregivers do not necessarily need to have previous experience with a deaf or hard-of hearing child in order to provide a nurturing and positive environment, but it is important to find a child care setting that is open to and enthusiastic about welcoming your child with hearing loss. If my child uses amplification hearing aids, cochlear implant, fm-system , is the caregiver comfortable with and willing to learn about the technology? Will they be committed to helping ensure that my child is using the amplification consistently according to my directions? If my child uses sign language either exclusively or in combination with other communication methods , is the caregiver willing to learn sign language and, if applicable, teach it to other children in the child care setting? What are the acoustics like in the setting? Are the floors carpeted? How many children are in one space at a time? According to Solit and Bednarczyk , there are three important objectives of an inclusive program one that includes hearing peers: Other social situations that offer good exposure could be story-time at the library, music class at the local recreation center, the nursery at church or the gym. Children should feel comfortable discussing hearing loss with friends and peers. In the early years the parent will be the model. If a parent feels uncomfortable discussing hearing loss, the child will feel like it is a bad thing. If your child learns to answer the questions, it will help develop their own sense of self. Knowing when to step in, and when to step back. Allow the children to interact on their own; the temptation may be to make the interaction better, but often parents ruin the fun. Use this time to observe. If you see room for improvement in social skills, role play with your child later during playtime. Anticipate new situations and play it out beforehand. Sometimes it is necessary to involve yourself in a situation, but think before you do. Will this help right now or can it wait? Sammy, a seven year old boy with a severe-profound hearing loss was playing in the sprinkler with his good friend seven year old Jessie who is hearing. Because they were playing in the water, Sammy was not wearing his hearing aids. Mom chose to intervene because Jessie always made such an effort to

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communicate effectively with Sammy. Had she waited until later Jessie would have been frustrated and the learning opportunity would have been gone. Mom was worrying about Daniel making friends in his mainstream classroom because of his first language was sign language and his speech was a bit difficult to understand. Do you want to go over and play with the dinosaurs? If possible set up group swim lessons, soccer lessons, gymnastics classes, music classes, etc. If children continue to see each other during the three month summer break, when school starts in the fall, they will not have to restart the bonding process again. This time also gives parents a chance to visit and network. The families rotated houses. Whoever hosted was responsible for snack and an activity. The other parents stayed, but they were able to visit. The children looked forward to play- group as did the parents. The children strengthened their friendships, were exposed to different adults, and the parents had a great opportunity to strengthen their friendships. When school started in the fall, the teacher commented there was a noticeable difference in the children. The parents continued to meet weekly for coffee. Writing social objectives into the IEP Once your child enters school the social piece will need to be addressed. The school placement you have chosen will influence the direction of the IEP. Children in a center based program or a school for the deaf will have more opportunity to interact with peers and adults using the same mode of communication. This is not to say this issue does not need to be addressed. Within the IEP different goals can be addressed as to how to facilitate interactions. Networking mainstreamed students to center-based or state deaf residence schools for opportunities to gather socially. Connecting to a state role model program, if available. Many teachers believe that discussing information with friends and other peers enhance learning. Group projects will be better completed when children work with real friends rather than with non-friend peers. Schick says, "With peers, children can argue, negotiate, and figure it all out. Some researchers have speculated that these life skills come more from peer interactions than through interactions with adults. And those language skills are absolutely essential. Challenges and ideas Hearing children pick up a lot of information indirectly. This is called passive or inferential learning. This can cause a feeling of isolation at school. Kids move fast and change topics quickly. Do they have a good friend or two who keeps them caught up? Tommy, a hard of hearing child, attending a mainstreamed program at his neighborhood school was very happy entering in to first grade. He had attended kindergarten at the same school, and children he had been friends with were placed in his class. After a couple weeks of school, he told his mom, his friends were still his friends but not after lunch or at recess. She found this puzzling so she observed off and on for a week. When they decided to change an activity, her son missed the change or the new rule. The kids just expected you to follow along if you wanted to play. The mother addressed this with the teacher and set-up a plan. They pulled three of his friends and asked if they would make sure Tommy knew when the activity was changing and when the rules were changing. They also addressed with Tommy how things are on a playground--fast. The kids tried hard, and there were ups and downs, but as they progressed into higher grades the kids continued to relay information to Tommy and eventually Tommy was helping to change the rules. Mom asked every year that certain kids move on to the next class with her son. He had developed some meaningful friendships and she knew the importance of this. There are many activities where relatively simple accommodations could make all the difference in terms of allowing your child to participate more fully in the experience. Find out which movie theaters in your community offer closed captioning or open captioning. If your child would like to see a movie with friends that is not being offered there, help your child request the film. Encourage family and friends to turn on the closed captioning on their television sets when you go over to visit. If your child has an fm-system, be sure that it is used on field trips - if someone is leading the class on a tour, ask the tour guide to wear it. If your child uses sign language, arrange for an interpreter for activities such as theater performances, swim and other types of lessons, and story-telling or poetry readings. This is sometimes easier if a group of parents approaches the event or community center and makes the request. And if you do have an interpreter coming for an activity, be sure and spread the word so other families can participate. Similarly, if your child uses sign language and would like an interpreter, arrange for one to be at important family gatherings, such as weddings, funerals, and family reunions. Although this may be an

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additional expense, it could help your child feel more a part of the experience and more connected to the family. Technology is available that can facilitate communication and which is often very popular among young people who are deaf and hard-of-hearing. However, you can be sure that your deaf or hard-of-hearing child will find ways to express themselves and reach out to others and friendships will form.

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## 2: Raising and Educating Deaf Children Deaf and Hard-of-Hearing Students in the Mainstream

*Enhancing Communication Skills of Deaf and Hard of Hearing Children in the Mainstream ISBN With many children who are deaf or hard of hearing now integrated in mainstream classroom settings, speech-language pathologists and school-based clinicians are encountering this population in growing numbers.*

About half of these students spend the majority of the school day in the general education classroom with support from an itinerant teacher of deaf or hard of hearing TODHH. Others spend part of their school day in the general education classroom, and the remainder receiving instruction from a TODHH. DHH students in public schools may receive services from other professionals including sign or oral language interpreters. The array of services provided to a student is determined by the team that creates the Individual Education Program IEP. For successful mainstreaming DHH students must be academically and socially integrated. To be academically integrated, DHH students need to participate in all classroom educational activities and have full access to teacher instruction and educational materials being used. To be socially integrated, they need to be able to interact with and be accepted by their classmates. What we know Appropriate support Mainstreamed DHH students must be able to access all instruction and educational materials. Students who depend on auditory access need to have appropriate assistive listening devices. Devices should be working, and used by students, teachers, and classmates, at all times. Students using sign language should have qualified interpreters who interpret all spoken communication of teachers and classmates. The classroom environment should allow good visual access allowing students to see materials e. Teachers of the Deaf support mainstreamed students by providing them instruction in communication skills, literacy, learning strategies, self-advocacy, and social skills. They also consult with classroom teachers on enhancing visual and auditory access. Academic integration Although which is cause and which is effect is unclear, DHH students who spend most of the school day in the general education classroom generally achieve better academically than DHH students in self-contained classrooms, but less well than hearing classmates. The academic performance of these DHH students is influenced by their language and communication skills, their ability to access the general education curriculum, expectations for academic success by parents and teachers, communication between parents and school personnel about support services, and consistent use of assistive listening devices. DHH students who get their academic instruction in the general education classroom indicate that they participate in the classroom most of the time. They are better able to understand their teachers than their classmates, but experience difficulty during group discussions. Students who are able to communicate comfortably in the classroom have higher academic achievement than those who cannot. Social integration Teachers rate mainstreamed DHH students as having average social skills. These students are as well adjusted socially as DHH students in self-contained programs. Hearing classmates do not tend to reject them; however, they may not select DHH students as friends as frequently as they select hearing peers. Some mainstream DHH students are isolated because of their inability to interact with hearing peers. Academic integration Although, as a group, mainstreamed DHH students are academically integrated, a substantial number are poor achievers. While we have information about the effects of auditory access on academic achievement, we have little information on the effects of visual access. How does the lack of skilled sign language interpreters affect academic achievement? How effectively can elementary-age DHH students learn interpreted educational content? Social integration There is little evidence about the manner in which TODHH and general education teachers can promote social integration within the classroom.

## 3: [www.enganchecubano.com](http://www.enganchecubano.com) | Enhancing Communication Skills of Deaf and Hard of Hearing Children in t

*The inclusion of deaf/hard of hearing children in mainstream classes has certainly added new challenges for clinicians whose role is the enhancement of communication skills. This book is an important new resource with excellent*

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*illustrations.*

## 4: Enhancing Communication Skills of Deaf and Hard of Hearing Children in the Mainstream

*With many children who are deaf or hard of hearing now integrated in mainstream classroom settings, speech-language pathologists and school-based clinicians are encountering this population in growing numbers. Enhancing Communication Skills of Deaf and Hard of Hearing Children is designed to help.*

## 5: van Asch Deaf Education Centre Visual Communication

*With many children who are deaf or hard of hearing now integrated in mainstream classroom settings, speech-language pathologists and school-based clinicians are encountering this population in growing numbers.*

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