Building Skills with Deaf/Hard of Hearing School-aged Children

Eileen Rall, AuD, PASC
The Children’s Hospital of Philadelphia
Acknowledgements

Shane Moodie
Sheila Moodie
Louise Montoya
Dave Gordey
What are your goals for outcomes with pediatric patients?
Agenda

• Review
  • Erikson’s Stages of Psycho-Social Development
  • Self-concept
  • Social Skills

• Why do we need to promote development in our practice

• Ideas for Building Skills with Deaf and Hard of Hearing School-aged Children
Erikson’s Stages of Psycho-Social Development

- Trust vs. Mistrust (birth – 18 months)
- Autonomy vs. Shame and Doubt (18 months – 2 years)
- Initiative vs. Guilt (3 – 6 years)
- Industry vs. Inferiority (7 – 11 years)
- Identity vs. Role Confusion (11 – 18 years)
- Intimacy vs. Isolation (19 – 40 years)
- Generativity vs. Stagnation (40 – 65 years)
- Ego Integrity vs. Despair (65 years +)
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Social Skills

- Healthy Attachment
- Basic
- Intermediate
- Advanced
Self-Concept

*An individual’s understanding of who they are*

- No self
- Self-awareness
- Factual self-concept
- Egocentric view of self-concept
  - Self-confidence and self-esteem emerging
- Comparative
- Peer-pressure
- Individuation
How can I Support Building Skills with School-Aged Children
Psycho-Social Development

**Erikson’s Stages**

**Industry vs. Inferiority**

(6 – 11 Years)

- Child is ready to learn formal skills needed for adulthood
- Successful learners develop positive self-image, competence and self-esteem
- Children who struggle with learning develop feelings of inadequacy, incompetence and poor self-esteem
Self-Concept
6 - 13 years

• Comparative period: 7 – 9 years
  • “I’m not like the rest of the world (or my parents, siblings, friends). I’m unique. I’m different. I’m a freak.”

• Peer pressure years: 9 – 13 years
  • “I want to be, dress, look, sound exactly like my friends. I want to fit in (blend in).”
Development of Self-Concept for Deaf and Hard of Hearing Children

- Starts to emerge between ages 7 and 9
- Child understands:
  - he/she is different from her family and peers
  - their hearing loss is permanent
- Child feels inferior, embarrassed. Attributes problems to themselves personally, not their hearing loss
• Child may try to emulate hearing children minimizing their need for accommodations for effective communication

• Child often experiences grief over hearing loss for the first time

• Parents can help their child cope and resolve their grief only if they themselves have come to a healthy acceptance of the child’s hearing loss
Development of Social Skills/Interaction

- Teaching and practicing intermediate to advanced social skills, including:
  - Asking for clarification
  - Interrupting appropriately
  - Asking for help
  - Giving complements
  - Showing interest in others
What can be done to support development: 6 through 11 years of age?

Support services tend to drop off here – how can we “pick up the slack”?

- Monitor child’s grief and develop plan with parent to help child resolve grief
- See child alone for some time for informational counseling and emotional reactions to diagnosis
- Empower child to explain new skills/information to parent (Audiologist coaches and gives feedback)
- Child practices stating communication needs, creating good listening/communication environments for themselves across settings
What can be done to support development: 6 through 11 years of age?

• Tools
  • Rule the school (App)
  • Hearing aid tic-tac-toe (App)
  • Knowledge is Power
  • My World*

• Assess child’s experience with friends/friendships
  • Who are your good friends? What makes them “good” friends? Do you have enough friends?

• Review accommodations for sport activities

* www.idainstitute.com
What can be done to support development: 6 through 11 years of age?

- Review easy access to alerting signals
  - Alarm clock
  - Smoke alarm – fire drill
  - Door bell
  - Telephone ringer

- Is there a system for privacy in the home?

- Ensure that family information is accessible to all and available to child with hearing loss
Psycho-Social Development

Erikson’s Stages
Identity versus Role Confusion

(11 years – Adolescence)

• Teen becomes independent from family and establishes role in society
• Teen uses parents as first role model
• Conflict often directed towards same sex parent
• Teen’s identity
• can be influenced by adults outside the family
• is developed through life experience
• Self-image becomes more well-rounded or inadequacies become magnified
Self-Concept
14 years - Adolescence

• Individuation Period: Time for teens to discover who they are, what they want to be
  • “Who I am?”
  • “I am unique and different (or at least I wanna be).”
  • “Where do I fit into society?”
  • “What will I be as an adult?”
Continue refining and practicing intermediate to advanced social skills, including:

- Assertiveness skills
- Dealing with being left out
- Coping with change
- Self-advocacy
- Dating behavior
What can be done to support development:
11 years of age and older?

- Provide informational counseling directly and primarily to teen for all topics (hearing loss, aids, ALD options).
- Encourage active participation in IEP process.
- Interact with parent as backup to teen and as the secondary consumer.
  - Have teenager make appointment, explain degree/impact of hearing loss, call if equipment malfunctions.
  - Transition planning – what support services are available, do they need to see a new audiologist?
What can be done to support development: 11 years of age and older?

- Refine teen’s self-advocacy and assertiveness skills for effective listening/communication environments/strategies
- Use motivational engagement tools
- Provide information on Resources
  - Vocational rehabilitation services
  - Support groups for young adults with hearing loss
  - Post-secondary Education Programs Network (PEPNet 2) [www.pepnet.org](http://www.pepnet.org)
Thank You!

rall@email.chop.edu