Academic and Socio-Emotional Impacts for Deaf and Hard of Hearing Students
What Are Some of the Challenges that Deaf and Hard of Hearing Students Face in Schools?

- Often they arrive at school with delayed language because they have not had exposure to incidental learning (side conversations, tv, radio, overhearing family discussions or interactions). *This can be true for students who use spoken language as well as students who use sign language.*

- Often they have not had fluid and comprehensive communication during their early years of development.

- Staff who work with students often lack the expertise needed to provide optimal learning environments.
Delays in Language Can Manifest As…

- Parts of words or sentences may be heard, but not understood.
- Limited vocabulary knowledge.
- Context not understood.
- Confusion with multiple-meaning words and synonyms.
- Disconnect with sound-symbol relationships.
- Limited opportunities for developing peer relationships.
Reduced Academic Achievement

- Language delays cause gaps in background knowledge and related vocabulary.
- Difficulty in following directions.
- Difficulty with complex, abstract language impacts reading comprehension.
- Difficulty with understanding language functions and context.
- Reduced ability to utilize all three reading cueing systems.
- Reduced engagement and access to learning.
Hearing Loss

- Fatigue – from straining to listen & process
- Lack of engagement – from fatigue & frustration

Language Delay

- Lower vocabulary
- Less sophisticated grammatical structures

Gaps in conceptual knowledge

- Lack of access to incidental learning

Social and Emotional Impacts
We know Maslow’s Hierarchy of needs…

- **Physiological needs:** food, water, warmth, rest
- **Safety needs:** security, safety
- **Belongingness and love needs:** intimate relationships, friends
- **Esteem needs:** prestige and feeling of accomplishment
- **Self-actualization needs:** achieving one’s full potential, including creative activities

Self-fulfillment needs

Psychological needs

Basic needs
How are these needs impacted by Language delay?

- Self-Actualization
- Esteem
- Belonging
- Safety
- Physiological

Laura T. Petersen & Julie Rems-Smario
How are these needs impacted by Language delay?

- Language allows us to communicate basic needs and to be comforted.
How are these needs impacted by Language delay?

- Language allows us to understand and predict the world around us, decreasing anxiety.

Language deprivation often limits the development of Deaf and Hard of Hearing children beyond these levels.
How are these needs impacted by Language delay?

- Language instills a sense of belonging by allowing us to discuss ideas & develop trust among peers & family.

Does the language level of the student and/or the people in their community allow for the discussions that develop these relationships?
How are these needs impacted by Language delay?

- Language allows us to communicate unique ideas, be respected by others & develop executive function skills.
How are these needs impacted by Language delay?

- Language allows access to information and opportunity to express morality and creativity.
Maslow tells us that higher level growth cannot be achieved while lower level needs are not met…

…so consider how language may be limiting the social and emotional development of a Deaf or hard of hearing student.
Slight Hearing Loss

Possible Psychosocial Impact by Hearing Level

- May be unaware of subtle conversational cues, which may be viewed as inappropriate or awkward
- May miss portions of fast-paced peer interactions
- May have immature behavior
- Listening efforts may cause fatigue

Possible Psychosocial Impact by Hearing Level

- Loss of ability for selective hearing & increased difficulty suppressing background noise makes learning environment more stressful
- Increased fatigue
- Communication barriers create negative impact on self esteem
- Child accused of “hearing when he wants” and “daydreaming” and “not paying attention”

Possible Psychosocial Impact by Hearing Level

- Communication can be significantly affected
- Socialization with peers becomes difficult
- Child may be judged as less competent
- Impact on self-esteem

Possible Psychosocial Impact by Hearing Level

- Use of an interpreter or hearing aids & FM systems may result in child being judged by both peers and adults as less competent, resulting in poorer self concept, social maturity & contribute to a sense of rejection

Possible Psychosocial Impact by Hearing Level

- Child is more likely to prefer other children with a hearing loss as friends. These peer relationships (when available) can foster improved self-concept & a sense of cultural identity which can improve a child’s ability to self-advocate.

Impact of Hearing Loss

**IMPACTS ABILITY ...**
- to effectively communicate needs and wants
- to understand receptive language
- to communicate in a variety of settings
- to develop vocabulary
- to use language to reason, solve problems, to plan ahead, and think abstractly
- to use language to develop imagination and creativity

**IMPACTS TENDENCY...**
- for fatigue due to increased effort in listening and understanding
- to miss subtle cues in conversations
- to develop low self-esteem
- to be accused of not paying attention
- to lack friends or be uncomfortable socially
- to struggle filtering out background noise
- to be judged as less competent.
Hearing Students

What do they have access to?

JOKES
TEACHER’S LESSONS
LUNCH ROOM
SPORTS
HALLWAY TALK
TV
MUCH MORE
Deaf and Hard of Hearing Students

What **should** they have access to?

- JOKES
- TEACHER’S LESSONS
- LUNCH ROOM
- SPORTS
- HALLWAY TALK
- TV
- MUCH MORE
NMSD CECT Services

- Individualized consultation to students and education teams
- IEP attendance and assistance in developing the Communications Consideration Addendum
- Classroom observations
- Student evaluations and career assessments
- Online lending library - [http://nmsdoutreachlibrary.org/](http://nmsdoutreachlibrary.org/)
- Statewide & regional trainings
- Program or student specific workshops
- AmeriCorps sign language instruction program
Contact Information

Center for Educational Consultation & Training

New Mexico School for the Deaf
1060 Cerrillos Road
Santa Fe, NM 87505

505.476.6400 – phone
505.476.6371 – fax

www.nmsd.k12.nm.us/outreach