Twists and Turns
The Social-Emotional Impact of Hearing Loss

The School Perspective
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Disclosures

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The Spectrum of Hearing Loss

Approximate Deaf and Hard of Hearing Population in the United States

- Deaf (ASL is primary language) 10%
- Oral deaf 3%
- Profound hearing loss 3%
- Severe hearing loss 24%
- Moderate hearing loss 30%
- Mild hearing loss 30%
By the numbers...

The majority of the students with hearing loss are in mainstream classrooms.
What do we know?

- Social situations can be very challenging.
- Often missing; “the things we learn on the playground.”
- Many of these challenges are invisible.
Who are you again?

- Teacher of the Deaf and Hard of Hearing
- Auditory trainer
- Counselor
- Audiologist
- IEP watchdog
- Interpreter
- Social Navigator
- LIFE COACH!
Social Emotional Development and School

• **Birth to five:**
  - Is about forging relationships and exploration of new objects, thoughts, feelings, and people.

• **Hearing Loss:**
  - Children may be unsure of relationships.
  - May be unsure of trying new experiences.
  - May act out from frustration over inability to communicate effectively but cannot explain it.
  - Need visual reassurances for even the basic of things.
  - Trouble sustaining attention.
Social Emotional Development and School

• **School Age:**
  - Are often unsure, just learning that self-concept is influenced by many other people and things such as friends and teachers. They are still trying to discover what they can do on their own.

• **Hearing Loss:**
  - Self-advocacy.
  - Social navigation.
  - Interacting with the world around them.
  - Decision-making skills.
Social Emotional Development and School

- **Adolescents**
  - Concerned with how they fit in. Trying to reconcile; the person I am versus the person society expects me to be.

- **Hearing loss**
  - Amplification issues
  - Isolation (identity and self concept)
  - Self acceptance or ownership
  - Self advocacy.
  - Predicting social outcomes and appropriate response.
All these things can be invisible!
Some Examples

**Elena A.**
- Age 5
- Kindergarten
- Bi-lateral moderate to severe hearing loss
- Amplified since age 2
- Mainstream student
- Grades vary from Excellent to Satisfactory

**Isa M.**
- Age 13
- 7th grade
- Bi-lateral moderate to severe hearing loss
- Amplified since age 5
- Mainstream student
- Grades: A/B’s
A Different Type of Example

Isabella

15 year old
Bi-lateral progressive hearing loss
Amplified at age 3 but received Cochlear Implant at age 15 due to decrease in hearing
Mainstream student
Grades: A/B (Honors and AP classes)
What do you do next?

- Seek resources.
- Success for Kids with Hearing Loss
- Hearing Like Me
- LIFE-R
- Expanded Core Curriculum
- Management of Hearing Loss Curriculum
- DHH teacher

Recognize that sometimes problems are sometimes part of the process.
What to do next?

- Recognize when you can’t help anymore.
- Seek out resources; school or community.
- Report and Document!
- IEP
- Functional Assessment of Behavior/ Behavior Intervention Plan

Recognize that some problems are beyond your expertise.
Take time to listen and remember this is their journey not yours.

Thank you.

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