Brain development, children with hearing loss, and challenges to learning

• Language delays - no L1 or delays in L1
• Sensory issues often not addressed - over reliance on objective measures
• Emotional immaturity
• Emotional dysregulation
• Poor self-esteem, strong sense of shame
• No sense of self or very critical sense of self

Brain development, children with hearing loss, and challenges to learning (continued)

• Attachment consequences
• Social isolation
• Negative beliefs about themselves
• Insecure attachment patterns
• Difficulty with self regulation
Brain development, children with hearing loss, and challenges to learning (continued)

- Learning and teaching are relationship-based activities....
- Limited direct relationship with the teacher, primary relationship is often with the interpreter
- Overprotection from adults – thinking for, communicating for, doing for deaf/hoh kids
- Learned helplessness, passivity, low frustration tolerance leads to overwhelm and shutdown

Brain development, children with hearing loss, and challenges to learning (continued)

- Little or not access to incidental learning
- Delays and gaps in knowledge, Splinter skills
- Inadequate knowledge base to connect new learning
- Illiteracy

Brain development, children with hearing loss, and challenges to learning (continued)

Interpreters are not allowed (and/or choose not) to be pivotal to the learning process and an equal member of the educational team
No team
Top-down management and decision making versus bottom-up
Only evaluated every 3 years
Special educators are responsible for the development, implementation, and oversight of the curriculum and instruction but typically have no specialized training with deaf/hoh kids
Brain development, children with hearing loss, and challenges to learning (continued)

Costs to educate deaf/hoh children effectively...and...
we can’t talk about costs, we pretend they are not a factor and that we are actually debating best educational approaches versus avoiding costs

“She can do it but she’s not trying”
“He just wants attention”
“He’s going to be in the hearing world so he has to learn English”
“She can hear us just fine”
“She know this”

Brain development, children with hearing loss, and challenges to learning (continued)

• We need to look at ourselves and if we are succeeding or not...

• Let’s take a walk back in time and see how education was done in the past
• millions of years ago we lived in tribes of 70-100 people...survival of the tribe or clan depended on successfully teaching the next generation all the skills necessary for survival...

30% of High School Students drop out

• Information Dissemination and students with hearing loss
How to improve education for deaf and hard-of-hearing students
How to improve education for deaf and hard-of-hearing students

• Language development highest priority for language delayed students
• Relationship based...pay attention to, support, promote all the relationships in the child’s educational world
• Habilitate other delays: social, regulation, knowledge base
• Skill development vs. information dissemination

Diagnoses

• Medical Model vs Interpersonal Neurobiology (IPNB) view
• Pathological view versus brain view
• Medication vs experience and relationship

How to improve education for deaf and hard-of-hearing students  (continued)

• Integrated curriculum to match how the brain is driven to integrate information
• High context provides loads of information
• Learning activities embedded in the child’s life (i.e., pattern recognition at the grocery store, bank, etc.)
• Lessons taken from the child’s direct experiences – from their home their neighborhood, what they did today
How to improve education for deaf and hard-of-hearing students (continued)

- Project learning, hands-on, experiential
- Multi-sensory activities to teach and reinforce content - rhythms, memory castle, tactile numbers in the sand
- Story boards
- Narratives, narratives, narratives

How to improve education for deaf and hard-of-hearing students (continued)

- Develop Emotional Intelligence (EQ)
- Mindfulness skills training
- Executive Function skill development

Discipline

- the goal of discipline is education, to teach someone to change their behavior
- when you only have a hammer everything looks like a nail
- one size does not fit all
- Fear and punishment cause fear and anger and have limited effectiveness over time
Discipline - continued

• the most effective discipline for the short term and long term is relationship based
• Punishment - faulty premise and solutions (Do we know what is wrong?)

Curriculum

• Toss it...
  • unless it is...
• Promotes language and communication skills....
• Relevant to the child's life, experience, and environments...
• lessons have direct application to the skills the child is needing to develop....

Interpreters need to be...

• teacher
• bridge new learning to child's existing knowledge
• conduct a classroom within a classroom
• neurobiopsychosocial regulators
• parent advisors/advocates
• peer mediators
• social, linguistic, and educational consultants
• advocate
• advisor to administrators (IEP's)