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(DHH). Most children readily develop social competence through the mutually dependent development of social skills and social relationships.

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Generally, deaf students in general education/mainstream settings demonstrate lower social competence (e.g., self-concept, self-esteem, social skills and peer relationships) (Antia, Jones, Luckner, Kreimeyer, & Reed, 2011) reporting feelings of isolation and loneliness (McCain and Shirin, 2005; Gent, Goedhart, Knoors, Westenberg, & Treffers, 2011) than those in inclusion settings.

Positive Social Competence in Mainstream Deaf Students

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The aim of this study was to determine the effects of a social skills training program on the social skills and social behaviors of deaf children in ... María Suárez, Promoting Social Competence in Deaf Students: The Effect of an Intervention Program, The Journal of Deaf Studies and Deaf Education, Volume 5, Issue 4, ...

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Social Competence and Sense of Loneliness of Children With Hearing Loss. Children with hearing loss (HL) may have difficulties while growing up in developing effective social strategies and SC (Preisler, Tvingstedt, & Ahlstrom, 2002).

Social Competence, Sense of Loneliness, and Speech ...

To test the hypothesis that our deaf sample would display higher levels of social competence than the deaf norms on the SEAI, we examined the proportion of children in our sample who performed in the “above average” range (80th percentile or greater)—see Table 3. Our deaf sample scored in the above average range on two of the three SEAI scales we targeted: Social Communicative Behaviors (37.7% vs. expected 20%) and the Anxious, Compulsive Behaviors (48.9% vs. expected 20%).

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Social Competence of Deaf and Hard-of-Hearing Children ...

Abstract. Increasing numbers of deaf students receive most of their education in general education classrooms. These students may not have easy access to peers and adults with whom they can communicate; consequently professionals have expressed fears that these students will be socially isolated and lack opportunities to develop the social competence necessary for success.

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Risk and resilience for social competence: Deaf students ...

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Social Competence of Deaf and Hard-of-Hearing Children addresses the development, assessment, and promotion of social competence in children who are deaf or hard-of-hearing (DHH). Most children readily develop social competence through the mutually dependent development of social skills and social relationships. Why then write a book on the social competence of DHH children? Hearing loss, with its resulting communication challenges, has the potential to impede the development of social skills and restrict social relationships. In this volume, Shirin D. Antia and Kathryn H. Kreimeyer highlight multiple strategies that teachers, families, and community members can utilize to promote the social competence of DHH children. The authors approach this topic by first describing the development and expression of social competence in infants, as well as in preschool- and school-age hearing and DHH children. Socially competent children display a flexible repertoire of social behaviors that are appropriately utilized in varying social situations and which further children's social goals. Since social competence develops initially through interactions between infants and their caretakers, a primary consideration for children with hearing loss is that the infant and caretaker share a common communication approach to facilitate early interaction. As infants become preschool age, opportunities for interactions with other children increase and social interactions revolve around play. The development of interactive and of pretend play requires children to communicate with one another to assume roles, share fantasies, and solve social conflicts. DHH children must develop communication skills to participate in interactive play, and hearing children may need guidance to successfully engage with DHH peers. For school-age children, the importance of peer acceptance increases; DHH children need supportive situations both within and outside of school to interact with peers, develop friendships, and refine the social

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behaviors that promote peer acceptance. The authors present a variety of practical ways to assess the social competence of DHH children. They emphasize the role of assessment in identifying social strengths and needs to establish a basis for any necessary intervention. They then present ways to promote social competence, with a separate focus on strategies appropriate for young DHH children and for school-age DHH children. For both age groups, the authors address the role of families, professionals, schools, and communities in helping children develop the skills needed to become socially competent individuals. This book will be a valuable resource for the parents and families of DHH children, for the general and special educators who teach these children, and for the researchers who describe development and evaluate the effectiveness of strategies to promote the social competence of DHH children.

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Language development, and the challenges it can present for individuals who are deaf or hard-of-hearing, have long been a focus of research, theory, and practice in D/deaf studies and deaf education. Over the past 150 years, but most especially near the end of the 20th and beginning of the 21st century, advances in the acquisition and development of language competencies and skills have been increasing rapidly. This volume addresses many of those accomplishments as well as remaining challenges and new questions that have arisen from multiple perspectives: theoretical, linguistic, social-emotional, neuro-biological, and socio-cultural. Contributors comprise an international group of prominent scholars and practitioners from a variety of academic and clinical backgrounds. The result is a volume that addresses, in detail, current knowledge, emerging questions, and innovative educational practice in a variety of contexts. The volume takes on topics such as discussion of the transformation of efforts to identify a "best" language approach (the "sign" versus "speech" debate) to a stronger focus on

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individual strengths, potentials, and choices for selecting and even combining approaches; the effects of language on other areas of development as well as effects from other domains on language itself; and how neurological, socio-cognitive, and linguistic bases of learning are leading to more specialized approaches to instruction that address the challenges that remain for deaf and hard-of-hearing individuals. This volume both complements and extends The Oxford Handbook of Deaf Studies and Deaf Education, Volumes 1 and 2, going further into the unique challenges and demands for deaf or hard-of-hearing individuals than any other text and providing not only compilations of what is known but setting the course for investigating what is still to be learned.

This title is a major professional reference work in the field of deafness research. It covers all important aspects of deaf studies: language, social/psychological issues, neuropsychology, culture, technology, and education.

Explains the background and rationales for the PATHS (Promoting Alternative THinking Strategies) curriculum, originally developed to promote the psychosocial development of deaf children; reports the results of four years of research on its use with deaf children; and explores a variety of theoretical and practical concerns in the implementation of school-based mental health promotion programs. Annotation copyright by Book News, Inc., Portland, OR