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**ACTIVITIES FOR SOCIAL SKILLS DEVELOPMENT IN DEAF
CHILDREN PREPARING TO ENTER THE MAINSTREAM**

by

Dorie L. Noll

An Independent Study

**Submitted in partial fulfillment of the requirements for the
degree of:**

Master of Science in Deaf Education

**Washington University School of Medicine
Program in Audiology and Communication Sciences**

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Approved by:

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Abstract: A sample of regular education teachers was surveyed to assess the social skills of recently mainstreamed students from oral deaf programs in their classrooms. In addition, a curriculum of social skills activities was developed to help prepare students from oral deaf schools to enter the mainstream.

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Introduction

Historically, deaf children have struggled with the development of social skills. Many of the skills needed to interact successfully with their hearing peers are language-based, which is an area of deficit inherent in the disability of deafness. Deaf children have fewer natural opportunities for meaningful conversational interaction and, as a result, are less likely to acquire the full range of pragmatic skills needed for successful communication (Ling, 1989). Pragmatics, or the way we use language to communicate and get things accomplished, essentially refers to the appropriateness of communication (Easterbrooks & Baker, 2002, p. 38). “Language occupies a central role in social learning,” and therefore impacts a child’s ability to learn the social skills needed to communicate successfully (p.38). A hearing impairment impacts language and communication development, which can “dramatically alter” social skill acquisition (Brackett, 1997).

Since the implementation of Individuals with Disabilities in Education Act (PL 94-142) or IDEA, which ensures a free and appropriate public education in the least restrictive environment for children with disabilities, it is possible for deaf children to be educated alongside their hearing peers. Therefore, the goal for most children enrolled in oral deaf education programs is to eventually enter the mainstream, so that they may benefit from a meaningful and diverse educational experience. Preparing children to participate in mainstream education involves more than language and academic development, however. “For school-age children, being able to form and maintain positive peer relationships are particularly critical aspects of social competence” (Gallagher, 1993). We must measure a child’s success in the mainstream not only by his

academic performance, but also by his social and emotional integration with his hearing peers. A child must have adequate social skills to interact successfully with these peers, in order to fully integrate and reap the benefits of an inclusive education.

Literature Review

Social Skills in Deaf and Hearing-Impaired Children

Historically, the literature has documented considerable difficulties in the area of social development for children with hearing loss. In 1986, Loeb and Sargiani reported that school-aged deaf children in the public schools demonstrated lower scores on measures of perceived self-confidence in the areas of peer popularity, ease of making friends, and the ability to have positive peer interactions than did hearing students in the same schools. In a review of six studies of self-esteem in deaf and hard of hearing children in mainstream classrooms, Ita and Friedman (1999) noted that, across the studies, the majority of the children reported difficulties with peer relationships and social interactions in general (Nicholas & Geers, 2003).

In a review of 33 studies, Kluwin, Stinson, and Colarossi (2002) noted that deaf and hard of hearing students in public schools often failed to establish meaningful and close relationships with their hearing peers. As a result, many students reported feelings of isolation and loneliness in school. They concluded that students in mainstream programs may not fully enjoy their relationships with peers, in particular, with hearing peers.

In an effort to evaluate deaf and hearing students' ability to employ the pragmatic skills required for effective face-to-face interaction, Jeanes, Nienhuys, and Rickards (2000) found that profoundly deaf children had difficulty using appropriate, productive

pragmatic behaviors when requesting clarification, when responding to requests for clarification, and at times of communication breakdown. They posited that the reduced quality and quantity of interactional experience for deaf children may be one reason for this difficulty, because it means fewer opportunities for these behaviors to be modeled by competent communicators, as well as fewer opportunities for the child to practice the behaviors in meaningful settings.

Suarez (2000) found that a social skills intervention program resulted in significant improvement of assertive behavior in deaf students' school life, as well as increased emotional adjustment, social adjustment, and self-image as observed by the students' teachers. She asserted that the deaf children became better adjusted when greater attention was given to social-emotional aspects of the students' development.

These studies suggest that it is critical for teachers of the deaf to devote time and attention to the social and emotional development of their students before they enter a mainstream environment with hearing peers.

Inclusion

In recent years, cochlear implants have allowed deaf children to develop better oral communication skills and, as a result, to be placed more frequently in mainstream educational environments (Holden-Pitt, 1998). Leigh (1999) stated that "the philosophy of inclusion presupposes that increasing the extent to which deaf students are mainstreamed increases the likelihood that they will identify with hearing peers," but "more contact with hearing peers does not necessarily result in closer relationships" (237).

Deaf students are placed in challenging educational environments, in which they must try to learn and integrate socially. Children who enter the mainstream from oral deaf schools must make the transition from individualized instruction in a small group setting (often only 4 or 5 students in a classroom) to a large classroom that may present a difficult acoustic environment. Rather than continuing to receive individualized instruction specifically tailored to meet their learning style and needs, the students must adapt to the material that is presented to them, and the way in which it is presented. Additionally, most regular education teachers have little or no experience working with hearing-impaired students and do not receive the information and support they need to adequately meet their needs in the classroom (Luckner, 1991).

Stinson and Antia believe that “the ideal outcome of such an inclusive classroom (or environment) is a student who is well integrated both academically and socially” (165). They suggest that teachers need to examine carefully the degree to which classroom practices are modified to accommodate the deaf or hearing-impaired student, as well as the kinds of classroom practices that optimize the student’s academic and social integration. Many regular educators do not have enough experience in working with hearing impaired students or information about the needed accommodations or how to implement them to create an effective learning environment for these students (Luckner, 1991).

The ultimate goal of many families when placing their deaf or hearing-impaired child in an oral education program is to provide him with the opportunity to achieve an academic level similar to his hearing peers through the mainstream public education system. In order to make the most of this opportunity, teachers of the deaf need to be

cognizant of the social and emotional development of these students prior to their leaving the oral school setting.

Technological Advancement

The technology available for deaf and hearing-impaired children has improved dramatically in recent years. With the advancement of programmable digital hearing aids and cochlear implants, deaf children have more access to sound than ever before. Due to these technological advances, deaf and hearing-impaired children are given the opportunity to develop language more easily and at a faster rate than was possible in the past. In 2003, Geers, Nicholas, and Sedey concluded that “children with average learning ability who receive a cochlear implant at or before age 5 have the potential to produce and understand English language at a level comparable with that of their hearing age mates.” Nicholas and Geers (2006) found that earlier cochlear implantation served to promote spoken language competence, and that children who used their implant for a longer period of time exhibited better language at 3.5 years of age.

Bat-Chava, Martin, and Kosciw (2005) found that, following cochlear implantation, socialization skills improved over time and seemed to initially follow the improvement in communication skills. Better communication was related to better socialization. This study indicated that, from the parents’ perspective, the cochlear implant had a positive impact on deaf children’s ability to socialize with hearing peers in a mainstream environment. As a child’s facility with language improves, he is exposed to more conversational experiences with those around him, and he can learn and practice skills important for socializing in the hearing world. A deaf child’s social experiences

are largely shaped by his ability to communicate with hearing peers, and cochlear implants make meaningful and effective communication more easily attainable.

Conversely, Tye-Murray (2003) found that children who were implanted by 5 ½ years of age, and who have used their cochlear implants for 4 or 5 years still experience poor conversational fluency and spend more time in communication breakdown when compared with children with normal hearing. This discrepancy indicates that not all children with cochlear implants develop linguistic competence to the level of successful communication, and this fact may negatively impact their social interactions. It is important to note that not all deaf children receive cochlear implants, so the communication skills and the efficiency with which these children develop social skills may be delayed when compared with the children who undergo early cochlear implantation and intensive speech and language therapy, as well.

Greater facility with spoken language provides teachers the opportunity and the responsibility to facilitate and encourage the development of social skills as early as the preschool level, so that children may begin to learn the skills they will need to communicate successfully with hearing children. Additionally, because not all deaf children develop conversational aptitude at the same rate or to the same degree, the children who struggle to communicate effectively would obtain even greater benefit from instruction in the pragmatic and social skills needed to participate in meaningful conversational interchanges.

Purpose

The purpose of this study was to develop a curriculum of activities for teaching social skills to students who are preparing to enter the mainstream from a private oral

school setting. An additional objective was to assess whether or not children who have entered the mainstream from two oral deaf schools developed adequate social skills to effectively integrate with their hearing classmates.

Rationale

With the implementation of newborn hearing screening, many deaf and hearing-impaired children are diagnosed at birth, and receive amplification in infancy. Some children receive cochlear implants as early as 12 months of age. If children receive adequate amplification and appropriate auditory oral training, they will be more likely to develop age-appropriate spoken language skills. As a result, these children will be more likely to enter a mainstream environment in kindergarten, or even preschool, ready to participate fully in all activities and engage in meaningful social interactions with peers and teachers (Nicholas & Geers, 2006). Language is the primary means by which we interact socially, and therefore, deaf children need a firm language foundation upon which to develop necessary social skills to interact meaningfully with their hearing peers.

However, for those children who do not receive early amplification and intensive auditory oral training, as well as children who have multiple disabilities, the question remains as to their ability to develop adequate spoken language skills to engage in meaningful social interactions with hearing peers. In 2003, Gallaudet Research Institute reported that nearly 40% of children with hearing loss were known to have one or more additional disabilities (Roush, Halcomb, Roush, & Escobar, 2004). These children may face additional obstacles in social development due to factors beyond the development of spoken language. Polat (2003) found a significant negative association between the presence of an additional handicap and social adjustment, emotional adjustment, self-

image, and overall adjustment of deaf students. The most prevalent disabilities that may co-occur with hearing loss are learning disabilities, attention disorders, cerebral palsy, and visual impairment (Roush et al., 2004). Any additional disability has the potential to complicate the development of social skills that are necessary for successful integration into a mainstream classroom.

Additionally, even successful auditory oral deaf children may develop good spoken language skills, but not have adequate social experiences with hearing peers to smoothly make the transition from a small, self-contained classroom to the mainstream. These children will likely benefit from direct instruction in the area of social skills and meaningful opportunities to practice the skills that they have learned before they enter a classroom filled with hearing peers.

In 2000, Suarez suggested that a social skills intervention program may be a useful tool in enabling deaf children to:

- (1) become aware of the need to stop and think before making a decision, and avoid impulsive behavior, (2) avoid rash choices when they know their actions will have consequences, (3) link decision-making with personal reflection rather than group pressure, (4) not break down when they fail to achieve an objective, but rather posit alternative solutions for the next occasion (334).

The social skills program that Suarez implemented was equally effective in facilitating comprehension of the steps involved in solving interpersonal problems, as well as helping profoundly deaf students to develop more effective patterns of social behavior.

Given the evidence that explicit instruction in the area of social skills can be helpful for deaf children, the outcome of this study will be a curriculum of activities to be

used for social skills development in children preparing to enter the mainstream from an oral deaf school. It will provide meaningful, fun opportunities for children to develop and practice the social skills they will need to participate successfully in the mainstream and in the hearing world in general.

Methods

A request was sent to parents of 21 children who graduated from Central Institute for the Deaf (CID) and the Moog Center for Deaf Education in the past two years. The parents were asked to provide the names of the regular education teachers who have taught their child since entering the mainstream. Information was received for eleven children; some including the names of two teachers who have taught a single child. Sixteen surveys were sent out to regular educators in Missouri, Illinois, Virginia, and Wisconsin. Ten surveys were completed and returned.

A survey (see Appendix A) was distributed to the regular educators, along with a letter of explanation covering the purposes of this study. The survey was designed to assess the social skills of the hearing-impaired student as compared to the hearing students in the teacher's classroom. The survey consisted of one open-ended question, one demographic question (documenting the grade level taught), one question requiring a yes/no response, and 16 questions designed to elicit comparative ratings of specific social skills using a four-point Likert scale. The parent request letter, cover letter, and survey were reviewed and approved by the Washington University Human Studies Committee.

The social skills identified for the survey were chosen from a list in the Skillstreaming curricula for early childhood and elementary school students (Goldstein &

McGinnis, 1997, 2003). The social skills most related to language were chosen to address areas in which deficits are most likely to occur in deaf and hearing-impaired children.

Results

Four kindergarten teachers, four 1st grade teachers, one 2nd grade teacher, and one K-5 school counselor completed and returned the surveys. The single open-ended question addressed whether or not the recently mainstreamed hearing-impaired student had more difficulty in the area of social skills than the hearing students did in the teacher's classroom. Nine of the teachers responded that the hearing-impaired student did not have more difficulty in this area. One teacher responded, "Not necessarily. My HI student tends to be in others' business and will interrupt, but I have other non HI students who have more extreme difficulties to where they don't have friends."

Overall, the responses to the questions pertaining to specific social skills were positive. All of the teachers reported that the hearing-impaired student had friends. The majority of the responses indicated that the hearing-impaired student performed "about the same" as the hearing students in the class in the area of social skills. In general, the results suggest that the students who have recently entered the mainstream from CID and the Moog Center for Deaf Education were well adjusted socially. The teachers did not report significant problems in adjustment or any of the specific social skills.

A full record of responses received may be seen in Appendix B.

Discussion

All of the teachers who responded to the survey taught children who were in 2nd grade or below. This suggests that students who enter the mainstream at a young age adjust well socially. These results do not indicate, however, whether or not students who

enter the public school system at older ages have similar success socially. It is possible that the reasons that contribute to a student entering the mainstream in later grades may adversely effect their social adjustment. Factors such as later identification, no or less effective early intervention, less-than-adequate amplification, lack of facility with spoken language and effective communication, or the presence of additional disabilities may or may not impact the student's ability to effectively integrate into the mainstream.

It is possible that the students who are entering mainstream education from oral deaf schools have fewer problems in the area of social skills than earlier research indicates. In particular, the students who are identified and receive early cochlear implantation may achieve a level of communicative and social success that has not previously been possible. However, the small sample size in this study limits our ability to generalize the findings to include an accurate picture of the social development of all orally educated deaf students, and does not account for students with additional disabilities.

Further research in this area may benefit from a larger sample size encompassing a larger range of ages of students who have entered the mainstream from oral deaf schools. Including students from other oral deaf schools around the country would be beneficial in obtaining a truer picture of the social skills development of these students, as well. In addition, including a measure that would assess the students' own perspectives of their social integration with hearing peers would provide helpful information that could be applied to improving programs for preparing students in oral deaf schools to enter the mainstream. Finally, assessing the efficacy of the activities

developed as a result of this study may prove helpful in developing the most effective program possible to serve these students.

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Activities for Social Skills Development

*Created for Children who are Deaf
and Hard of Hearing,
Preparing to Enter the Mainstream*

By

Dorie Noll

Social Skills targeted in this curriculum:

- Appropriately expressing emotions
- Appropriately expressing ideas
- Asking for clarification from teachers and peers
- Asking for help
- Behaving appropriately in the classroom
- Following classroom rules
- Identifying and avoiding situations that could lead to conflict
- Initiating social interactions
- Joining in an ongoing activity
- Maintaining self-control
- Negotiating with peers
- Recognizing others' emotions
- Recognizing social cues
- Responding appropriately to others' emotions
- Solving conflicts with peers

Cooperative Treasure Hunt

Targeted Social Skills:

- Initiating social interactions
- Asking for help
- Asking for clarification from peers
- Negotiating with peers

Setting: This lesson can be set up inside the classroom, in several classrooms, or outside

Materials:

- Index cards, containing clues
- A “treasure” box, containing small prizes for all of the students

Lesson Description: Before beginning the activity, the teacher will hide a series of clues. Each clue will lead to the next clue, and all will be numbered. The teacher will write out clue cards to give to each student, leading them each to different clues. The teacher will give each student a card, and they will set out in search of clues. The students will soon realize that in order to figure out the clues, they will have to work together. Once the students find all of the clues, they must work together to organize them, and then they will be able to figure out where the treasure is hidden.

Procedures:

1. The teacher explains that the students are going on a treasure hunt.
2. The teacher hands each student a card, containing a clue. The teacher gives no further instructions.
3. The students go off in different directions, searching for clues.
4. The students realize that the clues are out of order. If they ask the teacher for help, she will encourage them to think of a way to solve their problem.
5. If the students continue to have trouble, the teacher asks everyone to stop. She gathers the students together and states the problem. She encourages the students to work together to solve the problem. The teacher offers very little guidance.
6. If the students continue to struggle, the teacher will offer one suggestion at a time, such as, “Maybe you could find a way to put all of your clues together.”
7. The students arrange the clues by number to determine which clues are missing. The students find the missing clues.
8. The students assemble all of the clues to determine the location of the treasure.
9. The teacher will end the lesson by allowing the students to enjoy the treasure. She will offer encouragement for how well the students worked together to find the treasure.

I Know Someone Who...

Targeted Social Skills:

- Initiating social interactions
- Asking for clarification from peers

Setting: In the classroom or on the playground, during free-play. Or, the teacher could designate a specific time for this activity, during which the students walk around the room talking to the other students. This activity works best at the beginning of the year, when students do not know each other well.

Materials:

- Notepad or index cards for older students.
- No materials are necessary for pre-readers.

Lesson Description: The students will shake hands with students they pass, and share something about themselves. Older students will write down facts about several students; younger children may only remember something about one or two students. The students will then sit in a circle and share something they learned by saying, “I know someone who has two brothers.” The other students will try to guess the correct student.

Procedures:

1. The teacher explains the activity.

T: I want you to shake hands with every person you see. Tell them something about yourself, like ‘I like chocolate ice cream’ or ‘I have three brothers.’ Then, write down what they say about themselves. Try to talk to people that you have never talked to before. When I tell you that time is up, you will come back and sit in a circle. You will tell us a fact that you learned, and we will try to guess the person you are talking about. Do you have any questions?
2. The students walk around the room, shaking hands and talking to their classmates.
3. The teacher observes and identifies students who need help, and facilitates interactions as needed.
4. The teacher encourages students to ask for clarification in the interactions, as needed.
5. The teacher asks the students to sit in a circle. The teacher explains the procedure.

T: Now, we will take turns telling things that we learned. You will say, “I know someone who...” and tell us the fact you learned. We will try to guess who you are talking about.
6. The students participate in the activity.
7. The teacher ends the lesson by encouraging the students to talk to their new friends throughout the day.

Can you Say that Again, Please?

Targeted Social Skills:

- Asking for clarification from teachers
- Asking for clarification from peers

Materials:

Paper
Markers
Simple pictures
Listening hoop (optional)

Lesson Description: The teacher will give the students directions to draw a picture. This activity could be presented auditory-only using the listening hoop, or not. The teacher will purposely give confusing directions. Then, the students will take turns describing a picture for a partner to draw.

Procedures:

1. The teacher explains the activity.
T: I will tell you, step-by-step, what to draw on your page. I will tell you each step twice, to make sure you understand. Listen carefully, and draw exactly what I tell you.
2. The teacher gives the first direction, and repeats it correctly.
3. The teacher gives the second direction, but changes it when she repeats it. The teacher waits.
T: Draw a big orange circle in the middle of your page. Draw a small blue square in the middle of your page.
4. The students ask her to repeat the direction. The teacher encourages the students to say, "Can you say that again please?"
5. The teacher repeats the same procedure, alternating between giving good directions and giving confusing directions, until the picture is complete.
6. The teacher divides the students into pairs. The teacher explains the second part of the activity.
T: I am going to give one of you a picture, but don't show it to your partner. You will give your partner directions to draw the picture. You will give *good* directions, but it might be hard for the person drawing the picture to understand what you mean. If you don't understand, you can say, "Can you say that again, please?" You may need to describe the picture in another way. When you are finished, you can show the person the picture and see if their picture looks the same. Then we will switch, so everyone gets a turn to give directions and draw.
7. The students complete the first turn.
8. The teacher gives the partners a different picture to describe, and the students complete the second turn.
9. The teacher ends the activity by allowing the students to compare their pictures.

Emotion Charades

Targeted Social Skills:

- Recognizing others' emotions
- Appropriately expressing emotions

Materials:

Cards depicting emotions (with pictures for younger students; text-only for older students)

Examples for young students:

Sad
Mad
Happy
Excited
Scared

Examples for older students:

Frustrated
Angry
Disappointed
Fearful
Nervous

Note: The teacher may need to pre-teach complicated vocabulary related to emotions in the weeks preceding the activity. The students should be familiar with the emotions before trying to act them out, to prevent undo interruption in the lesson. The teacher can give a brief reminder during the lesson, if needed, however.

Lesson Description: One student will choose a card containing an emotion, and act it out. The other students will try to identify the emotion. The students will take turns acting out the emotions. Young students will be shown a picture to help them with the task. Older students will be asked to perform a more difficult task by simply being given the name of an emotion. They will have to identify the emotion correctly in order to act it out.

Procedures:

1. The teacher talks to the students about emotions. She then explains the activity.
T: We are going to play charades. We will take turns acting out different emotions. When it is your turn, you will choose a card. You will act out the emotion on the card, and we will try to guess what you are feeling. You cannot talk or make any noises. If you choose sad, you can pretend to cry, but you cannot make any sound. (T demonstrates the crying with sound, then the same action without the sound.) Do you have any questions?
2. If a student has trouble identifying or acting out an emotion, the teacher will take him or her aside and offer suggestions. If the student still has trouble, they will discuss it as a class. The teacher will encourage all of the students to offer ideas.
3. The teacher will end the lesson by encouraging discussion about the similarities and differences between the ways the students acted out different emotions. This discussion will be more in-depth with older students.

T: Bob acted out *frustrated*, and Mary acted out *angry*. Did you see anything that was the same about them? What was different? How did you know one was frustrated and one was angry?

Emotion Masks

Targeted Social Skills:

- Recognizing others' emotions
- Appropriately expressing emotions
- Responding appropriately to others' emotions
- Expressing ideas appropriately

Materials:

Paper plates
Scissors
Markers
Paint stir sticks
List of emotions

Lesson Description: Each student will make a mask of a different emotion. Younger students will be given a list from which to choose. Older students will generate a list through class discussion. Once completed, the students will take turns acting out the different emotions with the masks. The teacher will encourage interactions between students.

Procedures:

1. The teacher explains the activity. The teacher gives the younger students a prepared list or generates a list with older students. The teacher encourages discussion and free exchange of ideas about ways to depict different emotions on the masks. The teacher offers little guidance, but instead encourages creativity. The teacher assures the students that there is not one right way to draw *excited*, for example, and that their ideas are just as important as the end product.
2. The students create their masks.
3. The teacher encourages the students to act out the emotions using the masks. She encourages the students to exchange masks and practice with different emotions.
4. The teacher encourages the students to respond to each other's expressions of emotions. The teacher facilitates appropriate responses, if needed.
5. The teacher will make the masks available for free-play activities, so the students can create scenarios in which to practice the expression and response to emotions.

Catch a Smile

Targeted Social Skills:

- Recognizing others' emotions
- Appropriately expressing emotions
- Responding appropriately to others' emotions

Setting: Inside, in an area big enough for the students to sit in a circle

Lesson Description: The students will take turns catching and tossing a smile to the other students. The students have to remove the smile when they toss it, and if they keep smiling, they must stand up. Since smiling is contagious, the entire group will soon be standing...as well as smiling.

Procedures:

1. The teacher explains the activity. The teacher explains that everyone must try to maintain a serious expression throughout the game. The teacher smiles, then wipes the smile off of her face into her hand, and tosses it to a student in the circle. She tells the student that he or she must wear the smile, then wipe it off and toss it to another student. She explains that if they continue to smile when it is not their turn, they will be out of the game, and they must stand up.
2. The play begins and the teacher reminds the students to catch and toss the smile.
3. As the students begin to stand up, the teacher offers reminders: "Don't smile!"
4. Once everyone is standing, the teacher discusses the activity.
T: It is hard not to smile when someone is smiling at you, isn't it? People say that smiles are contagious. That means that when you see a smile, you want to smile back! That's a good thing. It would not be very nice to frown at someone if they smiled at you, would it? Try smiling at someone today, and see if they smile back at you. It is fun to catch a smile!

Emotions Poster

Targeted Social Skills:

- Recognizing others' emotions
- Expressing ideas appropriately

Setting: In the classroom or outside. This lesson will take place over two or three class periods.

Materials:

Camera
Cards depicting emotions
Poster board
Glue
Markers

Lesson Description: The students will choose a card and express the emotion depicted on the card. The teacher will take pictures of each student expressing a different emotion. In the next class period, the teacher will hand out the printed pictures, and the students will work together to paste them onto a poster board. The teacher will ask the students to identify the depicted emotions. The teacher will label each picture and display the poster in a prominent place in the classroom.

Procedures:

1. The teacher hands out the cards and explains the activity.
2. The teacher takes pictures of each student expressing an emotion. (This can be done in the last 10 minutes of any class period.)
3. The next time the class meets, the teacher shows the students the pictures.
4. The students sit around a table or on the floor together and glue the pictures onto a poster board.
5. The teacher holds up the board. The teacher points to each picture and asks the students to identify the emotion depicted.
6. If the students disagree, the teacher asks the student in the picture if he remembers the emotion he was trying to convey.
7. If the student does not remember, the teacher asks the students to vote. The teacher accepts a reasonable response. (If the picture clearly depicts a happy emotion, the teacher will not accept sad, but will accept excited or happy. The teacher will explain her reasoning if she does not accept a student's response.)
8. The teacher labels each picture.
9. The teacher displays the poster in a prominent location in the classroom.

My Many Colored Days

Targeted Social Skills:

- Appropriately expressing emotions
- Recognizing others' emotions
- Expressing ideas appropriately

Materials:

My Many Colored Days by Dr. Seuss

Paper

Paint

Paintbrushes

Lesson Description: The teacher will read the book to the students. The teacher will encourage discussion about how colors are used to depict emotions in the book. The students will create paintings to depict their feelings.

Procedures:

1. The teacher reads the book to the students. The teacher answers questions, but leaves the majority of discussion for after the completion of the reading.
2. The teacher asks questions and encourages discussion about emotions depicted as colors. For older students, the teacher encourages the students to think of other colors that could be used to depict emotions.
3. The teacher gives the students paper and paint. The teacher explains the activity.

T: I want you to make a picture of your feelings using color. You can choose one color, or many colors. You can make a picture about how you feel today, or about how you want to feel, or about how you felt yesterday. Just think about your feelings and what color you can use to show that feeling. If you need help, just ask.
4. The teacher helps students who are having trouble by encouraging them to talk about the feelings they are trying to show. The teacher emphasizes that there is not a right way to show a feeling, and that being creative is an important part of the activity. If needed, the teacher offers suggestions.

T: What feeling do you want to show?
 Student (S): I want to paint happy.
 T: What is a color that makes you think of happy?
 S: I don't know.
 T: What color is the sun?
 S: The sun is yellow.
 T: Does the sun make you happy?
 S: Yes.
 T: You could use yellow to paint happy, if you want. Or you could paint with pink, if pink makes you feel happy. You can use whatever color you think looks like happy. You can decide.
 S: I will paint with yellow.
5. The teacher displays the paintings on a bulletin board titled: Today I Feel...

Follow the Leader Freeze Dance

Targeted Social Skills:

- Following classroom rules

Setting: The classroom, playground, or gymnasium

Materials: CD or tape player

Lesson Description: The teacher will play music, and one student will lead while the other students imitate his or her actions. When the music stops, the students “freeze” in place. If the students fail to follow the leader or freeze when the music stops, they will sit down. The students will take turns being the “leader”.

Procedures:

1. The teacher explains the activity.
T: I am going to play some music. Susie will be the leader first, and you will take turns. Susie will dance or walk or act silly, and you will do everything she does. But, when the music stops, you have to freeze! If you don't do what Susie does, or if you don't stop when the music stops, you are out and you will have to sit down. Make sure the follow the rules so you can keep playing!
2. The students play the game. The teacher turns off the music at random intervals, and appoints a new leader each turn.
3. The teacher ends the lesson by reinforcing the importance of following the rules to make the game fun.

Simon Says

Targeted Social Skills:

- Following classroom rules

Setting: In the classroom or outside. This game can be used to fill the last 10 minutes of class time or at any time the students need a change of pace.

Materials: None needed

Lesson Description: This familiar childhood game will reinforce the importance of following rules. The students will take turns giving and following directions.

Procedures:

1. The teacher explains the game.
T: We are going to play a game called Simon Says. Billy will tell you to do something, but you have to listen carefully. If he says 'Simon Says' first, then you do what he says. But, if he does not say 'Simon Says' you should not do it. If Billy says, "touch your nose and turn around," and you do it, you will be out, because he did not say 'Simon Says.'
2. The students play the game.
3. The teacher gives the students many opportunities to play and become familiar with this game.

Mother May I?

Targeted Social Skills:

- Following classroom rules
- Solving conflicts with peers
- Identifying and avoiding situations that could cause conflict
- Recognizing others' emotions

Setting: In the classroom or outside. This game can be used to fill the last 10 minutes of class time or at any time the students need a change of pace.

Materials: None needed

Lesson Description: This familiar childhood game will reinforce the importance of following rules. When problems occur, such as a student “playing favorites,” the teacher will encourage the students to resolve the conflict. The teacher will encourage the students to discuss ways in which to avoid conflicts in the future. The students will take turns giving and following directions.

Procedures:

1. The teacher explains the game.

T: We are going to play a game called Mother May I? You will line up over here (about 10 feet from “Mother”). Jane is going to tell you do something. Before you do it, you have to say “Mother May I?” Jane will say, “Yes, you may,” or “No, you may not.” If you forget to ask, you will be out. Or, if she says no, and you do it, you will be out. She will call on you one at a time, and tell you take some kind of step or jump toward her. She might say, “Joe, take 3 giant steps forward.” Then, Joe will say, “Mother May I?” If Jane says yes, he will do it. If she says no, he will not. Do you have any questions?
2. The students play the game.
3. If a conflict occurs, such as a “Mother” not allowing one student to progress or always allowing another student to progress, the teacher addresses the conflict. The teacher encourages the student to identify how the other student feels, and helps define a solution to the problem. The teacher encourages the students to think of ways in which similar conflicts can be avoided in the future.
4. The teacher gives the students many opportunities to play and become familiar with this game.

The Little Red Hen

Targeted Social Skills:

- Asking for help
- Following classroom rules
- Behaving appropriately in the classroom

Materials:

The Little Red Hen by Paul Galdone
Ingredients to make cornbread
Large bowl
Measuring cup
Water
Spoons
Oven
Baking dish

Lesson Description: The teacher will read the book to the students. The teacher will encourage discussion about asking for help. The teacher will emphasize the importance of following directions, taking turns, and helping each other while making cornbread with the students.

Procedures:

1. The teacher reads the book to the students.
2. The teacher asks the students questions and encourages discussion about asking for help.
3. The teacher explains the activity.
T: We are going to make cornbread, like the Little Red Hen. We are going to work together, though, and help each other. I want you to listen to my directions and take turns, okay? We will find out how much easier it is to do something when we help each other.
4. The students follow directions to make the cornbread. The teacher puts the cornbread in the oven to bake.
5. While the cornbread is baking, the teacher encourages discussion about helping and working together. The teacher relates the students' experience to the experience of the Little Red Hen.
6. The teacher ends the activity by giving each child some cornbread to eat.

When you Get Angry...really, Really Angry

Targeted Social Skills:

- Appropriately expressing emotions
- Maintaining self-control

Materials:

When Sophie Gets Angry...really, Really Angry by Molly Bang
Poster board
Markers

Lesson Description: The teacher will read the story to the students. The students will brainstorm appropriate things to do when they get angry, and the teacher will write their ideas on a poster board that will be displayed in the room for future reference.

Procedures:

1. The teacher reads the story to the students.
2. The teacher leads a discussion about the things that Sophie did when she felt angry. The teacher encourages the students to talk about whether or not Sophie did the right things.
3. The teacher asks the students to think of things that they should not do when they feel angry.
4. The teacher asks the students to think of appropriate things to do when they feel angry. She encourages the students to talk about why some things are good choices and others are bad choices. The teacher encourages the students to think about the effects of their choices on other people when they feel angry.
5. The teacher introduces concepts not mentioned, such as counting to ten, taking deep breaths, and walking away as appropriate ways to manage anger.
6. The teacher ends the lesson by writing the students' ideas for managing anger on a poster board and displaying it in the room for future reference.

Cooperation Ball

Targeted Social Skills:

- Negotiating with peers
- Solving conflicts with peers
- Asking for help
- Expressing ideas appropriately

Materials: A playground ball

Lesson Description: The students will sit in a circle with legs outstretched. The students will try to pass the ball around the circle without using their hands.

Procedures:

1. The teacher asks the students to sit in a circle with legs outstretched, and explains the activity.
2. The teacher places the ball on the legs of a student, and the game begins.
3. The teacher encourages the students to ask for help and offer ideas as they try to pass the ball around the circle.
4. The teacher retrieves the ball and puts it back into play as needed.

Sardine Tag

Targeted Social Skills:

- Negotiating with peers
- Solving conflicts with peers
- Expressing ideas appropriately
- Joining in an ongoing activity
- Behaving appropriately in the classroom

Setting: Inside or outside. If the game is played outside, the students should understand the boundaries of the play area.

Lesson Description: One student will start as “it” and hide while the other students cover their eyes. The students search for “it.” When a student finds him, he joins him in the hiding spot. The players have to work together to remain hidden from the rest of the group. As each student finds the hidden players, they all have to pack together like sardines in the hiding spot. Play continues until the last player finds the hiding spot.

Procedures:

1. The teacher explains the activity. She tells the students that they will have to work together to stay hidden as they pack into the hiding spot.
2. The first student hides, and the teacher lets the others know when to begin searching.
3. If the students become loud as they try to figure out how to hide together, the other students will easily find them. The teacher will explain that the next time they play, they will have to work things out quietly or they will give away their hiding spot. She will encourage discussion about what the students will do differently the next time they play.
4. The teacher will allow the students to play again.

Orange Relay

Targeted Social Skills:

- Negotiating with peers
- Solving conflicts with peers

Materials: An orange

Lesson Description: The students line up and pass an orange down the line. The students must hold the orange between the chin and shoulder, and pass the orange to the next person in line. Hands may not be used. If the orange is dropped, it must go back to the beginning of the line and the students must start over.

Procedures:

1. The teacher lines the students up and explains the activity.
T: You will hold the orange under your chin, like this (the teacher demonstrates). You will pass the orange to the next person, but you cannot use your hands. The next person has to get the orange from you with his chin. Then he will pass it to the next person, until it gets to the end of the line. If you drop the orange or use your hands, it will go back to the front of the line, and you will start over.
2. The students play the game.

Disappearing Islands

Targeted Social Skills:

- Negotiating with peers
- Solving conflicts with peers

Setting: In the classroom, gymnasium, or outside in a defined area.

Materials: Hula-hoops

Lesson Description: The teacher will spread out several hula-hoops over a large area. The students will start at one end of the room, and the teacher will call out an action for them to perform on their way to one of the “islands” (such as jump, skip, swim, or walk backwards). The teacher will tell them to stop, and if any part of their body is touching an island, they are safe. If not, they will “sink” and sit on the sidelines until the next round. The teacher will gradually take away all but one or two of the islands.

Procedures:

1. The teacher explains the game.
2. The teacher calls out an action, and yells, “Go!”
3. The students perform the designated action toward the hula-hoops.
4. The teacher yells, “Stop!”
5. The teacher explains the strategy.

T: If you are not touching an island, you will sink! If you are on an island, you can help someone else by reaching out your hand or foot to “rescue” him. If you work together, you can save each other from sinking!
6. The teacher takes away one or two of the hula-hoops.
7. The game continues until all of the students are standing in one or two of the hula-hoops.
8. The teacher ends the game by offering encouragement for working together.

Untangle the Spider's Web

Targeted Social Skills:

- Negotiating with peers
- Solving conflicts with peers
- Asking for help
- Expressing ideas appropriately

Setting: Outside, in a gymnasium, or any large, open space. The more students who participate, the trickier this activity becomes.

Materials: A ball of yarn

Lesson Description: The students stand in a circle. The first student holds onto the end of the string and rolls the ball across the circle to another student. The second student catches the string, holds onto it, and then rolls it to someone else. The students will repeat this process until everyone has caught the string once. The students will have formed a large 'spiders web' with the string. (It is important that all students only catch the string once). The last student to catch the ball of string tries to trace it back to the first person, climbing under and over the threads of the web, while the others lift and lower their threads to help him.

Procedures:

1. The teacher asks the students to form a circle and explains the activity.
T: Jane, I am going to give you a ball of yarn. You will hold onto the end, and roll the ball to someone across the circle. Joe, if you get the yarn, you will hold onto it, then roll it to someone else. Each person will get the yarn one time. When everyone has the yarn, we will have a great big spider web! The last person will try to get back to the first person. Everyone will help him untangle the web.
2. The students play the game.
3. The teacher encourages all of the students to help the last person find his way to the first person by lifting and lowering their thread, and offering suggestions. The teacher reminds the students to work together to untangle the web.

The Big, Bad Wolf vs. The Friendly Grandma

Targeted Social Skills:

- Joining in an ongoing activity
- Initiating social interactions

Setting: In the classroom or on the playground. This activity can be used any time a group of students are playing together. If the teacher uses this activity sparingly, the students will not know when to expect it, even once they are familiar with the game.

Materials: None needed

Lesson Description: The teacher will pull aside a student and ask her to approach the other students who are playing together. The teacher will explain that the student can either be the big, bad wolf or the friendly grandma when she approaches. The teacher will explain the role the student chooses, and then the student will initiate the interaction with the other students.

Procedures:

1. The teacher approaches a student and explains the activity.

T: Susie, do you see John and Michael playing over there? I want you to join them. But, I want you to pretend to be the big, bad wolf or the friendly grandma. Which one do you want to be?

S: I will be the big, bad wolf.

T: Okay, you will go over to John and Michael. What do you think you could do to pretend to be the big, bad wolf?

S: I could growl at them.

T: You could growl, or yell and tell them that you are going to blow their house down. Are you ready to try?

S: Yes!
2. The student pretends to be the big, bad wolf, and the other students run away.
3. Later, the teacher asks Susie if she wants to pretend to be the friendly grandma, instead.

T: Now, you can pretend to be the friendly grandma. What do you think a friendly grandma would do when she came to visit?

S: She would smile and hug everyone.

T: Okay. You can try that, or ask very nicely to join John and Michael's game. Let's see what happens this time!
4. The student pretends to be the friendly grandma, and the students all play together. (Even if the students do not allow Susie to play, this is still a valuable game.)
5. At the end of class time or recess, the teacher explains the purpose of the activity. The teacher encourages discussion about the benefits of one role over the other. The teacher explains that when they want to join an activity, it is better to be like the friendly grandma than the big, bad wolf. The teacher encourages the students' expression of ideas about things they could say or do when they want to join an ongoing activity.

6. The teacher plays this game with different students, at different times. She should use this game sparingly, so the students do not expect it. Once the game is established, each student does not necessarily have to play both roles each time the game is played. The teacher does not have to lead an in-depth discussion after each game, but should remind the students of one or two ideas for joining ongoing activities successfully.

TV Time!

Targeted Social Skills:

- Recognizing social cues
- Identifying and avoiding situations that could lead to conflict

Materials:

Television

VCR

Recorded television show (preferably a 30 minute show with which the students are familiar...not a cartoon)

Setting: The students will sit at desks or on the floor, where they are easily able to see and hear the television. The teacher will sit beside the VCR (or use a remote), so she can pause the tape for discussion.

Lesson Description: The teacher will show the students a recorded television show (which she has studied ahead of time). The teacher will pause the tape at certain points to discuss body language, feelings, and other social cues represented on the show. The students will be encouraged to interpret the social cues, and discuss what they think characters should or should not do.

Procedures:

1. The teacher explains the activity.

T: We are going to watch TV today! But, I am going to stop the show sometimes, and we are going to talk about what we see. I want you to watch the people carefully, because we will talk about how you think they feel, and the reasons they do certain things. Let's give it a try.
2. The students begin watching the show.
3. The teacher pauses the tape. The teacher asks questions and encourages the students to describe what they think is happening.

T: What is she doing?

S: She is crossing her arms.

T: What do you think that means?

S: I don't know.

T: Do you think she is mad? Or maybe she does not want to talk to her friend. What do you think?

S: I think she is mad.

T: Sometimes people cross their arms like that when they are mad. Let's watch some more and see if we can figure it out.
4. The teacher repeats this procedure several times during the show. She encourages free expression of ideas and open discussion. The teacher offers ideas, as well, to guide the students and prevent misunderstandings.
5. After the completion of the show, the teacher leads the class in a discussion about what they noticed. The teacher encourages the students to look for social cues in other situations, which they will talk about during another class period.

Unexpressed Emotions

Targeted Social Skills:

- Appropriately expressing emotions
- Maintaining self-control

Materials:

4 balloons: 1 red, 1 white, 1 yellow, 1 blue

Lesson Description: The teacher will blow up the balloons to four degrees to illustrate the effect that emotions have on our bodies.

Procedures:

1. The teacher blows the white balloon up fully and ties it off. She tells the students that she must be very careful with the balloon. She asks why (because it may pop!). The teacher points out that the white balloon may look good, but it is under pressure and could pop at any moment. The teacher relates this to feelings of anger and anxiety.
2. The teacher blows up the red balloon until it pops. The teacher encourages the students to talk about what happened and why. She relates the balloon to anger and how it makes us and others feel when we “pop.”
3. The teacher blows up the yellow balloon fully, but does not tie it off. The teacher lets the balloon go. She emphasizes to the students that she has no control over what happens to the balloon. The teacher explains that letting our emotions go is okay at certain times (like at home with a parent, or when we are alone). It helps us get rid of the tension, and then we feel better. The teacher encourages discussion about when it is okay to do this, and when it is not.
4. The teacher blows up the blue balloon to a comfortable point, and ties it off. She tosses it around the room. She explains that the blue balloon is strong and will not break. The teacher explains that when we have control of our emotions, we can play and have fun, and not worry about “popping.”
5. The teacher encourages further discussion about the best ways to manage strong feelings and when and where to release them, so we can all be like the blue balloon most of the time. The teacher emphasizes that emotions are not bad or wrong, but we have to decide how we will handle them, so we don’t hurt others or ourselves.

Note: This activity was adapted from an activity found at http://www.dunebrook.org/lessons/unexpressed_emotions.html. Permission was granted to use this material by Diana Dibkey on March 14, 2007.

Relax!

Targeted Social Skills:

- Maintaining self-control
- Solving conflicts with peers

Setting: In the classroom. The teacher can provide mats or towels for the students to lie on, or this can be done in their chairs. The teacher should allow the students to choose a position that is most comfortable for them. The teacher should turn off the lights and play soft music during this exercise.

Materials:

- CD or tape player
- Relaxing music
- Mats or towels for the floor

Lesson Description: The teacher will show the students how to relax their bodies and release tension. She will help the students understand that relaxation can help calm them down when they feel angry or frustrated, and it can help them resolve conflicts with a clear head.

Procedures:

1. The teacher explains the activity and its' purpose.
T: Today, we are going to learn to relax our bodies. We are going to do some exercises that will help us to calm our bodies down. You can do these any time you feel angry or frustrated, or you just need to take a break. If you want to, you can lie down on the floor, and I will tell you what to do.
2. The teacher explains the deep breathing exercise.
T: I want you to take a big breath in, while I count to five. Try not to let it out until I tell you. Then, I will count back from five to one, and you will let out your breath really slowly. Like this (teacher demonstrates).
3. The teacher counts while the students breathe deeply several times.
4. The teacher explains the muscle relaxation exercise.
T: Now, you are going to squeeze your muscles really tight, like you are frozen solid! I will tell you which muscles to squeeze until you are totally frozen, like an ice cube. You will hold that for a few seconds, and then you will let each part of your body melt. You will let your muscles relax all the way. Are you ready to freeze? Squeeze your arms. Now, squeeze your hands, really tight.
5. The teacher names each body part until the students' bodies are completely tense. She names them again, while the students allow their muscles to relax completely. The teacher repeats this exercise at least once, to give the students an opportunity to recognize the difference between tense and relaxed muscles.
6. The teacher explains the final exercise.
T: Now, we are going to both of the exercises we just practiced. We are going to breathe deeply while we squeeze our muscles. Pretend you are a balloon that is filling up. Take a deep breath and squeeze all your muscles like you are going to pop. I will count to five. Then, when I start counting backwards, you will slowly

let out your breath and let your muscles relax. Pretend that we let all the air out of the balloon and you just fall to the ground. Are you ready?

7. The teacher leads the students in the final exercise.
8. The teacher allows the students to lie quietly for a few minutes before turning the lights on.
9. The teacher ends the lesson by discussing the benefits of relaxation. She encourages the students to think of times that it might help them. She offers suggestions. The teacher explains that we can all use relaxation to help us calm down, feel better and avoid conflicts. She explains that it helps us stay calm and think more clearly.

The Sneetches

Targeted Social Skills:

- Identifying and avoiding situations that could lead to conflict
- Solving conflicts with peers
- Behaving appropriately in the classroom
- Recognizing social cues

Materials:

The Sneetches and Other Stories by Dr. Seuss
Star stickers

Lesson Description: The teacher will read the book to the students. The teacher will put a number of star stickers on the table, but not enough for each student to have one. The teacher will encourage discussion about the problem, and ways in which to solve it.

Procedures:

1. The teacher reads the book to the students.
2. The teacher encourages discussion about dealing with conflict, feelings, fitting in, and appropriate behavior. The teacher points out social cues that are portrayed in the story.
3. The teacher sets out several star stickers. She asks a student to count them. She asks another student to count the number of students in the classroom
4. The teacher presents the problem.
T: We do not have enough star stickers for everyone. What should we do?
5. The teacher encourages discussion and problem solving. She offers neutral comments and asks questions to encourage students to think about the consequences of their suggestions.
T: If you give stickers to all of the boys, how do you think the girls will feel?
6. If the students do not think of a reasonable solution, the teacher will suggest a solution at the end of the class period. She can either offer more star stickers, enough stickers of another type for each child, or suggest that no child receive a sticker unless there is enough for everyone.

Creativity Challenge

Targeted Social Skills:

- Expressing ideas appropriately
- Asking for help
- Behaving appropriately in the classroom
- Negotiating with peers
- Solving conflicts with peers

Materials:

Various materials that could be used for creating something, such as cardboard, tape, paper, string, pipe cleaners, or plastic pipes. The amount and type of materials are limited only by the teachers' imagination and access to resources. The materials should be different each time the students participate in this activity.

Lesson Description: The teacher will set out a variety of materials and tell the students that they must work together to create something. She will encourage the students to work together, but will not offer suggestions as to what they should make. A large portion of the time may be spent on deciding what to build, so the teacher may offer to allow the students to continue the project the following day.

Procedures:

1. The teacher explains the activity.
T: I want you all to work together to build something. You can build anything you want, but you all have to work together. You will have to talk to each other and decide what to build. Then, you can figure out how you are going to build it.
2. The teacher establishes the ground rules for participation.
T: Here are the rules. You can only use the materials I have given you. You have to work together, and you have to try to work out problems by yourselves. You can only ask for my help after you have tried to figure it out yourselves.
3. The students begin working. The teacher steps in to help resolve conflicts only if necessary.

What Would Happen If...?

Targeted Social Skills:

- Behaving appropriately in the classroom
- Following classroom rules
- Recognizing social cues
- Appropriately expressing emotions
- Expressing ideas appropriately
- Identifying and avoiding situations that could lead to conflict
- Other social skills that need extra practice

Setting: In the classroom. This is a good activity to reinforce any of the social skills the students have previously practiced. The teacher can change the activity to reinforce any area in which the students need extra practice.

Materials: Teacher-made *What Would Happen If?* cards

Examples:

- What would happen if...I jumped up and down and yelled every time I knew an answer?
- What would happen if...I screamed and pulled my hair every time I did not want to do something?
- What would happen if...I touched noses with every person I talked to?
- What would happen if...I never took a bath or brushed my teeth? (The teacher can include some scenarios in which the students have to imagine what would happen, rather than acting it out, if she thinks the students will be able to do this.)
- What would happen if...my friends were fighting over a book and I poured water over their heads? (This would be a good pretend exercise!)
- What would happen if...the teacher told me to line up for recess, and I hid under my desk instead?

Lesson Description: Students choose a card and act out a silly scenario. The teacher leads a discussion about what the student should have done instead.

Procedures:

1. The teacher explains the activity.
2. The students take turns choosing a card and acting out the scenario.
3. The teacher asks the students what he or she could have done instead. The teacher encourages discussion about why certain things are appropriate and some are not.
4. The teacher allows the students to play this game frequently, even for a few minutes at a time, to reinforce social skills the students are learning.

APPENDIX A

Social Skills Survey

Thank you for taking the time to complete this survey! Most of the questions only require a short answer or circling of your response. However, please feel free to elaborate or provide additional information on any of your answers.

1. What grade do you teach?
2. In general, do you think the recently mainstreamed hearing-impaired student has more difficulty in the area of social skills than the hearing students in your classroom? Please explain.

3. Does the student have friends?

Yes No

4. Does the student respond appropriately when asked about his/her hearing loss and/or equipment (hearing aids or cochlear implant)?

1) Almost Never 2) Seldom 3) Sometimes 4) Often 5) Almost Always

When answering the following questions, please consider the behaviors listed **as compared to those of the hearing students in your class.**

5. Does the student initiate social interactions?

1) Almost never 2) Less often 3) About the same 4) More often

6. Does the student try independently to solve conflicts with his/her peers?

1) Almost never 2) Less often 3) About the same 4) More often

7. Does the student ask for help if needed?

1) Almost never 2) Less often 3) About the same 4) More often

8. Does the student use strategies to maintain self-control?

1) Almost never 2) Less often 3) About the same 4) More often

9. Does the student avoid situations that could lead to conflicts and get him/her into trouble?

1) Almost never 2) Less often 3) About the same 4) More often

10. Does the student ask for clarification if he/she does not understand something that was said?

a. From teachers?

1) Almost never 2) Less often 3) About the same 4) More often

b. From peers?

1) Almost never 2) Less often 3) About the same 4) More often

11. Does the student express emotions appropriately?

1) Almost never 2) Less often 3) About the same 4) More often

12. Does the student recognize the emotions of others?

1) Almost never 2) Less often 3) About the same 4) More often

13. Does the student respond appropriately to the emotions of others?

1) Almost never 2) Less often 3) About the same 4) More often

14. Does the student follow classroom rules?

1) Almost never 2) Less often 3) About the same 4) More often

15. Does the student behave appropriately in the classroom?

1) Almost never 2) Less often 3) About the same 4) More often

16. Does the student recognize social cues?

1) Almost never 2) Less often 3) About the same 4) More often

17. Does the student negotiate with his/her peers?

1) Almost never 2) Less often 3) About the same 4) More often

18. Can the student join in an ongoing activity in an appropriate way?

1) Almost never 2) Less often 3) About the same 4) More often

19. Does the student express his/her own ideas appropriately?

1) Almost never 2) Less often 3) About the same 4) More often

APPENDIX B

Survey Results

Does the student...		Number
Respond appropriately about hearing loss	Almost never	0
	Seldom	0
	Sometimes	2
	Often	3
	Almost always	5
Initiate social interactions	Almost never	0
	Less often	0
	About the same	7
	More often	3
Solve conflicts with peers independently	Almost never	0
	Less often	0
	About the same	9
	More often	1
Ask for help	Almost never	0
	Less often	0
	About the same	10
	More often	0
Maintain self-control	Almost never	0
	Less often	1
	About the same	9
	More often	0
Avoid conflict	Almost never	0
	Less often	1
	About the same	8
	More often	1
Ask for clarification from teachers	Almost never	0
	Less often	1
	About the same	5
	More often	2
	No response	1
Ask for clarification from peers	Almost never	0
	Less often	2
	About the same	7
	More often	0
	No response	1
Express emotions	Almost never	0
	Less often	0
	About the same	10

	More often	0
Recognize emotions	Almost never	0
	Less often	0
	About the same	10
	More often	0
Respond appropriately to emotions	Almost never	0
	Less often	0
	About the same	9
	More often	1
Follow classroom rules	Almost never	0
	Less often	0
	About the same	7
	More often	3
Behave appropriately in the classroom	Almost never	0
	Less often	0
	About the same	8
	More often	2
Recognize social cues	Almost never	0
	Less often	0
	About the same	9
	More often	1
Negotiate with peers	Almost never	0
	Less often	0
	About the same	9
	More often	0
	Unsure (write-in)	1
Join in an ongoing activity	Almost never	0
	Less often	1
	About the same	7
	More often	2
Express ideas appropriately	Almost never	0
	Less often	0
	About the same	8
	More often	2