

Fostering Friendships and Increasing Success in Regular Schools

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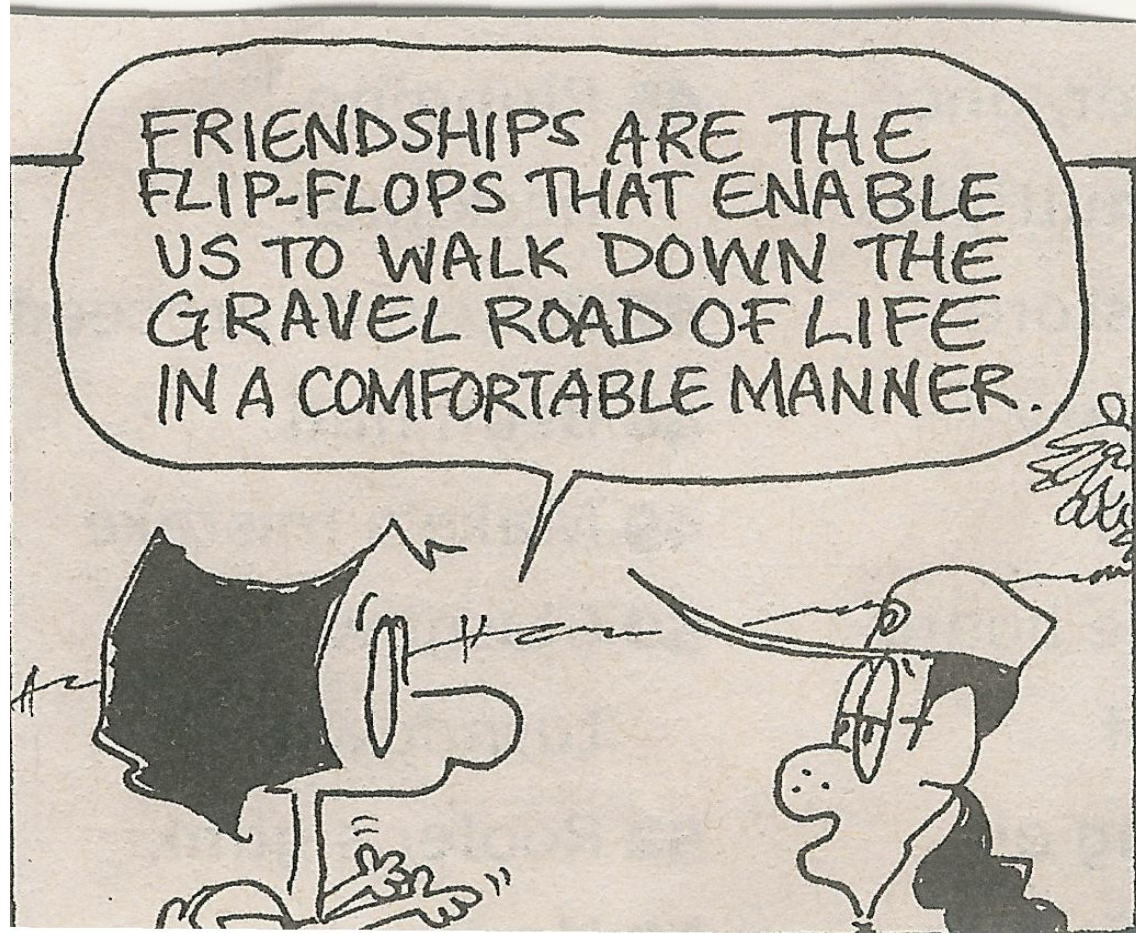
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Friendship – What is It?



“Friendship is a social relationship based on interactions that are reciprocal, stable, and serve the functions of intimacy, companionship, emotional support, and affection” (Freeman & Kasari, 1998,p. 343).

Importance of Friendship - Metaphorical



Importance of Friendship - Theoretical

“The brain is a social organ, and our relationships with one another are not a luxury but an essential nutrient for our survival” (Siegel, 2010, p. 211).

“We are an ultrasocial species, full of emotions finely tuned for loving, befriending, helping, sharing, and otherwise intertwining our lives with others” (Haidt, 2006, p. 134).

Importance of Friendship – Philosophical

- **"There is nothing on this earth more to be prized than true friendship." - St. Thomas Aquinas**
- **"Friendship is a thing most necessary in life, since without friends no one would choose to live, though possessed of all other advantages." - Aristotle**
- **"Remember, the greatest gift is not found in a store nor under a tree, but in the hearts of true friends." - Cindy Lew**
- **"Good friends, good books and a sleepy conscience: This is the ideal life." - Mark Twain**
- **"A true friend is someone who thinks that you are a good egg even though he knows that you are slightly cracked." - Bernard Meltzer**
- **"Friends are God's ways of apologizing for our families." – Anonymous**

Importance of Friendship – Practical

- Provides an arena for learning and practicing a variety of social skills**
- Offers opportunities for companionship, safety, emotional support, understanding and intimacy**
- Serves as role models and provide standards for acceptable behavior**

Age-Related Differences in Friendship

- **Preschool - shared activities and opportunities to play**
- **Elementary – play progresses from spontaneous and creative to structured, rule-governed games**
- **Adolescents - greater degree of commitment, loyalty, acceptance, tolerance, and support**
- **Young adults – sharing personal experiences, self-disclosure, dependability, caring, commitment and trust**

Friendships and Students who are Deaf or Hard of Hearing

Research – Mixed Results

Factors examined – Friendship and:

- **Degree of Hearing Loss**
- **Mode of Communication**
- **Educational Setting**
- **Parents, Teachers, Students**

Special Education Elementary Longitudinal Study (SEELS) Data

- From 2000 to 2006, SEELS documented the school experiences of a national sample of students as they moved from elementary to middle school and from middle to high school.**
- SEELS collected data at three points in time through school staff, direct assessments, and parent interviews to provide information about the experience of students with disabilities.**

Findings

1. No significant differences:

- Degree of hearing loss
- Mode of communication
- Educational placement

2. Students = Parents < Teachers

3. Primary issues – communication ability and additional disabilities

Interventions

- **Create Opportunities for Social Interactions**
- **Teach Students about Individual Differences**
- **Study about Hearing Loss and Successful Individuals who are Deaf or Hard of Hearing**
- **Demonstrate and Explain Adaptive Technology**
- **Teach About Friendships**
- **Provide Social Skills Instruction**
- **Encourage Participation in Extracurricular Activities**
- **Involve Family Members**
- **Teach Students to Use the Internet to Socialize**

Success in Regular Schools

Student Facilitators

- **Participation and being attentive**
- **Personal motivation to succeed**
- **Attend school and complete assigned work**
- **Self-advocate**

School/Service Facilitators

- **High expectations for the student to achieve commensurate with classmates**
- **Willingness of the classroom teacher to make accommodations**
- **Support provided by the teacher of students who are deaf or hard of hearing**
- **Good communication across service providers**
- **Tutoring**

Family Facilitators

- **Strong parental support and expectations (including homework)**
- **Involving children in extracurricular activities**
- **Parental communication with the school**

Implications and Recommendations

Student Factors

Participation

Assessment

- Observation
- Interview
- Classroom Participation Questionnaire – Revised (CPQ-R)

Participation - Intervention

SLANT Learning Strategy:

S – Sit up in your chair

L – Lean forward

A – Ask questions

N – Nod your head

T – Talk to the teacher

Motivation

Identify and build on students' strengths and interests

Use descriptive praise

Self-advocacy

- **Recognizing when they need help.**
- **Knowing when and how to request help.**
- **Knowing appropriate accommodations and modifications.**
- **Asking for appropriate help from peers and adults.**
- **Understanding legal rights and responsibilities while in school, college or work.**
- **Expressing needs and wants effectively.**

Implications and Recommendations

School/Service Factors

Create Teacher Student Connection

- **Avoid hearing loss generalizations**
- **Provide personal information about the student:**
 - **Impact of hearing loss in non-technical terms**
 - **Strengths**
 - **Challenges**
 - **Interests**

Receptive Continuum

**Fully Visual
Communication
(V)**

**Mostly Visual
Communication
(Va)**

**Mostly Auditory
Communication
(Av)**

**Fully Auditory
Communication
(A)**

Expressive Continuum

**Fully Sign
Communication
(S)**

**Mostly Sign
Communication
(So)**

**Mostly Oral
Communication
(Os)**

**Fully Oral
Communication
(O)**

Classroom Teacher Accommodations

- **Student participation and behavior**
- **Teacher's classroom and instructional style**
- **Student and teacher interactions**
- **Student and peer interactions**
- **Amplification use and room acoustics**

Collect and Use Data to Determine Focus of Services and Curriculum



Remediation

Compensation

Modification

Compensation Examples

- **Text to speech software tools and websites**
- **Simplified English**
- **Symbol Supported Text**
- **Tiered Text**
- **Sign Avatars or Relay Services**
- **Internet instead of a textbook**
- **Graphic organizers instead of writing essays**

Modification Examples

- **Seeking, securing and maintaining a job**
- **Budgeting**
- **Using credit cards**
- **Renting an apartment**
- **Understanding tax obligations**
- **Meal planning**
- **Using medications**
- **Dealing with anxiety**
- **Community services and safety**
- **Recreation and leisure**

Closing Points

Education is Society's Most Important Profession



We Need To Be Scientists



- **Conduct assessments**
- **Share the data**
- **Problems solve and prioritize**
- **Implement**
- **Evaluate**

Don't Lose Sight of the Target



Digital Age Skills

- Strong academic skills
- Thinking
- Reasoning
- Teamwork
- Proficiency using technology

We Have Been Provided With a Gift



**“A Meaningful Life” –
Belonging to and
serving something
that is bigger than the
self.**

Thank You and Have a Great Conference

