“I have a CI is the new hard of hearing: Using the Lens of Social Capital to Make Life Better”

Jones Memorial Lecture 2015

Gina A. Oliva
Author, Artist, Advocate
Age 2 and 17

Bookworm from the word “GO”  High School Graduation
Audiogram - Elementary Years
Audiogram – High School/College
Very Important Fact

My Dad – “Hard of Hearing”
Gina A. Oliva & Linda Risser Lytle

Turning the Tide
Making Life Better for Deaf and Hard of Hearing Schoolchildren

Gina A. Oliva
Hard of Hearing Stats/Facts (USA)

- Mild to moderately severe (25 – 75db)
- Use hearing aids (rather than CI’s)
- Use spoken language
- At least 30,000 (USA)

Latest Research - Boys Town Study
- Google Mary Pat Moeller and dl her PDFs
  - “Children Who are HH...A new chapter (EHDI 2011)
  - 300+ HOH compared with 115 “NH”
    - No additional disabilities
    - Age 0-6 to 6-11 (longitudinal)
Research Focus and Child Focus Focus

Research is focused on impact of HL and HA on language

• Is the hearing aid effective, worn regularly, etc?
• Are the families trained in best practices for language input?
• “Caregivers of toddlers who are HH used a higher proportion of directive utterances than cgs of toddlers with normal hearing”

The Child is focused on how s/he fits into his/her family and school

• Classroom Acoustics and “typical ways of interacting”
• Ramsey (1997) and Antia and Kreimeyer (2015) report the stilted ways children interact with dhh classmates (directives)
• To me, this is the most important/problematic (harder to fix)
Note Environmental Factors

Source: Jamieson, et. al.

Language/Social Accessibility or Inaccessibility affected by interacting factors:

- Room Acoustics & Adaptations
- Classroom activity
- Age & Language Abilities
- Teacher Understanding & Adaptations

Buffered by child’s personal resiliency, parent advocacy, informed staff.

Child’s Hearing Loss
Impact: K-2\textsuperscript{nd} grade

- “Difficulty overhearing social cues” – can result in “lack of group entry skills”
  - “Child may withdraw socially or intrude inappropriately”

- I would phrase this a bit differently: If you can’t “catch everything,” you don’t know WHEN to join in

- Source: Jamieson, et. al.
Impact: 2\textsuperscript{nd} – 4\textsuperscript{th} grade

• “may establish pattern as ‘loner’ or ‘follower’
• “Often follow lead of other students”
• "... a year or two ago, the children's conversation was less complicated and less rapid-fire...It was easier for her to keep up... the more she ages, the more she's unable to stay a part of the conversation...more and more her strategy is that she's just leaving and not bothering."

• Source: Jamieson, et. al.
We should not be surprised!

THE WORK OF...

- Psychologists and Sociologists:
  - Maslow
  - Erikson
  - Allport
  - Tatum
  - Kleiber
Hard of Hearing “Bane”

- Realize that the children need access to BOTH
  Bridging Social Capital in their schools and neighborhoods with hearing peers
  Bonding Social Capital in weekend and summer programs with HH and Deaf Peers
  Every child deserves both

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**“On The Fence”**

- **H (25-40 db):** Functions easily in social (group) settings (most of the time)
  One-on-One "always easy"

- **55-70 db:** Functioning is often or "always" problematic or/or challenging in social (group) settings
  One-on-one dependent on environment and the other person

- **D (85-100 db):** Functioning in social (group) settings is "always" problematic
  One-on-one with only select environments & individuals
“Bowling Alone”

• Robert Putnam – leading Sociologist
• Now has two more books – “Better Together” and now..
• “Our Kids”
• Point: The importance of Social Capital
Two forms: Bonding Social Capital

- **Bonding** social capital: social ties between people who are similar to one another in certain elements (race, social class, etc.)
- “Bonding Social Capital constitutes a sociological superglue” (p. 23)
Bridging Social Capital

- **Bridging Social Capital** is connections between individuals who are different from each other in some important dimension, such as race, income or gender.
- “Bridging social capital provides a sociological WD-40.” (p. 23)
Lessons from Reality Television

Anyone still watch this?  Anyone remember this?
Lessons from Reality Television

The Judges

“That Deaf Girl”
Lessons from Reality Television

Here we are in 2015

The “model of marginalization”
Please Remove the burden from the DHH child:

• “Students with hearing loss who listen and use spoken language must employ creative strategies at an early age in order to be successful, especially in the area of social interaction with peers.

• These tactics can include speech reading to enhance listening skills, asking questions from those next to them and uttering the well-known “What?” response when engaged in conversation.”

  • From: Website of the Listening and Spoken Language Center (AGBell) includes an article "How Students can A.D.A.P.T in Life.”
Bridging Social Capital: How to Make Life Better!

In-Service Training ➔
Create Allies for DHH students
- Create View of the DHH child as part of “diversity” and VALUABLE (aren’t we lucky!)

Social Media -- examples of “successful role models”
- Bloggers
- Vloggers
- Musicians and Actors
- Sports Figures
- Various professional fields

In Schools ➔
- Assign rotating “text transcribing” responsibilities and creatively make this part of language arts activities
- Art/Drama for self-discovery and educating teachers & classmates
- Encourage/reward direct communication
  - Topic-based knowledge of signs (Home Ec, PE)
  - Maintain ASL classes and clubs
Bridging Social Capital
How to Make Life Better!

• Value and Provide Practice with 1-1 partnerships:
  – HH kid in the quietest corner
  – Smaller groups also (turn-taking, thinking before speaking, mindfulness)

• DHH adults sharing their skills and experiences with all children

• All Children Should feel like they are FULL Members of the school community
In families and in Elementary School – For ALL children

- Train all children to talk in turn, be respectful
- Teach the value of thinking before speaking
- Teach them to look, then talk, look, then talk: teachers should model the idea that needing this is NOT about intelligence
- Model working/talking slowly and deliberately – a practice all can learn from - Nurtures mindfulness
How to Make Life Better – Bonding Social Capital

• They need friends who are “kids like me”
• Check out websites on summer/weekend programs
• Suggestion: Use these programs to have the kids brainstorm ideas for making life better back home in their schools
Summer and Weekend Programs

- **Sleepover**
  - CM7, YLC, WFD, Aspen
  - Cutting Edge - No Barriers USA

- **Day Programs**
  - Nashville
  - Toronto
  - Edmonton “Skills Shops”

- **Weekend Programs**
  - Texas – now 3x year
  - Wisconsin - alternates middle/highschool
  - Maine – 3x year (F/S) middle/highschool AND
    - Rotating 8 weeks afterschool for K-5
All deaf and hard of hearing children deserve to be exposed, from infancy, to two equal and parallel worlds — each with its own rich opportunities, assets, and challenges — equally respected by all adults around them.

Only in this way will the children become adults who can freely and joyfully choose the depth and breadth of association they truly desire, day by day, month by month, year by year -- in each world.