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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.

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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,

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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%).

Comparisons of Social Competence in Young Children With ...

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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.

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

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