Assessing deaf children’s development in Emotional Literacy
Why do we need to know about this?

- There is a great deal of research & assessments available for deaf children’s development in language – both written & spoken.

- There are also valid assessments for Numeracy, Science & other curriculum subjects available.

- There is NO assessment tool to measure how deaf children become more aware of how they feel, respond to how others feel & to social situations.
The purpose of my study with deaf children aged between 8 – 9 years old

- To increase self-esteem & self-confidence
- To understand and use vocabulary of emotions and emotional states
- To recognise and interpret feelings, reactions and points of views of self & others
Why is it important for deaf children to learn Emotional Literacy skills?

- Much research shows deaf children at higher risk of emotional & behavioural difficulties than hearing children.
- Directly attributed to the consequences of being deaf, not to being deaf.
Emotional & Social Development

- Necessary to look at both areas together.
- Delay in language & communication skills leads to limited social skills with both hearing & deaf peers.
How can Emotional Literacy help with social skills?

Better relationships with:

1) **peers** in learning how to make & keep friends
2) **parents** in interacting & communicating their needs & feelings
3) **people** in their community so they learn to live & work with others.
What results have been found so far?

- No studies up until 1995 that assess the effectiveness of programmes in emotional development in deaf children.
What is P.A.T.H.S.?

- Designed to improve school-age children’s abilities to discuss & understand emotions & emotional concepts.
- **3 areas of development:**
  1. **Self-control**
  2. **Emotional awareness & understanding**
  3. **Social problem-solving**

What are you feeling?
A guide to teaching emotional literacy in the classroom
Concept of self-esteem

- Theoretical basis of PATHS sees the concept of self-esteem as...
- Who we are and having positive feelings about what we are able to do.
- Having others admire us for what we can do.
Concept of self-confidence

- Theoretical basis of PATHS sees the concept of self-confidence as...

- Children needing consistent positive experiences.

- Children needing encouragement & reassurance in areas that are not yet well developed.
The adapted **PATHS** curriculum devised for deaf children by NDCS

- In a 3 year project from 1994, NDCS set up with 7 schools to develop:
  - social skills
  - emotional vocabulary
  - positive self-esteem
  - dealing & resolving typical social situations & problems
Results of formal assessments

- Formal assessments in emotional recognition & labelling by *Kusche Emotional Inventories 1 & 2*, found significant improvements in children’s skills in recognising, labelling & discussing emotions as well as in measures of emotional & behavioural problems.
My own study

- Not enough time to utilise all 3 areas of the PATHS curriculum.
- Focused on emotional awareness & understanding element of the PATHS curriculum as children in my class all showed particular areas of difficulty with their self-esteem & confidence.
- 5 deaf children aged 8 – 9 years.
- 6 month period twice weekly for 40 mins and daily for 15 mins.
Feelings Unit

- Teaches that all feelings are ok to have. Some feelings are comfortable but others are not.
- Teaches that feelings are signals that communicate important information. We can then make our own feelings on what to do next.
- Teaches how someone’s behaviour can affect other people.
How was the PATHS curriculum taught?

- Using a variety of ways:
  - 12 ‘Feelings’ cards
  - role-play
  - discussions
  - modelling
  - action tasks
  - practical games
Feelings Vocabulary cards
Assessing my results

- Information from **Feelings** cards evaluated weekly
- Signed & spoken interviews video-taped for analysis
- Interviews with key adults & children in mainstream classes fortnightly
- Written records & observations collected from children to evaluate how much they had understood and adapted to their everyday life
Percentage of the Feelings card used after 2 months

- Happy: 24%
- Proud: 8%
- Surprised: 11%
- Fine: 6%
- Kind: 14%
- Thoughtful: 7%
- Worried: 8%
- Sad: 22%
- Disappointed: 1%
- Lonely: 22%
- Jealous: 8%
- Private: 8%
Percentage of the Feelings card used after 4 months

- Happy: 19%
- Proud: 3%
- Surprised: 2%
- Fine: 14%
- Kind: 17%
- Thoughtful: 15%
- Sad: 19%
- Worried: 9%
- Disappointed: 9%
- Jealous: 8%
- Lonely: 9%
- Private: 2%
Percentage of the Feelings card used after 6 months

- Happy: 19%
- Proud: 15%
- Surprised: 12%
- Fine: 10%
- Kind: 10%
- Thoughtful: 10%
- Jealous: 5%
- Disappointed: 4%
- Frustrated: 4%
- Worried: 2%
- Lonely: 2%
- Sad: 2%
- Private: 1%
Percentage of Feelings cards shown over this period

- After 2 months:
  - Comfortable Feeling: 60
  - Uncomfortable Feeling: 40
  - Private: 36

- After 4 months:
  - Comfortable Feeling: 56
  - Uncomfortable Feeling: 42
  - Private: 36

- After 6 months:
  - Comfortable Feeling: 60
  - Uncomfortable Feeling: 42
  - Private: 36
Conclusion of my study

- All children had notable improvements in their emotional literacy, vocabulary, confidence levels & self-esteem.
- Parents reported their child was more expressive in stating how they felt and why.
- Better relations with siblings also noted from parents.
Reasons given for choosing the Feelings Card

- This chart shows the percentage given after the first 3 months.
- At the start of the program, children often chose inappropriate reasons for choosing their card.
- E.g. “I feel kind because I went to bed late”
Reasons given at end of study

- Children were much more likely to give a good reason for choosing that card. E.g. “I feel proud because I helped my Mum”
How can we formally assess Emotional Literacy skills?

- Unfortunately, there is no formal assessment specifically for deaf children in Emotional & Social development.
- There is one standardised test available from *nferNelson* for two age groups (7-11 & 11-16) ‘Emotional Literacy – Assessment & Intervention’ (details listed with handouts)
- Assessments for deaf children is currently done informally and subjectively
- Teachers & key staff can assess by observing how child learns, develops and responds to situations with peers over a period of time
What my children loved...

- Using colours & fonts to evoke different feelings...
  - blue was sad
  - green was calm
  - red was ANGRY
  - pink was kind(!)
  - happy was yellow
  - frustrated was grey
They also loved…

- **Using shapes & movements**: smooth round shapes being more positive and calming than straight-lined or jagged shapes.

- **Using Music**: to explore feelings (loud banging for frustration, tapping on tambourines for happy, etc)

- **Role-play scenarios & being the ‘teacher’**

- **Modelling playdough shapes in BSL (e.g. happy with arms stretched)**

- **Making masks**

- **Wall display** of feelings in photos

- **Mosaic models** of boys & girls in newspaper cuttings

- **Creating an Emotions Board game**
Ultimately…

Two factors are critical to the development of all children:
- The development of individual thinking skills
- The ability to understand the self and others

- *Bright Futures* report in 1999 from the Mental Health Foundation calls for a radical rethink of what we value in school performance. Promoting emotional & social well-being should receive as much emphasis in league tables as academic success.

- There is now a growing emphasis on the importance of a more holistic development in school. Ofsted would like to see more of this.

- FINALLY…if nothing else…
YOU’LL LOVE TEACHING IT!

THANK YOU VERY MUCH
Bibliography


I was angry when mygrandpa died.
Books, articles and Resource packs:

The Emotional Literacy Handbook: Promoting Whole-School Strategies. Antidote and David Fulton
Incentive Plus (www.incentiveplus.co.uk) presents an extensive range of materials to develop Emotional Literacy in areas such as Feelings, Anger Management, Self Esteem and Social Skills. Resources include books, posters, lesson plans and teaching programmes, and games such as ‘What If?’ which challenges KS2 & 3 pupils with decision making dilemmas.
Lucky Duck Publishers (www.luckyduck.co.uk) offer an excellent selection of books on Emotional Literacy including:

- Goleman D. Emotional Intelligence and Working with Emotional Intelligence Bloomsbury
- Gardner H. Frames of Mind Fontana Press
- Sharp P. (Principal Educational Psychologist, Southampton Psychology Service) Nurturing Emotional Literacy - A Practical Guide for Teachers, Parents and Those in the Caring Professions David Fulton

Websites

www.antidote.org.uk

Antidote is the Campaign for Emotional Literacy. Its website has lots of useful information and an extensive list of links on the subject and related areas.

www.eiuk.com

Ei (UK) Limited work with a wide range of organisations on emotional intelligence issues and the site provides a good overview into various initiatives taking place in education.

www.schoolofemotional-literacy.com

The School of Emotional Literacy offers a postgraduate certificate in emotional literacy. The site includes a report of an investigation into the application of the principles of emotional literacy through the arts: a case study on Autistic Spectrum Disorder

www.emotionalintelligence.co.uk

Centre for Applied Emotional Intelligence

www.nelig.com

National Emotional Literacy Interest Group

www.familylinks.org.uk

Family Links Nurturing Programme

www.standards.dfes.co.uk

As part of the national primary strategy, downloadable guidance on developing children's social, emotional and behavioural skills.

www.bbc.co.uk/schools/aimhigher/teachers/literacy1.shtml

useful ideas about planning lessons and two interactive games, "Take 2" and "Jurassic Survival" to introduce pupils to emotional literacy!

www.teachernet.gov.uk/teachingandlearning/library/emotionalintelligence

rather basic information about developments in the area and some tips for the classroom

www.teachernet.gov.uk/teachingandlearning/socialandpastoral/secs1/seal/

Social and Emotional Aspects of Learning (SEAL) is the latest DfES initiative to support emotional intelligence learning in schools (KS1 & 2)
Emotional Literacy Conference

Brighton & Hove
Children’s Social Behaviour Project
21 May 2004, University of Sussex, Brighton

EMOTIONAL LITERACY CURRICULUM ORDER FORM

Copies of the Emotional Literacy Curriculum for Key Stage 2 include:

- background information about the Children’s Social Behaviour project
- 40 colour illustrated stories, each laminated for easy classroom usage
- guidelines on how the stories can be used both in the classroom and in small group settings

Copies of the Emotional Literacy Curriculum are £95.00 each, plus postage & handling (£6.50 for each copy).

I would like to receive ______ copies of the Emotional Literacy Curriculum.

☐ I have enclosed a cheque for _______ pounds.
Please make cheques payable to: University of Sussex

☐ Please send an invoice to:

Name: ____________________________________________________________
Address: __________________________________________________________
Telephone: _______________________________________________________
Email: ___________________________________________________________

Please send the curriculum packs to:

Name: ____________________________________________________________
Address: __________________________________________________________
Telephone: _______________________________________________________

Please send completed forms to: CSB Emotional Literacy Conference, Conference Secretariat, CASA, SciTech, University of Sussex, Falmer, Brighton, BN1 9QH, or email: L.E.Kennedy@sussex.ac.uk
Emotional Literacy: Assessment and Intervention
Author(s): Southampton Psychology Service. Editor Adrian Faupel

Suitable For: Teachers, SENCOs and Educational
Age Range: 7-11 and 11-16 years
Administration: Group or Individual
Timings: Untimed

A standardised assessment measuring pupils' emotional literacy and providing ideas for intervention.

Emotional Literacy: Assessment and Intervention identifies the status of pupils' emotional literacy and provides follow-up activities for intervention where necessary. The assessment covers elements of emotional literacy including self-awareness, emotional resilience, motivation and handling of emotions and relationships.

Now accompanied by an interactive CD-ROM with full audio support and switch accessibility. This means that the Checklists can now be accessed by all those who may find paper-based assessments problematic, as well as supporting those with additional educational needs. The production of simple, clear printable score profiles will prove invaluable for the busy teacher.

The resource:
- Provides teachers and SENCOs with diagnostic tools to understand and develop a pupil's emotional literacy
- Can positively enhance a pupil's behaviour and learning
- Provides ready-made, age-appropriate activities that save time and effort when planning intervention
- A facility for reassessment allows you to monitor progress and helps you to gauge the impact of an intervention.

This resource is only available to schools or registered test users. To register please download and complete the registration form or contact us directly on information@nfer-nelson.co.uk

Emotional Literacy 7-11 Complete Set
ISBN: 9780708716267/N0078  £85.00  Qty 0

Emotional Literacy 11-16 Complete Set
ISBN: 9781406014495/N0078  £85.00  Qty 0

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