Theory of Mind (ToM)
In Students Who Are Deaf/Hard of Hearing

Overall Purpose: To improve your knowledge and/or skills, by understanding ToM for students who are DHH, which will lead to improved student social development and student learning to meet the rigorous academic standards. This is research-based information.

Objectives:
- To learn what ToM is, identify the challenges for students with immature ToM, and learn how to help students develop ToM.
- To learn helping students develop ToM will students develop social skills and reading comprehension.
- To plan for Sustained Learning, applying this to your own interpreting or teaching.

ToM…What is it?

- The ability to attribute mental states to oneself
- The ability to attribute mental states to others
- The ability to understand that others have beliefs, desires and intentions that are different from one’s own

Premack, D.J. & Woodruff, G. (1978)
Possible behavior in kids with ToM challenges:

- Insensitivity to other’s feelings
- Inability to take into account what others know
- Inability to negotiate friendships

http://www.autismnetwork.org/modules/character/tom/lecture01.html

Possible behavior in kids with ToM challenges:

- Inability to read the listener’s level of interest
- Inability to detect a speaker’s meaning
- Inability to understand misunderstandings

http://www.autismnetwork.org/modules/character/tom/lecture01.html

a few more......

- Inability to deceive/understand deception
- Confused by “false belief”
- Inability to understand reasons for others actions
- Inability to understand “unwritten rules”

http://www.autismnetwork.org/modules/character/tom/lecture01.html
and even more......
- Difficulty explaining/predicting the behaviors and/or emotional states of themselves/others
- Problems understanding other people’s perspectives
- Inability to anticipate how others may view their actions

http://www.autismnetwork.org/modules/character/how/tom.html

In other words.....
- ToM is the ability to understand that others may not know what I know, may not think what I think, and may not feel what I feel, and vice versa.
- ToM helps in understanding and predicting other’s behavior.

Examples of Immature ToM
- Teacher says “You look nice.”
- Student says, “I know.”
Development of ToM Requires:
- The ability to use/understand language involved in discussing mental states
- The ability to reason and infer
- The ability for effective social interaction

Maura J. Geisser, "Can Deaf Children Be Taught to Think Philosophically?"

Typical Development of ToM
- 5 Months of Age
- 18 Months of Age
- Toddlers/Pre-Schoolers
- 4 Year Olds
- Pre-Teens
- Adolescents
- Adults
So, Why Should We Care?
- At risk for delays in developing ToM
- Delays in ToM can affect other areas of development
- There are ways to help develop ToM

What Causes Delays in ToM?
- Lack of Incidental Learning
- Language Delay
- Brain Injury and/or Cognitive Delay

You Can Help!
- Assume nothing; interpret everything!!
- Interpret the Culture
- Fingerspell emotion words
- Use vocabulary associated with mental states:
  Think, opinion, feelings, know, confuse, believe, wonder, etc.
You Can Help!
- Use facial expressions!!

Interpreting prosody, register shifts, and discourse markers can help students develop Theory of Mind!

You Can Help!
- Discuss preferences
- Explain likes/dislikes
- Point out differences are not good/bad

You Can Help!
- Share how people problem solve

This is problem solving:

1. I don't know what we are doing.
2. We tried these things but it didn't work.
3. What do we do next?
4. We could try the other way.

We would try the other way.
You Can Help!

- Physical and situational cues
- Empathy

You Can Help!

- Discuss the origins of prejudice
- Demonstrate respect and acceptance
- Express appreciation

You Can Help!

- Describe how to make/keep friends
- Social Interactions

2A: Recognize the feelings and perspectives of others.
Help develop ToM through Literature

• Name and discuss emotions
• Point our differences in likes/wants
• Point out different perspectives

What You Can Do

• Describe a time when you felt the same way as the characters in the story you read. Discuss those feelings.
• Read books showing differences in what people like and want.
• Read books showing different perspectives and discuss what you’ve read.

Literature: Common Core

POINT OF VIEW/PERSPECTIVE

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

COMMON CORE RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

The next three slides are from a Powerpoint example from betterlesson.com by master teacher Andrea Praught. Andrea is a DHH teacher from Kendall County Special Ed. Cooperative. She submitted daily common core lesson examples from her 2nd grade Deaf/Hard of Hearing classroom.

Do you like cold snow or hot sun? (to you?)

betterlesson.com/lesson/resource/2603033/perspectives-powerpoint
Do you like cold snow or hot sun? (to a snowman?)

http://betterlesson.com/lesson/resource/2603033/perspectives-powerpoint

Would a dragon like houses or caves?

http://betterlesson.com/lesson/resource/2603033/perspectives-powerpoint

THEORY OF MIND
What will you do?

What can you do to help develop "Theory of Mind" for the DHH students you serve?
Questions? Comments?

Thank you!

ToM: Recommended Reading

“Look Who’s Being Left Behind: Educational Interpreters and Access to Education for Deaf and Hard-of-Hearing Students” Brenda Schick, University of Colorado at Boulder, Kevin Williams, Boys Town National Research Hospital, Hagai Kupermintz, University of Haifa

References

• Betterlesson.com (lessons from master teachers)
  http://betterlesson.com/lesson/resource/2603033/perspectives-powerpoint

• “Can Deaf Children Be Taught to Think Philosophically?” Geisser, Maura J.
  bu.edu/wcp/Papers/Teac/TeacGeis.htm

• Cognition in the Classroom: The Academic and Social Implications - An Interview with Dr. Brenda Schick by Leanne Seaver handsandvoices.org/articles/education/cognition.html

• Common Core: corestandards.org/read-the-standards
References

- “Development of Social Understanding in Children with Hearing Loss: Implications for Audiologists”
  Mary Pat Moeller and Brenda Schick

- Educational Interpreting How It Can Succeed
  Elizabeth A. Winston, Editor
  http://www.autismnetwork.org/modules/character/tom/lecture01.html

- “Helping Deaf Students Develop a Theory of Mind”;
  Lundy, Jean; Odyssey, Winter 2003

- isbe.net/ils/social_emotional/standards.htm

- Initiating Joint Attention, IJA; (Seibert et al., 1982).
  (Tomasetto et al., 2005; Mundy et al., 2009)
  Premack, D.G. & Woodruff, G. (1978)

- kids.niehs.nih.gov/games/illusions/lots_of_illusions.htm

- “Look Who’s Being Left Behind: Educational Interpreters and Access to Education to Deaf and Hard-of-Hearing Students” Brenda Schick, University of Colorado at Boulder
  Kevin Williams, Boys Town National Research Hospital
  Haggai Kupermintz, University of Haifa

- “Social Cognition and Theory of Mind”; (Schick, Brenda)
  handsandvoices.org/comcon/articles/pdfs/socCogTheoryMind.pdf


- Theory of Mind: Language and Cognition in Deaf Children by Brenda Schick, Jill de Villiers, Peter de Villiers & Bob Hoffman
  The ASHA Leader: December 3, 2002 Feature
References


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