Deaf Education:
Exploring the Elements of SEL
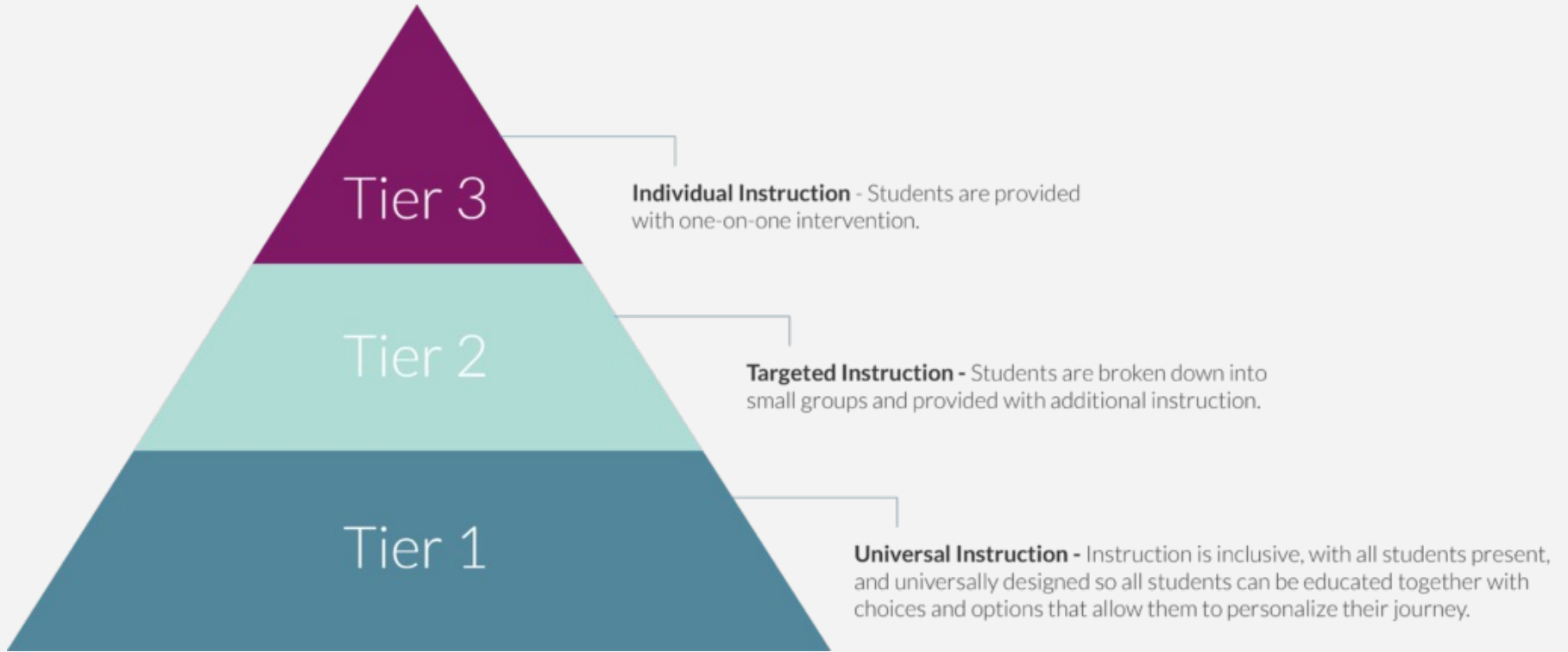
Corey Axelrod, MBA
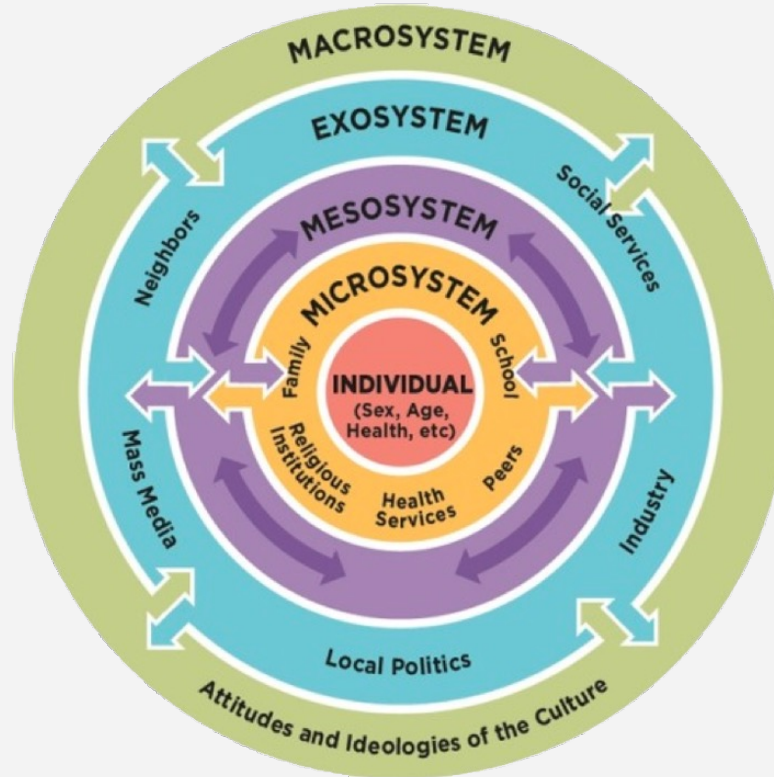
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Corey Axelrod, MBA

- ❑ 4th Generation Deaf

- ❑ Founder & CEO, 2axend

- ❑ President Emeritus, Illinois Association of the Deaf

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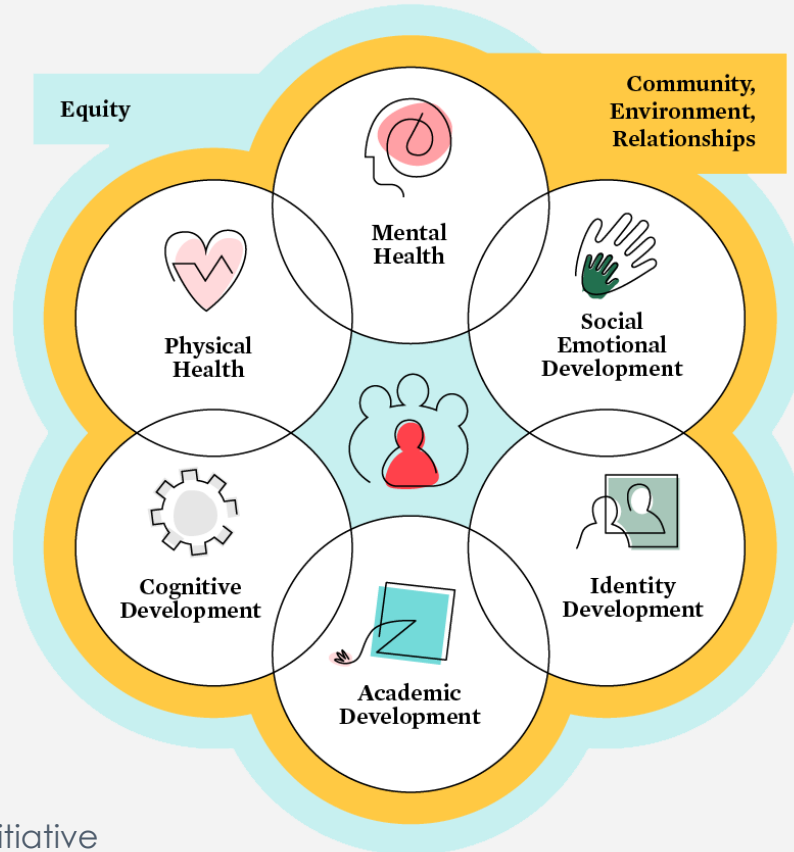Why are social/emotional skills important to teach in schools?

Response to Intervention (RTI)

Tier 3

Individual Instruction - Students are provided with one-on-one intervention.

Tier 2

Targeted Instruction - Students are broken down into small groups and provided with additional instruction.

Tier 1

Universal Instruction - Instruction is inclusive, with all students present, and universally designed so all students can be educated together with choices and options that allow them to personalize their journey.

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Socio-Ecological Model

Whole Child Domains

Equity

Community, Environment, Relationships

Mental Health

Physical Health

Social Emotional Development

Cognitive Development

Identity Development

Academic Development

Source: The Chan Zuckerberg Initiative
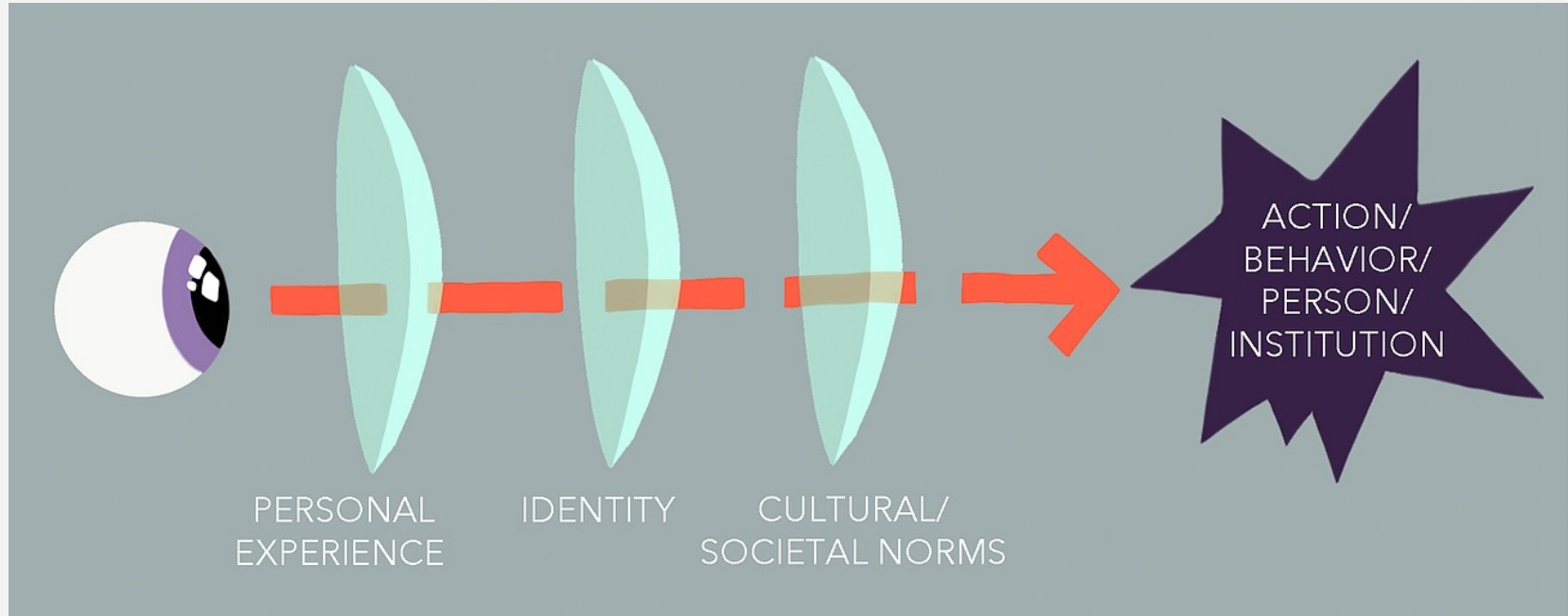
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Whole Child Theory

Each child is:

- ❑ Healthy
- ❑ Safe
- ❑ Engaged
- ❑ Supported
- ❑ Challenged

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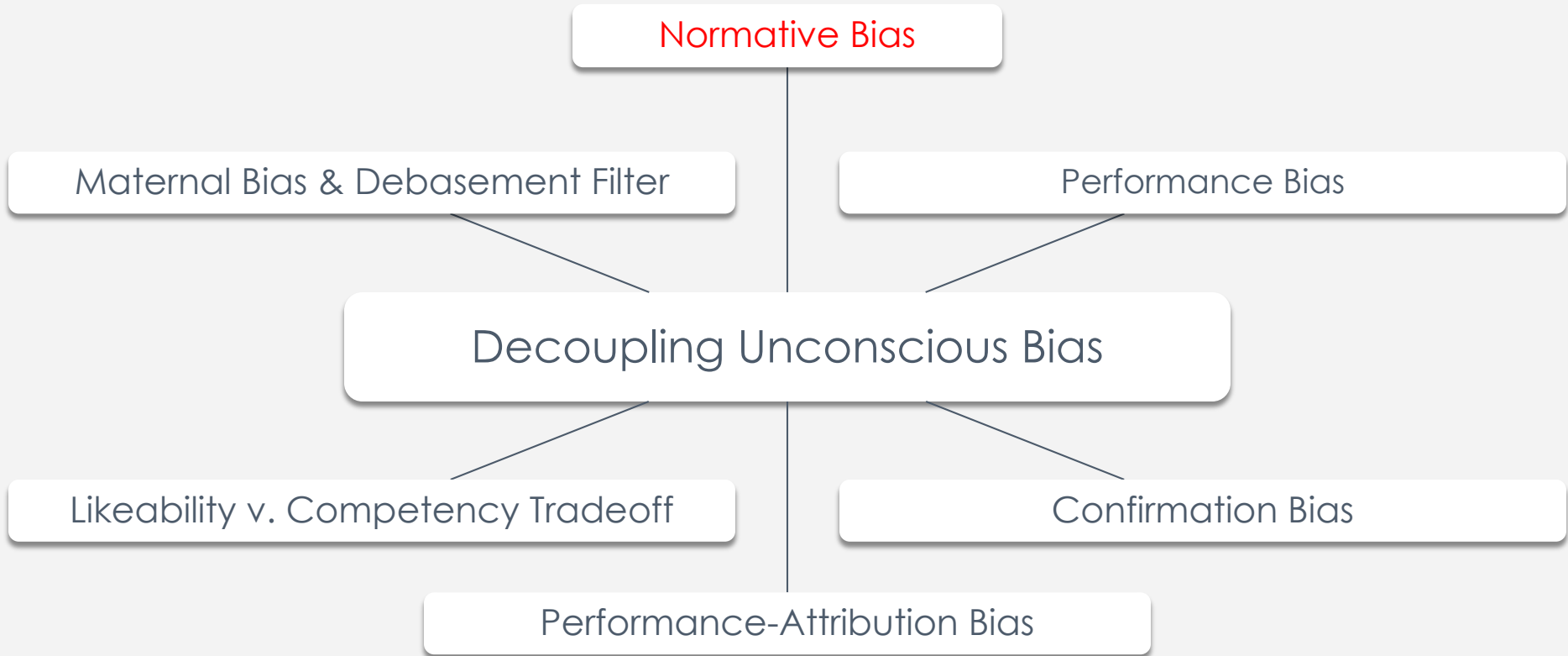# Standardized Curriculums that Support these Approaches

- ❑ Positive Behavior Supports/Positive Behavior Interventions and Supports (PBS/PBIS)
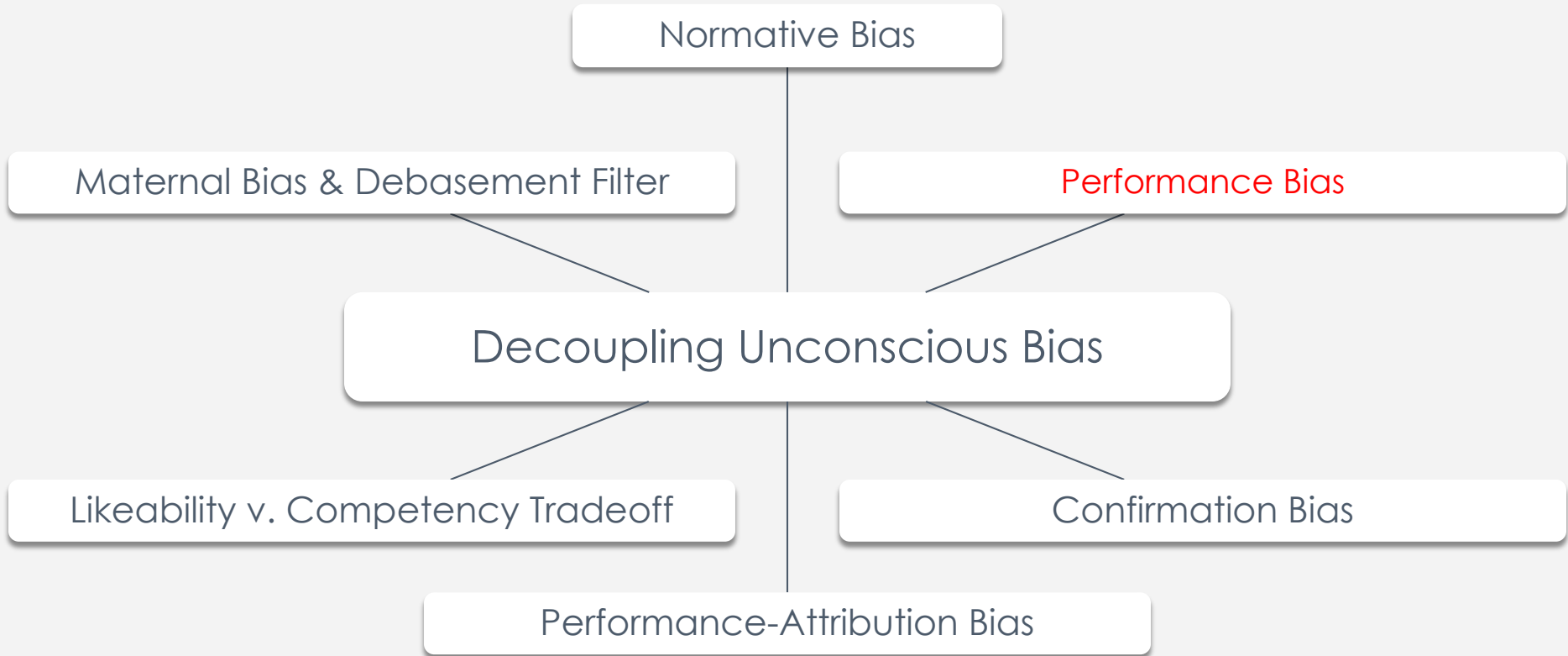- ❑ Second Step
- ❑ PATHs

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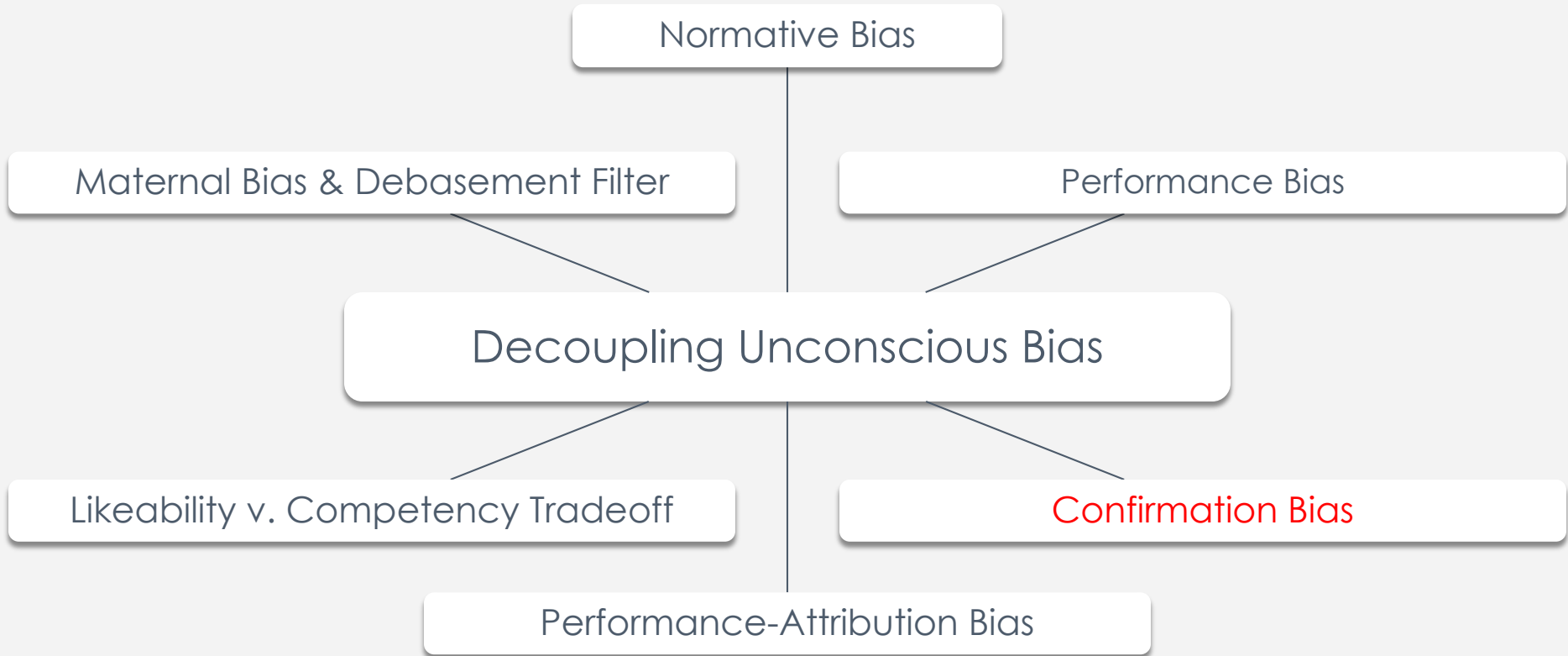How do your lenses and biases impact
your relationships with students?
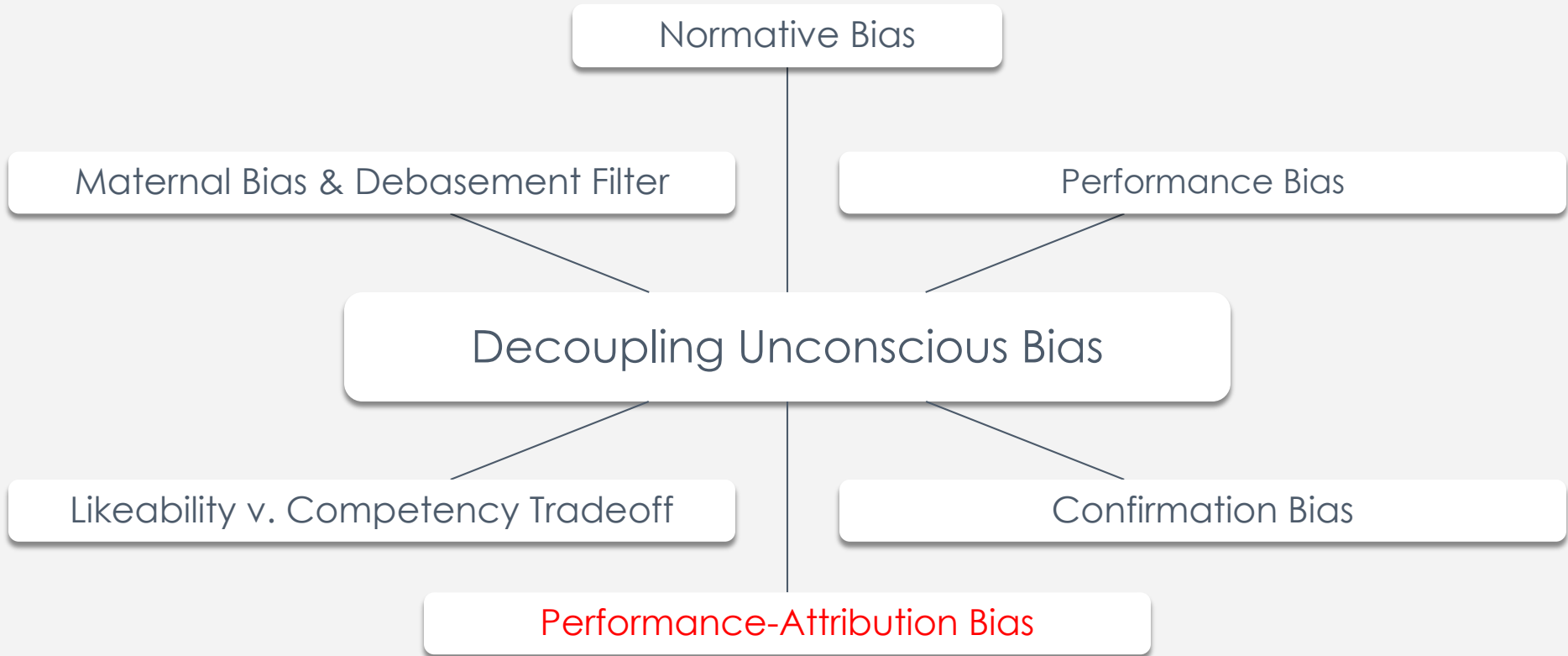
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Bias Lenses that Alter our Perception

PERSONAL EXPERIENCE — IDENTITY — CULTURAL/ SOCIETAL NORMS → ACTION/ BEHAVIOR/ PERSON/ INSTITUTION

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Addressing Unconscious Biases

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Normative Bias

Maternal Bias & Debasement Filter

Performance Bias

Decoupling Unconscious Bias

Likeability v. Competency Tradeoff

Confirmation Bias

Performance-Attribution Bias

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Normative Bias

Maternal Bias & Debasement Filter

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CONFIDENCE: deaf in a hearing world

Topics to Cover with DHH Students

- Identity
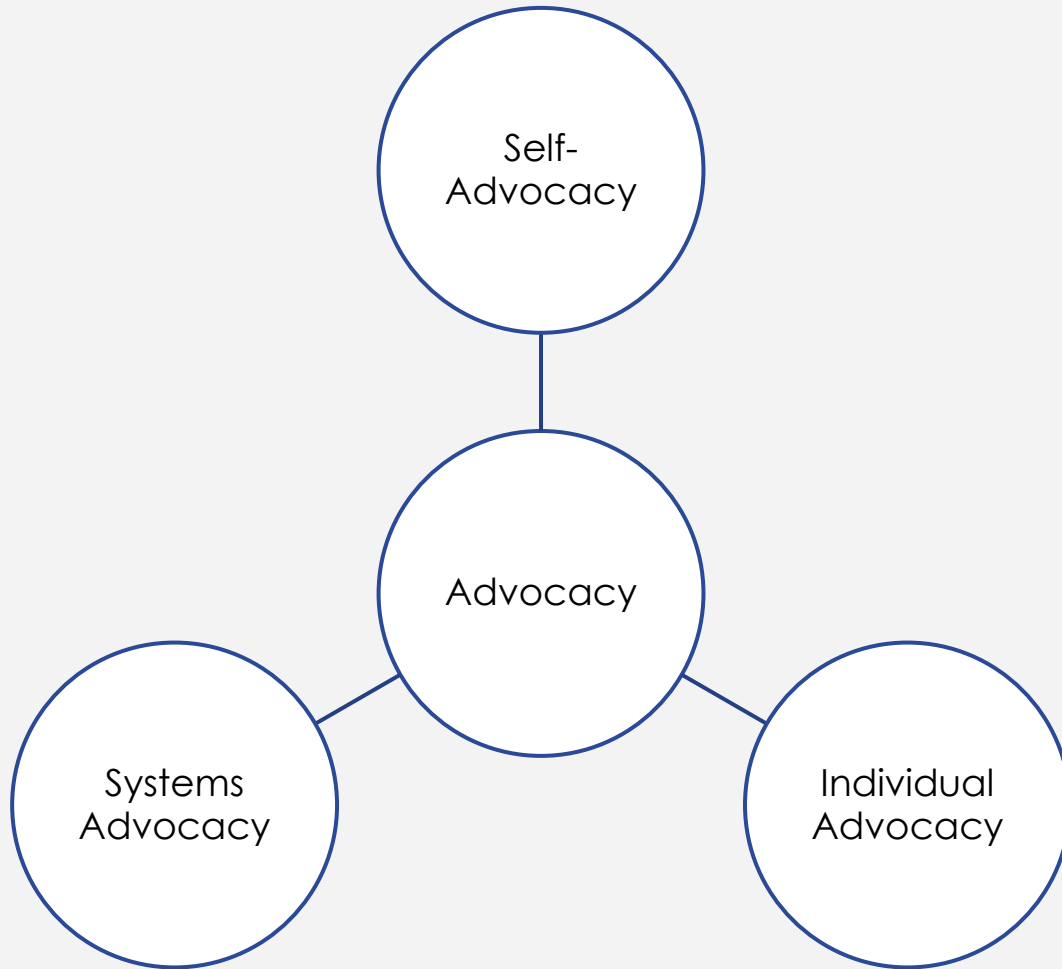- Advocacy
- Culture
- ASL
- Career Exploration

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What is the difference between advocacy and empowerment?

Privileges Exist

Does the K-12 system perpetuate the status quo?

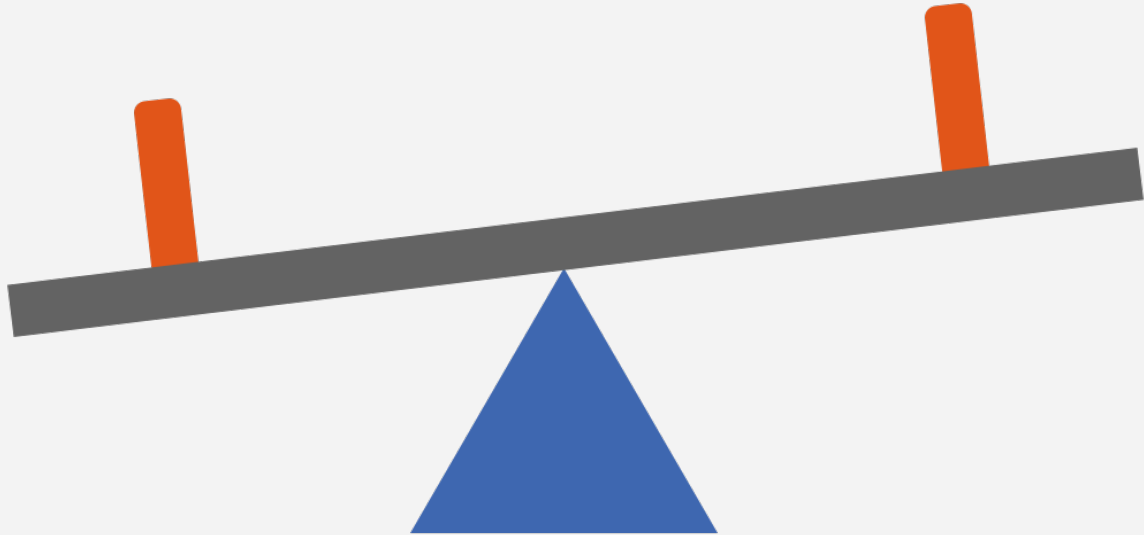How have you historically advocated on behalf of your Deaf and hard of hearing students?

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Is it possible your advocacy disempowers
Deaf and hard of hearing students?

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How do you determine whether to advocate
on behalf of a student or empower them
to self-advocate?

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Deaf Education

The Lives of Deaf and
Hard of Hearing Children
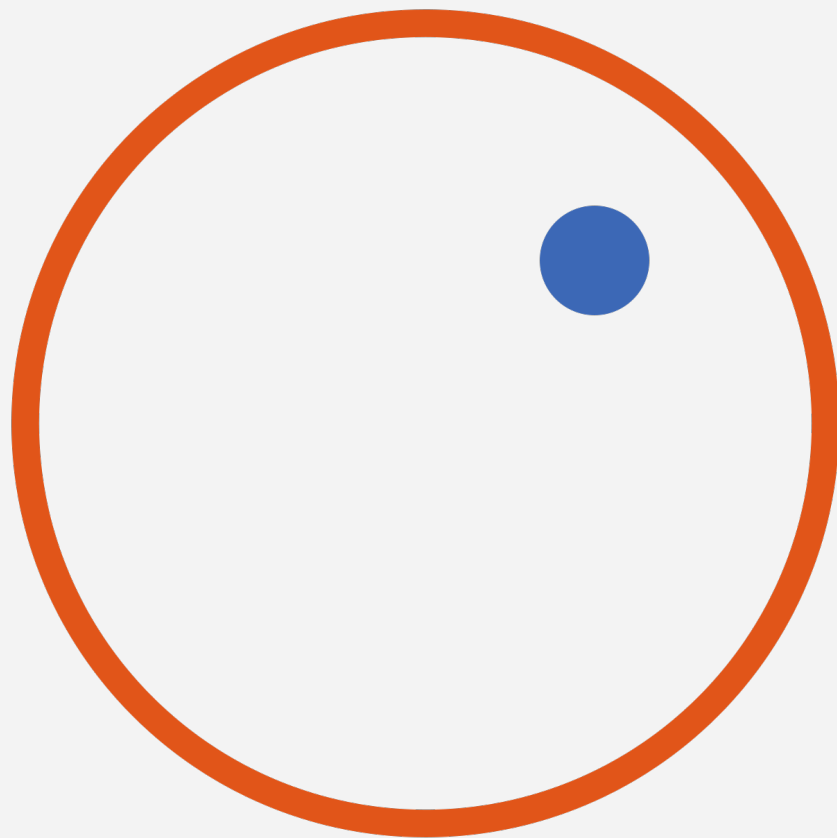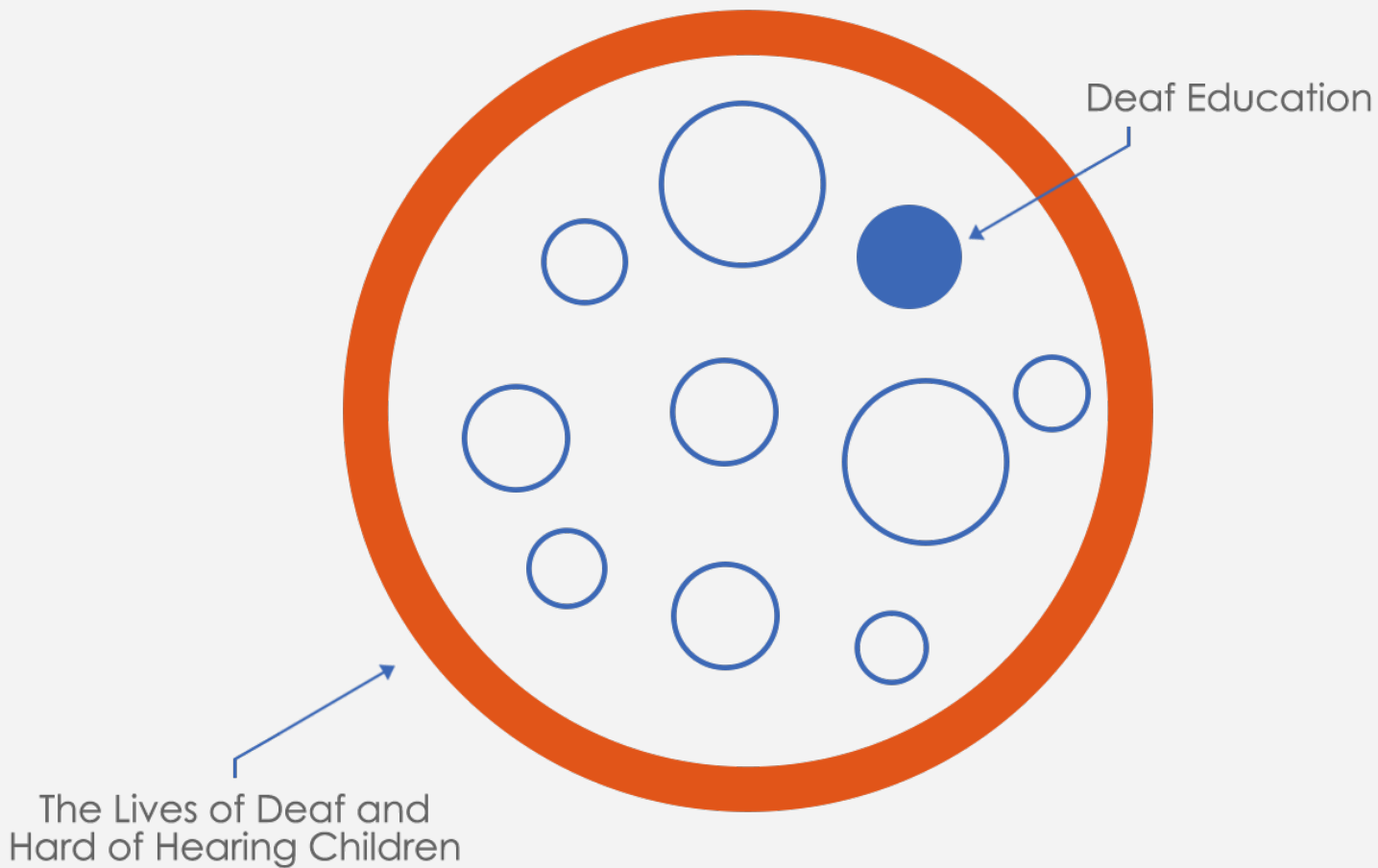
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What strategies will you use to empower
Deaf and hard of hearing students?

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"The most common way people give up their power is by thinking they don't have any."

- Alice Walker

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email: corey@2axend.com

website: www.2axend.com

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