



FACTS ABOUT DEAFNESS

0118

INCLUSIVITY

> helping  
deaf  
children  
learn the  
language  
of emotions

**EMOTIONS:** We all have lots of them every day. Learning to control your emotional state is an important part of childhood development.

To have good emotional wellbeing, children need language and skills to understand and communicate about feelings – both their own and those of others. Deaf and hard-of-hearing children may not have the same level of access to words about emotions. This can make it harder for them to develop the vocabulary to name (or label) their emotions.

## DHH KIDS OFTEN NEED SUPPORT AND GUIDANCE TO LEARN TO IDENTIFY, LABEL AND MANAGE THEIR EMOTIONS.

Teachers, aides and deaf educators can help their DHH students to build the skills they need for healthy emotional control.

### **Signs a student may be struggling to manage their emotions**

Experts call the ability to respond to and manage your emotions effectively ‘emotional regulation’. Signs that your student may be having difficulty regulating their emotions include:

talking louder or shouting

uncontrolled crying

temper tantrums

aggressive behaviours

a racing heart

redness in the face

clenched jaw or fists

irritability or mood swings.

It can be difficult for children to manage unpleasant emotions such as anger, anxiety, frustration, embarrassment or sadness.

**Deaf children may need additional guidance to manage their emotions, and learning emotional regulation helps them succeed in both social and educational settings. Educators can support deaf and hard-of-hearing (DHH) students in developing emotional regulation, and here are five strategies to help you build these vital skills in your DHH students.**

## HERE ARE 5 WAYS YOU MIGHT LIKE TO TRY TO SUPPORT DHH STUDENTS IN MANAGING THEIR EMOTIONS IN THE CLASSROOM.

### **TALK ABOUT EMOTIONS REGULARLY**

Incorporate discussions about emotions into classroom routines, reassuring DHH students that it's normal to feel a range of emotions and encouraging them to express and talk about their feelings, especially when they face challenges.

### **INTRODUCE AND LABEL EMOTIONS**

Help students identify and name their emotions, explaining why they might feel that way, accepting all emotions as valid, and teaching strategies like deep breathing or taking breaks to manage these feelings.

### **USE EMOTION WORDS IN EVERYDAY CLASSROOM LANGUAGE**

Use emotion words and Auslan signs to help students connect feelings with signs and reinforce understanding of emotions through facial expressions and body language observed in the classroom.

### **TEACH POSITIVE SELF-TALK**

Encourage DHH students to practice positive self-talk by helping them challenge negative thoughts and replace them with more constructive ones, such as asking for clarification when they don't fully understand instructions.

### **PROMOTE RELAXATION AND SELF-REFLECTION SKILLS**

Teach relaxation techniques like deep breathing and mindfulness, and guide students through self-reflection after emotional moments by discussing triggers and strategies for managing emotions better in the future.



For further information about  
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# BUILD ING BRIDGES

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Children  
Australia.

Deaf Children Australia uses the term 'deaf'  
to refer to all degrees and types of hearing  
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