

Strategies for Diverse Deaf Students



Environment And The Deaf Child

Julia Schneider



Environment And The Deaf Child:

Environment and the Deaf Child Steven B. Getz, 1953 The Deaf Child in the Family and at School Patricia Elizabeth Spencer, Carol J. Erting, Marc Marschark, 1999-11-01 This book presents chapters by many eminent researchers and interventionists all of whom address the development of deaf and hard of hearing children in the context of family and school. A variety of disciplines and perspectives are provided in order to capture the complexity of factors affecting development of these children in their diverse environments. Consistent with current theory and educational practice the book focuses most strongly on the interaction of family and child strengths and needs and the role of educational and other interventionists in supporting family and child growth. This work and the authors represented in it have been influenced by the seminal work of Kathryn P Meadow-Orlans whose work continues to apply a multidisciplinary developmental approach to understanding the development of deaf children. The book differs from other collections in the degree to which the chapters share ecological and developmental theoretical bases. A synthesis of information is provided in section introductions and in an afterword provided by Dr Meadow-Orlans. The book reflects emerging research practice in the field by representing both qualitative and quantitative approaches. In addition the book is notable for the contributions of deaf as well as hearing authors and for chapters in which research participants speak for themselves providing first person accounts of experiences and feelings of deaf children and their parents. Some chapters in the book may surprise readers in that they present a more positive view of family and child functioning than has historically been the case in this field. This is consistent with emerging data from deaf and hard of hearing children who have benefitted from early identification and intervention. In addition it represents an emerging recognition of strengths shown by the children and by their deaf and hearing parents. The book moves from consideration of child and family to a focus on the role and effects of school environments on development. Issues of culture and expectations pervade the chapters in this section of the book which includes chapters addressing effects of school placement options, positive effects of learning about deaf culture and history, effects of changing educational practice in developing nations and the need for increased knowledge about ways to meet individual needs of the diverse group of deaf and hard of hearing students. Thus the book gives the reader a coherent view of current knowledge and issues in research and intervention for deaf and hard of hearing children and their families. Because the focus is on child and family instead of a specific discipline the book can serve as a helpful supplemental text for advanced undergraduate and graduate courses in a variety of disciplines including education, psychology, sociology and language studies with an emphasis on deaf and hard of hearing children.

The Care and Education of a Deaf Child Pamela Knight, Ruth Swanwick, 1999-01-01 This text is intended primarily for parents but should also be of interest to teachers and related professionals. It addresses both practical and theoretical issues related to the development and education of deaf children. It considers these areas largely from a sign bilingual perspective.

Speech and the Deaf Child Irene Rosetta Ewing, Alexander William Gordon Ewing, **Deaf**

Children Lynn S. Liben, 2013-09-24 *Deaf Children Developmental Perspectives* aims to identify new areas of research evaluation and application related to deafness. The book discusses the development of deaf children, the methodological issues in research with deaf children, and the structural properties of American sign language. The text also describes the acquisition of signed and spoken language, speculations concerning deafness and learning to read, future prospects in language and communication for the congenitally deaf, the role of vision in language acquisition by deaf children, research and clinical issues on impulse control in deaf children, and the effects of deafness on childhood development. These are also considered. The book further tackles the education implications of research and theory with the deaf, developmental perspectives on the experiential deficiencies of deaf children, and the development of the deaf individual and the deaf community. Scholars interested in more general issues within disciplines such as sociology, developmental psychology, linguistics, psycholinguistics, experimental psychology, communication, clinical psychology, psychiatry, and education will find the text invaluable.

Resilience in Deaf Children Debra H. Zand, Katherine J. Pierce, 2011-02-24 Historically the diagnosis of deafness in a child has been closely associated with profound disability, including such typical outcomes as unmet potential and a life of isolation. A major shift away from this negative view has led to improved prospects for deaf children. *Resilience in Deaf Children* emphasizes not only the capability of deaf individuals to withstand adversity but also their positive adaptation through interactions with parents, peers, school, and community. In this engaging volume, leading researchers and professionals pay particular attention to such issues as attachment, self-concept, and social competence, which are crucial to the development of all young people. In addition, the volume offers strategies for family members, professionals, and others for promoting the well-being of deaf children and youth. Coverage includes attachment formation among deaf infants and their primary caregivers; deaf parents as sources of positive development and resilience for deaf infants; enhancing resilience to mental health disorders in deaf school children; strength-based guidelines for improving the developmental environments of deaf children and youth; community cultural wealth and deaf adolescents' resilience; self-efficacy in the management of anticipated work-family conflict as a resilience factor among young deaf adults; and resilience in deaf children. This is essential reading for researchers, clinicians, and graduate students in clinical child, school, and developmental psychology, as well as for allied researchers and professionals in such disciplines as school counseling, occupational therapy, and social work.

Education for All Handicapped Children Act, 1977 United States. Congress. Senate. Committee on Human Resources. Subcommittee on the Handicapped, 1977. *Deafness and Child Development* Kathryn P. Meadow, 2022-04-29 Oftentimes a child's deafness can be as disconcerting to the uninformed adult as it is debilitating to the deaf child. Yet parents, students, and teachers who try to inform themselves find doing so difficult. The issues are emotional, and too often have been the subject of clashes among professional and lay people. In this comprehensive study, Meadow provides a rational, informed, and balanced approach. Individual chapters survey the central work done on the linguistic, cognitive, social,

and psychological effects of profound deafness in children and offer practical discussions with abundant concrete examples. The result is a book that provides a context for understanding research in childhood deafness and ways to apply its findings. Of particular interest to professionals who work with deaf children, the concluding chapter analyzes unresolved matters of policy. These include oral only versus oral visual communication, recommended forms for visual communication, residential versus day school education, the benefits and liabilities of mainstreaming, the treatment of minority multiply handicapped and gifted deaf children, and the role of deaf adults in the socialization of deaf children. This title is part of UC Press's Voices Revived program, which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice, reach, and impact. Drawing on a backlist dating to 1893, Voices Revived makes high quality, peer-reviewed scholarship accessible once again using print-on-demand technology. This title was originally published in 1980.

Deaf Mental Health Care Neil S. Glickman, 2013-01-04 This volume presents a state-of-the-art account of the clinical specialty of mental health care of deaf people. Drawing upon some of the leading clinicians, teachers, administrators, and researchers in this field from the United States and Great Britain, it addresses critical issues from this specialty such as Deaf hearing cross-cultural dynamics as they impact treatment organizations, clinical and interpreting work with deaf persons with widely varying language abilities, adaptations of best practices in inpatient residential trauma and substance abuse treatment for deaf persons, overcoming administrative barriers to establishing statewide continua of care, university training of clinical specialists, the interplay of clinical and forensic responses to deaf people who commit crimes, an agenda of priorities for Deaf mental health research. Each chapter contains numerous clinical case studies and places a heavy emphasis on providing practical intervention strategies in an interesting, easy-to-read style. All mental health professionals who work with deaf individuals will find this to be an invaluable resource for creating and maintaining culturally affirmative treatment with this population.

OSERS News in Print, 1986

Deafness, Deprivation, and IQ Jeffery P. Braden, 2013-03-14 Deafness is a low incidence disability and therefore not studied or understood in the same way as other disabilities. Historically, research in deafness has been conducted by a small group of individuals who communicated mainly with each other. That is not to say that we did not sometimes publish in the mainstream or attempt to communicate outside our small circle. Nonetheless, most research appeared in deafness-related publications where it was not likely to be seen or valued by psychologists. Those researchers did not understand what they could learn from the study of deaf people or how their knowledge of individual differences and abilities applied to that population. In *Deafness, Deprivation, and IQ*, Jeffrey Braden pulls together two often unrelated fields: studies of intelligence and deafness. The book includes the largest single compilation of data describing deaf people's intelligence that exists. Here is a careful, well-documented, and very thorough analysis of virtually all the research available. Those who have studied human intelligence have long noted that deafness provides a natural experiment. This book makes evident two contrary results: on the one hand, some research points to the impact deafness has on intelligence; on the

other hand the research supports the fact that deafness has very little if any impact on nonverbal measures of intelligence

Studies in Neurolinguistics Haiganoosh Whitaker, Harry A Whitaker, 2013-10-22 Studies in Neurolinguistics Volume 4 covers researches on language phenomena The book discusses the evolution of human communication systems the neural control of eye movements in acquired and developmental reading disorders and the structure in a manual communication system developed without a conventional language model The text also describes aphasic dissolution and language acquisition VOT distinctions in infants and disruption of written language in aphasia The linguistic aspects of lexical retrieval disturbances in the posterior fluent aphasia the neurologic correlates of anomia and linguistic perseveration are also encompassed Neuropsychologists and people involved in the study of neurolinguistics will find the book invaluable Field Hearings on the Education for All Handicapped Children Act United States. Congress. House. Committee on Education and Labor. Subcommittee on Select Education, 1981 **The Laryngoscope**, 1920 A monthly journal on diseases of the ear nose throat Education Amendments of 1977 United States. Congress. Senate. Committee on Human Resources. Subcommittee on Education, Arts, and Humanities, 1978 *Tools, Language and Cognition in Human Evolution* Kathleen Rita Gibson, Tim Ingold, 1993 Looks at how humans have evolved complex behaviours such as language and culture **Using a Multisensory Environment** Paul Pagliano, 2013-12-19 This book provides teachers and therapists with a user friendly bank of practical ideas and suggestions to use in the MSE for pupils with profound and multiple learning difficulties These include equipment and resources that can be used to engineer the environment to promote particular outcomes a set of photocopiable fast easy to complete observation and assessment forms a selection of practical strategies and methods that can be used in the MSE and ideas to help teachers integrate environment assessment and instruction to maximize individual programs The Inner Life of Children with Special Needs Ved Prakash Varma, 2008-04-30 Most children have interesting interior lives that contain dreams fantasies hopes fears beliefs and their unconscious lives This can be inferred from their preoccupations stories plays games conversations and behaviour Because many children with special needs are emotionally confused anxious and angry their inner lives often contain secrets that may be permanent and damaging These children nevertheless put out clear signals that they want to be understood *Child and Adolescent Psychology* Stephen von Tetzchner, 2018-10-26 Child and Adolescent Psychology provides an accessible and thorough introduction to human development by integrating insights from typical and atypical development This integration cements understanding since the same processes are involved Knowledge about atypical development informs the understanding of typical development and knowledge about typical development is a necessary basis for understanding atypical development and working with children with disorders Based on international research and informed by biological social and cultural perspectives the book provides explanations of developmental phenomena with a focus on how children and adolescents at different age levels actually think feel and act Following a structure by topic with chronological developments within each chapter von Tetzchner presents and

contrasts the major theoretical ideas in developmental psychology and discusses their implications for different aspects of development. He also integrates information about sensory physical and cognitive disabilities and the main emotional and behavioral disorders of childhood and adolescence and the developmental consequences of these disabilities and disorders. Child and Adolescent Psychology is accompanied by online resources for lecturers and students to enhance the book including essay questions for each chapter, Powerpoint slides and multiple choice questions. The book and companion website will prove invaluable to developmental psychology students.

Working with Deaf Children Pamela Knight, Ruth Swanwick, 2013-10-23. This book is essential and accessible reading for all teachers and professionals who are working with sign bilingual deaf children. It considers the background and theory underpinning current developments in sign bilingual education and the implications for policy and developing classroom practice. Practical teaching strategies are suggested and evaluated. The authors draw on their own experience of working in sign bilingual settings as well as current good practice and relevant research. This book is the first UK book that describes sign bilingual education beyond policy. It is also the first book to support sign bilingual practice dealing with current educational issues. The authors draw together relevant research and practice in sign bilingual education and present practical strategies for teachers.

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