

The People Of The Eye Deaf Ethnicity And Ancestry Perspectives On Deafness

Psychological Perspectives on Deafness Deaf Identities Communication Interventions with Deaf People Psychological Perspectives on Deafness Perspectives on Deafness How Deaf Children Learn Diversity in Deaf Education Perspectives on Deafness in Higher Education A Lens on Deaf Identities Languages and Languaging in Deaf Education Educating Deaf Learners Evidence-Based Practices in Deaf Education Research in Deaf Education Introduction to American Deaf Culture Deaf People and Society Approaches to Social Research Deaf Cognition Teaching Deaf Learners Deaf People Around the World Deaf People and Society Marc Marschark Irene W. Leigh Marc Marschark Mervin D. Garretson Marc Marschark Marc Marschark Irene W. Leigh Ruth Swanwick Harry Knoors Harry Knoors Stephanie Cawthon Thomas K. Holcomb Irene W. Leigh Alys Young Marc Marschark Harry Knoors PhD Donald F. Moores Irene W. Leigh Psychological Perspectives on Deafness Deaf Identities Communication Interventions with Deaf People Psychological Perspectives on Deafness Perspectives on Deafness How Deaf Children Learn Diversity in Deaf Education Perspectives on Deafness in Higher Education A Lens on Deaf Identities Languages and Languaging in Deaf Education Educating Deaf Learners Evidence-Based Practices in Deaf Education Research in Deaf Education Introduction to American Deaf Culture Deaf People and Society Approaches to Social Research Deaf Cognition Teaching Deaf Learners Deaf People Around the World Deaf People and Society *Marc Marschark Irene W. Leigh Marc Marschark Mervin D. Garretson Marc Marschark Marc Marschark Irene W. Leigh Ruth Swanwick Harry Knoors Harry Knoors Stephanie Cawthon Thomas K. Holcomb Irene W. Leigh Alys Young Marc Marschark Harry Knoors PhD Donald F. Moores Irene W. Leigh*

this edited volume picks up where psychological perspectives on deafness volume 1 ended composed of review chapters that reflect cutting edge views from well known international researchers within the field this book surveys

issues within the field of deafness such as cognition learning disabilities social development language development and psychopathology it also highlights the many new and exciting findings currently emerging from researchers across a variety of disciplines psychology education linguistics and child development the chapters will engage challenge and lead the field on to productive empirical and theoretical work relating to the broad range of questions which concern the psychological perspectives on deafness

over the past decade a significant body of work on the topic of deaf identities has emerged in this volume leigh and o brien bring together scholars from a wide range of disciplines anthropology counseling education literary criticism practical religion philosophy psychology sociology and deaf studies to examine deaf identity paradigms in this book contributing authors describe their perspectives on what deaf identities represent how these identities develop and the ways in which societal influences shape these identities intersectionality examination of medical educational and family systems linguistic deprivation the role of oppressive influences the deaf body and positive deaf identity development are among the topics examined in the quest to better understand deaf identities in reflection contributors have intertwined both scholarly and personal perspectives to animate these academic debates the result is a book that reinforces the multiple ways in which deaf identities manifest empowering those whose identity formation is influenced by being deaf or hard of hearing

communication interventions with deaf people concerns the application of spoken signed and written language interventions with deaf and hard of hearing children young people and adults exploring the work that speech and language therapists pathologists deaf language specialists and other professionals carry out with deaf people this volume extends beyond the classroom and provides clinical and real life applications of learning and communication historically communication interventions with deaf people have prioritised spoken language and considered it to be the most appropriate and normal accomplishment however this book begins with a deaf perspective on communication interventions where the multiple languages signed spoken and written of deaf people are valued equally and this paradigm shift is reflected throughout the various chapters with over forty contributors the research and professional experience of experts working with deaf people across national borders is presented individual chapters describe the ways that services are delivered and detail different aspects of communication interventions presenting the current

evidence base and indicating areas where further research is needed

how can parents and teachers most effectively support the language development and academic success of deaf and hard of hearing children will using sign language interfere with learning spoken language should deaf children be placed in classrooms with hearing children are traditional methods of teaching subjects such as reading and math to hearing children appropriate for deaf learners as many parents and teachers will attest questions like these have no easy answers and it can be difficult for caring adults to separate science from politics and fact from opinion in order to make informed decisions about how to help deaf children learn in this invaluable guide renowned authorities marc marschark and peter hauser highlight important new advances in scientific and educational research that can help parents and teachers of students with significant hearing loss the authors stress that deaf children have strengths and needs that are sometimes very different from those who can hear consequently if deaf students are to have full academic access and optimal educational outcomes it is essential that parents and teachers learn to recognize these differences and adjust their teaching methods to them marschark and hauser explain how the fruits of research conducted over the last several years can markedly improve educational practices at home and in the classroom and they offer innovative strategies that parents and teachers can use to promote learning in their children the result is a lively accessible volume that sheds light on what it means to be a deaf learner and that provides a wealth of advice on how we can best support their language development social skills and academic success

deaf children are not hearing children who can t hear beyond any specific effects of hearing loss as a group they are far more diverse than hearing peers lack of full access to language incidental learning and social interactions as well as the possibility of secondary disabilities means that deaf learners face a variety of challenges in academic domains technological innovations such as digital hearing aids and cochlear implants have improved hearing and the possibility of spoken language for many deaf learners but parents teachers and other professionals are just now coming to recognize that there are cognitive experiential and social emotional differences between deaf and hearing students likely to affect academic outcomes sign languages and schools and programs for deaf learners thus remain an important part of the continuum of services needed for this diverse population understanding such diversity and determining ways in which to accommodate them must become a top priority in educating deaf learners through the participation of an international

interdisciplinary set of scholars diversity in deaf education takes a broad view of learning and academic progress considering the whole child in the context of the families languages educational settings in which they are immersed in adopting this perspective the complexities and commonalities in the social emotional cognitive and linguistic mosaic of which the deaf child is a part are captured it is only through such a holistic consideration of diverse children developing within diverse settings that we can understand their academic potentials

the last couple of decades have witnessed an explosion of self and identity related literature spurred in large part by the rapid growth of cultural racial and ethnic diversity in the population of the united states the desire to better understand the interface between identity and social groups and the question of whether confronting differences brings about changes in self representation much of this literature has however often overlooked the fact that diversity encompasses other domains including disabilities such as deafness a lens on deaf identities fills this gap by exploring identity formation in deaf persons how a deaf person develops in societies or groups with preconceived notions of disability deafness and what is best for deaf people has implications not only for the psychological well being and self esteem of the deaf person but also for what a deaf identity really means and who decides that identity the issue of identity formation amongst this population is fraught even the terminology used to describe people with deafness or hearing loss contradicts the notion of a single deaf experience deaf deaf oral deaf oral hearing loss hearing impaired acquired hearing loss deaf with a hearing mind and so on the book explores the major influences on deaf identity including the relatively recent formal recognition of a deaf culture the different internalized models of disability and deafness the appearance of deaf identity theories in the psychological literature the presence of greater racial and ethnic diversity in deaf individuals technology such as the cochlear implant that strongly affects the identity of deaf people and deaf people s ongoing experiences of stigma and oppression a lens on deaf identities will appeal to students and professional researchers in deaf studies and deaf education

languages and languaging in deaf education offers a profound vision for deaf education and studies as author ruth swanwick offers bold contributions towards a new pedagogical framework with a primary focus on the language and learning experiences of deaf children this book creates a crucial dialogue between the field of deaf education and studies and the wider field of language education and research swanwick s fresh perspective on languages and languaging in

deaf education brings new understandings of children's language repertoire and further extends the meaning and application of dynamic plurilingual pedagogies ruth swanwick addresses two major questions essential to the field how do we understand and describe deaf children's language use and experience in terms of current concepts of language plurality and diversity and how does knowledge of and a different perspective on deaf children's language diversity and pluralism inform pedagogy in this latest addition to the professional perspectives on deafness series swanwick presents a new framework to imagine the classroom synthesizing multilingual language practices translanguaging research and practice

education for deaf learners has gone through significant changes over the past three decades the needs of many have changed considerably but deaf learners are not hearing learners who cannot hear this volume adopts a broad international perspective capturing the complexities and commonalities in the developmental mosaic of deaf learners

this volume presents the latest research from internationally recognized researchers and practitioners on language literacy and numeracy cognition and social and emotional development of deaf learners

research in deaf education contexts challenges and considerations provides foundational chapters in the history demography and ethics of deaf education today it also gives readers specific guidance across a broad range of both quantitative and qualitative research methodologies

introduction to american deaf culture i is the only comprehensive textbook that provides a broad yet in depth exploration of how deaf people are best understood from a cultural perspective with coverage of topics such as how culture is defined how the concept of culture can be applied to the deaf experience and how deaf culture has evolved over the years among the issues included are an analysis of various segments of the deaf community deaf cultural norms the tension between the deaf and disabled communities deaf art and literature both written english and asl forms the solutions being offered by the deaf community for effective living as deaf individuals and an analysis of the universality of the deaf experience including the enculturation process that many deaf people undergo as they develop healthy identities as a member of a multigenerational deaf family with a lifetime of experience living bi culturally among deaf and

hearing people author thomas k holcomb enhances the text with engaging stories interwoven throughout in addition to being used in college level courses this book can also help parents and educators of deaf children understand the world of deaf culture it offers a beautiful introduction to the ways deaf people effectively manage their lives in a world full of people who can hear

deaf people and society incorporates multiple perspectives related to the topics of psychology education and sociology including the viewpoints of deaf adults themselves in doing so it considers the implications of what it means to be deaf or hard of hearing and how deaf adults lives are impacted by decisions that professionals make whether in the clinic the school or when working with family this second edition has been thoroughly revised and offers current perspectives on the following topics etiologies of deafness and the identification process the role of auditory access cognition language communication and literacy bilingual bilingual bimodal and monolingual approaches to language learning educational legal and placement aspects childhood psychological issues psychological and sociological viewpoints of deaf adults the criminal justice system and deaf people psychodynamics of interaction between deaf and hearing people each chapter begins with a set of objectives and concludes with suggested readings for further research this edition contains 10 new and original case studies including ones on hearing children of deaf adults sudden hearing loss a young deaf adult with mental illness and more written by a seasoned deaf hearing bilingual team this unique text continues to be the go to resource for students and future professionals interested in working with deaf and hard of hearing persons

in approaches to social research the case of deaf studies alys young and bogusia temple explore the relationship between key methodological debates in social research and the special context of studies concerning d deaf people s the book is organized around 7 topics being d deaf as a site of contested identity and representation epistemology and the boundaries of claims for population specific and plural epistemologies ethics and the implications of collective identity on standard ethical principles and practices populations and sampling given the highly heterogeneous nature of d deaf people s narrative methodologies re examined in light of the visual nature of signed languages interpretation translation and transcription and the context of multiple modalities and information and communication technologies as transformative epistemologies through these themes new aspects of old debates within social research become evident and the authors challenge specialist field of studies by with and about d deaf people throughout the volume the authors

also show how the field provides challenges to established ways of thinking and working the book is of interest to scholars within and outside of research concerning d deaf people s as well as practitioners in the fields of deaf education social work and allied health professions

deaf cognition examines the cognitive underpinnings of deaf individuals learning marschark and hauser have brought together scientists from different disciplines which rarely interact to share their ideas and create this book it contributes to the science of learning by describing and testing theories that might either over or underestimate the role that audition or vision plays in learning and memory and by shedding light on multiple pathways for learning international experts in cognitive psychology brain sciences cognitive development and deaf children offer a unique integrative examination of cognition and learning with discussions on their implications for deaf education each chapter focuses primarily on the intersection of research in cognitive psychology developmental psychology and deaf education the general theme of the book is that deaf and hearing individuals differ to some extent in early experience brain development cognitive functioning memory organization and problem solving identifying similarities and differences among these domains provides new insights into potential methods for enhancing achievement in this traditionally under performing population

teaching deaf learners psychological and developmental foundations explores how deaf students children and adolescents learn and the conditions that support their reaching their full cognitive potential or not beginning with an introduction to teaching and learning of both deaf and hearing students knoors and marschark take an ecological approach to deaf education emphasizing the need to take into account characteristics of learners and of the educational context building on the evidence base with respect to developmental and psychological factors in teaching and learning they describe characteristics of deaf learners which indicate that teaching deaf learners is not or should not be the same as teaching hearing learners in this volume knoors and marschark explore factors that influence the teaching of deaf learners including their language proficiencies literacy and numeracy skills cognitive abilities and social emotional factors these issues are addressed in separate chapters with a focus on the importance to all of them of communication and language separate chapters are devoted to the promise of multimedia enhanced education and the possible influences of contextual aspects of the classroom and the school on learning by deaf students the book concludes by pointing out

the importance of appropriate education of teachers of deaf learners given the increasing diversity of those students and the contexts in which they are educated it bridges the gap between research and practice in teaching and outlines ways to improve teacher education

leading researchers in 30 nations describe the shared developmental social and educational issues facing deaf people filtered through the prism of unique national regional ethnic and racial realities

deaf people and society is an authoritative text that emphasizes the complexities of being d deaf deafblind deaf disabled or hard of hearing drawing on perspectives from psychology education and sociology this book also explores how the lives of these individuals are impacted by decisions made by professionals in clinics schools or other settings this new edition offers insights on areas critical to deaf studies and disability studies with particular emphasis on multiculturalism and multilingualism as well as diversity equity and inclusion accessibly written the chapters include objectives and suggested further reading that provides valuable leads and context additionally these chapters have been thoroughly revised and incorporate a range of relevant topics including etiologies of deafness cognition and communication bilingual bimodal and monolingual approaches to language learning childhood psychological issues psychological and sociological viewpoints of deaf adults the criminal justice system and deaf people psychodynamics of interaction between deaf and hearing people and future trends the book also includes case studies covering hearing children of deaf adults a young deaf adult with mental illness and more written by a seasoned d deaf hard of hearing and hearing bilingual team this unique text continues to be the go to resource for students and future professionals interested in working with d deaf deafblind and hard of hearing persons its contents will resonate with anyone interested in serving and enhancing their knowledge of their lived experiences of d deaf deafblind deaf disabled and hard of hearing people and communities

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