

# Deaf And Hearing Siblings In Conversation

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Raising and Educating a Deaf Child  
The Effects of Genetic Hearing Impairment in the Family  
Psychological, Social, and Educational Dimensions of Deafness  
The Concordance of Attachment Between Deaf/hard of Hearing and Hearing Siblings  
Deaf Mutism  
Convention of Articulation Teachers of the Deaf  
The Inland Educator  
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Social and Academic Deficiencies in Siblings of Children with Autism  
American Annals of the Deaf  
Comprehensive Textbook of Psychiatry/III  
Effective Counseling in Audiology  
The Glasgow Medical Journal  
Glasgow Medical Journal Marla C. Berkowitz  
Marla C. Berkowitz Marc Marschark  
National Technical Institute for the Deaf  
Rochester Institute of Technology  
Marc Marschark Director and Professor Dafydd Stephens  
Barbara R. Schirmer  
Talibah E. Buchanan  
James Kerr  
Love Volta Bureau (U.S.) Fay  
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this is the first book to consider both deaf and hearing perspectives on the dynamics of adult sibling relationships deaf and hearing authors berkowitz and jonas conducted interviews with 22 adult siblings using asl and spoken english to access their intimate thoughts a major feature of the book is its analysis of how isolation impacts deaf hearing sibling relationships the book documents the 150 year history of societal attitudes embedded in sibling bonds and identifies how the siblings lives were affected by the communication choices their parents made the authors weave information throughout the text to reveal attitudes toward american sign language and the various roles deaf and hearing siblings take on as monitors facilitators signing siblings and sibling interpreters all of which impact lifelong bonds

deaf children are not hearing children who can t hear and having a deaf child is not analogous to having a hearing child who can t hear beyond any specific effects of hearing loss deaf children are far more diverse than their hearing age mates a lack of access to language limited incidental learning and social interactions as well as the possibility of secondary disabilities mean that deaf children face a variety of challenges in language social and academic domains in recent years 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 the cognitive experiential and social emotional differences between deaf and hearing children sign languages and schools and programs for deaf learners thus remain an important part of the continuum of services needed for this population understanding the unique strengths and needs of deaf children is the key now in its third edition marc marschark s raising and educating a deaf child which has helped a countless number of families offers a comprehensively clear evidence based guide to the choices controversies and decisions faced by parents and teachers of deaf children today

over 90 of all deaf children are born to hearing parents for most of these mothers and fathers their own child is the first deaf person they have ever met raising a child who can hear is a challenging and difficult task but raising a deaf child can

seem like an overwhelming responsibility especially with the mass of conflicting information and advice offered by professionals and well meaning friends and family members in raising and educating a deaf child marc marschark offers parents and teachers a readable and comprehensive summary including everything a parent would want to know about growing up deaf parents of a deaf child like the parents of any child want to know the answers to some apparently straightforward questions such as what kind of school will provide my child with the best education what language experience is best for my child sign or speech will my child be able to get a good job marschark addresses these questions and more with topics ranging from what it means to be deaf and the uniqueness of deaf culture to the medical causes of early hearing loss from technological aids for the deaf such as ttys and cochlear implants to the educational and social opportunities available to deaf children he describes the many ways that the environment of home and school can influence a deaf child s chances for success in both academic and social circles above all he emphasizes the need for early detection of hearing loss and the importance of being able to communicate with deaf children from a very early age recommending that all parents of deaf children learn sign language and use it often this is not a how to book or one with all the right answers for raising a deaf child this is a guide through the many conflicting suggestions and programs for raising deaf children as well as the likely implications of taking one direction or the other a leading researcher himself marschark makes sense of the most current educational and scientific literature including his own recent research and talks to deaf children their parents and deaf adults about what is important to them the result is a readable and enlightening survey of what we know about the language social and intellectual development of deaf children and what educational and practical issues face them and their families parents of deaf children can and should make their own decisions based on what is right for their family and for their child armed with raising and educating a deaf child parents will have access to the bets information available allowing them to make informed decisions for their child

there has been an explosion of studies in the field of genetic hearing impairment in the past decade associated with major advances in our understanding of the mechanisms and conditions involved however a recent review has highlighted the very limited number of studies on the effects of such hearing impairment on the individuals and families of those concerned in the effects of genetic hearing impairment in the family under the aegis of the european union gendeaf programme the editors have taken the first steps to address this deficit in our knowledge and understanding of this topic the book addresses the problem by

secondary analyses of existing large scale population studies by prospective investigation of individuals with a family history of hearing impairment and by specific studies on patients with otosclerosis and neurofibromatosis 2 and their families in addition several chapters look at the specific impact of deaf culture ethnicity and religion on reactions to deafness and the specific needs in genetic counselling this book represents an important first step in this field and should be an invaluable resource for all professionals involved with people with hearing impairments

this book is a comprehensive and up to date treatment of the major psychological social and educational issues affecting the lives of children adolescents and adults who are deaf and hard of hearing and their families psychological social and educational dimensions of deafness presents an inclusive description of current research and practice that is complemented by the voices of individuals through personal essays that highlight and illustrate significant concepts and trends professionals and pre professionals preparing for roles in education psychology counseling rehabilitation interpreting and speech and hearing science will find the book timely readable and thorough each chapter focuses on a topic relevant to the broad scope of issues related to the lifelong development of individuals who are deaf and hard of hearing the chapters can also provide in depth discussion and offers a core of current information from which instructors and readers can apply both personal and professional experiences for therapists counselors or psychologists working with people who are deaf and their families or anyone interested in gaining more knowledge on deafness

practical non technical text in counseling the hearing impaired and their families

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