

# **No Child Left Behind: Mainstreaming Deaf Children**

Exploring Educational Benefits  
and Consequences

# Mainstreaming The Prelingually Deaf Child

**Paul C. Higgins**



## **Mainstreaming The Prelingually Deaf Child:**

Mainstreaming the Prelingually Deaf Child, 1978      Deaf Children in Public Schools Claire L. Ramsey, 1997 In this pioneering book Ramsey assesses the progress of three second grade deaf students by first pointing out that they were placed in two different environments with the general population of hearing students and separately with other deaf and hard of hearing children Her study reveals that although both settings were ostensibly educational inclusion in the general population was done to comply with the law not to establish specific goals for the deaf children In contrast self contained classes for deaf and hard of hearing children were designed especially to concentrate upon their particular learning needs This cohesive book offers educators scholars and parents a remarkable stage for assessing and enhancing the educational context for the deaf children within their purview      **Language, Cognition, and Deafness** Michael Rodda, Carl Grove, 2013-08-21 First published in 1987 This book is intended as an introduction to the field of communication and deafness with particular reference to cognition and the various forms of language used by hearing impaired people It is aimed at an audience comprising teachers and student teachers of the deaf speech pathologists and students of speech pathology social workers and students of social work psychologists and students of psychology and to some extent the parents of deaf children and deaf people themselves It attempts to provide a concise summary of the topic and indeed as well as being for the audience just described it will be useful to anyone with an interest in the psychological sociological and linguistic ramifications of hearing loss      *Hearing in Children* Jerry L. Northern, Marion P. Downs, 2002 This edition provides a reference and description of the current state of knowledge on hearing and auditory disorders in infants toddlers and young children      **Communication Disorders in the Classroom** William O. Haynes, Michael Moran, Rebekah Pindzola, 2006 Speech language and hearing disorders have the potential to affect a student communicatively socially psychologically and academically In this work the authors cover the range of impairments found in school age children with suggestions for teacher intervention Topic coverage includes 1 Legal issues and service delivery models 2 Normal aspects of communication 3 The development of language and phonology 4 Phonological disorders 5 Children with limited language 6 School age and adolescent language disorders 7 Dialectal differences African American English as a case study 8 Fluency disorders 9 Voice disorders 10 Hearing impairment 11 Craniofacial anomalies 12 Neurological impairment 13 Communication disorders and academic success Each chapter includes teacher tips key terms study questions and suggestions for further reading      *Mainstreaming of Children in Schools* Phillip S. Strain, Mary Margaret Kerr, 1981      Communication Disorders in Educational and Medical Settings William O. Haynes, Michael J. Moran, Rebekah H. Pindzola, 2010-10-15      **SIGNS OF SHARING** Sue F. V. Rakow, Carol B. Carpenter, 1993-01-01 SIGNS OF SHARING is a unique set of materials that provides educators whose responsibilities include the integration of hearing impaired children with a multifaceted tool to teach sign language and deaf awareness Included is an initial section on mainstreaming deaf

children in regular classrooms which is followed by a section on deaf awareness that provides complete information goals necessary materials and step by step activities for a class to learn by the hands on approach The main section of the book is a complete teacher s guide to teach sign language to preschool through third grade students in classrooms and organizations There are 28 lessons designed to provide creative exciting and fun ways to learn and use sign language Each lesson includes a list of signs to be introduced materials needed and numerous activities to present and practice the signs Each lesson contains sign cards sign sheets and activity or song sheets Suggestions for the use of these materials are given in each lesson The lessons are arranged to follow the natural progression of a school year The drawings used to teach the signs are appealing clear easy to understand depictions of multicultural children thus creating a child oriented curriculum for learning about the world of deafness

**Current Catalog** National Library of Medicine (U.S.),1980 Includes subject section name section and 1968 1970 technical reports

Reasonable Accommodation for Deaf Employees in White Collar Jobs Dorothy J. Steffanic,1983

*Educational and Developmental Aspects of Deafness* Donald F. Moores,1990 Educational and Developmental Aspects of Deafness details the ongoing revolution in the education of deaf children More than 20 researchers contributed their discoveries in anthropology education linguistics psychology sociology and other major disciplines with special concentration upon the education of deaf children Divided into two parts on education at home and in school this incisive book documents breakthroughs such as the public s interest in sign language the increasing availability of interpreters the growing perception of deafness as a social condition not a pathology and other positive trends It is unique as the first purely research based text and reference point for further study of the education of deaf children

**Deaf Children in America** Arthur N. Schildroth,Michael A. Karchmer,1986

Educating Deaf Children Bilingually Shawn Neal Mahshie,1995

**Programs for the Handicapped** ,1980

*Gallaudet Encyclopedia of Deaf People and Deafness* John V. Van Cleve,Gallaudet College,1987 Contains 273 entries to information derived from the sciences the social sciences and the humanities Comprehensive coverage including biographical subject and historical information Many entries contain sub topics Articles are signed and include references Index in last volume

**The Challenge of Educating Together Deaf and Hearing Youth** Paul C. Higgins,1990

*Education for All Handicapped Children Act, 1977* United States. Congress. Senate. Committee on Human Resources. Subcommittee on the Handicapped,1977

*Alone in the Mainstream* Gina A. Oliva,2004 The author describes her life and experiences as the only deaf child in her public schools

Deaf Identities Irene W. Leigh,Catherine A. O'Brien,2020 Much has been written about deaf identities however no single book has focused specifically on how different academic disciplines conceptualize deaf identities in one fell swoop This book *Deaf Identities Exploring New Frontiers* does exactly that It is a unique compilation of multidisciplinary perspectives on the lens of deaf identities written by scholars representing a variety of disciplines including anthropology counseling education literary criticism practical religion philosophy psychology sociology social work and Deaf Studies Nowhere else can one find careful

scrutiny of the meaning of deaf identities within for example the disciplines of philosophy and religion Where else can one find a sense of identity in passing as a deaf person instead of almost passing as a hearing person Where else can one examine mutating identities in progressing from Spiderman to the Incredible Hulk The book focuses on how the contributors perceive what deaf identities represent how these identities develop and the societal influences that shape these identities Intersectionality examination of medical educational and family systems linguistic deprivation the role of oppressive influences what the deaf body is about strategies to facilitate positive deaf identity development and how ethical values are interpreted are among the multiple topics examined in the search to better understand how deaf identities come into being In presenting their deaf identity paradigms contributors have endeavored to intertwine both scholarly and personal perspectives in their efforts to personalize academic content The result is a book that reinforces the multiple ways in which deaf identities are manifested

**The Hearing-impaired Child in School** Raymond H. Hull, Karen L. Dilka, 1984

## The Enigmatic Realm of **Mainstreaming The Prelingually Deaf Child**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Mainstreaming The Prelingually Deaf Child** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of people who partake in its reading experience.

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## **Mainstreaming The Prelingually Deaf Child Introduction**

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