

Review

Reading and Deafness: State of the Evidence and Implications for Research and Practice

Beverly Trezek ^{1,*} and Connie Mayer ²¹ School of Education, University of Wisconsin-Madison, 1000 Bascom Mall, Madison, WI 53706, USA² Faculty of Education, York University, Toronto, ON M3J 1P3, Canada

* Correspondence: bjtrezek@wisc.edu

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Abstract: Over the years, persistently low achievement levels have led scholars to question whether reading skill development is different for deaf readers. Research findings suggest that in order for deaf students to become proficient readers, they must master the same fundamental abilities that are well established for hearing learners, regardless of the degree of hearing loss or communication modality used (e.g., spoken or signed). The simple view of reading (SVR), which hypothesizes the critical role both language abilities and phonological skills play in development of reading comprehension, provides a model for understanding the reading process for a wide range of students and has the potential to shed light on the challenges deaf students have historically experienced in achieving age-appropriate outcomes. Therefore, the purpose of this paper is to review the components of the SVR and use this conceptual model as the basis for exploring and discussing both historical and current research evidence in reading and deafness, with a particular focus on phonological skills. Recommendations for future research and practice based on the existing body of literature will also be provided.

Keywords: deaf; reading development; simple view of reading; reading instruction; reading interventions

1. Introduction

Deaf learners have historically faced challenges in achieving reading outcomes commensurate with their hearing peers. Specifically, outcome data have consistently indicated significant delays in achievement among this population of students, with a reported median fourth-grade reading level for high school graduates [1]. Over the years, these persistently low achievement levels have led scholars to question whether reading skill development is different for deaf readers (see [2,3] for discussions). In a seminal discussion of this topic, Hanson [4] directly explored the question, “Is reading different for deaf individuals?” (p. 85). Based on the evidence available at the time, rather than a yes or no answer, a dual response to this question was offered. Hanson suggested that even though deaf learners often bring a different set of language experiences to the task of reading, the fundamental task of reading remains the same. Like their hearing peers, they need to rely on an understanding and application of both English language and phonology when reading (see also [5]).

A contemporary interpretation of Hanson’s [4] dual response is reflected in the qualitative similarity hypothesis (QSH) proffered by Paul and colleagues [6–10]. According to the QSH, deaf children follow a qualitatively similar developmental learning trajectory to that of hearing students, even though the development of skills may be quantitatively delayed. Furthermore, becoming a proficient reader depends upon mastering the same fundamental abilities that are well established for hearing learners, regardless of the degree of hearing loss or communication modality used (e.g., spoken or signed). In discussing conventional literacy skills specifically, Paul, Wang, and Williams [10] recognized the

Reading And Deafness

**Beverly J Trezek, Peter V. Paul, Ye
Wang**



Reading And Deafness:

Reading and Deafness Cynthia M. King, Stephen Patrick Quigley, 1985 **Literacy and Deafness** Lyn Robertson, 2013-09-15 *Reading and Deafness: Theory, Research, and Practice* Beverly J Trezek, Peter V. Paul, Ye Wang, 2009-01-29 This first of its kind text connects theories and research with classroom practice to provide a comprehensive and balanced view of reading and deafness that addresses a broad scope of literacy concepts An excellent classroom resource the text offers current and future deaf educators with research based reading instructional practices and techniques for implementing these strategies with students Important Notice Media content referenced within the product description or the product text may not be available in the ebook version *Literacy Instruction for Students Who are Deaf and Hard of Hearing* Jennifer S. Beal, Hannah M. Dostal, Susan R Easterbrooks, 2024-07-12 Most students who are deaf or hard of hearing DHH struggle with acquiring literacy skills some as a direct result of their hearing loss some because they are receiving insufficient modifications to access the general education curriculum and some because they have additional learning challenges necessitating significant program modifications This second edition of Literacy Instruction for Students who are Deaf and Hard of Hearing updates previous findings and describes current evidence based practices in teaching literacy to DHH learners Beal Dostal and Easterbrooks provide educators and parents with a process for determining which literacy and language assessments are appropriate for individual DHH learners and whether an instructional practice is supported by evidence or causal factors They describe the literacy process with an overview of related learning theories language and literacy assessments and evidence based instructional strategies across the National Reading Panel s five areas of literacy instruction phonemic awareness phonics vocabulary fluency and comprehension The volume includes evidence based writing strategies and case vignettes that highlight application of assessments and instructional strategies within each of these literacy areas Crucially it reviews the remaining challenges related to literacy instruction for DHH learners Educators and parents who provide literacy instruction to DHH learners will benefit from the breadth and depth of literacy content provided in this concise literacy textbook **Literacy and Deafness** Peter V. Paul, 1998 The development of literacy reading and writing skills is important for success in school and mainstream society Some might argue however that literacy skills are not necessary for the development of literate thought the ability to think critically and reflectively This book provides some insights into the relationship between literacy and literate thought In the first few chapters readers are introduced to major perspectives on literacy the role of teaching deafness research on both hearing and deaf students and the development of writing on these students It continues with an overview of the major tenets of the literary critical perspective an overview of the theory and research and teaching literacy to ESL students The book winds down with reform assessment and the argument that educators need to consider alternative measures of achievement All educators but especially those with hearing impaired students deaf interpreters and speech pathologists **Language and Deafness**

Peter V. Paul, 2009 *The Fourth Edition of Language and Deafness* covers language and literacy development from preschool through adolescence. Content includes the basics of language development and the relationship between language and cognition. Oral communication methods and English like signing systems are also covered along with linguistics, sociolinguistics of American Sign Language. Multicultural aspects including bilingualism and second language learning are covered in detail.

Literacy Instruction for Students who are Deaf and Hard of Hearing Susan R. Easterbrooks PhD, Jennifer Beal-Alvarez MA, 2013-02-14. Most students who are deaf or hard of hearing (DHH) struggle with acquiring literacy skills, some as a direct result of their hearing loss, some because they are receiving insufficient modifications to access the general education curriculum, and some because they have additional learning challenges necessitating significant program modifications. Additionally, instructional practices for DHH students tend to be directed toward two sub-populations of DHH students: those with useable access to sound and those without. *Literacy Instruction for Students who are Deaf and Hard of Hearing* describes current evidence-based practices in teaching literacy for DHH students and provides practitioners and parents with a process for determining whether a practice is or is not evidence-based. Easterbrooks and Beal-Alvarez describe the importance of the assessment process in providing ongoing progress monitoring to document students' literacy growth as a primary means to direct the course of instruction. They address the five key areas of instruction identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In this concise guidebook, the authors present the role of assessment in the literacy process, an overview of evidence-based practices, and in the absence of such information, those practices supported by causal factors across the National Reading Panel's five areas of literacy. They also review the evidence base related to writing instruction, present case studies that reflect the diversity within the DHH population, and review the challenges yet to be addressed in deaf education.

The ^AOxford Handbook of Deaf Studies in Literacy Susan R. Easterbrooks, Hannah M. Dostal, 2020-11-02. *The Oxford Handbook of Deaf Studies in Literacy* brings together state-of-the-art research on literacy learning among deaf and hard of hearing learners (DHH). Avoiding sweeping generalizations about DHH readers that overlook varied experiences, this volume takes a nuanced approach, providing readers with the research to help DHH students gain competence in reading comprehension.

Deaf Students Can be Great Readers! Barbara Luetke-Stahlman, Diane Corcoran Nielsen, 2004.

Reading Practices with Deaf Learners Patricia L. McAnally, Susan Rose, Stephen Patrick Quigley, 2007. This book was written specifically for professors and college students in teacher training programs for deaf education and for classroom teachers working with deaf and hard of hearing learners. It is one of the very few books on the market that focuses entirely on the hearing-impaired. It consists of three sections, each one providing in-depth information on topics critical to the teaching of reading to this specific population. Section one, Foundations, contains chapters dealing with theory and research in such topics as cognition, reading, language, literary development, vocabulary, and comprehension. One chapter on ASL, English, and Reading looks at the research in the

area of second language learners and discusses its application to deaf and hard of hearing students Section two Instructional Management deals with instructional management and describes instructional systems and designs These chapters look at current trends in education and how these trends apply to the education of students who are deaf and hard of hearing Section three Applications focuses on specific instructional models in reading writing and spelling detailing strategies that have been successfully used with deaf and hard of hearing learners The last chapter in this section discusses assessment giving information and examples of both formal and authentic procedures

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Table of Contents Reading And Deafness

1. Understanding the eBook Reading And Deafness
 - The Rise of Digital Reading Reading And Deafness
 - Advantages of eBooks Over Traditional Books
2. Identifying Reading And Deafness
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Reading And Deafness
 - User-Friendly Interface
4. Exploring eBook Recommendations from Reading And Deafness
 - Personalized Recommendations
 - Reading And Deafness User Reviews and Ratings
 - Reading And Deafness and Bestseller Lists
5. Accessing Reading And Deafness Free and Paid eBooks

- Reading And Deafness Public Domain eBooks
- Reading And Deafness eBook Subscription Services
- Reading And Deafness Budget-Friendly Options
- 6. Navigating Reading And Deafness eBook Formats
 - ePub, PDF, MOBI, and More
 - Reading And Deafness Compatibility with Devices
 - Reading And Deafness Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Reading And Deafness
 - Highlighting and Note-Taking Reading And Deafness
 - Interactive Elements Reading And Deafness
- 8. Staying Engaged with Reading And Deafness
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Reading And Deafness
- 9. Balancing eBooks and Physical Books Reading And Deafness
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Reading And Deafness
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Reading And Deafness
 - Setting Reading Goals Reading And Deafness
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Reading And Deafness
 - Fact-Checking eBook Content of Reading And Deafness
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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