

RETHINKING THE EDUCATION OF DEAF STUDENTS

Theory and Practice from
a Teacher's Perspective



SUE LIVINGSTON

Rethinking The Education Of Deaf Students Theory And Practice From A Teachers Perspective

**Marc Marschark, Patricia Elizabeth
Spencer**



Rethinking The Education Of Deaf Students Theory And Practice From A Teachers Perspective:

Rethinking the Education of Deaf Students Sue Livingston, 1997 Here is a compelling and controversial text which asserts that Deaf students should be treated no differently than non Deaf students The author a veteran and practicing teacher rejects the predominant view of Deaf students as special learners in need of language remediation and repair Instead she maintains that for Deaf students as well as their hearing counterparts the primary educational goal is the making and sharing of understandings in various subjects Furthermore she views this as a process that occurs naturally concomitantly and reciprocally with the acquisition of language regardless of one s hearing ability Livingston s assertion clashes with conventional Deaf education which presumes that the wider learning begins after students master a sign system that codifies and reconstructs English With a cumbersome orderly piecemeal and unnatural approach this traditional view frequently forces teachers to water down curriculums in an attempt to make English more readily acquired As a result Deaf students are deprived of rich and challenging content *Rethinking the Education of Deaf Students* offers an alternative and demonstrates how American Sign Language ASL and English can coexist in the same classroom embedded in the content of what is being taught Through clear theoretical explanations field tested teaching strategies authentic examples of students work lesson plans and sections on assessment Livingston suggests ways to help students become educated language users Her ideas hold enormous implications for those who teach Deaf students develop school budgets design programs and train future teachers More important they may hold the key that unlocks the potential of Deaf students of all ages to become voracious readers and accomplished writers

Bilingualism and Bilingual Deaf Education Marc Marschark, Gladys Tang, Harry Knoors, 2014 This edited volume brings together diverse issues and evidence in two related multidisciplinary domains bilingualism among deaf learners in sign language and the written spoken vernacular and bilingual deaf education The volume examines each issue with regard to language acquisition language functioning social emotional functioning and academic outcomes

The SAGE Deaf Studies Encyclopedia Genie Gertz, Patrick Boudreault, 2016-01-05 The time has come for a new in depth encyclopedic collection of articles defining the current state of Deaf Studies at an international level and using the critical and intersectional lens encompassing the field The emergence of Deaf Studies programs at colleges and universities and the broadened knowledge of social sciences including but not limited to Deaf History Deaf Culture Signed Languages Deaf Bilingual Education Deaf Art and more have served to expand the activities of research teaching analysis and curriculum development The field has experienced a major shift due to increasing awareness of Deaf Studies research since the mid 1960s The field has been further influenced by the Deaf community s movement resistance activism and politics worldwide as well as the impact of technological advances such as in communications with cell phones computers and other devices A major goal of this new encyclopedia is to shift focus away from the Medical Pathological Model that would view Deaf individuals as needing to be fixed in order to correct hearing and speaking deficiencies for the sole purpose of assimilating

into mainstream society By contrast The Deaf Studies Encyclopedia seeks to carve out a new and critical perspective on Deaf Studies with the focus that the Deaf are not a people with a disability to be treated and cured medically but rather are members of a distinct cultural group with a distinct and vibrant community and way of being *The Translator as Mediator of Cultures* Humphrey Tonkin, Maria Esposito Frank, 2010 If it is bilingualism that transfers information and ideas from culture to culture it is the translator who systematizes and generalizes this process The translator serves as a mediator of cultures In this collection of essays based on a conference held at the University of Hartford a group of individuals professional translators linguists and literary scholars exchange their views on translation and its power to influence literary traditions and to shape cultural and economic identities The authors explore the implications of their views on the theory and craft of translation both written and oral in an era of unsettling globalizing forces **Understanding the Boundary**

between Disability Studies and Special Education through Consilience, Self-Study, and Radical Love David I. Hernández-Saca, Holly Pearson, Catherine Kramarczuk Voulgarides, 2022-12-13 In *Understanding the Boundary between Disability Studies and Special Education through Consilience Self Study and Radical Love* the authors explore what it means to engage in boundary work at the intersection of traditional special education systems and critical disability studies in education The book consists of fifteen groundbreaking accounts that challenge dominant medicalized discourses about what it means to exist within and around special education systems that create space for new conceptions of what it means to teach lead learn and exist within a conciliatory space driven by radical love and disability justice principles The book pushes readers to consider how their own personal professional and programmatic future transformational actions can be driven by disruption and the desire for freedom from the hegemony of traditional special education and White and Ability supremacy

Inclusive Mathematics Education David Kollosche, Renato Marcone, Michel Knigge, Miriam Godoy Penteado, Ole Skovsmose, 2019-03-25 The book provides an overview of state of the art research from Brazil and Germany in the field of inclusive mathematics education Originated from a research cooperation between two countries where inclusive education in mathematics has been a major challenge this volume seeks to make recent research findings available to the international community of mathematics teachers and researchers In the book the authors cover a wide variety of special needs that learners of mathematics may have in inclusive settings They present theoretical frameworks and methodological approaches for research and practice *Foundations of Bilingual Education and Bilingualism* Wayne E. Wright, Colin Baker, 2025-05-13 The eighth edition of this bestselling textbook has been revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an everchanging world Written in a compact and clear style the book covers all the crucial issues in bilingualism and multilingualism at individual group and societal levels Updates to the new edition include Updated chapters with over 500 new citations and the latest demographic and statistical information An expanded Chapter 16 on Deaf Signing People Bilingualism Multilingualism and Bilingual Education to give readers a

thorough grounding in the history of Deaf bilingual education and in the latest research. Several new or more thoroughly covered topics including national local family and individual language policy, dynamic bilingualism, multimodal communication, translanguaging and translanguaging pedagogy, raciolinguistics and anti-racist education, language revival and revitalization, translanguaging among Deaf signing students, the hybrid constructed complex and fluid nature of identity, the gentrification of bilingual education, bilingualism and economic inequalities and advantages, mobile apps and social media technology enhanced language proficiency assessments, artificial intelligence AI recent developments in and limitations of brain imaging research and multilingualism on the internet and in information technology. Important policy developments in the US context are covered including the Every Student Succeeds Act (ESSA), the Seal of Biliteracy, the Science of Reading, structured literacy, response to intervention and state consortia for shared English language proficiency standards and assessments (WIDA ELPA21) and for alternative assessments for disabled students, Dynamic Learning Maps, the US Census Proposition 58 (California), the LOOK Act (Massachusetts), Arizona Senate Bill 1014 and the Native American Languages Preservation Act. Attention has also been given to expanded discussion of the Common European Framework of Reference for Languages and its use across Europe and around the world. Efforts have also been made to update and diversify the global examples of research policy and practice with a particular focus on adding examples outside of Europe and North America. Students and instructors will benefit from chapter features including New (bolded) key terms corresponding to a comprehensive glossary, Recommended readings and online resources, Discussion questions and study activities.

To Russia With Hope Eugene N. Crone, 2006-08 This book is a satire about living in Hawaii. It covers topics ranging from growing up in Hawaii, our insecurities, relationships, racism, inter-racial relations, homophobia and politics in a humorous manner.

Understanding Second Language Process Zhaohong Han, Eun Sung Park, 2008 This is a collection of 11 analytical and empirical studies on the process of second language acquisition, probing a wide array of issues from transfer, appropriate processing to L2 default processing strategies among hearing or deaf learners of a variety of target languages.

Resources in Education, 2001-10

The Oxford Handbook of Deaf Studies, Language, and Education, Volume 1, Second Edition Marc Marschark, Patricia Elizabeth Spencer, 2011-01-11 In this updated edition of the landmark original volume, a range of international experts present a comprehensive overview of the field of deaf studies, language and education. Written for students, practitioners and researchers, *The Oxford Handbook of Deaf Studies, Language and Education, Volume 1* is a uniquely ambitious work that has altered both the theoretical and applied landscapes.

The Oxford Handbook of Deaf Studies, Language, and Education, Volume 1 Marc Marschark, Patricia Elizabeth Spencer, 2010-12-14 The field of deaf studies, language and education has grown dramatically over the past forty years. From work on the linguistics of sign language and parent-child interactions to analyses of school placement and the mapping of brain function in deaf individuals, research across a range of disciplines has greatly expanded not just our knowledge of

deafness and the deaf but also the very origins of language social interaction and thinking In this updated edition of the landmark original volume a range of international experts present a comprehensive overview of the field of deaf studies language and education Written for students practitioners and researchers The Oxford Handbook of Deaf Studies Language and Education Volume 1 is a uniquely ambitious work that has altered both the theoretical and applied landscapes Pairing practical information with detailed analyses of what works why and for whom all while banishing the paternalism that once dogged the field this first of two volumes features specially commissioned updated essays on topics including language and language development hearing and speech perception education literacy cognition and the complex cultural social and psychological issues associated with deaf and hard of hearing individuals The range of these topics shows the current state of research and identifies the opportunities and challenges that lie ahead Combining historical background research and strategies for teaching and service provision the two volume Oxford Handbook of Deaf Studies Language and Education stands as the benchmark reference work in the field of deaf studies

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

Educating Deaf Students Desmond John Power, Greg Leigh, 2004 From the 19th International Congress on Deaf Education 27 researchers span the entire student age range in describing the zeitgeist of deaf education at turn of the 21st century

Exceptional Child Education Resources, 2002 **Building a Bilingual/multicultural Classroom Through Multicultural Nonfiction** Erin N. Fuchs, 2007

Global Perspectives on Inclusive Teacher Education Rice, Bethany M., 2019-03-01 Inclusive teacher preparation varies greatly in format and practice yet programs grapple with the same underlying challenges which practices work and where do they work As children with disabilities are increasingly being included in schools it is essential that guidance is put into place on how best to adapt inclusive practices into the classroom and create new practices based on the cultural context Global

Perspectives on Inclusive Teacher Education summarizes existing research on inclusive practices globally while presenting emerging research and opportunities for cementing change in inclusive teacher education locally including examples of how inclusive practices are integrated in and adapted to diverse cultural contexts Covering topics that include critical pedagogy religious schooling and teacher education this publication is designed for curriculum developers instructional designers administrators higher education faculty educators policymakers and students *Research in Young Children's Literacy and Language Development* Olivia N. Saracho, 2019-12-13 The importance of the early years in young children s lives and the rigid inequality in literacy achievement are a stimulating backdrop to current research in young children s language and literacy development This book reports new data and empirical analyses that advance the theory of language and literacy with researchers using different methodologies in conducting their study with both a sound empirical underpinning and a captivating analytical rationalization of the results The contributors to this volume used several methodological methods e g quantitative qualitative to describe the complete concept of the study the achievement of the study and the study in an appropriate manner based on the study s methodology The contributions to this volume cover a wide range of topics including dual language learners Latino immigrant children children who have hearing disabilities parents and teachers beliefs about language development early literacy skills of toddlers and preschool children interventions multimodalities in early literacies writing and family literacy The studies were conducted in various early childhood settings such as child care nursery school Head Start kindergarten and primary grades and the subjects in the studies represent the pluralism of the globe a pluralism of language backgrounds ethnicity abilities and disabilities This book was originally published as a special issue of Early Child Development and Care *American Annals of the Deaf* ,2004 *Whitaker's Books in Print* ,1998

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