Raising and Educating a Deaf Child

Marc Marschark

A COMPREHENSIVE GUIDE TO THE CHOICES, CONTROVERSIES, AND DECISIONS FACED BY PARENTS AND EDUCATORS ■ THIRD EDITION

Raising And Educating A Deaf Child

Philip R. Mills, Ph.d.

Raising And Educating A Deaf Child:

Raising and Educating a Deaf Child Marc Marschark,2007-01-27 The second edition of this guide offers a readable comprehensive summary of everything a parent or teacher would want to know about raising and educating a deaf child It covers topics ranging from what it means to be deaf to the many ways that the environments of home and school can influence a deaf child s chances for success in academic and social circles The new edition provides expanded coverage of cochlear implants spoken language mental health and educational issues relating to deaf children enrolled in integrated and separate settings Marschark makes sense of the most current educational and scientific literature and also talks to deaf children their parents and deaf adults about what is important to them Raising and Educating a Deaf Child is not a how to book or one with all the right answers for raising a deaf child rather it is a guide through the conflicting suggestions and programs for raising deaf children as well as the likely implications of taking one direction or the other **Raising and Educating a Deaf Child** Marc Marschark,1997 **Raising and Educating a Deaf Child: The Roots of Childhood; 5. Language Development; 6. Going to School; 7. Learning to Read and Write; 8. Intelligence, Achievement, and Creativity; 9. Deaf Children to Deaf Adults; 10. Where Do We Go from Here?; Appendices** ,2007 The second edition of this guide offers a readable comprehensive summary of everything a parent or teacher would want to know about raising and educating a deaf child It covers topics ranging from what it means to be deaf to the many ways that the environments of home and school can influence a deaf child s chances for success in academic and social circles The new edition provides expanded coverage of cochlear implants spoken language mental health and educational issues relating to deaf children enrolled in integrated and separate settings Marschark makes sense of the most current educational and scientific literature and also talks to deaf children their parents and deaf adults about what is important to them Raising and Educating a Deaf Child is not a how to book or one with all the right answers for raising a deaf child rather it is a guide through the conflicting suggestions and programs for raising deaf children as well as the likely implications of taking one direction or the other

Raising and Educating a Deaf Child Marc Marschark,2009 The second edition of this guide offers a readable comprehensive summary of everything a parent or teacher would want to know about raising and educating a deaf child It covers topics ranging from what it means to be deaf to the many ways that the environments of home and school can influence a deaf child s chances for success in academic and social circles The new edition provides expanded coverage of cochlear implants spoken language mental health and educational issues relating to deaf children enrolled in integrated and separate settings Marschark makes sense of the most current educational and scientific literature and also talks to deaf children their parents and deaf adults about what is important to them Raising and Educating a Deaf Child is not a how to book or one with all the right answers for raising a deaf child rather it is a guide through the conflicting suggestions and programs for raising deaf children as well as the likely implications of taking one direction or the other Embracing the

Wind Philip R. Mills, Ph.d.,2018-08-27 This book is based on the personal experiences of the author as a sign language interpreter teacher of the deaf administrator of a deaf education program and parent of a deaf child Dr Mills explores the complex challenges of educating deaf children His blend of storytelling and research has produced an informative and compelling read Follow Dr Mills through his life from raising and educating a deaf child to his conclusions concerning the education of the deaf   *Oxford Handbook of Deaf Studies, Language, and Education* Marc Marschark,Patricia Elizabeth Spencer,2005 This title is a major professional reference work in the field of deafness research It covers all important aspects of deaf studies language social psychological issues neuropsychology culture technology and education

Evidence-Based Practice in Educating Deaf and Hard-of-Hearing Students Patricia Elizabeth Spencer,Marc Marschark,2010-07-21 Debates about methods of supporting language development and academic skills of deaf or hard of hearing children have waxed and waned for more than 100 years Will using sign language interfere with learning to use spoken language or does it offer optimal access to communication for deaf children Does placement in classrooms with mostly hearing children enhance or impede academic and social emotional development Will cochlear implants or other assistive listening devices provide deaf children with sufficient input for age appropriate reading abilities Are traditional methods of classroom teaching effective for deaf and hard of hearing students Although there is a wealth of evidence with regard to each of these issues too often decisions on how to best support deaf and hard of hearing children in developing language and academic skills are made based on incorrect or incomplete information No matter how well intentioned decisions grounded in opinions beliefs or value judgments are insufficient to guide practice Instead we need to take advantage of relevant emerging research concerning best practices and outcomes in educating deaf and hard of hearing learners In this critical evaluation of what we know and what we do not know about educating deaf and hard of hearing students the authors examine a wide range of educational settings and research methods that have guided deaf education in recent years or should The book provides a focus for future educational and research efforts and aims to promote optimal support for deaf and hard of hearing learners of all ages Co authored by two of the most respected leaders in the field this book summarizes and evaluates research findings across multiple disciplines pertaining to the raising and educating of deaf children providing a comprehensive but concise record of the successes failures and unanswered questions in deaf education A readily accessible and invaluable source for teachers university students and other professionals Evidence Based Practice in Educating Deaf and Hard of Hearing Students encourages readers to reconsider assumptions and delve more deeply into what we really know about deaf and hard of hearing children their patterns of development and their lifelong learning

Encyclopedia of Special Education Cecil R. Reynolds,Elaine Fletcher-Janzen,2007-01-02 Offers a thoroughly revised comprehensive A to Z compilation of authoritative information on the education of those with special needs   **The Care and Education of a Deaf Child** Pamela Knight,Ruth Swanwick,1999-01-01 This text is intended primarily for parents but

should also be of interest to teachers and related professionals It addresses both practical and theoretical issues related to the development and education of deaf children It considers these areas largely from a sign bilingual perspective **Keys to Raising a Deaf Child** Virginia Frazier-Maiwald,Virginia F. Frazier-Maiwald,Lenore M. Williams,1999 Two educators who are also parents of deaf children offer positive advice and encouragement on helping children adapt to deafness They show how problems related to deafness can be overcome so that the child interacts as a social and intellectual equal with children who can hear The authors recommend what is called bimodal communication that is having the child parents and other non deaf family members learn American Sign Language as a first step in normal communication Though admitting that this approach is controversial they are personally convinced that bimodal use of signed and spoken English allows the deaf child s communciation ability to grow and vocabulary to blossom The book also offers much good general advice on parenting stressing that deaf and hearing children are more alike than they are different **The Silent Garden** Paul W. Ogden,1996 This sensitive guide is firm support in helping parents make their difficult choices *The Early Care and Education of Deaf Children in Ghana* Ruth Swanwick,Daniel Fobi,Yaw Offei,Alexander Oppong,2024-07-12 This book examines how an understanding of social cultural and resource dynamics can inform the development of context sensitive approaches to the early education and care of young deaf children and the support of their caregivers The authors investigate what it takes to facilitate deaf children s progress through early childhood focusing on language communication learning and well being in the sub Saharan African context of Ghana They provide a review and critical discussion of the existing knowledge base surrounding early childhood deaf education and examine traditional and contemporary perspectives on childhood deafness and caregiving that are meaningful to the African early childhood deaf education landscape The book draws on the knowledge and understanding developed through a collaborative UK Ghana research project that examined the Early Childhood Care and Education ECCE of young deaf children in Ghana Examples from this project bring to life the issues surrounding caregiving childhood deafness and early support in sub Saharan Africa and advances voices from this context As a co authored text and collaboration between UK and Ghana researchers the work brings a new and context sensitive contribution to the examination of early education programming for young deaf children addresses gaps in the global ECCE research and shifts the traditional flow of knowledge to open the potential of south north illumination and learning

Educating Deaf Students Marc Marschark,Harry G. Lang,John Anthony Albertini,2006 <u>Evidence-Based Practice in Educating Deaf and Hard-of-Hearing Students</u> Patricia Elizabeth Spencer,Marc Marschark,2010-07-21 Debates about methods of supporting language development and academic skills of deaf or hard of hearing children have waxed and waned for more than 100 years Will using sign language interfere with learning to use spoken language or does it offer optimal access to communication for deaf children Does placement in classrooms with mostly hearing children enhance or impede academic and social emotional development Will cochlear implants or other assistive listening devices provide deaf children

with sufficient input for age appropriate reading abilities Are traditional methods of classroom teaching effective for deaf and hard of hearing students Although there is a wealth of evidence with regard to each of these issues too often decisions on how to best support deaf and hard of hearing children in developing language and academic skills are made based on incorrect or incomplete information No matter how well intentioned decisions grounded in opinions beliefs or value judgments are insufficient to guide practice Instead we need to take advantage of relevant emerging research concerning best practices and outcomes in educating deaf and hard of hearing learners In this critical evaluation of what we know and what we do not know about educating deaf and hard of hearing students the authors examine a wide range of educational settings and research methods that have guided deaf education in recent years or should The book provides a focus for future educational and research efforts and aims to promote optimal support for deaf and hard of hearing learners of all ages Co authored by two of the most respected leaders in the field this book summarizes and evaluates research findings across multiple disciplines pertaining to the raising and educating of deaf children providing a comprehensive but concise record of the successes failures and unanswered questions in deaf education A readily accessible and invaluable source for teachers university students and other professionals Evidence Based Practice in Educating Deaf and Hard of Hearing Students encourages readers to reconsider assumptions and delve more deeply into what we really know about deaf and hard of hearing children their patterns of development and their lifelong learning **The Oxford Handbook of Deaf Studies in Learning and Cognition** Marc Marschark,Harry Knoors,2020-04-15 In recent years the intersection of cognitive psychology developmental psychology and neuroscience with regard to deaf individuals has received increasing attention from a variety of academic and educational audiences Both research and pedagogy have addressed questions about whether deaf children learn in the same ways that hearing children learn how signed languages and spoken languages might affect different aspects of cognition and cognitive development and the ways in which hearing loss influences how the brain processes and retains information There are now a number of preliminary answers to these questions but there has been no single forum in which research into learning and cognition is brought together The Oxford Handbook of Deaf Studies in Learning and Cognition aims to provide this shared forum focusing exclusively on learning cognition and cognitive development from theoretical psychological biological linguistic social emotional and educational perspectives Each chapter includes state of the art research conducted and reviewed by international experts in the area Drawing this research together this volume allows for a synergy of ideas that possesses the potential to move research theory and practice forward **Educating Deaf Learners** Harry Knoors,Marc Marschark,2015-06-10 Education in general and education for deaf learners in particular has gone through significant changes over the past three decades And change certainly will be the buzzword in the foreseeable future The rapid growth of information and communication technology as well as progress in educational psychological and allied research fields have many scholars questioning aspects of traditional school concepts For example should the

classroom be flipped so that students receive instruction online at home and do homework in school At the same time inclusive education has changed the traditional landscape of special education and thus of deaf education in many if not all countries and yet deaf children continued to lag significantly behind hearing peers in academic achievement As a consequence of technological innovations e g digital hearing aids and early bilateral cochlear implants the needs of many deaf learners have changed considerably Parents and professionals however 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 Understanding such differences and determining ways in which to accommodate them through global cooperation must become a top priority in educating deaf learners Through the participation of an international interdisciplinary set of scholars Educating Deaf Learners takes a broader view of learning and academic achievement than any previous work considering the whole child In adopting this broad perspective the authors capture the complexities and commonalities in the social emotional cognitive and linguistic mosaic of which the deaf child is a part It is only through such a holistic consideration that we can understand their academic potential   Mental Health and Deafness Margaret du Feu MD,Cathy Chovaz PhD,2014-03-27 The assessment and treatment of mental health concerns for Deaf individuals has been largely ignored and or misunderstood by many mental health professionals In Mental Health and Deafness Margaret du Feu and Cathy Chovaz seek to rectify this by outlining current issues surrounding mental health and deafness The book provides valuable information to professionals interested in expanding their knowledge of mental health and deafness and the authors share their extensive clinical experience with the reader through a variety of case studies The authors primarily focus on individuals who were born deaf or deafened early in life but also describe the mental health aspects of acquired deafness and individuals with both deafness and blindness Mental Health and Deafness begins by describing the historical and social context of deafness and follows the life journey of a Deaf individual focusing on parental reactions language acquisition and mental health disorders of children adolescents adults and the elderly Chapters cover relevant issues regarding assessment treatment and forensic and legal issues The book concludes with an overview of service development   **Deaf People and Society** Irene W. Leigh,Jean F. Andrews,2016-08-19 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

The Deaf Child in the Family and at School Patricia Elizab Spencer,Carol J. Erting,Marc Marschark,1999-11 A tribute to a much respected figure in Deaf education this book also reflects the state of current understanding of the complex interacting domains in which Deaf children develop For educators developmentalists and specialists in Deafness *Advances in the Sign Language Development of Deaf Children* Brenda Schick,Marc Marschark,Patricia Elizabeth Spencer,2005-09-02 The use of sign language has a long history Indeed humans first languages may have been expressed through sign Sign languages have been found around the world even in communities without access to formal education In addition to serving as a primary means of communication for Deaf communities sign languages have become one of hearing students most popular choices for second language study Sign languages are now accepted as complex and complete languages that are the linguistic equals of spoken languages Sign language research is a relatively young field having begun fewer than 50 years ago Since then interest in the field has blossomed and research has become much more rigorous as demand for empirically verifiable results have increased In the same way that cross linguistic research has led to a better understanding of how language affects development cross modal research has led to a better understanding of how language is acquired It has also provided valuable evidence on the cognitive and social development of both deaf and hearing children excellent theoretical insights into how the human brain acquires and structures sign and spoken languages and important information on how to promote the development of deaf children This volume brings together the leading scholars on the acquisition and development of sign languages to present the latest theory and research on these topics They address theoretical as well as applied questions and provide cogent summaries of what is known about early gestural development interactive processes adapted to visual communication linguisic structures modality effects and semantic syntactic and pragmatic development in sign Along with its companion volume Advances in the Spoken Language Development of Deaf and Hard of Hearing Children this book will provide a deep and broad picture about what is known about deaf children s language development in a variety of situations and contexts From this base of information progress in research and its application will accelerate and barriers to deaf children s full participation in the world around them will continue to be overcome

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