

1. Record Nr.	UNINA9910457402603321
Autore	Marschark Marc
Titolo	How deaf children learn [[electronic resource]] : what parents and teachers need to know // Marc Marschark and Peter C. Hauser
Pubbl/distr/stampa	New York, : Oxford University Press, 2012
ISBN	1-283-34916-7 9786613349163 0-19-990945-8
Descrizione fisica	1 online resource (167 p.)
Collana	Perspectives on Deafness
Altri autori (Persone)	HauserPeter C
Disciplina	371.91/2
Soggetti	Deaf children - Means of communication Deaf children - Language Deaf - Education Parents of deaf children Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Contents; 1. What It's All About; Who Are We and What Are We Doing Here?; Alternative Perspectives on Educating Deaf Students; Using This Book; Notes, Confessions, and Acknowledgments; 2. Introduction to Deaf Children; Navigating Issues; Those Who Ignore History . . . ; Terms of Endearment (or Not); Differences versus Deficiencies; Final Words; 3. On Hearing and Not Hearing; Understanding Hearing; Hearing Aids; Everything You Always Wanted to Know about Cochlear Implants; Final Words; 4. Language and Communication; Understanding Language; From Communication to Language Signed Languages and Visual Communication Systems Spoken Communication; Final Words; 5. Family and Peers: Foundations of Learning; Education Begins at Home; Social Interactions: Foundations for Learning; Early Intervention; Moving from Home to School; Social-Emotional Growth during the School Years; Final Words; 6. Deaf Cognition; Are Deaf Children as Smart as Hearing Children?; Do Deaf Individuals See Better?; Does Sign Language Have an Effect on

Cognition?; Cognitive Development and Language; Final Words; 7. Learning and Memory; Cognition and Learning: From Darkness to Enlightenment
Learning Memory; Final Words; 8. Problem Solving and Knowledge; Experience and Conceptual Development; Integration and Organization of Knowledge; Final Words; 9. Reading; The Challenge of Learning to Read; What Can We Do about Deaf Students' Reading Achievement?; A Few Words about Writing; Final Words; 10. Doing Math: Foundations and Outcomes; Understanding Number; Understanding Mathematics during the School Years; Improving Mathematics Performance by Deaf Children; Final Words; 11. The Deaf Education Classroom; Options in Deaf Education Programming; Assessment and Classroom Placement Classroom Diversity The Classroom; Deaf Education Professionals; Final Words; 12. Where Do We Go from Here?; A Journey of 1,000 Miles Begins with a Single Step; The More Things Change the More They Stay the Same; There Are Differences and Then There Are Differences; What We Know and What We Need to Know; Final Final Words; NOTES; SUGGESTIONS FOR FURTHER READING; INDEX;

Sommario/riassunto

How can parents and teachers most effectively support the language development and academic success of deaf and hard-of-hearing children? Will using sign language interfere with learning spoken language? Should deaf children be placed in classrooms with hearing children? Are traditional methods of teaching subjects such as reading and math to hearing children appropriate for deaf learners? As many parents and teachers will attest, questions like these have no easy answers, and it can be difficult for caring adults to separate science from politics and fact from opinion in order to make informed
