

1. Record Nr.	UNINA9910817861303321
Autore	Robertson Lyn
Titolo	Literacy and deafness : listening and spoken language // Lyn Robertson ; contributors, Gina Annunziato Dow, Carol Flexer
Pubbl/distr/stampa	San Diego, California : , : Plural Publishing, , 2014 ©2014
ISBN	1-59756-669-1
Edizione	[Second edition.]
Descrizione fisica	1 online resource (401 p.)
Disciplina	371.9
Soggetti	Deaf - Education Hearing impaired - Education
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 at the end of each chapters and index.
Nota di contenuto	Contents; Preface; Contributors; Chapter 1. A History of Reading Achievement in People with Hearing Loss; Introduction; A Review of Selected Studies; Higher Academic Achievement and Spoken Language; Conclusion; References; Chapter 2. Literacy Theories; Introduction; Theorizing About Reading; Definitions of Reading; Word Identification; Comprehension; An Interactive Theory; Many Disciplines Study Reading; Conclusion; References; Chapter 3. Technology and Listening; Introduction; Neurological Basis of Listening and Literacy; Computer Analogy for Understanding Amplification Technology Overview of Amplification Technologies -A New ContextCochlear Implants; Auditory Feedback Loop; Distance Hearing and Incidental Learning; New Context for the Word "Deaf"; Conclusion; References; Chapter 4. Spoken Language; Introduction; Learning the Sounds of a Spoken Language; Beyond the Sounds of Language; What About Bridging from American Sign Language?; Learning Spoken Language; Two Extended Studies of Children's Language Learning and Later Academic Achievement; "Advantaged" and "Disadvantaged" Parents; Conclusion; References; Chapter 5. Hearing, Listening, and Literacy; Introduction Phonological AwarenessPhonological Processing Capabilities; The Auditory-Verbal Approach; Principles of Listening and Spoken

Language Specialist Auditory-Verbal Therapy (LSLS Cert. AVT); Principles of Listening and Spoken Language Specialist Auditory-Verbal Education (LSLS Cert. AVEEd); Conclusion; References; Chapter 6. Issues in Child Development; Introduction; Sensitivity in the Caregiving Relationship; Part I: Early Identification; Attunement and Early Identification of Hearing Loss; Early Identification and Intervention: How Early is Early Enough? Early Identification in the United States From Screening to Identification to Intervention; Concluding Remarks and Recommendations; Part II: Typical Development: Birth to Age Five; Cognitive Development and Play; Motor Development; Development of Self-Help Skills; Developmental Context; The Family Context as the Child's Immediate Environment; The Social and Economic Context; The Cultural Context; When Hearing Impairment Co-Occurs with Other Conditions; Useful Links on Developmental Milestones, Developmental Disabilities, and Hearing Impairment; References; Chapter 7. Learning to Read Introduction Constructivism in Action; Shared Book Reading; Establishing a Rich Literacy Environment; Reading Comprehension and the Child; Practical Ideas for Helping Children Learn to Read; Conclusion; References; Chapter 8. Reading Aloud With Children; Introduction; When Should Reading Aloud Begin?; How - and Why - Should Reading Aloud Begin?; Reading Aloud Is an Indirect Way of Teaching a Child How to Read; Reading Aloud Is Also a Direct Way of Teaching a Child How to Read; How to Read Aloud with a Child with Hearing Loss An Extraordinary Example of Reading Aloud: The 1,000-Day Reading Streak

---

Sommario/riassunto

At a time when advancements in technology continue to provide increasingly improved access to sound and spoken language, this book pulls together the dominant research from the "hearing world" and applies it to the world of the deaf and hard of hearing. The author argues that helping a child learn to listen and speak is the best way to ensure he or she will learn to read and write.

---