



The Deaf Child

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The Deaf Child:

Raising and Educating a Deaf Child Marc Marschark, 2017-11-01 Deaf children are not hearing children who can't hear and having a deaf child is not analogous to having a hearing child who can't hear. Beyond any specific effects of hearing loss, deaf children are far more diverse than their hearing age mates. A lack of access to language, limited incidental learning and social interactions, as well as the possibility of secondary disabilities, mean that deaf children face a variety of challenges in language, social and academic domains. In recent years, technological innovations such as digital hearing aids and cochlear implants have improved hearing and the possibility of spoken language for many deaf learners, but parents, teachers and other professionals are just now coming to recognize the cognitive, experiential and social/emotional differences between deaf and hearing children. Sign languages and schools and programs for deaf learners thus remain an important part of the continuum of services needed for this population. Understanding the unique strengths and needs of deaf children is the key. Now in its third edition, Marc Marschark's **Raising and Educating a Deaf Child**, which has helped a countless number of families, offers a comprehensively clear, evidence-based guide to the choices, controversies and decisions faced by parents and teachers of deaf children today. **The Deaf Child in the Family and at School** Patricia Elizabeth 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. **Raising and Educating a Deaf Child** National Technical Institute for the Deaf, Rochester Institute of Technology, Marc Marschark, Director and Professor, 1997-04-17 Over 90% of all deaf children are born to hearing parents. For most of these mothers and fathers, their own child is the first deaf person they have ever met. Raising a child who can hear is a challenging and difficult task, but raising a deaf child can seem like an overwhelming responsibility, especially with the mass of conflicting information and advice offered by professionals and well-meaning friends and family members. In **Raising and Educating a Deaf Child**, Marc Marschark offers parents and teachers a readable and comprehensive summary including everything a parent would want to know about growing up deaf. Parents of a deaf child, like the parents of any child, want to know the answers to some apparently straightforward questions such as: What kind of school will provide my child with the best education? What language experience is best for my child, sign or speech? Will my child be able to get a good job? Marschark addresses these questions and more, with topics ranging from what it means to be deaf and the uniqueness of Deaf culture to the medical causes of early hearing loss, from technological aids for the deaf such as TTYs and cochlear implants to the educational and social opportunities available to deaf children. He describes the many ways that the environment of home and school can influence a deaf child's chances for success in both academic and social circles. Above all, he emphasizes the need for early detection of hearing loss and the importance of being able to communicate with deaf children from a very early age, recommending that all parents of deaf children learn sign language and use it often. This is not

a how to book or one with all the right answers for raising a deaf child This is a guide through the many conflicting suggestions and programs for raising deaf children as well as the likely implications of taking one direction or the other A leading researcher himself Marschark makes sense of the most current educational and scientific literature including his own recent research and talks to deaf children their parents and deaf adults about what is important to them The result is a readable and enlightening survey of what we know about the language social and intellectual development of deaf children and what educational and practical issues face them and their families Parents of deaf children can and should make their own decisions based on what is right for their family and for their child Armed with Raising and Educating a Deaf Child parents will have access to the best information available allowing them to make informed decisions for their child

The Young Deaf Child David Luterman, Ellen Kurtzer-White, Richard C. Seewald, 1999 [The Deaf Child in a Hearing Family](#) Arthur Boothroyd, Janice Gatty, 2011-11-01 **The Deaf Child and His Family** Susan Gregory, 1976 *The Deaf Child* James Kerr Love, 1911 **The Deaf Child** Edith Whetnall, Dennis Butler Fry, Denis Butler Fry, 1971 **Deafness and Child Development** Kathryn P. Meadow, 2022-04-29 Oftentimes a child's deafness can be as disconcerting to the uninformed adult as it is debilitating to the deaf child Yet parents students and teachers who try to inform themselves find doing so difficult the issues are emotional and too often have been the subject of clashes among professional and lay people In this comprehensive study Meadow provides a rational informed and balanced approach Individual chapters survey the central work done on the linguistic cognitive social and psychological effects of profound deafness in children and offer practical discussions with abundant concrete examples The result is a book that provides a context for understanding research in childhood deafness and ways to apply its findings Of particular interest to professionals who work with deaf children the concluding chapter analyzes unresolved matters of policy These include oral only versus oral visual communication recommended forms for visual communication residential versus day school education the benefits and liabilities of mainstreaming the treatment of minority multiply handicapped and gifted deaf children and the role of deaf adults in the socialization of deaf children This title is part of UC Press's Voices Revived program which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice reach and impact Drawing on a backlist dating to 1893 Voices Revived makes high quality peer reviewed scholarship accessible once again using print on demand technology This title was originally published in 1980

How Deaf Children Learn Marc Marschark, Peter C. Hauser, 2011-12-01 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 decisions about how to help deaf children learn In this

invaluable guide renowned authorities Marc Marschark and Peter Hauser highlight important new advances in scientific and educational research that can help parents and teachers of students with significant hearing loss The authors stress that deaf children have strengths and needs that are sometimes very different from those who can hear Consequently if deaf students are to have full academic access and optimal educational outcomes it is essential that parents and teachers learn to recognize these differences and adjust their teaching methods to them Marschark and Hauser explain how the fruits of research conducted over the last several years can markedly improve educational practices at home and in the classroom and they offer innovative strategies that parents and teachers can use to promote learning in their children The result is a lively accessible volume that sheds light on what it means to be a deaf learner and that provides a wealth of advice on how we can best support their language development social skills and academic success

Reviewing **The Deaf Child**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**The Deaf Child**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

https://archive.kdd.org/files/virtual-library/Documents/spirit_communication_the_souls_path.pdf

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