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# Deaf Students And The Qualitative Similarity Hypothesis Understanding Language And Literacy Development Deaf Education Series

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Signs of Hope

An Examination of Parental Experiences in the Individualized Education Plans of Their Deaf Children

A Qualitative Analysis of the Process of Forgetting

From Gesture to Language in Hearing and Deaf Children

Research Methods in Special Education

Artificial Intelligence in Education

Deaf Cognition

Exploring Emotion Development of Hearing Children with Deaf Parents

Research and Evaluation in Education and Psychology

Being Mainstreamed and Attending a School for the Deaf

Deaf Epistemologies

A Qualitative Study of Deaf Students' Persistence and Graduation from Colleges and Universities

Evidence-Based Practice in Educating Deaf and Hard-of-Hearing Students

Research in Deaf Education

A Qualitative Investigation of ASL/English Bilingual Instruction of Deaf Students in Secondary Science Classrooms

Deaf Students in Postsecondary Education

Deaf People in a Hearing World

Educating Deaf Students

Inner Lives of Deaf Children

Research and Evaluation Methods in Special Education

Language, Power, and Resistance

Meeting the Challenge of Deaf and Hard of Hearing Students Transitioning to Secondary School

Deaf Students and the Qualitative Similarity Hypothesis

Starting Small

The Handbook of Social Research Ethics

Bilingualism and Bilingual Deaf Education

Observing a Residential School for the Deaf

Approaches to Social Research

Turning the Tide

Intelligent Tutoring Systems

Science Fair

Advances in Visual Informatics

The Education of d/Deaf and Hard of Hearing Children

A Phenomenological Study of Online Learning for Deaf Students in Postsecondary Education: A Deaf Perspective

Artificial Intelligence in Education

Research Methods in Education and Psychology

The Oxford Handbook of Deaf Studies in Literacy

Psychological Development of Deaf Children

The Deaf Child in the Family and at School

*Deaf Students And The Qualitative  
Similarity Hypothesis Understanding  
Language And Literacy Development  
Deaf Education Series*

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## CAMACHO COLLIER

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*Signs of Hope* Oxford University Press

"The purpose of this qualitative study was to investigate the perspectives of parents of deaf and hard of hearing students who were ready to make the transition from elementary school to secondary school or who had recently done so. In addition, the objective was to converse with the deaf and hard of hearing students themselves and the parents in order to determine what the parents and children believed to be the benefits and potential barriers of the children's educational placements."--from abstract.

**An Examination of Parental Experiences in the Individualized Education Plans of Their Deaf Children**

Perspectives on Deafness

This book constitutes the refereed proceedings of the 15th International Conference on Artificial Intelligence in Education, AIED 2011, held in Auckland, New Zealand in June/July 2011. The 49 revised full papers presented together with three invited talks and extended abstracts of poster presentations, young researchers contributions and interactive systems reports and workshop reports were carefully reviewed and selected from a total of 193 submissions. The papers report on technical advances in and cross-fertilization of approaches and ideas from the many topical areas that make up this highly interdisciplinary field of research and development including artificial intelligence, agent technology, computer science, cognitive and learning sciences, education, educational technology, game design, psychology, philosophy, sociology, anthropology and linguistics. **A Qualitative Analysis of the Process of Forgetting** Oxford University Press on Demand  
In Bilingualism and Bilingual Deaf Education, volume editors Marc

Marschark, Gladys Tang, and Harry Knoors bring together diverse issues and evidence in two related 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. It considers bilingualism and bilingual deaf education within the contexts of mainstream education of deaf and hard-of-hearing students in regular schools, placement in special schools and programs for the deaf, and co-enrollment programs, which are designed to give deaf students the best of both educational worlds. The volume offers both literature reviews and new findings across disciplines from neuropsychology to child development and from linguistics to cognitive psychology. With a focus on evidence-based practice, contributors consider recent investigations into bilingualism and bilingual programming in different educational contexts and in different countries that may have different models of using spoken and signed languages as well as different cultural expectations. The 18 chapters establish shared understandings of what are meant by "bilingualism," "bilingual education," and "co-enrollment programming," examine their foundations and outcomes, and chart directions for future research in this multidisciplinary area. Chapters are divided into three sections: Linguistic, Cognitive, and Social Foundations; Education and Bilingual Education; and Co-Enrollment Settings. Chapters in each section pay particular attention to causal and outcome factors related to the acquisition and use of these two languages by deaf learners of different ages. The impact of bilingualism and bilingual deaf education in these domains is considered through quantitative and qualitative investigations, bringing into focus not only common educational, psychological, and linguistic variables, but also expectations and reactions of the stakeholders in bilingual programming: parents, teachers, schools, and the deaf and hearing students themselves.

**From Gesture to Language in Hearing and Deaf Children**  
Springer Science & Business Media

This book constitutes the refereed proceedings of the 7th International Conference on Intelligent Tutoring Systems, ITS 2004, held in Maceió, Alagoas, Brazil in August/September 2004. The 73 revised full papers and 39 poster papers presented together with abstracts of invited talks, panels, and workshops were carefully reviewed and selected from over 180 submissions. The papers are organized in topical sections on adaptive testing, affect, architectures for ITS, authoring systems, cognitive modeling, collaborative learning, natural language dialogue and discourse, evaluation, machine learning in ITS, pedagogical agents, student modeling, and teaching and learning strategies.

*Research Methods in Special Education* MDPI

This book is the first comprehensive examination of the psychological development of deaf children. Because the majority of young deaf children (especially those with non-signing parents) are reared in language-impoverished environments, their social and cognitive development may differ markedly from hearing children. The author here details those potential differences, giving special attention to how the psychological development of deaf children is affected by their interpersonal communication with parents, peers, and teachers. This careful and balanced consideration of existing evidence and research provides a new psychological perspective on deaf children and deafness while debunking a number of popular notions about the hearing impaired. In light of recent findings concerning manual communication, parent-child interactions, and intellectual and academic assessments of hearing-impaired children, the author has forged an integrated understanding of social, language, and cognitive development as they are affected by childhood

deafness. Empirical evaluations of deaf children's intellectual and academic abilities are stressed throughout. The Psychological Development of Deaf Children will be of great interest to students, teachers, and researchers studying deafness and how it relates to speech and hearing; developmental, social, and cognitive psychology; social work; and medicine.

*Artificial Intelligence in Education* SAGE

Epistemology is the study of how "knowledge" is formed. Standard epistemology isolates the "known" from the "knowers," thereby defining "knowledge" as objectively constant. Multiple epistemologies suggest that individuals learn in different ways shaped by life factors such as education, family, ethnicity, history, and regional beliefs. In this groundbreaking volume, editors Peter V. Paul and Donald F. Moores call on ten other noted scholars and researchers to join them in examining the many ways that deaf people see and acquire deaf knowledge. This collection considers three major groups of deaf knowledge perspectives: sociological and anthropological, historical/psychological and literary, and educational and philosophical. The first explores the adoption of a naturalized, critical epistemological stance in evaluating research; the epistemology of a positive deaf identity; how personal epistemologies can help form deaf education policies; and valuing deaf indigenous knowledge in research. The next part considers dueling epistemologies in educating deaf learners; reforms in deaf education; the role of deaf children of hearing parents in creating Deaf epistemologies; and the benefit of reading literature with deaf characters for all students. The final part explores the application of the Qualitative-Similarity Hypothesis to deaf students' acquisition of knowledge a metaparadigm for literacy instruction in bilingual-bicultural education; collaborative knowledge-building to access academia; and examination of the benefits and disadvantages of being deaf.

*Deaf Cognition* Oxford University Press

Deaf Students and the Qualitative Similarity Hypothesis

**Exploring Emotion Development of Hearing Children with Deaf Parents** Oxford University Press

Brings together international scholars across the social and behavioural sciences and education to address those ethical issues that arise in the theory and practice of research within the technologically advancing and culturally complex world in which we live.

**Research and Evaluation in Education and Psychology** Deaf

Students and the Qualitative Similarity Hypothesis"Book presents the educational implications for deaf and hard of hearing children and offers reason-based practices for improving their English language and literacy development"--A Qualitative Study of Deaf Students' Persistence and Graduation from Colleges and UniversitiesThis investigation utilized a qualitative research methodology to learn from Deaf college graduates the factors they retrospectively deemed critical to their academic success. The open-ended interviews of eleven Deaf adults provided details of their educational experiences while in high school and in college.

*Research in Deaf Education*

The Oxford Handbook of Deaf Studies in Literacy brings together state-of-the-art research on literacy learning among deaf and hard of hearing learners (DHH). With contributions from experts in the field, this volume covers topics such as the importance of language and cognition, phonological or orthographic awareness, morphosyntactic and vocabulary understanding, reading comprehension and classroom engagement, written language, and learning among challenged populations. Avoiding sweeping generalizations about DHH readers that overlook varied experiences, this volume takes a nuanced approach, providing readers with the research to help DHH students gain competence

in reading comprehension.

*Being Mainstreamed and Attending a School for the Deaf* Corwin Press

This book presents chapters by many eminent researchers and interventionists, all of whom address the development of deaf and hard-of-hearing children in the context of family and school. A variety of disciplines and perspectives are provided in order to capture the complexity of factors affecting development of these children in their diverse environments. Consistent with current theory and educational practice, the book focuses most strongly on the interaction of family and child strengths and needs and the role of educational and other interventionists in supporting family and child growth. This work, and the authors represented in it, have been influenced by the seminal work of Kathryn P. Meadow-Orlans, whose work continues to apply a multidisciplinary, developmental approach to understanding the development of deaf children. The book differs from other collections in the degree to which the chapters share ecological and developmental theoretical bases. A synthesis of information is provided in section introductions and in an afterword provided by Dr. Meadow-Orlans. The book reflects emerging research practice in the field by representing both qualitative and quantitative approaches. In addition, the book is notable for the contributions of deaf as well as hearing authors and for chapters in which research participants speak for themselves--providing first-person accounts of experiences and feelings of deaf children and their parents. Some chapters in the book may surprise readers in that they present a more positive view of family and child functioning than has historically been the case in this field. This is consistent with emerging data from deaf and hard of hearing children who have benefitted from early identification and intervention. In addition, it represents an emerging recognition of strengths shown by the children and by their deaf and hearing parents. The book moves from consideration of child and family to a focus on the role and effects of school environments on development. Issues of culture and expectations pervade the chapters in this section of the book, which includes chapters addressing effects of school placement options, positive effects of learning about deaf culture and history, effects of changing educational practice in developing nations, and the need for increased knowledge about ways to meet individual needs of the diverse group of deaf and hard of hearing students. Thus, the book gives the reader a coherent view of current knowledge and issues in research and intervention for deaf and hard of hearing children and their families. Because the focus is on child and family instead of a specific discipline, the book can serve as a helpful supplemental text for advanced undergraduate and graduate courses in a variety of disciplines, including education, psychology, sociology, and language studies with an emphasis on deaf and hard of hearing children.

**Deaf Epistemologies** Psychology Press

Virginia Volterra and Carol Erting have made an important contribution to knowledge with this selection of studies on language acquisition. Collections of studies clustered more or less closely around a topic are plentiful, but this one is unique. Volterra and Erting had a clear plan in mind when making their selection. Taken together, the studies make the case that language is inseparable from human interaction and communication and, especially in infancy, as much a matter of gestural as of vocal behavior. The editors have arranged the papers in five coherent sections and written an introduction to each section in addition to the expected general introduction and conclusion. No introductory course in child and language development will be complete without this book. Presenting successively studies of hearing children acquiring speech

languages, of deaf children acquiring sign languages, of hearing children of deaf parents, of deaf children of hearing parents, and of hearing children compared with deaf children, Volterra and Erting give one a wider than usual view of language acquisition. It is a view that would have been impossible not many years ago - when the primary languages of deaf adults had received neither recognition nor respect.

Oxford University Press

This investigation utilized a qualitative research methodology to learn from Deaf college graduates the factors they retrospectively deemed critical to their academic success. The open-ended interviews of eleven Deaf adults provided details of their educational experiences while in high school and in college. *A Qualitative Study of Deaf Students' Persistence and Graduation from Colleges and Universities* Cambridge Scholars Publishing Edited by Stephanie W. Cawthon and Carrie Lou Garberoglio, *Research in Deaf Education: Contexts, Challenges, and Considerations* is a showcase of insight and experience from a seasoned group of researchers across the field of deaf education. *Research in Deaf Education* begins with foundational chapters in research design, history, researcher positionality, community engagement, and ethics to ground the reader within the context of research in the field. Here, the reader will be motivated to consider significant contemporary issues within deaf education, including the relevance of theoretical frameworks and the responsibility of deaf researchers in the design and implementation of research in the field. As the volume progresses, contributing authors explore scientific research methodologies such as survey design, single case design, intervention design, secondary data analysis, and action research at large. In doing so, these chapters provide solid examples as to how the issues raised in the earlier groundwork of the book play out in diverse orientations within deaf education, including both quantitative and qualitative research approaches. Designed to help guide researchers from the germ of their idea through seeing their work published, *Research in Deaf Education* offers readers a comprehensive understanding of the critical issues behind the decisions that go into this rigorous and important research for the community at hand.

*Evidence-Based Practice in Educating Deaf and Hard-of-Hearing Students* SAGE Publications, Incorporated

In this book Alys Young and Bogusia Temple explore the relationship between key methodological debates in social research and the special context of studies concerning deaf people.

**Research in Deaf Education** Springer Science & Business Media

First published in 1992. With an ever-increasing number of deaf students entering higher education throughout the world, major strides need to be made in provision and support for them. This book recognises that the integration of deaf students into mainstream higher education raises complex and challenging problems. It has proved extremely difficult for deaf students to enter fully into the social and extra-curricular fabric of campus life - an essential factor in ensuring student success. The authors provide an assessment of state-of-the-art practice in postsecondary settings and suggest theoretical and practical approaches to providing support. There is discussion of the attainments of deaf graduates with commentaries by deaf persons about their experiences in college. In addition, statistics support the theoretical contentions and clearly demonstrate the benefits of postsecondary education to deaf people.

**A Qualitative Investigation of ASL/English Bilingual Instruction of Deaf Students in Secondary Science Classrooms** Springer Science & Business Media

Now available in paperback; ISBN 1-56368-289-3

**Deaf Students in Postsecondary Education** SAGE

Publications, Incorporated

Deafness is a "low incidence" disability and, therefore not studied or understood in the same way as other disabilities. Historically, research in deafness has been conducted by a small group of individuals who communicated mainly with each other. That is not to say that we did not sometimes publish in the mainstream or attempt to communicate outside our small circle. Nonetheless, most research appeared in deafness-related publications where it was not likely to be seen or valued by psychologists. Those researchers did not understand what they could learn from the study of deaf people or how their knowledge of individual differences and abilities applied to that population. In *Deafness, Deprivation, and IQ*, Jeffrey Braden pulls together two often unrelated fields: studies of intelligence and deafness. The book includes the largest single compilation of data describing deaf people's intelligence that exists. Here is a careful, well-documented, and very thorough analysis of virtually all the research available. Those who have studied human intelligence have long noted that deafness provides a "natural experiment." This book makes evident two contrary results: on the one hand, some research points to the impact deafness has on intelligence; on the other hand, the research supports the fact that deafness has very little, if any, impact on nonverbal measures of intelligence.

**Deaf People in a Hearing World** Springer

Updated to align with the American Psychological Association and the National Council of Accreditation of Teacher Education accreditation requirements. Focused on increasing the credibility of research and evaluation, the Fifth Edition of *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* incorporates the viewpoints of various research paradigms into its descriptions of these methods. Students will learn to identify, evaluate, and practice good research, with special emphasis on conducting research in culturally complex communities, based on the perspectives of women, LGBTQ communities, ethnic/racial minorities, and people with disabilities. In each chapter, Dr. Donna M. Mertens carefully explains a step of the research process—from the literature review to analysis and reporting—and includes a sample study and abstract to illustrate

the concepts discussed. The new edition includes over 30 new research studies and contemporary examples to demonstrate research methods including: *Black girls and school discipline: The complexities of being overrepresented and understudied* (Annamma, S.A., Anyon, Y., Joseph, N.M., Farrar, J., Greer, E., Downing, B., & Simmons, J.) *Learning Cooperatively under Challenging Circumstances: Cooperation among Students in High-Risk Contexts in El Salvador* (Christine Schmalenbach) *Replicated Evidence of Racial and Ethnic Disparities in Disability Identification in U.S. Schools* (Morgan, et. al.) *Relation of white-matter microstructure to reading ability and disability in beginning readers* (Christodoulou, et. al.) *Arts and mixed methods research: an innovative methodological merger* (Archibald, M.M. & Gerber, N.)

*Educating Deaf Students* IOS Press

Throughout the book general points are given a concrete illustration by reference to specific examples of special education research. The breadth of reference is a strength of the text, with a bias towards work on deafness and hearing impairment, in which Mertens has a particular interest. Wherever such illustrations are offered, the book comes alive.... there are few sources for a wide range of short accounts of examples of the practice of research in special education. This short book is a convenient and well-organized addition to them' - *Division of Educational and Child Psychology Newsletter* This book explores ways to adapt research methods from other disciplines to the special education context and provides the reader with a framework for critically analyzing and conducting research in areas where people with disabilities live, learn and work. Identifying people with disabilities as heterogeneous cultural groups, and including such disabilities as blindness, learning difficulties and deafness, the authors discuss the implications for planning, conducting and writing research. Topics examined include: the development of research questions; identification of special education populations; sampling issues; appropriate quantitative and qualitative techniques; interpretation issues in data analysis; and directions for future research such as early intervention and school-linked services.

*Inner Lives of Deaf Children* SAGE Publications

Mathews conducts qualitative research that explores the impact of mainstreaming deaf students on power relations across parents, children, and professionals.

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