

## Educational Issues

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**Albertini, J., & Lang, H.G.** (1996). Improving science instruction for deaf students: The Access to English and Science Outreach Projects. *The Journal of Science for Persons With Disabilities*, 4 (1), 11-15. [AN 1582]\*

*This article discusses a national program to address the English and science education of K-12 teachers of deaf students that was being developed at the National Technical Institute for the Deaf.*

**De Filippo, C., Dagel, D., Foster, S., McKee, B., Barefoot, S., Crandall, K., & Gustafson, M.** (1998). Designing a learning community for young deaf adults: Can we improve program completion rates? In M. Kolvitz (Ed), *Conference on postsecondary education for persons who are deaf or hard of hearing* (pp.182-190). Knoxville, TN: Postsecondary Education Consortium. [AN 1628]

*A learning community based on a model of linked courses was implemented for 14 freshmen with low reading and writing test scores compared to other entering students at a college for student who are deaf or hard-of-hearing. Instructors collaborated on curricular objectives supporting successful learner behaviors, and discussed student progress weekly.*

**Egelston-Dodd, J., & Himmelstein, J.** (1996). A constructivist approach to teaching science to students who are deaf or hard of hearing. *Journal for Science Education for Persons with Disabilities*, 4 (1), 20-27. [AN 1565]

*This paper illustrates the opportunities for instructional intervention in the alternative frameworks which deaf students hold regarding the phenomena described by science. In addition, the paper and model lesson show how teachers may provide experiences to close conceptual gaps and provide a common base before launching into the new lessons.*

**Kelly, R., & Mousley, K.** (1998). Problem-solving strategies for teaching mathematics to deaf students. *American Annals of the Deaf*, 143 (4), 325-336. [AN 1647]

*Three teaching and learning strategies for problem solving were implemented with first and second year deaf college students enrolled in mathematics courses.*

**Lang, H.G.** (1996). The deaf experience in the history of science. In R. Fischer & R. Vollhaber (Eds.), *Collage: Works on international deaf history* (pp.174-183). Hamburg, Germany: Signum Press. [AN 1579]

*This book chapter discusses the contributions of deaf people in scientific fields. It gives brief biographies of several deaf contributors in the scientific field.*

**Lang, H., Stinson, M., Kavanagh, F., Liu, Y., & Basile, M.** (1999). Learning styles of deaf college students and instructors' teaching emphases. *Journal of Deaf Studies and Deaf Education*, 4 (1), 16-27. [AN 1671]

*Six learning style dimensions of the Grasha-Riechmann Students Learning Style Scales were examined in this study with 100 deaf college students. In addition, six corresponding scales of teaching emphases were administered to the 16 instructors of these students.*

**Licata, C.** (1999). Precepts for post-tenure reviews. *Trusteeship*, 7 (6), 8-13. [AN 1680]  
*Is post-tenure faculty review a threat to academic freedom or a way to improve accountability and foster better teaching?*

**Licata, C.** (1999). Post-tenure review. In A. Lucas & Associates (Eds.), *Leading academic change: Essential roles for department chairs*. San Francisco, CA: Jossey-Bass Publications. [AN 1681]

*Systematic evaluation of tenured faculty, commonly referred to today as post-tenure review, is one of the most controversial policy initiatives to emerge from the current national accountability movement. This book chapter focuses on current models and practices at many campuses.*

**MacLeod-Gallinger, J., McKee, B.G., Long, G., & Richardson, J.** (2000). Approaches to studying in deaf and hearing students in higher education. *Journal of Deaf Studies and Deaf Education*, 5 (2), 156-173. [AN 1692]

*A study was conducted to compare the responses of 149 deaf students and 121 hearing students taking the same courses to a shortened and adapted version of the Approaches to Studying Inventory. In general, the impact of deafness on approaches to studying was relatively slight, and deaf students appeared to be at least as capable as hearing students of engaging with the underlying meaning of the materials to be learned.*

**Marschark, M.** (2000). Education and development of deaf children - or is it development and education? In P. Spencer, C. Erting, M. Marschark (Eds.), *The Deaf child in the family and at school* (pp.275-292). Mahwah, NJ: Lawrence Erlbaum. [AN 1686]

*The purpose of this chapter is to examine some of the relations between development and education, with particular regard to children who are deaf.*

**Monikowski, C., & Winston, E.** (2000). Discourse mapping: Developing textual coherence skills in interpreters. In C. Roy (Ed.), *Innovative practices for teaching sign language interpreters* (pp.15-66). Washington, DC: Gallaudet University Press. [AN 1682]

*This book chapter examines three aspects of a message for successful interpretation: accurate content (themes, topics, and events); appropriate context (register, settings, speaker's goals, etc.); and appropriate linguistic form (discourse structures, transitions, vocabulary, etc.).*

**Newell, W.** (1996). Competencies important to teaching ASL: Perceptions between groups. *Sign Language Studies*, 89, 303-330. [AN 1568]

*This paper reports comparisons of group percentages based on survey respondents'*

*characteristics such as age, gender, and hearing status. There was a strong consensus among respondents regarding the skill and knowledge important to teaching ASL.*

**Parasnis, I.** (1997). Cultural identity and diversity in deaf education. *American Annals of the Deaf*, 142 (2), 72-79. [AN 1620]

*The article discusses the sociocultural model of a deaf child as a member of a bilingual minority and examines its implications for deaf children. Several issues related to the accommodation of diversity of deaf learners are discussed illustrating how such accommodation would enhance their educational experiences.*

**Parasnis, I.** (1998). Cognitive diversity in deaf people: Implications for communication and education. *Scandinavian Audiology*, 27 (Suppl. 49), 109-115. [AN 1661]

*Research and issues related to cognitive diversity in deaf people are reviewed, and indicate how the visual-perceptual skills and cognitive processes of deaf people may be different from those in hearing people.*

**Parasnis, I., Samar, V. J., & Berent, G.** (2000). Test of Variables of Attention (T.O.V.A.): Deaf adults' performance confirms need for deaf norms. Paper Presented at the 12th Annual Meeting of the American Psychological Society, Miami, June 8-11. [AN 1714]

*Previous research suggests that continuous performance tests (CPTs) such as the Test of Variables of Attention (T.O.V.A.) may help to diagnose Attention Deficit Disorder (AD/HD) in deaf individuals. However, there is evidence that deaf people in general differ from hearing people on various impulsivity and attentional measures. We produced a culturally and linguistically appropriate AD/HD self-rating scale for deaf adults by translating the Attention Deficit Scales for Adults into American Sign Language. We provide factor analytic evidence that the T.O.V.A. and the ADSA each assess similar attentional constructs in deaf and hearing adults. T.O.V.A. and ADSA inattention measures were correlated for hearing adults. However, the T.O.V.A. and ADSA measures were not correlated for deaf adults. Furthermore, our research extends to deaf adults the results of earlier work showing that deaf children without known AD/HD respond with greater impulsivity and reduced perceptual sensitivity on CPTs compared with hearing peers. Along with earlier work, our results help to validate the use of CPTs for deaf people, but simultaneously indicate that separate norms for deaf people and further validity studies are needed to avoid misdiagnosis by tests such as the T.O.V.A.*

**Samar, V., Parasnis, I., & Berent, G.** (1998). Learning disabilities, attention deficit disorders, and deafness. In M. Marschark & M.D. Clark (Eds.), *Psychological Perspectives on Deafness* (Volume II, pp.199-242). Mahwah, NJ: Lawrence Erlbaum. [AN 1623]

*This chapter attempts to contextualize and synthesize the small literature on LD and ADD in the deaf population. The educational relevance of studying LD and ADD in the deaf population is addressed first. This is followed by a description of the history of LD and ADD definitions and the role of definitional issues in relegating LD and ADD among the deaf population to the backwater of academic and professional interest.*

**Stefanich, G., Norman, K., & Egelston-Dodd, J.** (1996). Teaching science to students with disabilities: Experiences and perceptions of classroom teachers and science educators. Cedar Falls, Iowa: Association for the Education of Teachers in Science. [AN 1602]

*This publication discusses the results of a survey of elementary teachers, middle school science teachers, high school science teachers, and science educators. Many students with disabilities are not receiving science instruction. The survey attempted to discern to what degree science teachers and science educators are aware of the new developments to serve disabled students and to determine the extent to which these practices are evidenced in science classrooms.*

**Stinson, M.** (1998). Schooling. In S. Barnartt & S. Foster (Eds.), *Disabilities Studies Quarterly*, 18 (2), 91-97. [AN 1700]

*Three issues important to the schooling of deaf and hard-of-hearing individuals are (a) the type of setting in which to place the students for their education, (b) the method of communication and the language for instruction, and (c) socialization for eventual membership in deaf or "hearing" cultures. As used here, students who are deaf or hard of hearing are those with sufficient hearing loss to participate in special education services designed specifically for this group.*

**Stinson, M., & Antia, S.** (1999). Introduction: Considerations in educating deaf and hard-of-hearing students in inclusive settings: *Journal of Studies and Deaf Education*, 4 (3), 163-175. [AN1698]

*This article provides an overview of key issues pertinent to an inclusive approach to the education of deaf students in order to establish a context for interpreting and integrating the articles in this issue of *Journal of Studies and Deaf Education*. It discusses definitions of inclusion, integration, and mainstreaming from placement-related, philosophical, and pragmatic perspectives.*

**Stinson, M., & Whitmire, K.** (2000). Adolescents who are deaf or hard of hearing: A communication perspective on educational placement. *Topic in Language Disorders*, 20 (2), 58-72. [AN1660]

*This article examines the key issues of motivation, peer relationships, and identity as they pertain to adolescents with hearing impairments. These issues are discussed within the framework of the social and psychological development of adolescents who can hear, and are then connected to pertinent research that has been conducted with adolescents who are deaf or hard of hearing.*

**Stinson, M., Long, G., Kelly, R., & Liu, Y.** (1999). The relationship between teacher sign skills and student evaluations of teacher capability. *American Annals of the Deaf*, 144 (5), 354-364. [AN 1667]

*This study examines the extent to which deaf students' perceptions of their teachers' effectiveness and ease of communication in the classroom are related to the teachers' sign skills. Thirty-three faculty, teaching a variety of courses at the National Technical Institute for the Deaf, were rated on teaching effectiveness and communication ease by their student over a 2-year period.*

**Stone, J.** (1996). Minority empowerment and education of deaf people. In I. Parasnis (Ed.), *Cultural and language diversity and the deaf experience* (pp.171-180). New York: Cambridge University Press. [AN 1560]

*In this chapter the author discusses Paulo Freire's theory of education and minority empowerment and explains how she uses this theory as a base for teaching math to deaf students.*