

Reading, Writing, Speech, and Sign Skills

Albertini, J., & Shannon, N. (1996). Kitchen notes, "the grapevine," and other writing in childhood. *Journal of Deaf Studies and Deaf Education*, 1 (1), 64-74. [AN 1444]*
In interviews with 20 deaf and hearing men and women, instances of instrumental, social, and expressive writing were recalled. Results indicated that instrumental writing was as common in deaf households as in hearing households, whereas deaf respondents did less personal or expressive writing than their hearing peers.

Berent, G. (1996). The acquisition of English syntax by deaf learners. In W.C. Ritchie & T.K. Bhatia (Eds.), *Handbook of language acquisition* (pp.469-506). New York: Academic Press. [AN 1449]
This chapter analyzes existing data on deaf learners' acquisition of English syntax in the context of developments in current linguistic theory. It provides a theoretical explanation for many of the difficulties deaf people have in learning English.

Berent, G., Samar, V., Kelly, R., Berent, R., Bochner, J., Albertini, J., & Sacken, J. (1996). Validity of indirect assessment of writing competency for deaf and hard-of-hearing college students. *Journal of Deaf Studies and Deaf Education*, 1 (3), 167-178. [AN 1548]
Indirect tests of writing competency are often used at the college level for a variety of educational, programmatic, and research purposes. However, the authors recommend direct writing tests be used with deaf and hard-of-hearing college students to ensure fair and accurate assessment of writing competency.

Bochner, J., Garrison, W., Palmer, L., MacKenzie, D., Braveman, A. (1997). A computerized adaptive testing system for speech discrimination measurement: The Speech Sound Pattern Discrimination Test. *Journal of the Acoustical Society of America*, 101 (4), 2289-2298. [AN 1589]
In this article, a computerized, adaptive test-delivery system for the measurement of speech discrimination, known as the Speech Sound Pattern Discrimination Test, is described and evaluated. Data obtained in the study supports the validity, reliability, and efficiency of this test as a measure of speech processing ability.

Brown, P., & Brewer, L. (1996). Cognitive processes of deaf and hearing skilled and less skilled readers. *Journal of Deaf Studies and Deaf Education*, 1 (4), 263-270. [AN

1572]

This study was designed to investigate whether inferences about predictable events are drawn in similar manner by deaf and hearing readers and whether the drawing of inferences varies as a function of reading level.

Christie, K., & Wilkins, D. (1997). A feast for the eyes: ASL literacy and ASL literature. *Journal of Deaf Studies and Deaf Education*, 2 (1), 57-59. [AN 1566]
This article discusses what it means to become literate in ASL and "oral" ASL literature.

Marschark, M., & Harris, M. (1996). Success and failure in learning to read: The special case of deaf children. In J. Oakhill & C. Cornoldi (Eds.), *Children's reading comprehension disabilities: Processes and intervention* (pp.279-300), Mahwah, NJ: Lawrence Erlbaum. [AN 1549]
This chapter critically reviews existing literature and recent research by the authors and others on deaf children's reading subskills. Contrary to some expectations, deaf children are found to have considerable competence at the basic levels of phonological construction and spelling rules. Barriers to reading excellence are found in vocabulary and grammar, but not at the level of discourse rules. Motivational factors and reading experience are seen to play a central role in reading success. Taken together, the available results suggest that understanding deaf children's reading abilities might not be as "special" as some investigators have suggested.

Schiavetti, N., Whitehead, R., Whitehead, B., & Metz, D. (1998). Effect of fingerspelling task on temporal characteristics and perceived naturalness of speech in simultaneous communication. *Journal of Speech, Language, and Hearing Research*, 41 (1), 5-17. [AN 1696]
This study investigated the effect of fingerspelling task length on temporal characteristics and perceived naturalness of speech produced during simultaneous communication. Five temporal measures were calculated from acoustic recordings, and perceived speech naturalness was rated by a panel of listeners using a 9-point scale.

Whitehead, R., D'Avonzo, S., Graziano, T., Metz, D., & Schiavetti, N. (1998). Production and perception of final consonant voicing in speech produced by inexperienced signers during simultaneous communication. *Journal of Communication Disorders*, 31, 337-346. [AN 1664]
This study investigated the potential influence of alterations in the temporal structure of speech produced by inexperienced signers during simultaneous communication on the perception of final consonant voicing.

Whitehead, R., Schiavetti, N., Metz, D., & Moore, N. (1999). Voice onset time in speech produced by inexperienced signers during simultaneous communication. *Journal of Communication Disorders*, 32, 37-49. [AN 1666]

This study investigated sentence duration and voice onset time (VOT) of plosive consonants in words produced during simultaneous communication (SC) by inexperienced signers. Stimulus words embedded in a sentence were produced with speech only and produce with SC by 12 inexperienced sign language users during the first and last weeks of an introductory sign language course.

Whitehead, R., Schiavetti, N., Metz, D., & Farrell, T. (1999). Temporal characteristics of speech produced by inexperienced signers during simultaneous communication. *Journal of Communication Disorders*, 32, 79-95. [AN 1665]

This study investigated temporal characteristics of speech produced during simultaneous communication (SC) by inexperienced signers. Recordings of stimulus words embedded in sentences produced with speech-only versus SC were made by 12 students during the first and last weeks of an introductory sign language course.

Whitehead, R., Weglarski, A., Sewall, A., Schiavetti, N., & Metz, D. (2000). Effect of vowel environment on consonant duration: An extension of normative data to adult contextual speech. *Journal of Communication Disorders*, 33, 1-10. [AN 1663]

This study investigates the effect of vowel environment on consonant duration in contextual speech, produced by adults. Results indicated significant effects of vowel context on consonant duration in contextual speech and revealed anticipatory scanning effects that are similar to those seen with nonsense syllables in previous studies.

Whitehead, R. & Whitehead, B. (1999). Effect of vowel environment on fricative consonant duration in speech produced during simultaneous communication. *Journal of Communication Disorders*, 32, 423-434. [AN 1658]

This study investigated the effect of vowel environment on fricative consonant duration in contextual speech produced during simultaneous communication (SC). Ten normal-hearing, experienced sign language users recorded palatal and alveolar fricatives produced in four vowel environments in contextual sentences under SC and Speech-only (SO) conditions.

Whitehead, R., Farinella, K., DeLeo, E., Schiavetti, N. (1998). Influence of analog versus digital recordings on speech naturalness. *Contemporary Issues in Communication Science and Disorders*, 25, 49-53. [AN 1703]

This study investigated the potential influence of analog versus digital audio recording on speech naturalness ratings. Eight male and eight female speakers were audio-recorded simultaneously with an analog recorder and a digital recorder under two speaking conditions. Twenty listeners rated the speech naturalness of the 16 speakers. Results indicated no difference between speech naturalness readings made from analog or digital audiotape recordings.