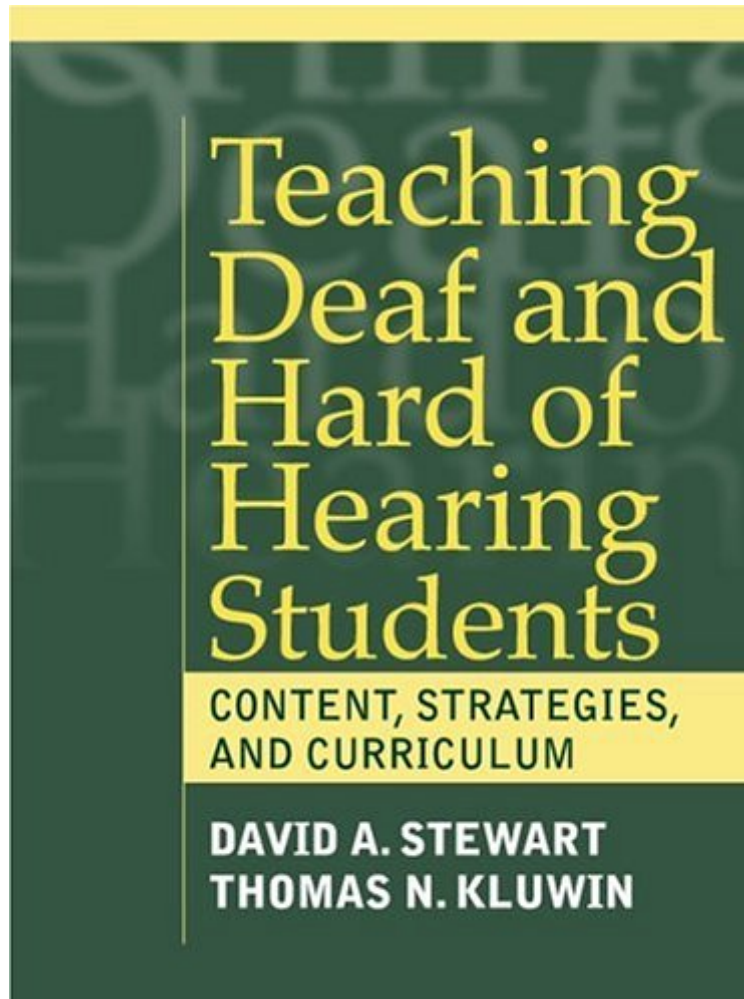


(Get free) Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum

Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum

David Stewart, Thomas N. Kluwin

*DOC | *audiobook | ebooks | Download PDF | ePub*



[Download](#)

[Read Online](#)

#1151797 in Books 2001-01-22Ingredients: Example IngredientsOriginal language:EnglishPDF # 1 9.10 x .50 x 7.00l, #File Name: 020530768X320 pages | File size: 72.Mb

David Stewart, Thomas N. Kluwin : Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum before purchasing it in order to gage whether or not it would be worth my time, and all praised Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum:

0 of 1 people found the following review helpful. TeacherBy sundancer7Helps to create ideas for lesson plans with Deaf and Hard of Hearing students needs. It gave me some good ideas to use.0 of 1 people found the following review helpful. Five StarsBy Ghithan Alamriit was good .0 of 0 people found the following review helpful. Five StarsBy Jennifer StewartIncredible. Every Deaf Ed teacher needs to read this!!

This highly practical reference for both pre-service and in-service teachers of the deaf and hard of hearing covers methods of teaching and other issues related to the teaching of deaf students. *Teaching Deaf and Hard of Hearing Students* takes a practical look at the challenges of teaching subject matter to deaf children. The book gives suggestions about what teachers can do in the classroom that will make a positive difference in how their deaf students learn. It emphasizes providing teachers with a framework to design instructions that meet the educational needs of their deaf students. The principles upon which instructional planning proceeds are applicable to deaf students at all grade levels; thus, the book is suitable for teachers at the elementary through high school levels. These principles are diverse but revolve around four central themes: 1) Creating authentic experiences; 2) Integrating vocabulary development; 3) Creating opportunities for self-expression; and 4) Providing deaf role models. When applicable, distinctions are made between the various instructional roles of teachers in self-contained classrooms, resource room teachers, and itinerant teachers, as well as general education teachers who have deaf students in their classrooms. Issues relating to diversity, discipline, and disabilities are reviewed from a pragmatic perspective. Ideas are then presented about how teachers can address these issues through instruction. Finally, strategies are provided for involving the family in the education of their deaf children, including exercises for increasing family awareness of the learning challenges their deaf children face. Practical ideas about how teachers can empower parents in the learning process are featured. Educators of deaf and hard of hearing students.

From the Back Cover This highly practical reference for both pre-service and in-service teachers of the deaf and hard of hearing covers methods of teaching and other issues related to the teaching of deaf students. *Teaching Deaf and Hard of Hearing Students* takes a practical look at the challenges of teaching subject matter to deaf children. The book gives suggestions about what teachers can do in the classroom that will make a positive difference in how their deaf students learn. It emphasizes providing teachers with a framework to design instructions that meet the educational needs of their deaf students. The principles upon which instructional planning proceeds are applicable to deaf students at all grade levels; thus, the book is suitable for teachers at the elementary through high school levels. These principles are diverse but revolve around four central themes: 1) Creating authentic experiences; 2) Integrating vocabulary development; 3) Creating opportunities for self-expression; and 4) Providing deaf role models. When applicable, distinctions are made between the various instructional roles of teachers in self-contained classrooms, resource room teachers, and itinerant teachers, as well as general education teachers who have deaf students in their classrooms. Issues relating to diversity, discipline, and disabilities are reviewed from a pragmatic perspective. Ideas are then presented about how teachers can address these issues through instruction. Finally, strategies are provided for involving the family in the education of their deaf children, including exercises for increasing family awareness of the learning challenges their deaf children face. Practical ideas about how teachers can empower parents in the learning process are featured. Educators of deaf and hard of hearing students.