

LIBRARY RESOURCES

EDUCATION: TEACHER BOOKS

Ed.T-1 The Education of the Deaf

Administrative and Professional Developments Richard G. Brill. EdD

Biography

Richard G. Brill began his association with schools for the deaf at birth as he was born in the Mystic Oral School in Connecticut where his mother was a teacher and his father the principal. During his boyhood he lived in schools for the deaf in New Brunswick, Canada, Nebraska, and New Jersey. Dr. Brill holds an A. B. from Rutgers University in Political Science, an M. A. from the University of California at Berkeley in Educational Psychology, and the EdD from Rutgers University in Educational Supervision.

He was a classroom teacher of the deaf in Berkeley for five years, principal of a residential school in Virginia for two years (which were interrupted by serving as the Commanding Officer of a subchaser during World War II for three years), principal of a day school for the deaf in Newark, New Jersey, for three years, and an assistant professor at the University of Illinois for two years. Dr. Brill was selected to established the California School for the Deaf, Riverside, where he has served as superintendent since 1951. For 12 years he taught a graduate course in administration to the National Leadership Training Program at California State University, Northridge.

Dr. Brill has also served as the president of the American Instructors of the Deaf, the Council on Education of the Deaf, and the Conference of Executives of American Schools for the Deaf, an Assistant Editor of *dsh Abstracts*, and has had over 40 papers published in professional journals.

Through the years Dr. Brill has served as a member of many advisory committees established by the Department of Health, Education, and Welfare, as well as on many other committees of professional organizations. He also served as a consultant on state plans for the education of the deaf to the states of Idaho, Utah, Texas, and Pennsylvania. In 1974 Dr. Brill was the invited guest of the Australian and New Zealand Association of

Teachers of the Deaf at their convention in Melbourne, Austria.

EDT-2 Principles For A Literacy Curriculum for The Deaf

By Roger J. Carver and Deborah Robar

Published by The Canadian Association of the Deaf

EDT-3 Encyclopedia of Language and Education

Volume 5 Bilingual Education

Jim Cummings and David Corson (Eds.)

This volume provides a comprehensive account of the implementation of bilingual education programs in countries throughout the world. Bilingual programs have been implemented to achieve a variety of educational and social goals in different contexts. Some programs are intended to support the maintenance of national minority languages or to revitalize languages whose long-term survival is threatened; others aim to help recent immigrants succeed academically while making the transition to instruction taught primarily through the majority language of the society. In addition, bilingual programs have been used to teach additional languages to students from the majority or dominant language group. Similar theoretical principles underlie the development of bilingual conversational and academic skills in all these diverse contexts. For academics, graduate students, and policy makers this volume clearly outlines the social and educational goals that can be achieved through bilingual education. It also highlights the need to take account of the complex political context of inter-group relationship within which bilingual programs are inevitably embedded.

EDT-4 Consonant Sounds and Letters Photocopy Masters

For Beginning Adult Literacy and ESOL Students

EDT-5 The Change Agent's Guide to Innovation in Education

By Ronald G Havelock

Education the way it is now

1. Relationships

11. Diagnosis

111..Acquisition

1V.Choosing

V. Acceptance

VI. Self-renewal

Education the way we would like it to be in the future

EDT-6 Mainstreaming Deaf And Hard of Hearing Students

Questions & Answers Research, Readings, & Resources

National Information Center on Deafness Gallaudet University Washington, DC

EDT-7 a,b Working in Literacy with Deaf and Hard of Hearing Adults

Literacy Tutoring Session #1

(binder and video tape)

by Louise Ford and Cheryl Wilson-Lum

This is the second edition of our resource guide. We have written this guide to give a literacy practitioners some information and ideas about the needs of Deaf and hard of hearing adults who may come to their programs.

We want to emphasize that many of the “tired and true” techniques used with other adult students may NOT work with a student who can’t hear. Most deaf students need to learn alternative word attack skills which do not require phonics. “Reading aloud” is a task which depends on speech and hearing skills. You will meet students who can sign and fingerspell all the words in a sentence or paragraph, but have no idea of the meaning of the whole passage. Many of the Deaf adults in literacy programs use American Sign Language and are involved in the Deaf Culture. Some of your students may have limited skills in any language.

Literacy skills are crucial to Deaf and hard of hearing people. To interact with the community or to use many of the support services available, they need to be able to read and write well. Using the TTY(a keyboard device for telephone communication), watching captioned television programs and exchanging notes with a supervisor are just examples of tasks which require reading and writing skills. People who teach literacy must understand the unique situation of Deaf people. Their early communication at home, education, use of American Sign Language and experiences in the Deaf culture all affect their use of written English for communication.

EDT-8 Working in Literacy with Deaf and Hard of Hearing Adults

by Louise Ford and Cheryl Wilson-Lum

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EDT-9 Illiteracy: The Consumer Issues A Symposium

Consumer Policy and Services Atlantic Region

Consumer and Corporate Affairs Canada

EDT-10 Language Teaching A Scientific Approach

Robert Lado

Here is a clear discussion of the theory and application of structural linguistics for the teacher of foreign languages and of English as a foreign language. This is the first book to incorporate a modern theory of second language learning, a scientifically directed set of principles and techniques for the teaching of a foreign language, and a description and a discussion of the use of such technological aids as the language laboratory, visual aids, teaching machines, and programmed learning.

The author, a linguistic authority and acknowledged specialists in the classroom methods and procedures, combines the three main streams of progress in language teaching: the contribution of linguistics, the advances in learning theory, and the development of tape recorders and language laboratories. The result is a major contribution to language teaching.

Distinguishing Features

treats the teaching of foreign languages and English as a foreign language as related fields

suggests how to use effectively technological aids, includes many illustrated foreign language examples drawn from French, German, Chinese, Portuguese, Russian and Spanish. Contains a glossary.

EDT-11 Teaching Reading To Deaf Children The Lexington School For the Deaf Education Series Book IV

by Beatrice Ostern Hart

The observation is frequently made by those undertaking investigations of various phases of the problems related to deafness that there is an appalling lack of published materials in this area of exceptionality. Invariably, then, following this observation, comes the request for a bibliography on deafness or the location of centers where such publications dealing with various facets of hearing impairment may be secured. Our most reliable and prolific sources of help have always been the Alexander Graham Bell Association for the Deaf and the American Annals of the Deaf. Too frequently, however, the material available for distribution is in the form of reprints dealing in general terms

with some particular and limited aspect of deafness.

The request most frequently received at the Lexington School, both from those who have visited the school and from those who have written to us, has been for outlines that will help administrators and supervising teachers set educational goals for their deaf children and which will help the classroom teachers achieve these goals more effectively. These requests have usually been made in the form of a question-“Do you have a course of study covering the program offered at the Lexington School and, if so, may I have a copy?”

To meet this obvious professional need, various members of the Lexington School Staff have been working for ten years on the development of a series of monographs to be published by the Alexander Graham Bell Association for the Deaf under the name of “Lexington School for the Deaf Education Series.” It is our hope that this series will provide more than usually contained in a standard course of study. Each unit of the series will outline in detail not only the goals we set for our pupils here at Lexington School in the particular phase of our program which the monographs deals, but will also describe activities, techniques and devices we have found particularly effective through the years in achieving these goals. Each publication will represent the best thinking of selected teachers skilled in particular subject areas, edited by the Curriculum Committee and coordinated and brought into final form by a master teacher. Each will include, as well, reference to the best information available in the literature of the general education field.

This monograph presents teachers of the deaf with developmental program for teaching reading. It contains a philosophy as well as a plan. The emphasis throughout is on the purpose rather than the process of reading, or as Betts has said, on reading to learn rather than learning to read. Suggestions are made for activities at each level, from the nursery through the advanced, through which children can enjoy reading and develop the skills.

EDT-12 ESL for Literacy Learners Canadian Language Benchmarks 2000: Center for Canadian Language Benchmarks

EDT-13 Communicate With Me Teacher Guide Conversation Strategies for Deaf Students

Written by David Deyo /Margaret Hallau

The ultimate goal of any communications program is to help students develop skills that will allow them to communicate a) appropriately b) with anyone c) about anything. Appropriate communication results from conscious or unconscious consideration of several variables: Do I know the other person well, not well, or not at all? What are my best modes of communication, and which is likely to be the most effective with this person? Is this situation formal or informal? Carrying on a conversation also requires several different strategies: for gaining attention; selecting, maintaining, and changing topics; repairing breakdowns; and closing a discussion.

Communicate With Me synthesizes important research on pragmatic functions of language. As a practical classroom tool, it is designed to help students with hearing impairments and other language disabilities apply the results of this research to their conversations with adults.

The complete set of materials for Communicate With Me includes several components.

* The comprehensive teacher guide provides instructional activities, assessment tools, and a student record-keeping system. While many teachers find the guide sufficient for a classroom teaching, others may wish to provide their students with additional examples and practice opportunities.

*The five student storybooks, published in a helpful story/picture format, offer students a chance to experience a variety of communication strategies in action, to understand how they work, and to predict endings. The storybooks also challenge students to consider and to choose appropriate strategies for getting attention, maintaining or changing topics, making repairs, and ending conversations.

*The classroom poster helps students get acquainted and perhaps identify with some of the characters who appear in the storybook narratives.

*The role-Play cards are the basis of important series of classroom activities, giving students a chance to practice their conversational skills.

*Remember Cards are not provided, but teachers can create them by duplicating the appropriate sections of the Teacher Guide. Ideally, each student should have a set of Remember Cards for easy reference.

ED-14 Managing Total Quality The Process for Improvement

by Robert E. Johnson / Scott K. Liddell / Carol J. Erting

Unlocking the Curriculum: Principals for Achieving Access in Deaf Education

The education of deaf students in the United States is not as it should be. It has been documented time upon time that deaf children lag substantially behind their hearing age mates in virtually all measures of academic achievement. Gentile (1972) found that deaf students' paragraph comprehension, vocabulary, mathematics concepts, mathematics computation, social studies, and science. Allen (1986) demonstrates that these patterns still persisted in (1983) and that, for each year of school, deaf children fall further behind their hearing peers in reading and the mathematics achievement. The most recent comments on the situation have come from the Commission on Education of the Deaf, convened in 1987 to examine the current status of deaf education in the United States. Throughout its report (1988) the Commission reiterated its conclusion that the results of deaf education have failed to live up to our expectations and investments.

We contend in this essay that these results represent a failure of the system that is responsible for educating deaf children. We will argue in support of changes in the system which recognize deaf children's need for early natural language competence and for communicative access to curricular material. Although these changes will not simply or quickly solve the problems of deaf education, they could move the system toward a higher rate.

Understanding the difficulties facing deaf education begins with an examination of the children being educated. Less than ten percent of children who are prelingually deaf come from families in which there is an older deaf relative (Meadow 1972; Rawlings 1973; Trybus; and Jensema 1978; Karchmer, Trybus, and Paquin 1978). Through such relatives, many of these children can gain access to the acquisition of a

natural language (in the form of American Sign Language) and thereby to the information that is critical for those aspects of normal socio-emotional development that are founded in family interaction. For the other ninety-plus percent of deaf children, however, the situation is quite different. Typically, a deaf child is the first deaf person that the members of his family have ever encountered. For such parents, having a deaf child is generally unexpected and traumatic. Furthermore, their advice usually comes from the pediatrician or an audiologist, many of whom do not understand the importance of early sign language acquisition. Thus, the parents and siblings of deaf children seldom have the communication skills or the knowledge and experiences required to provide these children with accessible context for the acquisition of either a natural language or the cultural understandings and experiences available to hearing children.

ED.T-15 Self Esteem for Little Folks

Introduction to Communication was developed to help hearing-impaired high school students understand hearing loss and the ways it affects their communication with others. The course is designed to help them develop strategies to find resources for building communication skills. Students also explore various cultural aspects of deafness.

This curriculum was developed by classroom teachers, and is addressed to other classrooms teachers who work with similar students, requirements, and teaching situations in their everyday lives. It provides practical, useful information and activities designed to increase student confidence in and enjoyment of human communication.

The course components of Introduction to Communication represents the accumulated experience of members of the MSSD Communications Department, who developed and refined the curriculum during more than 10 years of work with hearing-impaired students. The contributors to this text include: Scott Bally, Judy Bergan, Ellen Bringham, Laura Dugger, Linda Fraser, Susan Gowin, Janet Kurtz, Norman Lederman, Susanne Manzi, Jennifer McMillan, Marcia Montgomery, Ann Raymer, Karen Semanchik, Marian Wheltle, and Sarah Val.

Hearing-impaired students with a wide range of reading skills and intellectual abilities were involved during development of the course. The materials, therefore, are very

flexible, addressing a broad spectrum of student needs and abilities. Teachers planning to use this guide are encouraged to adapt the course to the requirements of their own students, possibly reviewing some objectives quickly while investing more energy in others.

ED.T-16 Educating Exceptional Children 99/00

edited by Karen L. Freiberg

Annual Editions: Educating Exceptional Children 99/00 is one in a series of over seventy volumes, each designed to provide convenient, inexpensive access to a wide range of current, carefully selected articles from some of the most respected magazines, newspapers, and journals published today. Within the pages of this volume are interesting, well illustrated articles by educators, researchers, and writers providing effective and useful perspectives on today's important topics in the study of educating exceptional children.

ED.T-17 Resource for the Identification and Teaching of Students with Specific Learning Disabilities

Elementary/ Middle Level

Department of Education Student Services

The Department of Education supports the inclusion of children with exceptional needs into the regular classroom setting. However, the identification or specific learning patterns, as well as specific strengths and needs, is needed in order to purposefully plan for the variety of diverse learners in our classrooms.

Since students with Specific Learning Disability make up approximately five to fifteen percent of any population, the Department of Education recognizes the need to provide practical information for teachers with regard to the characteristics associated

with Specific Learning Disability, and information regarding practical teaching methods and strategies for addressing the needs of these specific learners.

This document has been developed in response to this need. It provides teachers with background information about characteristics associated with various types of Specific Learning Disability. It suggests methods for informal and formal assessments of these students. It presents guidelines for the development of Special Education Plans that addresses the needs of these students and suggestions various resources appropriate for their learning needs. The document also recommends ways of incorporating parental involvement in the planning process.

Ultimately, the teacher of the children with Specific Learning Disabilities will recognize the uniqueness of the children's learning needs and will consider his or her methods of presentation and evaluation, that will allow the children to show knowledge of the content of what is being taught and its inherent concepts, while continuing to stimulate the children's average to above-average intellectual ability. The teacher must remember that, although these children have difficulty in specific areas, if given the opportunity, they can develop their creativity and knowledge to a level consistent with the other children in their class, although they will not always be expected to express it in the same manner. Methods of evaluation based on appropriate expectations are key to addressing the needs of children with Specific Learning Disability. Remember, "fairness" does not mean that everyone receives the same, what "fairness" actually means is everyone receiving what he or she needs. (Richard Lavoie, How Difficult Can This Be?)

In order to accomplish "fair" evaluation, the teacher must embrace the philosophies inherent in the theories of Multiple Intelligences (Howard Gardner), Learning Styles (Dunn&Dunn), Quantum Learning (DePorter, Reardon, Singer-Nourie), and other preference-based learning theories, and vary the presentation methods, activities and evaluations to suit the strengths of the children in the classroom.

The goal in developing methods and strategies for children with processing deficits is to assist them by circumventing the difficulty through methods and presentations that use other strength areas. In addition to this, particularly in the early years, children with learning disabilities often need explicit intervention, depending on

the nature of their processing difficulty.

Teachers who are sensitive to the needs of children with Specific Learning Disabilities can have significant impact on these children and give them a positive life-long effect on their ability to meet their potential.

ED.T-18 Improvisation Learning Through Drama

David W. Booth and Charles J. Lundy

“Finding the Drama.” This is a phrase that you will encounter again and again as you work and play your way through this book. It’s a somewhat vague phrase, but that is because drama is very hard to define.

Drama doesn’t simply mean Theatre, although Theatre is one of the events we participate in (as audience and performers) in the hope of finding drama.

It doesn’t always mean fun and excitement, although excitement, tension, and satisfaction are important ingredients of drama.

And drama doesn’t imply “ serious Theatre” as opposed to comedy or mystery or science fiction, although this is the way the word is often used in for example television guides.

Then what is drama? It is something that happens when all the participants in and witness to make-believe situation find themselves believing in that situation, because somehow the situation has come to represent things that are important to everyone. The learning come to represent things that are important to everyone. The learning in drama is something like a voice saying:”this is what life is like; this is how people are; this is the way that human encounters work.”

Drama is a group process: it works from the strength of group and enriches the lives of everyone concerned. You find dram by working within the medium-by improvising, by exploring ideas through role-play, and then by replaying, discussing, arguing and discovering new meanings of the situation.

You begin to work in drama with everyone in the whole class, free from anyone looking at you. This allows you to learn about yourself as you participate, building on your personal strengths, learning about how you think and feel, and, at the same time, developing your communication and Theatre skills. Then there will be times when you

may wish to revise, shape and rehearse your work so that you can communicate your ideas to others in the class. And, as your experience and trust grow, you may want to share your drama explorations with other audiences.

Improvisation: Learning through Drama is divided into five sections. Section A is about getting yourself prepared for the drama work. Section B prepares the whole group for the drama process. These two sections are filled with games and activities that can be played and worked with for their own sake. Section C is about the differences between playing yourself and playing a role. And in section D you cross over into the drama itself. The last part of the book, “Drama Projects,” offers a few suggestions for exploring the performance aspects of Theatre.

Each section is divided into chapters, and each chapter contains an introductory essay, a Workshop with its own Table of Contents, and a page for journal writing. The further you move into drama, the more necessary it becomes that you know how to find your way out of it. By keeping a drama journal, you can reflect on what happened within the drama, think about how you felt working inside the action, examine your feelings and ideas about working with your group, look at how the drama affected you, and add to your knowledge of how drama works. You may or may not wish to share your notes with others in the class.

Join in. Trust yourself. Trust your group. Explore and enjoy drama. Drama helps you build skills for life, so that you can feel confident and secure in dealing with others in the many situations in which you find yourself. Drama can be a powerful and significant experience.

ED.T-19 Resources for Educating Young Children With Diverse Abilities Birth Through Twelve

Penny Low Deiner /Louisa Dyck/ Lana-Lee Hardacre

Resources for Educating Young Children With Diverse Abilities Birth Through Twelve is a textbook and resource tool for early childhood students and professionals in Canada. This First Canadian Edition provides a practical approach to integrating children with diverse abilities into inclusive classroom settings.

As well as providing effective teaching strategies that address the care and

education of children in Canada, the text features Canadian social and legal policy in early childhood education and includes Canadian history and resources.

The book is divided into three sections

Part I presents an overview of early childhood intervention in Canada;

Part II outlines the diverse conditions that the educator will encounter, and offers suggestions for specific curriculum adaptations; and

Part III presents a variety of activities designed to integrate students with diverse abilities into the curriculum.

Insight to the changing systems and attitudes concerning the education of children with diverse abilities make this an important book for students, educators, and specialists in early childhood education.

ED.T-20 a,b (2copies) Communicate With Me Teacher Guide Conversation Strategies for Deaf Students

Written by David Deyo /Margaret Hallau

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***ED.T-20A**

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ED.T-20B to ED.T-20E Five Picture Books

ED.T-21 Introduction to Communication

Developed by Members of the Communications Department Model Secondary School for the Deaf Gallaudet Washington, DC

ED.T-22 How to Write and Caption for Deaf People

Ruth Verlinde and Peter Schragle

ED.T-23 Developing Individualized Family Support Plans *a training manual*

Tess Bennett, Barbra V. Lingerfelt and Donna E. Nelson

ED.T-24 Teacher Research in Bilingual/Bicultural School For Deaf Students

***Project Director:* Anita R. Small**

Teacher Researchs:

Irene Liebman Youngs, Robyn Sanford, Molly McGuire, Andrew Byrne, Elizabeth Hicky, Sue Dempsey Stranks

***Videotape Transcribers/Analysts:* Ron Hall, Adele Churchill**

***Editors:* Dorthy L. Smith, Anita R. Small**

ED.T -25 Behavior Management *A Practical Approach for Educators* Seventh Edition

James E. Walker and Thomas M. Shea

ED.T-26 Teaching Tipa for Part -Time Teachers Second Edition

Vernon L. Taylor

