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Deaf Students and the Qualitative Similarity Hypothesis ...

Recent research reveals, however, that deaf students acquire language structures, produce errors, and employ strategies in the same fashion as younger hearing students, though at later ages. The ability of all students to learn language and literacy skills in a similar manner at different stages forms the foundation of the Qualitative Similarity Hypothesis (QSH).

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summary. Sign language interpreters often offer the primary avenue of access for deaf and hard of hearing students in public schools. More than 80% of all deaf children today are mainstreamed, and few of their teachers sign well enough to provide them with full access. As a result, many K-12 interpreters perform multiple roles beyond interpreting. Yet, very little is known about what they actually do and what factors inform their moment-to-moment decisions.

Project MUSE - Deaf Students and the Qualitative ...

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Enhancing support for early identified deaf children and their families using Deaf and hard of hearing professionals.. 1st International Congress on Family centred Early intervention for Children who are Deaf or Hard of Hearing, ... Qualitative Health Research, 14 (6) . Publication link: 57c939af-d7f2-4e5e-98fb-f28a5c3044c3. 2003.

Social Research with Deaf People (SORD): publications ...

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Deaf Students and the Qualitative Similarity Hypothesis ...

This study reports on the experiences of teachers of the deaf and hard-of- hearing students in a special needs high school for the deaf in Eswatini. The study adopted a qualitative approach and was...

(PDF) Experiences of Teachers of Deaf and Hard- of ...

Experiential Shortages: Research shows that deaf students often lag behind their hearing peers when it comes to number concepts, language and problem solving skills. Hearing students constantly absorb new information and knowledge through the daily noises, conversations and language that is spoken around them.

10 Challenges Deaf Students Face in the Classroom

More specifically, educational policy in which special education for the deaf is considered equal to mainstream education in creating future educational and employment opportunities, implies that special education offers the same high level of quality and a broad spectrum of options.

Analysing care-related decisions in parents of ...

• The study sample comprised 363 deaf students, 71.8% of all those known to HESA (N=505) in the year 2002–2003. 23 HE students provided further detailed qualitative information in this study. • The sample of deaf students came to HE from a variety of entry routes to undertake a broad range of courses. Policy, Legislation and Initiatives

Deaf Students in

Utilising a small convenience sample of 7 secondary, mixed-sex personal FM users (mean age 12 years) educated within Cheshire West and Chester's mainstreamed schools, deaf pupils' views were elicited using a semi- structured, face-to-face interview based on the 15 LIFE-R scenarios during the Autumn Term 2013.