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addresses the development,

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the mutually dependent
development of social skills and
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Generally, deaf students in general
education/mainstream settings

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demonstrate lower social
competence (e.g., self-concept,
self-esteem, social skills and peer
relationships) (Antia, Jones,
Luckner, Kreimeyer, & Reed,
2011) reporting feelings of
isolation and loneliness (McCain
and Shirin, 2005; Gent, Goedhart,

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Hard-Of-Hearing Children
(Knors, Westenberg, & Treffers,
2011) than those in inclusion
settings.

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Positive Social Competence in
Mainstream Deaf Students
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D. Antia, 9780199957736,
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The aim of this study was to
determine the effects of a social

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skills training program on the
social skills and social behaviors of
deaf children in ... Mar í a Su á rez,
Promoting Social Competence in
Deaf Students: The Effect of an
Intervention Program, The Journal
of Deaf Studies and Deaf
Education, Volume 5, Issue 4, ...

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Social Competence and Sense of
Loneliness of Children With

Hearing Loss. Children with
hearing loss (HL) may have
difficulties while growing up in

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Social Competence, Sense of
Loneliness, and Speech ...

To test the hypothesis that our
deaf sample would display higher

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levels of social competence than the deaf norms on the SEAI, we examined the proportion of children in our sample who performed in the “above average” range (80th percentile or greater)—see Table 3. Our deaf sample scored in the above

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average range on two of the three
SEAI scales we targeted: Social
Communicative Behaviors (37.7%
vs. expected 20%) and the
Anxious, Compulsive Behaviors
(48.9% vs. expected 20%).

Comparisons of Social Competence

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in Young Children With ...
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Abstract. Increasing numbers of
deaf students receive most of their
education in general education
classrooms. These students may
not have easy access to peers and
adults with whom they can

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communicate; consequently professionals have expressed fears that these students will be socially isolated and lack opportunities to develop the social competence necessary for success.

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competence: Deaf students ...
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social competence in children who
are deaf or hard-of-hearing
(DHH). Most children readily
develop social competence through
the mutually dependent
development of social skills and

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social relationships. Why then write a book on the social competence of DHH children? Hearing loss, with its resulting communication challenges, has the potential to impede the development of social skills and restrict social relationships. In this

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volume, Shirin D. Antia and
Kathryn H. Kreimeyer highlight
multiple strategies that teachers,
families, and community members
can utilize to promote the social
competence of DHH children. The
authors approach this topic by first
describing the development and

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expression of social competence in
infants, as well as in preschool-
and school-age hearing and DHH
children. Socially competent
children display a flexible
repertoire of social behaviors that
are appropriately utilized in
varying social situations and which

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further children's social goals. Since social competence develops initially through interactions between infants and their caretakers, a primary consideration for children with hearing loss is that the infant and caretaker share a common

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communication approach to facilitate early interaction. As infants become preschool age, opportunities for interactions with other children increase and social interactions revolve around play. The development of interactive and of pretend play requires

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children to communicate with one another to assume roles, share fantasies, and solve social conflicts. DHH children must develop communication skills to participate in interactive play, and hearing children may need guidance to successfully engage

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Read Online Social Competence Of Deaf And Hard Of Hearing Children. The authors present a variety of practical ways to assess the social competence of DHH children. They emphasize the role of assessment in identifying social strengths and needs to establish a basis for any necessary intervention. They then present

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ways to promote social
competence, with a separate focus
on strategies appropriate for
young DHH children and for school-
age DHH children. For both age
groups, the authors address the
role of families, professionals,
schools, and communities in

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helping children develop the skills
needed to become socially
competent individuals. This book
will be a valuable resource for the
parents and families of DHH
children, for the general and
special educators who teach these
children, and for the researchers

Read Online Social Competence Of Deaf And Hard Of Hearing Children who describe development and evaluate the effectiveness of strategies to promote the social competence of DHH children. Professional Perspectives On Deafness Evidence And Applications

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This title is a major professional

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reference work in the field of
deafness research. It covers all
important aspects of deaf studies:
language, social/psychological
issues, neuropsychology, culture,
technology, and education.

Students with communication

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difficulties need skills to
communicate functionally in
everyday situations, without the
usual support and protection from
home and school. These skills
need to be explicitly taught, to
enable them to become confident
young adults. Smile Therapy is an

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innovative therapy designed to
equip students with the skills
necessary to become responsible
individuals who operate at the
highest level of independence that
their circumstances and condition
allow. Teachers and speech and
language therapists have always

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included functional life skills
practice in their work with
students. Now, for the first time,
they can do so using a therapy
with a proven method that has
demonstrable outcomes. This book
is a practical step-by-step
resource, designed to guide

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teachers and SLTs in the delivery
of Smile Therapy with students
who have communication
difficulties due to deafness,
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physical disability. Features: a
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preparing, running and evaluating
Smile Therapy, with photocopiable
resources. clear outcome
measures from each module to
share with parents, staff, education
and health managers.

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In this updated edition of the landmark original volume, a range of international experts present a comprehensive overview of the field of deaf studies, language, and education. Written for students, practitioners, and researchers,

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The Oxford Handbook of Deaf
Studies, Language, and Education,
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work that has altered both the
theoretical and applied landscapes.

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