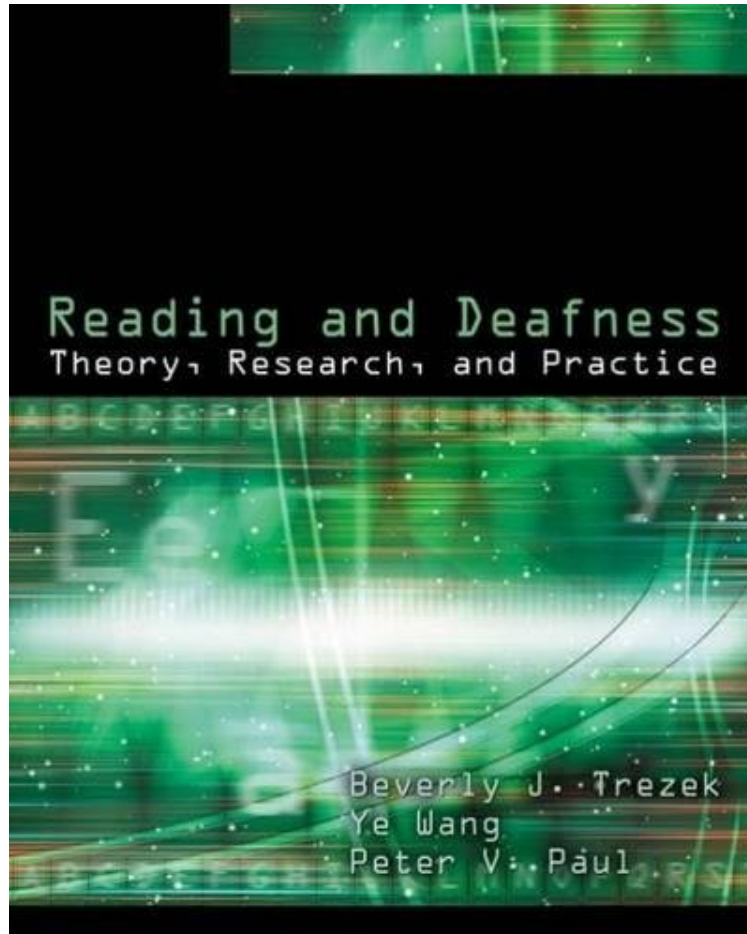


Reading and Deafness: Theory, Research, and Practice

Beverly J Trezek, Peter V. Paul, Ye Wang
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#1374163 in Books Cengage Learning 2009-01-29 2009-01-29 Original language: English PDF # 1 9.25 x .56 x 7.38l, .98 #File Name: 1428324356248 pages | File size: 69.Mb

Beverly J Trezek, Peter V. Paul, Ye Wang : Reading and Deafness: Theory, Research, and Practice before purchasing it in order to gage whether or not it would be worth my time, and all praised Reading and Deafness: Theory, Research, and Practice:

1 of 1 people found the following review helpful. I can't recommend highly enoughBy CustomerThis is a very well written summary of research about how students learn to read then what the research means in the deaf ed classroom. I have taught (and learned!) for over 30 years and this is the best, most practical book to support what happens in the real world -- critical when "Research Based" is THE requirement when doing anything in special ed.Great for pre-service and in-service teachers. I gave a copy to my administrator ;-)
1 of 1 people found the following review helpful. Five StarsBy AliIt is valuable book, for teachers of Deaf students and professors.
1 of 1 people found the following review helpful. Five StarsBy AlqrainiIt's an excellent book

This first-of-its-kind text connects theories and research with classroom practice to provide a comprehensive and

balanced view of reading and deafness that addresses a broad scope of literacy concepts. An excellent classroom resource, the text offers current and future deaf educators with research-based reading instructional practices and techniques for implementing these strategies with students.

Introduction to Reading. Reading and Deafness. Communication Systems and Reading Development. Phonemic Awareness and Phonics. Fluency. Vocabulary. Comprehension and Text-Based Factors. Comprehension and Reader-Based Factors. Multiple Literacies and Literate Thought. Conclusion. Appendices. Author Index. Subject Index. About the Author

Dr. Beverly Trezek is a licensed Special Education teacher with more than 12 years of teaching experience who holds PreK-12 certification in the areas of Hearing Impairments and Learning Disabilities. In addition to her teacher certifications, Dr. Trezek is also a licensed Visual Phonics trainer. Dr. Trezek served as a consultant on three Federal grants that employed the use of technology to enhance reading, language and vocabulary instruction for children who are deaf or hard of hearing. Her role in these grants included writing grant proposals, assisting with the development of computer technology, designing interventions and test protocols, implementing interventions, collecting data and collaborating with teachers, teacher assistants and administrators in the three states where field-testing occurred. Dr. Trezek has also conducted numerous presentations and training sessions on using innovative instructional strategies, such as Direct Instruction curriculum supplemented by Visual Phonics, to improve reading achievement for students. An article summarizing the results of a study based on her work with these instructional practices was recently published in a prestigious scholarly publication *The Journal of Deaf Studies and Deaf Education*. Dr. Trezek is continuing this line of research and is currently serving as a Direct Instruction trainer and coach to the Houston Public Schools Hearing Impaired Program in Houston, TX and a Visual Phonics consultant and coach to the Columbus Public Schools Hearing Impaired Program in Columbus, OH. In her position as an Assistant Professor in the Language, Literacy and Specialized Instruction department at DePaul University, Dr. Trezek teaches courses in Reading and Learning Disabilities. Professor in the School of Teaching and Learning (Integrated Teaching Learning) in the College of Education at the Ohio State University. One of his major responsibilities is teacher education for individuals interested in the education of deaf and hard of hearing students. Dr. Paul's research interests involve the areas of vocabulary, literacy, and literate thought. Dr. Paul has published extensively on language and literacy development of individuals with severe to profound hearing impairment. His scholarly texts include *Education and Deafness* (with Stephen P. Quigley), *Toward a Psychology of Deafness*, and *Literacy and Deafness*. Dr. Paul (with Stephen P. Quigley and others) has also worked on educational materials, particularly special reading series for deaf and hard of hearing students - *Reading Milestones* and *Reading Bridge*. The College of Education at Ohio State University presented Dr. Paul with the 2000 Senior Faculty Research Award for outstanding research in the field of education.