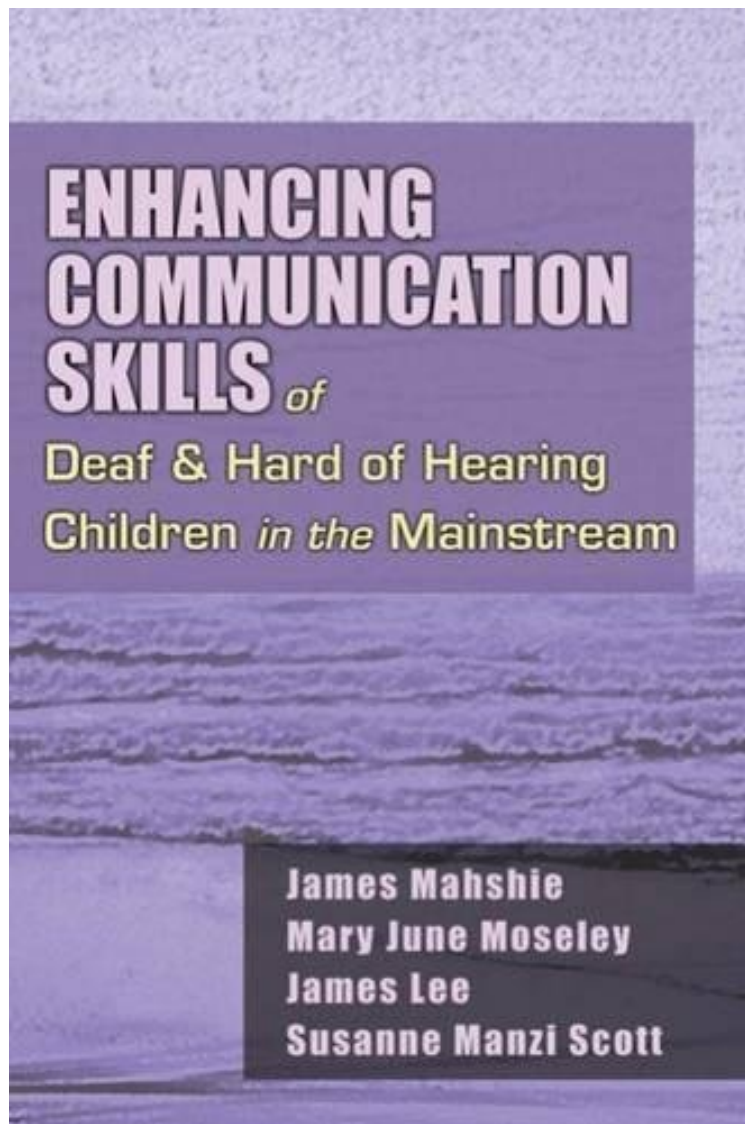


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## Enhancing Communication Skills of Deaf and Hard of Hearing Children in the Mainstream

*James Mahshie, Mary June Moseley, Susanne M. Scott, James Lee*  
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## Mainstream:

With many children who are deaf or hard of hearing now integrated in mainstream classroom settings, speech-language pathologists and school-based clinicians are encountering this population in growing numbers. *Enhancing Communication Skills of Deaf and Hard of Hearing Children* is designed to help clinicians who may have little or no experience with this population to understand its unique communication needs and develop clinical skills for working with them. This important new resource takes a holistic view of children who are deaf or hard of hearing and stresses the child as a communicator rather than focusing on the disorder itself. This book provides a useful framework for viewing and assessing children's communication abilities and goals at all stages of language development. It also includes specific assessment and treatment techniques to help develop and improve communication skills in order to maximize this populations' potential for learning.

Preface PART I: BACKGROUND Chapter 1: Factors Influencing the Acquisition and Refinement of Communication Skills. Chapter 2: Communication Access: Overview and Issues Chapter 3: Issues in Assessment and Intervention PART II Chapter 4: Pre-Language Communication Chapter 5: Pre-Language Assessment and Intervention Chapter 6: Later Language Development Chapter 7: Adolescent Language: Assessment and Intervention Appendix A: Resource List for Children with Auditory Processing Disorders (APD) Appendix B: Troubleshooting Technology Appendix C: Technology Resources Appendix D: Recommendations for Comprehensive Assessment: Pragmatics and Semantics. Appendix E: Familiarity and Transparency Ratings for 100 Idioms Appendix F: Familiarity Ratings for 107 Proverbs Appendix G: Pronunciation Skill Inventory Index About the Author Gallaudet University, Washington, D.C. Mary June Moseley, Ph.D. Susanne M. Scott, M.S. James Lee, M.S.