Table of Contents

ix Acknowledgements
xii Review of this Work
xiii Prologue
xvii Introduction
xvii Optimal Models
xix About this Book
xix Organization
xx Terms Used in this Book
xxi Background
xxi Bilingual Education in Sweden and
Denmark: What Does it Look Like?
xxiii
XXV Other Sources of Information
xxvii Sweden and Denmark: A Brief Overview
xxvii Identification and Early Services
xxviii School Placement
XXX Support for Home Languages
xxx Sign Language as an Academic Subject
xxxi Sign Language Instruction for Parents and Teachers
xxxii Factors Leading to Change
xxxiv Experimental Classes
xxxiv Transition
1 Chapter One: A Closer Look: Developing Literacy
3 Adam's Book
15 Trusting the Children's Process
16 Outcomes
16 Reading Achievement
20 Overall Achievement
23 Developing Literacy: Theory
27 Comprehensible Input
28 Grammar Teaching
32 Literacy and Developing Skills in the Spoken Language
33 One Basic Prerequisite
36 Timing is Critical: First Things First
38 Writing
40 The Role of Errors
43 The Pay-Offs of Patience
46 At Their Own Pace
48 Expression in Either Language "Counts"
50 Process Writing/Signing
30 1100033 Wilding

51	Applying Second Language Research and Resources
51	"Home Language" and "Mother Tongue"
52	Sorting Out the Differences
52	W- and S-Languages
54	More than Just a Luxury
56	A Measure of the Need for Change
57 Chapt	er Two: Let Deaf Children Be Children
61 Chapt	er Three: Let the Parents Be Parents
63	The Impact is on the Family
64	Acceptance and Support
64	Grieving
67	Parents in Transition
67	A Soft Start
	Differing Needs
73	Respect
	A First Language: Whose Choice is It?
	A Win-Win Situation
75	Different Paths to Bilingualism
78	The Whole Child
	The Opportunity to See for Themsleves
•	Cognitive Academic Language Proficiency
	Keeping Expectations High
	Emphasis on Speech Skills
	A Cost-Benefit Perspective
	Residual Hearing
91	
	Ramifications
	Critical Period and Spoken Language
94	Acquisition vs. Learning
97	Access Is the Key
99	A Hard Reality
101	Critical Period and Sign Language
102	Early Amplification
103	If and When
	Cochlear Implants
109	Making Decisions
111	The Importance of Natural Language
111	The Significance of a Community of Language Users
	Early Natural Language Input and the Brain
115	Beyond Modality

117	Use of Simultaneous Communication and Sign-based Codes
	for the Majority Language
117	The Rise and Fall of Sign-based Codes
120	Sign-based Codes as Input for the Acquisition
	of a First Language
120	The Signed Portion of the Input
123	Further Research Support
125	The Spoken Portion of the Input:
	A Child-Centered View
128	Input in Two Modes
129	Use of Signed Codes by Older Students Whose First
	Language is Sign Language
131	Sheltered Subject Matter Teaching
133	The Learning of Sign Language by Parents
134	Choices
137	The Parents' Own Language
137	Something In-Between
139	Sign Language Teaching
140	Minority Parents
141	Whatever it Takes
143	Placement Decisions
143	Integration of Deaf Children into Classes with Hearing Children
147	'Segregated' Placements
151	Placement of Hard of Hearing Children
151	Integration into Classrooms with Hearing Children
153	Placement in Schools for the Deaf
155	Deaf, Hard of Hearing, and Hearing
	Children Together
156	Placement with Other Hard of Hearing Children
157	Chapter Four: Let the Teachers Be Teachers
	Trust
158	Deaf Teachers
161	Sign Language as an Academic Subject/Deaf Studies
163	Expertise
	Knowledge of the Structure of Both Languages
	Knowledge of the Language of the Deaf Community
169	Training for Teachers of Sign Language/Deaf Studies
	as an Academic Subject
	Respect for Both Languages
	Good News
	Commitment to Individualization
	Larger Class Size: An Important Strategy for Individualizing
176	A Team Effort

179 Chapte	er Five: Change the System, Not the Children	
179	Meeting Deaf Children "Where They Live"	
182	"Yes, but	
182	Cost-effectiveness	٠.
185	Socioeconomic status of parents	
187	Cultural diverstiy	
189	The impact of bilingual education for minority Deaf children	
190	Deaf/Hearing dynamics	
193	Sharing Sign Language and Deaf culture	
194	Hearing and Deaf parents connecting	
	Lack of expertise	
200	Making changes in a large, diverse nation	
204	Turning the World Upside Down	
204	Making a Transition	
209 Apper	ndices	
209	Appendix A: Author's Note: Terms Used in this Book	
	Rationale	
	Conventions	
214	Appendix B: Procedure and Limitations of this Study	
216	Appendix C: Addresses of Organizations Named in Text	
219	Appendix D: Diagram of the Swedish School System	
	Appendix E: Swedish National Curriculum	
235	Appendix F: Bonaventura Parents' Organization Advice to "New" Parent	S

239.. References