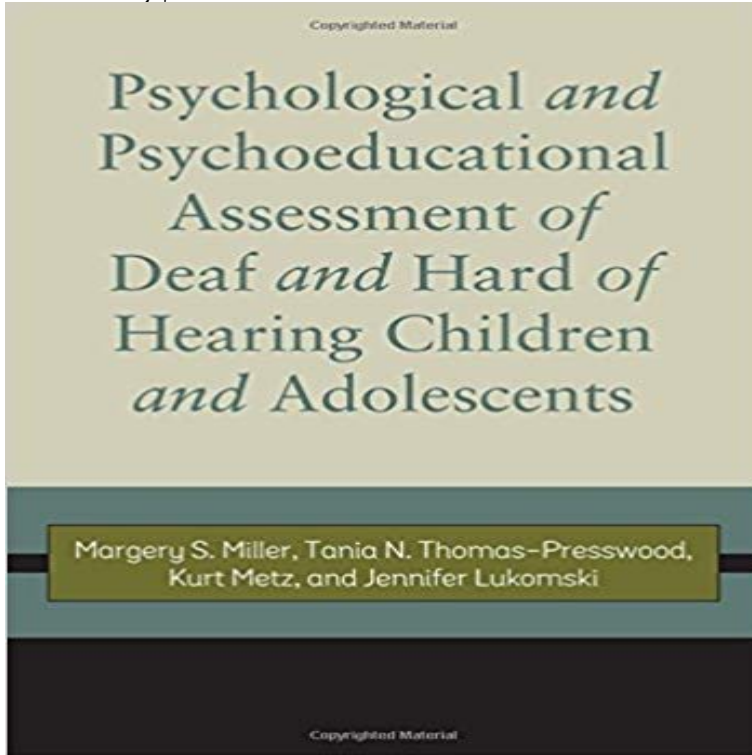


Psychological and Psychoeducational Assessment of Deaf and Hard of Hearing Children and Adolescents



The obstacles to valid and meaningful assessment of deaf and hard of hearing children and adolescents are great, yet professionals are regularly asked to conduct comprehensive evaluations to determine resource and program eligibility, test modifications in school, classroom and home recommendations, and referrals. In this important new text, the authors define the skills required of the examiners, explain the complex nature of these assessments, and describe ways to intelligently use existing tests. Authors Margery S. Miller, Tania Thomas-Presswood, Kurt Metz, and Jennifer Lukomski bring a wealth of knowledge and experience to this in-depth treatment of topics essential to educators and school psychologists. They cover such critical areas as test construction and measurement; the diversity in American Deaf culture; the role of parents in the assessment process; neuropsychological assessments; nonverbal methods for assessing intelligence; and the need for sign language competency when testing cognitive and language skills. The text concludes with recommendations for the development of valid and reliable tests for all students who are deaf and hard of hearing.

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