Theory/Review

What Really Matters in the Early Literacy Development of Deaf Children
Connie Mayer

Empirical Articles

Visual–Spatial Representation in Mathematical Problem Solving by Deaf and Hearing Students
Gary Blatto-Vallee, Ronald R. Kelly, Martha G. Gaustad, Jeffrey Porter, and Judith Fonzi

Factors Predicting Recall of Mathematics Terms by Deaf Students: Implications for Teaching
Harry Lang and Claudia Pagliaro

Neuropsychological Correlates of Vocabulary, Reading, and Working Memory in Deaf Children With Cochlear Implants
Mary K. Fagan, David B. Pisoni, David L. Horn, and Caitlin M. Dillon

Nonword Repetition with Spectrally Reduced Speech: Some Developmental and Clinical Findings from Pediatric Cochlear Implantation
Rose A. Burkholder-Juhasz, Susannah V. Levi, Caitlin M. Dillon, and David B. Pisoni

Deaf College Students’ Perceptions of Their Social-Emotional Adjustment
Jennifer Lukomsks

Speech Intelligibility, Loneliness, and Sense of Coherence Among Deaf and Hard-of-Hearing Children in Individual Inclusion and Group Inclusion
Tova Most

Career and Workplace Experiences of Australian University Graduates Who Are Deaf or Hard of Hearing
Renée Punch, Merv Hyde, and Des Power

Parents of Deaf Children Seeking Hearing Loss-Related Information on the Internet: the Australian Experience
Ann Porter and Sisira Edirippulige

Language Approaches Used With Deaf Pupils in Scottish Schools: 2001–2004
Marian Grimes, Ernst D. Thoutenhoofd, and Delma Byrne

Representations of Sound in American Deaf Literature
Russell S. Rosen