

Shirin Dara Antia

VITA

Shirin Dara Antia

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EDUCATION

- 1979 Ph.D.
 Special Education
 School of Education
 University of Pittsburgh
 Major area: Education of the Hearing Impaired
 Minor areas: Learning Disabilities
 Mental Retardation
 Curriculum and Supervision
- 1973 M. Ed.
 School of Education
 University of Pittsburgh
 Major area: Education of the Hearing Impaired
- 1972 Diploma: Teacher of the Deaf
 Maharashtra State
 Education, Audiology and Research Society,
 Bombay, India
- 1971 B.A.
 Calcutta University
 Calcutta, India
 Major area: Education (Foundations)
 Minor area: English Literature

EMPLOYMENT

- Current Meyerson Distinguished Professor of Disability and Rehabilitation, University of Arizona, Tucson, Arizona
 Responsibilities. Coordinate Graduate Program to prepare teachers of the Deaf/Hard of Hearing students; teach master's and doctoral courses in the area of education of Deaf/Hard of Hearing, language development, and research, advise master's and doctoral students, obtain funding for research and teacher preparation.

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- 1985- 1996 Associate Professor, Department of Special Education and Rehabilitation, University of Arizona, Tucson, Arizona
Responsibilities: Coordinate Graduate Program to prepare teachers of Deaf/Hard of Hearing children; teach master's and doctoral courses in the area of education of Deaf/Hard of hearing, language development, research; advise master's and doctoral students; obtain and manage funding for research and teacher preparation.
- 1991- 1994 Parent Advisor, Parent Outreach Program, Arizona State Schools for Deaf and Blind
Responsibilities: Work with three families of newly identified Deaf/Hard of Hearing children in their homes.
- 1980-1985 Assistant Professor, Department of Special Education, University of Arizona, Tucson, Arizona
Responsibilities: Coordinate and develop graduate program to prepare teachers of deaf and hard of hearing students.
- 1979-1980 Assistant Professor, Director of program to prepare teachers of the hearing impaired. Department of Learning and Development, Northern Illinois University, DeKalb, Illinois.
Responsibilities: Coordinate program, teach graduate and undergraduate courses, supervise students, develop program by increasing practicum sites, and revising program competencies.
- 1978-1979 Senior Teaching Fellow, Department of Special Education, University of Pittsburgh, Pittsburgh, Pennsylvania.
Responsibilities: Arranging site visits and classroom observations, arranging practicum placements, supervising student teachers, teaching practicum seminar course, coordinating practicum workshop.
- 1977-1979 Coordinator of Practicum, Hearing Impaired Program, University of Pittsburgh, Pittsburgh Pennsylvania.
Responsibilities: Arranging site visits and classroom observations, arranging practicum placements, supervising student teachers, teaching practicum seminar course, coordinating practicum workshop.
- 1973-1977 Classroom Teacher, Lower School, Western Pennsylvania School for the Deaf, Pittsburgh, Pennsylvania
Responsibilities: Teaching language, speech, auditory training, reading, and math to profoundly deaf children, ages 6-9 years.
- 1974 summer Coordinator, Summer Language Program for hearing impaired children, Utica Children's Hospital, Utica, New York.
Responsibilities: Teaching language to DHH children with additional learning problems, ages 5-13.
- 1972 summer Classroom Teacher, Education Audiology and Research Society, Bombay, India
Responsibilities: Teaching language, speech, and school subjects to severely and profoundly hearing impaired children, ages 11-15.

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CERTIFICATIONS AND AFFILIATIONS

Council on Education of the Deaf, Professional Certification, Elementary and Multi-handicapped, 1972-present
Council on Education of the Deaf, Supervisory Certificate, 1984
Pennsylvania Certification in teaching the hearing impaired K-12, 1978
Certification of competence in Verbotonal Training, Western Pennsylvania School for the Deaf, 1974
Certificate for Teacher of the Deaf, Maharashtra State, India, 1972
Member, Council for Exceptional Children
Member, Convention of American Instructors of the Deaf
Member, Alexander Graham Bell Association
Member, Association of College Educators of Deaf/Hard of Hearing
Member, American Educational Research Association

OFFICES HELD IN PROFESSIONAL ORGANIZATIONS

Executive Committee member, Association of College Educators: Deaf/Hard of Hearing, March 1997- 1998
President, Association of College Educators: Deaf/Hard-of-Hearing, March 1996-97
President-Elect and Conference Program Chair, Association of College Educators: Deaf/Hard-of-Hearing , March 1995-96
Vice-President and Local Arrangements Chair, Association of College Educators: Deaf/Hard of Hearing March 1983-84.
Member of Program Planning Board, Arizona Speech and Hearing Association, 1983, 1984.
Board Member, Council on Education of the Deaf, 1990-93; 1994-1997.

AWARDS

2007: College of Education Erasmus Circle Fellow in recognition of teaching, research and service contributions
2009: Association of College Educators: Deaf/Hard of Hearing, Sister Mary Delaney award for service and leadership to the profession
2012- present: Meyerson Foundation Distinguished Professor of Disability and Rehabilitation.
2018: Association of College Educators: Deaf/Hard of Hearing, Lifetime Achievement Award.

OTHER PROFESSIONAL ACTIVITIES (SELECTED)

Reviewer for Institute of Education Sciences, Special Education Research Grants, 2017, 2019.

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Participant, Exploratory Seminar on Pragmatic Skill Development and Social-Emotional Functioning in Deaf and Hard of Hearing children. Radcliffe Institute for Advanced Studies at Harvard University, Fall 2016.

Outside reviewer for faculty hires, tenure, or promotion: University of Texas at Austin (2017); University of Connecticut (2016); National Technical Institute for the Deaf/Rochester Institute of Technology (2016); University of Tel-Aviv (2016); Columbia University (2014); Washington University School of Medicine (2014); University of Thessaly (2014).

Reviewer for Conference proposals, International Congress on Education of the Deaf, 2009, 2014.

Participant, National Leadership Center for Sensory Disabilities 2010-2016

Instructor for a module on IES grants for the on-line research seminar for the National Leadership Consortium in Sensory Disabilities. Fall 2013

Participant, Single Subject Research Workshop, National Center for Special Education Research, Institute of Education Sciences, University of Wisconsin, Madison. June 2012

Invited participant, National Focus Group on Deaf Education, Office of Special Education Programs, Washington DC, March 2012

Senior Research Fellow and Chair of enrichment program, National Leadership Consortium in Sensory Disabilities. 2009-2011

Research grant proposal reviewer for the British Academy, UK, November 2009

Outside reviewer for doctoral dissertations: University of Melbourne, Australia, (various dissertations 2007 – 2014)

Research grant proposal reviewer for the Economic and Social Research Council of the UK , June 2006.

Grant Reviewer for U.S. Department of Education, Office of Special Education and Rehabilitation, Field Initiated Research grants, Early Childhood Personnel Preparation, Leadership Preparation, Directed Research 1989-2000

Grant Reviewer for National Institutes of Health, Biobehavioral and Behavioral Processes. February 2000, July 2003, March, December 2004.

Associate Editor: Journal of Deaf Studies and Deaf Education Term 2004-2013 and 2017-2022.

Editorial Consultant: Language Speech and Hearing Services in the Schools, (1993-2000)

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Member of Review Panel for The Volta Review, June 1993-present;

Member, Editorial Board (Consulting Editor) Communication Disorders Quarterly. (Term 2001-present)

Member, Editorial Board: Teaching Exceptional Children (Term 2015 – present).

CONFERENCE AND PROFESSIONAL PRESENTATIONS (SELECTED)

Antia, S.D., Hasko, J., Catalano, J. & Rivera, M.C. (2019) Syntax to Reading: S2R Challenges and successes in developing an English morpho-syntax intervention. Presentation at the Association of College Educators – Deaf and Hard of Hearing, Chicago, IL

Antia, S.D., (2018) Instruction and service time: itinerant services to DHH students. Invited keynote presentation. Best practices in Mainstream Education of Deaf and Hard-of-Hearing Students, Rochester, NY.

Rivera, M. C., Catalano, J., & Antia, S.D. (2018). *Vocabulary for success: Supporting vocabulary instruction for students who are deaf or hard or hearing*. Poster presented at the Association of College Educators - Deaf/Hard of Hearing annual conference, Tucson, AZ.

Hasko-Dunagan, J., Erbacher, M., & Antia, S. D. (2018). *Alternatives to Visual Analysis for Single Case Designs*. Presentation at the Association of College Educators – Deaf and Hard of Hearing, Tucson, AZ.

Rivera, C., Catalano, J. & Antia, S.D. (2017) *Coaching as a way to improve teachers' use of a vocabulary intervention*. Paper presented at the annual conference of the CEC Teacher Education Division, Savannah, GA.

Rivera, C., Catalano, J. & Antia, S.D. (2017) *QLE-DHH: A tool to rate the learning environment of students who are DHH*. Paper presented at the Association of College Educators: Deaf Hard-of-Hearing, San Antonio, TX.

Antia, S.D., Bateman, G., Rose, S., Sass-Lehrer, M. (2017) *Faculty retirement: Impact on teacher education programs*. Paper presented at the Association of College Educators: Deaf Hard-of-Hearing, San Antonio, TX.

Antia, S. D. (2016). *Developing social competence and self-determination*. Keynote presentation at the 37th Annual Conference on Mainstreaming Students with Hearing Loss, Springfield, MA.

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Antia, S. D. (2016). *Developing Social Competence: Deaf and Hard of Hearing children and adolescents*. Workshops in Sydney, Perth, Melbourne, and Auckland. Sponsored by the Royal Institute for Deaf and Blind Children, Sydney Australia.

Antia, S. D. (2016). *Vocabulary Intervention for Deaf and Hard-of-Hearing students*. Workshops in Sydney, Perth, Melbourne, and Auckland. Sponsored by the Royal Institute for Deaf and Blind Children, Sydney Australia.

Antia, S. D. (2016). *Educating deaf learners in the mainstream: Individual, family, school, and community facilitators*. Paper presented at the Best Practices in Mainstream Education, Rochester, NY.

Antia, S. D., Catalano, J., Creamer, C., & Andreacola, R. (2016). *Vocabulary for Success*. Paper presented at the Association of College Educators: Deaf Hard-of-Hearing, New York City, NY.

Antia, S.D. (2015) A series of six hour long professional online presentations for the Royal Institute for Deaf and Blind children, Renwick Center for Research and Professional Education on supporting Deaf and Hard of Hearing students in mainstream educational programs.

- *Mainstreaming or Inclusion? Is there a difference?*
- *Academic status of DHH students in mainstream programs*
- *Social status of DHH students in mainstream programs*
- *The role of the itinerant teacher in supporting mainstreamed DHH students*
- *Individual family and school assets that promote academic and social success*

Antia, S.D. & Rivera, M.C. (2015) *Supplemental vocabulary instruction for young Deaf/Hard of Hearing students*. Workshop presentation. Clarke Mainstreaming Conference, Marlboro, MA.

Antia, S. D. (2015). *Individual, family, and school facilitators of social functioning in DHH children and youth*. Paper presented at the International Congress on Education of the Deaf, Athens, Greece.

Antia, S. D., Creamer, C., Rivera, M. C., & Catalano, J. (2015). *Vocabulary for Success*. Paper presented at the International Congress on the Education of the Deaf, Athens, Greece.

Antia, S. D., Lederberg, A., Schick, B., Easterbrooks, S., & Kushalnagar, P. (2015). *The role of phonological awareness and language in early literacy development of Deaf and Hard-of-Hearing children*. Paper presented at the International Congress on Education of the Deaf, Athens, Greece.

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Easterbrooks, S., & Antia, S. D. (2015). *Center on Literacy and Deafness (CLAD): Year 3 activities*. Paper presented at the Association of College Educators-Deaf/Hard-of-Hearing, St Louis, MO.

Gedney, K., Schwalbach, J., Kreimeyer, K.H. & Antia, S.D. (2015) *Perspectives on distance learning for pre-service teachers of children who are Deaf or Hard-of-Hearing*. Paper presented at the Association of College Educators-Deaf/Hard-of-Hearing, St Louis, MO.

Antia, S. D. (2014). *Making inclusion happen: Factors leading to success*. Paper presented at the Symposium on Sign bilingualism and Deaf Education, HongKong.

Benedict, K.M., Rivera, M.C., & Antia, S.D. (2014) *Instruction in metacognitive strategies to increase Deaf and Hard-of-Hearing students' reading comprehension*. American Education Research Association, Philadelphia, PA.

Antia, S.D., (2014). *Enhancing academic and social outcomes: Balancing classroom, school, family and child assets and risks*. Paper presented at the First International Conference on Teaching Deaf Learners, Amsterdam, Netherlands.

Antia, S.D., Lederberg, A., Easterbrooks, S. Schick, B. & Kushalnagar, P. (2014). *Center on Literacy and Deafness: Assessment protocol; Conceptual model and initial outcomes*. Paper presented at the Association of College Educators: Deaf/Hard of Hearing, Washington DC

Antia, S. D. (2013). *Effective itinerant teaching: Direct services, decision-making and more*. Paper presented at the 34th Annual Conference on mainstreaming students with hearing loss, Springfield, MA.

Antia, S.D. & Rivera, M. C. (2013). Effectiveness of itinerant teachers. Paper presented at the Association of College Educators: Deaf/Hard of Hearing, Santa Fe, New Mexico

Cannon, J., Guardino, C., Antia, S. D., & Benedict, K. (2012). *Single-case design research: Building the evidence-base within the field of Education of Deaf/Hard of Hearing students*. Paper presented at the Association of College Educators: Deaf/Hard of Hearing, Jacksonville, Florida.

Antia, S. D. (2011). *Educational practices for Deaf and Hard-of-Hearing mainstream students in the U.S*. Keynote Paper presented at the National Congress on Education of the Deaf, India, New Delhi.

Antia, S. D., Kreimeyer, K. H., Spolsky, S., & Armstrong, H. (2011). *Social risk, resilience and protective factors: DHH students in general education settings*. Paper presented at the Association of College Educators: Deaf-Hard of Hearing, Dallas, TX.

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Antia, S.D. & Jones, P. (2010). *Development of a risk scale to determine services to Deaf/HH students in public schools*. Paper presented at the American Educational Research Association. Denver, CO.

Kreimeyer, K., Antia, S. D., Reed, S., Benedict, K., Metz, K. & Spolsky, S. (2010). *Supporting Deaf and Hard of Hearing students in public schools*. A symposium of five papers (see following) presented at the International Congress on Education of the Deaf. Vancouver, Canada.

- *Factors influencing social outcomes*
- *Individual case studies illustrating risk and resilience for social outcomes*
- *Academic risk factors*
- *Academic and non-academic services provided by teachers of DHH*
- *How teachers should best support students*

Antia, S.D. (2010) *Risk and resilience factors influencing academic and social outcomes*. Paper presented at the National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY.

Antia, S.D. (2010) *Academic status and progress of Deaf/HH students: Five years of change*. Paper presented at the State Leaders Summit. (Distance Presentation).

Antia, S.D. (2009) *Social skills of hard-of-hearing and deaf students in general education classrooms: Longitudinal data*. Paper presented at the Society for Research in Child Development Preconference session on Hard of Hearing students. Denver, CO.

Luckner, J. Antia, S.D. & Kreimeyer, K. (2009) *Teacher and student perceptions of social skills and problem behaviors of students who are DHH in general education classrooms*. Paper presented the Association of College Educators: Deaf/Hard of Hearing. New Orleans, LA.

Antia, S.D., Johnson, H J., Lenihan, S. & Benedict, K. (2009) *Doctoral preparation in education of Deaf/Hard of Hearing students: Needs, concerns and the way ahead*. Paper presented at the Association of College Educators: Deaf/Hard of Hearing. New Orleans, LA.

Antia, S. D. (2008). *No child (with hearing loss) left behind*. Keynote paper presented at the 29th Annual Conference on mainstreaming students with hearing loss. Northampton, MA.

Antia, S.D. (2008). *Academic and social status and progress of DHH students in general education*. National Technical Institute for the Deaf. Rochester, NY.

Antia, S.D., (2008). *Facilitators of academic success for DHH students in general education classrooms*. National Technical Institute for the Deaf. Rochester, NY.

Johnson, H. & Antia, S.D. (2008) *A collaborative model for doctoral candidate preparation in deaf education*. Paper presented at the Association of College Educators: Deaf/Hard of

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Hearing. Monterey CA.

Antia, S.D., & Kreimeyer, K.H. (2008). *DHH students' communication participation in general education classrooms*. Paper presented at the Association of College Educators: Deaf/Hard of Hearing. Monterey CA.

Reed, S., Antia, S. D., & Kreimeyer, K., H. (2007). *Longitudinal investigation of the academic status of deaf and hard of hearing students in public schools: School, home and program facilitators and detractors*. Paper presented at the American Education Research Association. Chicago IL.

Antia, S. D., Kreimeyer, K., H., & Reed, S. (2007). *Academic and Social Status of DHH students in general education: Preliminary longitudinal data*. . Paper presented at the Association of College Educators: Deaf/ Hard of Hearing. Pittsburgh, PA.

Antia, S. D., & Reed, S. (2006). *Longitudinal investigation of the academic and social status of Deaf and Hard of Hearing students in public schools*. Poster presented at the Office of Special Education Programs: Project Director's Conference. Washington DC

RESEARCH GRANTS FUNDED

U.S. Department of Education, Institute of Education Sciences. *Center for Literacy and Deafness*. with Georgia State University (lead), University of Colorado, Arizona State University, Rochester Institute of Technology. 2012-2019. Total funds for University of Arizona will be approximately \$1,387,920.

U.S. Department of Education. Office of Special Education Programs. *Longitudinal Study of Academic and Social Status of Deaf/Hard of Hearing students attending general education classrooms in public school*. 2001-2006. Extended to December 2007. Total funds \$884,109.

University of Arizona, Small Grants Program. "Academic and social integration of Deaf and Hard of Hearing Children". 1999-2000. Total funds \$4,084.

U.S. Department of Education, Research in Education of the Handicapped. Project INTERACT. Social skills intervention to promote social integration of hearing-impaired children. 1988-1991. Total funds \$414,984.

PERSONNEL PREPARATION GRANTS FUNDED (SELECTED)

U.S. Department of Education, Office of Special Education Programs. "High-Need Students who are Deaf or Hard-of-Hearing: Teachers for the future". January 2012 – Dec. 2017. Total funds \$1,249,746.

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U.S. Department of Education, Office of Special Education Programs. "Southwest Project to Prepare Teachers of children who are Deaf or Hard of Hearing". January 2009- December 2015. Total funds \$ 800,000.

U.S. Department of Education. "Excellence through collaboration: A doctoral preparation planning grant proposal for DHH Education". 2007-2008. Extended to Sept. 30 2009. Subcontract with Michigan State University. Total funds \$100,00; UA subcontract \$24,443. (Co-principal Investigator with Dr. H. Johnson, MSU).

Arizona Board of Regents Reach Out. "Initiating a Distance Learning Program for Preparing Teachers of Deaf and Hard of Hearing Students". 2007-2008. Total Funds \$50,000.

U.S. Department of Education. "Preparing Special Education Faculty for Universities and Colleges". 2004-2007 Extended to 2009. Total funds \$ 654,956. (Co-principal Investigator with Drs. Umbreit and Ofiesh. Responsibility .20FTE)

U.S. Department of Education. "Southwestern Project to Prepare Teachers of Deaf/Hard of Hearing". 2002-2007. Extended to September 2009. Total funds \$1,380,454.

PROFESSIONAL PUBLICATIONS (SELECTED)

Selected refereed journal articles

Lederberg, A.R., Branum-Martin, L. Connor, C., Easterbrooks, S., **Antia, S.D.**, & Schick, B. (in press) Modality and interrelations among language, reading, spoken phonological awareness and fingerspelling. *Journal of Deaf Studies and Deaf Education*.

Antia, S. D., & Rivera, M. C. (2016). Instruction and service time decisions: itinerant services to Deaf and Hard-of-Hearing students. *Journal of Deaf Studies and Deaf Education*, 21, 293-302. doi: 10.1093/deafed/enw032

Cannon, J., Guardino, C., **Antia, S. D.**, & Luckner, J. (2016). Single-case design research: Building the evidence-base within the field of education of deaf/hard-of-hearing students. *American Annals of the Deaf*, 160, 440-451.

Gann, C. J., Gaines, S., **Antia, S. D.**, Umbreit, J., & Liaupsin, C. J. (2015). Evaluating the effects of function-based interventions with Deaf or Hard-of-Hearing students. *Journal of Deaf Studies and Deaf Education*, 20, 252-265.

Easterbrooks, S. R., Lederberg, A. R., **Antia, S. D.**, Schick, B., Kushalnagar, P., Webb, M., . . . Connor, C. M. (2015). Reading among diverse DHH learners: What, how, and for whom? *American Annals of the Deaf*, 159, 419-432.

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Benedict, K. M., Rivera, M. C., & **Antia, S. D.** (2014). Instruction in Metacognitive Strategies to Increase Deaf and Hard of Hearing Students' Reading Comprehension. *Journal of Deaf Studies and Deaf Education*. doi: doi:10.1093/deafed/enu026

Guardino, C., & **Antia, S. D.** (2012). Modifying the classroom environment to increase engagement and decrease disruption with students who are Deaf or Hard of Hearing. *Journal of Deaf Studies and Deaf Education*, 17, 518-533. doi: 10.1093/deafed/ens026

Antia, S. D., Jones, P., Luckner, J., Kreimeyer, K. H., & Reed, S. (2011). Social outcomes of students who are deaf and hard of hearing in general education classrooms. *Exceptional Children*, 77, 487-502.

Benedict, K., Johnson, H., & **Antia, S. D.** (2011). Faculty needs, doctoral preparation, and the future of teacher preparation programs in the education of Deaf and hard of Hearing students. *American Annals of the Deaf*, 156, 35-46.

Antia, S. D., Jones, P. B., Reed, S., & Kreimeyer, K. H. (2009). Academic status and progress of deaf and hard-of-hearing students in general education classrooms. *Journal of Deaf Studies and Deaf Education*, 14, 293-311.

Reed, S., **Antia, S.D.**, & Kreimeyer, K.H. (2008) Academic status of deaf and hard-of-hearing students in public schools: Student, home and service facilitators and detractors. *Journal of Deaf Studies and Deaf Education*, 13, 458-502

Antia, S. D., Sabers, D., & Stinson, M. S. (2007). Validity and Reliability of the Classroom Participation Questionnaire with Deaf and Hard of Hearing Students in Public Schools. *Journal of Deaf Studies and Deaf Education*, 12, 158-171.

McCain, K., & **Antia, S. D.** (2005). Academic and social status of Hearing, Deaf, and Hard-of- Hearing students participating in a co-enrolled classroom. *Communication Disorders Quarterly*, 27, 20-32.

Antia, S.D., Reed, S. & Kreimeyer, K.H. (2005) Written language of Deaf and Hard of Hearing students in public schools. *Journal of Deaf Studies and Deaf Education*, 10, 244-255.

Antia, S. D., Stinson, M. S., & Gaustad, M. G. (2002). Developing membership in the education of Deaf and Hard-of-Hearing students in inclusive settings. *Journal of Deaf Studies and Deaf Education*, 7, 214-229.

Antia, S. D., & Kreimeyer, K., H. (2001). The role of interpreters in inclusive classrooms. *American Annals of the Deaf*, 146, 355-365.

Antia, S.D. (1999) The roles of special educators and classroom teachers in an inclusive school. *Journal of Deaf Studies and Deaf Education*, 4, 203-214.

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Stinson, M. & **Antia, S.D.** (1999). Considerations in educating Deaf and Hard of Hearing students in inclusive settings. Journal of Deaf Studies and Deaf Education, 4, 163-175.

Jimenez, C. & **Antia, S.D.** (1999). Team teaching in an integrated classroom: perceptions of deaf and hearing teachers. Journal of Deaf Studies and Deaf Education,4, 215-224.

Antia, S.D. & Ditulo, D. A. (1998) Comparison of the Peer Social Behavior of children who are Deaf/Hard of Hearing. Journal of Childhood Communication Development. 19, 1-10.

Levine, L. & **Antia, S.D.** (1997) The effect of partner hearing status and age on the play of social and cognitive play of young deaf and hard of hearing children. Journal of Early Intervention 21, 21-35.

Antia, S.D. & Kreimeyer, K.H. (1997). The generalization and maintenance of the peer social behaviors of young children who are deaf or hard of hearing. Language Speech and Hearing Services in the Schools.28,59-69.

Corral N., & **Antia, S.** (1997). Self Talk : Strategies for success in math Teaching Exceptional Children, 29, 42-45.

Antia, S.D. & Kreimeyer, K (1996). Social interaction and acceptance of D/HH children and their peers. The Volta Review 157-180.

Antia, S. (1994). Strategies to develop peer interaction in young deaf and hard-of-hearing children. The Volta Review, 96, 277-290.

Antia, S., Kreimeyer, K., & Eldredge, N. (1994). Promoting social interaction between young children with impaired hearing and their peers: Effects of social skills and integrated activities intervention. Exceptional Children, 60, (4), 262-275.

Antia, S., & Kreimeyer, K. (1988). Maintenance of positive peer interaction in preschool hearing-impaired children. The Volta Review, 90, 325-337.

Kreimeyer, K., & **Antia, S.** (1988). The development and generalization of social interaction skills in preschool hearing-impaired children. The Volta Review, 90, 219-231.

Antia, S., & Kreimeyer, K. (1987). The effects of social skill training on the peer interaction of preschool hearing impaired children. Journal of the Division of Early Childhood, 11(3), 206-216.

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Books and book chapters (selected)

Marschark, M., **Antia, S.D.** & Knoors, H. (2019). Co-enrollment in Deaf Education. New York, NY: Oxford University Press.

Antia, S.D., Guardino, C. & Cannon, J. (2017). Single Subject Research. In S. Cawthon & Bargeroglio, C.L. Research Methodology in Deaf Education. New York, NY: Oxford University Press.

Antia, S.D., & Kreimeyer, K. (2015). Social competence of Deaf and Hard-of-Hearing children. New York, NY: Oxford University Press.

Antia, S. D. (2015). Enhancing academic and social outcomes: Balancing individual, family, and school assets and risks for DHH students in general education. In H. Knoors & M. Marschark (Eds.), *Educating deaf students: Creating a global evidence base* (pp. 527-546): New York, NY: Oxford University Press.

Antia, S. D., & Metz, K. (2014). Co-enrollment in the United States: A critical analysis of benefits and challenges. In M. Marschark, G. Tang, & H. Knoors (Eds.), *Bilingualism and bilingual deaf education* (pp. 424-443). New York, NY: Oxford University Press.

Antia, S. D., Kreimeyer, K. H., Metz, K., & Spolsky, S. (2011). Peer interactions of Deaf and Hard-of-Hearing children. In M. Marschark & P. Spencer (Eds.), *Handbook of Deaf Studies and Deaf Education* (2nd ed., Vol. 1, pp. 173-187). New York: Oxford University Press.

Antia, S. D., Reed, S., & Shaw, L. (2011). Risk and resilience for social competence: Deaf students in general education classrooms. In D. H. Zand & K. J. Pierce (Eds.), *Risk and resilience: Adaptation in context of being Deaf* (pp. 139-168). New York: Springer

Antia, S. D., Kreimeyer, K., H., & Reed, S. (2010). Supporting students in general education classrooms. In M. Marschark & P. Spencer (Eds.), *Oxford Handbook of deaf studies, language and education* (Vol. 2, pp. 72-92). New York. Oxford University Press.

Antia, S.D. & Levine, L. (2001). Educating deaf and hearing children together: confronting the challenges of inclusion. In M. Guralnick, (Ed.) Early childhood inclusion: Focus on change (pp 365-398). Baltimore: Paul H. Brookes (pp. 365-398).

Other publications

Antia, S. D. (2015). Co-enrollment. Retrieved from Raising and educating deaf children website: <http://raisingandeducatingdeafchildren.org>

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Antia, S. D. (2013). Deaf and Hard-of-Hearing children in the mainstream. *Raising and educating Deaf children: Foundations for policy, practice and outcomes*. Retrieved January 31, 2013, from <http://raisingandeducatingdeafchildren.org/>

Antia, S.D., Jones, P., Reed, S., Kreimeyer, K.H., Luckner, J. & Johnson, C. (2008). Longitudinal study of deaf and hard of hearing students in general education classrooms in public schools. Final Report. Department of Education, Office of Special Education Programs.

Antia, S. D. (2007). Can Deaf and Hard of Hearing Students be Successful in General Education Classrooms? [Electronic Version]. Teachers College Record. Retrieved 5/2/2007 3:30:19 PM from <http://www.tcrecord.org>

Antia, S., & Kreimeyer, K. (1992). Project Interact: Interventions for social integration of young hearing-impaired children. *OSERS News in Print*, IV,(4), 14-20.

Antia, S., & Kreimeyer, K. (1992). Project Interact: Final report. Department of Education, Office of Special Education and Rehabilitative Services.