



# ECI Library Matters

## **Deafness, Hearing Impairments, Speech and Language Development (updated)**

This issue features updated library resources on deafness, hearing impairments, speech, and language development. Abstracts of articles on these topics are also included. For a complete listing of library titles, please visit the library's online catalog at [texashealthlibrary.com](http://texashealthlibrary.com).

**Important News:** Due to the COVID-19 pandemic, the DSHS Library is closed. Library staff are working remotely from home. No books or DVDs may be borrowed until the library reopens. Electronic library resources are available on any computer or mobile device with internet access. Please email any questions to [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

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## Selected Journal Abstracts

**Are we maximizing the role of caregivers' support networks in early intervention?** Edward, N. (2019). *Journal of Early Intervention*, 42(3), 203-223.

Part C Early Intervention is intended to build capacity among caregivers of infants and toddlers with special needs to use tailored strategies in natural environments. Satisfaction and perceived strategy use, however, remain unclear. In a Northeastern home-based program, caregivers ( $n = 195$ ; 33% response) and providers ( $n = 66$ ; 33% response) answered questions on strategy use, whether others are asked to use strategies, and perceived compliance. A subset of providers participated in a focus group. Most providers were "somewhat confident" caregivers use recommended strategies. Half of providers consistently encouraged caregivers to ask others to use strategies, with this linked to familiarity with ecological systems theory. Despite 86.2% of caregivers asking one or more person to use strategies, there was little confidence in compliance. Findings and implications are discussed, including revisiting coaching practices, exploring variability in support networks, and promoting strategy use across key partners.

**Parents' experiences of completing home practices for speech sound disorders.** Sugden, E., Munro, N., Trivette, C. M., Baker, E., & Williams, A. (2019). *Journal of Early Intervention*, 41(2), 159-181.

Early childhood practitioners, including speech-language pathologists (SLPs), frequently provide home practice to children and families. For children with speech sound disorder (SSD), who comprise a large proportion of SLPs' caseloads worldwide, completing home practice can increase the amount of intervention received and improve outcomes. However, little is known about parents' experiences of completing this home practice. The purpose of this qualitative study was to explore parents' experiences of completing home practice for children with SSD. Semi-structured interviews were conducted with six parents. Qualitative content analysis was used to analyze data and identify four themes: evolution over time, different roles, importance, and managing the practicalities of home practice. The findings speak to the complexities of this experience for families and the need for practitioners to collaborate with families when providing home practice. These findings have implications for the home practice that early intervention practitioners provide to children and families.

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## Selected Journal Abstracts (continued)

### **Evidence-based interventions for learners who are deaf and/or multilingual: Asystematic quality review.**

Crowe, K., & Guiberson, M. (2019). *American Journal of Speech Pathology (online)*, 28(3), 964-983.

**Purpose:** Many educators and speech-language pathologists have difficulty providing effective interventions to the growing population of d/Deaf and hard-of-hearing (DHH) learners who use more than 1 language. The purpose of this review article was to identify evidence-based interventions for speech, language, and literacy used with DHH multilingual learners (DMLs), monolingual DHH learners, and hearing bilingual learners without hearing loss. Interventions used with these groups can inform the practice of professionals providing services to DMLs.

**Method:** This review article considered speech, language, and literacy interventions used with DHH and hearing bilingual learners from birth to 21 years of age. The following electronic databases were searched: Academic Search Complete/EBSCO (CINAHL, Education, ERIC), Linguistics & Language Behavior Abstracts, PsycINFO, and PubMed. Data describing article, participant, methodological, and intervention variables were extracted from studies. The methodological quality of studies was examined using the Council for Exceptional Children's (2014) standards for evidence-based practice in special education.

**Results:** A total of 144 studies were reviewed, describing over 9,370 learners aged 1.8-22.0 years. Two studies investigated DMLs, 76 investigated DHH learners, and 67 investigated hearing bilingual learners. A total of 146 different interventions were examined. Most studies reported positive effects. Only 17 studies met all quality indicators specified by the Council for Exceptional Children (2014): 7 examined DHH learners, and 10 examined hearing bilingual learners. There was insufficient evidence for any intervention to be considered an evidence-based intervention, although 6 could potentially contribute to evidence-based practice.

**Conclusions:** No evidence-based interventions for DMLs were identified. A small number of interventions examined in high-quality studies of DHH and hearing bilingual learners were identified, which may be appropriate for use with DMLs following further investigation.

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**Quantity and quality of parental utterance and responses to children with hearing loss prior to cochlear implant.** Su, P. L., & Roberts, M. Y. (2019). *Journal of Early Intervention, 40*(4), 366-387.

This study investigated the extent to which parental language input to children with hearing loss (HL) prior to cochlear implant (CI) differs from input to children with typical hearing (TH). A 20-min parent-child interaction sample was collected for 13 parent-child dyads in the HL group and 17 dyads in the TH group during free play. Ten minutes were transcribed and were coded for four variables: (a) overall utterances, (b) high-quality utterances, (c) utterances in response to child communicative acts (i.e., overall responses), and (d) high-quality utterances in response to child communicative acts (i.e., high-quality responses). Differences were detected for both quantity and quality of parental language input across the two groups. Early language skills correlated with three out of the four parental variables in both groups. Post hoc analyses suggested that the lower rate of high-quality responses in parents of children with HL could be attributed to lower intelligibility of child communication.

**Overimitation of children with cochlear implants or hearing aids in comparison with children with normal hearing.** Wang, Z., Zhu, X., Fong, F. T. K., Meng, J., & Wang, H. (2020), *Infants and Young Children, 33*(1), 84-92.

Our proclivity toward high-fidelity transmission of knowledge is one of the key mechanisms that underpins our success as a species. This study evaluated overimitation within children with hearing impairments (who had either a cochlear implant or a hearing aid) in relation to those with normal hearing. A total of seventy-two 4-year-old children were shown how to operate novel objects using a series of causally irrelevant actions, followed by causally relevant action. We measured the degree to which children reproduced the irrelevant actions as an indicator of imitative fidelity. Children with either hearing impairments or normal hearing replicated the irrelevant actions at rates above the baseline. However, imitative fidelity of the former group was significantly lower. In addition, children with hearing impairments were also less likely to identify and achieve the outcome by performing the relevant act. This study advances our understanding of social learning in children with hearing impairments and proposes potential weakness of social-cognitive skills within this population.

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## Selected Journal Table of Contents

**Journal of Early Intervention.** Volume 42, Issue 2; June 2020.

Honoring the past, embracing the future: A letter from the editors.  
p. 99-100. Boyd, B. A., & Reichow, B.

Early vocabulary in children with cochlear implants: A comparison between three assessment methods. p.101-121. Duchesne, L., Trudeau, N., Macleod, A. A. N., Bergeron, F., & Thordardottir, E.

Parent-implemented language intervention for teaching enhanced milieu teaching strategies to parents of low-socioeconomic status. p. 122-142. Hatcher, A., & Page, J.

The effects of email performance-based feedback delivered to teaching teams: A systematic replication. p. 143-162. Barton, E. E., Velez, M., Pokorski, E. A., & Domingo, M.

Using the storytelling method to hear children's perspectives and promote their social-emotional competence. p. 163-181. Koivula, M., Turja, L., & Laaksa, M.

Barriers and facilitators to parental help-seeking for young children with development delays: A qualitative investigation. p. 182. Marshall, J., Raffaele, L. M., & Singleton, D. L.

To receive full-text copies of journal articles listed in the Table of Contents, please contact the library staff by email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

## Selected Journal Table of Contents (continued)

**Texas Child Care.** Volume 44, Issue 1; Summer 2020.

Building better networking skills: The early lessons of COVID-19 for early care and education programs. Cook, L. T., & Aziegbe, E.

Helping children deal with stress: Relaxation techniques that work for everyone. Park, L.

Easy art recipes for every classroom - and family.

Learning centers: Best use of space in preschool classrooms.

Supporting play - and learning - throughout early childhood. Parks, L.

Questions all teachers-and parents-ask about guiding young children.

Keep children - and adults - healthy: Prevent and curb common infections.

Healthy and safety: Learning that lasts a lifetime. Langham, B.

Departments:

Stuff and new stuff: Four new tools for building your child-guidance skills.

Back to basics: Inclusive classroom.

Early childhood intervention: The basics.

Child care regulation: Critical updates.

Building a business: Reopening in phases? / Record-keeping: What to keep and why. / Respond to the 2020 Census.

Texas parenting news: Immunize: Protect against disease. / How might the pandemic change us? / Beware of these baby hazards.

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## Selected Journal Table of Contents (continued)

**Topics in Early Childhood Special Education.** Volume 40, Issue 1;  
May 2020

Systematic review of English early literacy interventions for children who are dual language learners. p. 6-23. Hur, J., Snyder, P., & Reichow, B.

Early literacy skill growth in Spanish-speaking children with and at risks for disabilities in early childhood. p. 24-38. Wackerle-Hollman, A. K., Duran, L. K., & Miranda, A.

Social validity in early language interventions for dual language learners: A systematic review of the literature. p. 39-51. Larson, A. L., An, Z., Wood, C., Uchikoski, Y., Cycyk, L. M., Hammer, C., Escobar, K., & Roberts, K.

Latino caregivers' interactions with their children with language delays: A comparison study. p. 52-63. Peredo, T., Dillehay, K., & Kaiser, A. P.

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## Deafness, Hearing Impairments, Speech & Language Development: New Books

**Auditory-verbal therapy: For young children with hearing loss and their families and the practitioners who guide them.** Warren Estabrooks, Karen MacIver-Lux, and Ellen A. Rhoades, 2016.

This book detailed the exploration of Auditory-verbal therapy. It focuses on hearing, listening, and the brain by evaluating the research and examining the outcomes of auditory-verbal therapy. This book includes historical perspectives and current research that continue to drive clinical practice.

**Connecting through talk: Nurturing children's development with language.** David K. Dickinson, 2019. (LB 1139.5 L35 D553 2019 ECI).

This book draws on current research to examine connections between language, social-emotional, and literacy development and profiles effective programs that support this development.

## **Deafness, Hearing Impairments, Speech and Language Development: New Books (continued)**

### **Early intervention for deaf and hard-of-hearing infants, toddlers, and their families: Interdisciplinary perspectives.** 2016.

This book emphasizes the importance of collaboration among specialists to provide effective programming and services to infants and toddlers who are deaf or hard-of-hearing and their families.

### **Speech-language pathologists in early childhood intervention: Working with infants, toddlers, families, and other care providers.**

Kathleen D. Ross, 2018.

This book defines "What is early childhood intervention?" It explains the 45-day process from the referral to the individualized family service plan development. Speech-language pathologists are working within our culturally and linguistically diverse communities, as they are collaborating with other service providers.

### **Treatment of language disorders in children,** 2<sup>nd</sup> ed. Rebecca McCauley, Marc Fey, and Ronald Gillam, 2017.

This book provides an overview of effective interventions for targeting language disorders in children for both emerging communication, more advanced language and literacy. There is an introduction of 14 research-based intervention models that examines the application in the field. The contributors use real case studies and new video to show each strategy in action. This book contains a DVD.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Audiovisuals**

### **Active learning for infant-toddlers.** 37 min. 2012. (Streaming).

Infants and toddlers are naturally active learners. They rely on caregivers to support their curiosity and need to explore with their whole body and all their senses. This program illustrates the elements of active learning programs and teaches how to plan developmentally appropriate activities. Register to view online at [dshs.texas.gov/avlib/films-on-demand.aspx](https://dshs.texas.gov/avlib/films-on-demand.aspx).

### **American Sign Language, level 1: Greetings, the alphabet and more.** 55 min. 2011. (DVD - DD0663 or Streaming).

This program shows how to sign each letter of the alphabet, then demonstrates the signs for introductions and greetings, family members, rooms in the house, animals, and question forms. Register to view online at [dshs.state.tx.us/avlib/films-on-demand.aspx](https://dshs.state.tx.us/avlib/films-on-demand.aspx).

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Audiovisuals (continued)**

**Assessment and treatment of childhood stuttering.** 215 min. 2010. (DVD - DD0647).

Edward G, Conture, Ph.D, CCC-SLP, discusses assessment and treatment of preschool age children who stutter, theoretical and clinical approaches to this population, with supporting data that is based on over 30 years of clinical and research experience with preschool and early school-age children. Specific attention is paid to emotional and speech-language contributions to early stuttering. Several case studies are presented.

**Autism spectrum disorders and stuttering.** 120 min. 2012. (DVD - DD0648).

Vivian Sisskin, M.S., CCC-SLP, summarizes the literature pertaining to disfluency in autism and provides basic principles to aid in differential diagnosis and treatment planning. A case study, demonstrating effective treatment for final part-word repetitions, highlights a problem-solving approach to clinical management, using both learning style in autism and strategies from traditional fluency therapies.

**BabyCues: A child's first language.** 18 min. 2006. (DVD - DD0557).

This DVD shows examples of cues, engaging and disengaging, as well as examples of how cues often cluster around hunger or satiation. Sleep states and levels of alertness which also impact the caregiving environment are shown. These states and implications for caregiving are explained as well. Learning and interpreting these cues is presented from an attachment theory base and will assist the caregiver or parent in providing a nurturing environment for babies and young children.

**Being with infants.** 108 min. 2018. (Streaming).

A comprehensive care approach from renowned child specialist Beverly Kovach-certified Montessori trainer and consultant for Magda Gerber's Resources for Infant Educators (RIE). It includes proper bottle feeding, lap feeding, diapering, sleep, play, and much more. Register to view online at [dshs.texas.gov/avlib/films-on-demand.aspx](https://dshs.texas.gov/avlib/films-on-demand.aspx).

**Celebrating language and literacy for infants, toddlers, and twos.** 32 min. 2008. (DVD - DD0229).

This DVD provides examples of ways that language and literacy develops in a variety of cultures and languages. It demonstrates how adults can help very young children read the world around them. In English and Spanish.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Audiovisuals (continued)**

**Concepts and combinations.** 25 min. 2006. (DVD - DD0220).

Parents will learn how to ask their children to perform complex tasks and behaviors at an early age. Missy Keast, a mother who is deaf, teaches concepts and combinations of basic words.

**Deafblind: A world without sight and sound.** 60 min. 2003. (DVD - DD0402).

Viewers explore the world of two 12-year-old boys who were born deaf and blind. Their families explain how they have learned to communicate with the boys.

**Discovery: Pathways to better speech for children with Down syndrome.** 81 min. 2005. (DVD - DD0081).

An overview of language development in youngsters with Down syndrome from ages 2 and up. It shows the techniques developed by experts. By integrating spoken language, sensory input, text and reading and sign language, children with Down syndrome can improve their understanding of the world around them long before they can speak clearly.

**Disease and ease: Audio processing disorder.** 24 min. 2014. (DVD - DD0665).

With the help of the audiologists of the National Hospital for Neurology and Neurosurgery and a group of specialists on speech, language and hearing disabilities, we learn about the challenges of diagnosis, treatment and management of Auditory Processing Disorder (APD).

**Early language and your toddler.** 71 min. 2008. (DVD - DD0686).

Susan Ellis Weismer, a professor of communicative disorders, takes parents and caregivers through the stages of child language development. Weismer also shares comparisons among typically developing children, late talkers, and toddlers with autism spectrum disorders.

**Everyday signs.** 25 min. 2006. (DVD - DD0219).

Missy Keast, a mother who is deaf, gives guidance to parents on how to begin the process of teaching young children sign language. Viewers will learn words for creatures, family members, mealtime, needs, and objects. There is also a simple guessing game and she introduces signing for babies.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Audiovisuals (continued)**

**Genetics of stuttering: Discovery of causes.** 44 min. 2010. (DVD - DD0650).

Dennis Drayna, Ph.D, discusses his team's discovery of the first three genes for stuttering. These findings emphasize that stuttering has biological causes. The identification of the causes of this disorder opens doors to understanding exactly what goes wrong in speech production in stutterers.

**Infants: Cognitive development (closed captioned).** 28 min. 2010. (Streaming).

Viewers will examine how newborns fit into the sensorimotor stage, tracing cognitive development from simple reflexes to beginnings of thought.

Register to view online at [dshs.texas.gov/avlib/learning-seed-registration.aspx](https://dshs.texas.gov/avlib/learning-seed-registration.aspx).

**Infant toddler learning environment.** 43 min. 2017. (DVD - DD0825 or Streaming).

This program includes real-life examples on how to create a supportive infant-toddler learning environment that invites children to explore their surroundings and supports their sensory-motor way of learning. Contains Spanish Language subtitles. Register to view online at [dshs.state.tx.us/avlib/films-on-demand.aspx](https://dshs.state.tx.us/avlib/films-on-demand.aspx).

**Just like you: Down syndrome.** 14 min. 2012. (DVD - DD0826 or Streaming).

This video explores the life, hopes, challenges and dreams of three kids living with Down syndrome. To view streaming video, go to [justlikeyoufilms.org/down-syndrome](https://justlikeyoufilms.org/down-syndrome).

**Kids with Down syndrome: Staying healthy and making friends.** 120 min. 2008. (DVD - DD0483).

This video shares commentary from parents and professionals from around the world. Section One - Staying Healthy includes practical advice and real-life scenarios from parents and professionals on topics such as potty training, nutrition, hearing and the ear, sleep issues, getting exercise, and therapeutic horse riding. Section Two - Making Friends focuses on social information such as first steps to independence, building conversation skills, friendships, behavior, and life with Down syndrome.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Audiovisuals (continued)**

**Language is the key: Talking and books; talking and play.** 44 min. 2006. (DVD - DD0506).

This program address the needs of professionals and paraprofessionals who work with young children with language disorders and is helpful for programs that serve children from linguistic minority backgrounds and their families.

**Learning happens.** 113 min. 2007. (DVD - DD0411).

Featuring 30 video vignettes that show parents and children aged birth to 3 years interacting during everyday play and routines, this program provides powerful tools for professionals to use both in direct work with families and for training other early child development professionals. The vignettes act as catalysts for discussion about all aspects of early development.

**Learning happens II.** 29 min. 2010. (DVD - DD0412).

A follow-up to Learning Happens, this DVD provides 25 video vignettes of real parents and young children in everyday interactions. They are a rich source of conversation topics and are wonderful tools for use in training with other professionals and in work with families.

**Lenguaje de señas para la familia.** 200 min. 2004. (DVD - DD0100).

A Spanish language set of three DVDs for Spanish speakers to learn American Sign Language (ASL). It includes ABC stories, vocabulary, practice sentences, fingerspelling, and more.

**More than words: Promoting the communication development of children with autism spectrum disorder and other social communication challenges.** 300 min. 2008. (DVD - DD0634).

An invaluable tool for both parents and professionals who support preschool children with social and communication challenges, such as autism spectrum disorder. It includes a special "Toddler" section.

**Neurophysiology of stuttering.** 50 min. 2011. (DVD - DD0652).

Martin Sommer, M.D., gives an overview of essential neurophysiological findings that improve our understanding of the pathophysiology of stuttering.

**A place of our own: Early childhood solutions special needs.** 97 min. 2008. (DVD - DD0326).

This video provides parents and childcare providers with information to help young children with special needs develop social, emotional, and cognitive skills.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Audiovisuals (continued)**

**Preschooler observation: Language and literacy development.** 23 min. 2012. (DVD - DD0497 or Streaming).

This detailed observation of preschoolers shows them engaged in activities that exemplify the extraordinary advancements in language and literacy that children make at this age. Register to view online at [dshs.texas.gov/avlib/learning-seed-registration.aspx](https://dshs.texas.gov/avlib/learning-seed-registration.aspx).

**Read my lips: Learning language.** 61 min. 2004. (DVD - DD0515 or Streaming).

Observe a group of 25 three-year-old children as they learn as many as ten new words a day. The body language that supplements verbal skills is also explored, demonstrating that children with verbal disadvantages can compensate through other techniques. Register to view online at [dshs.state.tx.us/avlib/films-on-demand.aspx](https://dshs.state.tx.us/avlib/films-on-demand.aspx).

**Resilience: The biology of stress and the science of hope.** 60 min. 2016. (DVD - DV1395).

A documentary that delves into the science of adverse childhood experiences (ACEs) and the birth of a movement to treat and prevent toxic stress.

**Sensory perspectives.** 120 min. 2003. (DVD - DD0627).

An interactive two DVD set that addresses sensory loss related to deafness, blindness, and deaf blindness. It includes information on sensory loss and simulations of different types of hearing, visions, and combined vision and hearing losses.

**Seven tips for talking with the child who stutters.** 16 min. 2013. (DVD - DD0654).

A group of speech-language experts talk to adults about how to promote easier talking as they interact with their preschool-age children.

**Supportive adult-child interactions.** 53 min. 2011. (DVD - DD0494 or Streaming).

This program teaches how to create a climate of trust for infants and toddlers, form partnerships with children, and support children's intentions. It provides information on establishing program policies that promote continuity of care. Register to view online at [dshs.texas.gov/avlib/films-on-demand.aspx](https://dshs.texas.gov/avlib/films-on-demand.aspx).

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Audiovisuals (continued)**

**Teach me to talk.** 90 min. 2008. (DVD - DD0678).

Laura Mize, pediatric speech-language therapist, demonstrates how to use playfulness, sign language, modeling, choices, withholding, and expansion during play and in daily routines to improve a child's ability to talk.

**Through deaf eyes.** 120 min. 2007. (DD0126).

This documentary explores nearly 200 years of deaf life in America. Interviews include community leaders, historians, and Americans who are deaf with diverse views on language use, technology, and identity.

**Toddlers cognitive development.** 26 min. 2009. (DVD - DD0261).

Explore theories of cognitive development and see the process toddlers go through as they learn language. Observe toddlers as they engage in activities that foster memory and the retrieval of information.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Books**

**The art and practice of home visiting: Early intervention for children with special needs and their families.** Ruth E. Cook, 2008. (LC 4019.3 C771a 2008 ECI).

Home visitors learn how to communicate, conduct effective assessments, and implement evidence-based interventions. Specific disorders are also covered such as autism, delayed speech, and developmental delays.

**Assistive technology for young children: Creating inclusive learning environments.** Kathleen C. Sadao, 2010. (LC 4019.3 S124a 2010 ECI).

This book will help educators assess children's assistive technology (AT) needs.

**Audiologic interpretation across the lifespan.** Debra Busacco, 2010. (238.3 B976 2010 RHB).

This book uses a case study approach to learning about the diagnosis of hearing loss in clients of all ages.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Books (continued)**

**Augmentative and alternative communication: Supporting children and adults with complex communication needs**, 4<sup>th</sup> ed. David R. Beukelman, 2013. (WL 340.2 B566a 2013 RHB).

A textbook introduction to Augmentative and Alternative Communication (AAC) processes, interventions, and technologies that help people best meet their daily communication needs.

**The book of choice: Support for parenting a child who is deaf or hard of hearing**. LeeAnne Seaver, 2010. (WV 271 B724 2010 ECI).

This book examines childhood hearing loss and discusses raising and educating children who are deaf.

**Childhood speech and language disorders: Supporting children and families on the path to communication**. Suzanne M. Ducharme, 2016. (WM 475 D826 2016 ECI).

This book provides comprehensive information about speech and language development and the interventions process.

**Children with hearing loss: A family guide**. David Luterman, 2006. (WV 271 C536 2006 ECI).

This book contains a series of essays on hearing loss in children.

**Children with hearing loss: Developing listening and talking birth to six**, 2<sup>nd</sup> ed. Elizabeth Bingham Cole, 2011. (WV 271 C689c 2011 ECI).

This book is for training professionals to work knowledgeably and skillfully with infants and young children who have hearing loss and their families.

**Choices in deafness: A parents' guide to communication options**. Sue Schwartz, 2007. (WV 271 C545 2007 ECI).

This book provides parents of children who are deaf with comprehensive information about assessment, diagnosis, medical and audiological treatments, cochlear implants, education and technology devices, and more.

**Cleft lip and palate: Interdisciplinary issues and treatment**, 2<sup>nd</sup> ed. Karlind T. Moller and Leslie E. Glaze, 2009. (WV 440 C624 2009 RHB).

This book encourages interdisciplinary knowledge and experience in the care of patients with cleft palate and craniofacial anomalies.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Books (continued)**

**Communication intervention: Birth to three.** Louis M. Rossetti, 2001. (WL 340.2 R829c 2001 ECI).

A textbook/clinical reference to address effective communication-based intervention for children under the age of 3 years.

**Communicative disorders related to cleft lip and palate.** Kenneth R. Bzoch, 2004. (WV 440 C734 2004 ECI).

A clinical textbook designed for a professional graduate course of study in speech pathology.

**Deaf education in the 21st century: Topics and trends.** Nanci A. Scheetz, 2012. (WV 271 S315d 2012 ECI).

This book covers a wide array of topics regarding deaf and hard-of-hearing education including cognition, social development, personal development, myths and misconceptions, postsecondary opportunities and employment, cochlear implants, and personnel training

**Do watch listen say: Social and communication intervention for autism spectrum disorder,** 2<sup>nd</sup> ed. Kathleen A. Quill, 2017. (WS 350.8 P4 Q6 2017 ECI).

This book addresses complex social and communication challenges of children with autism from ages 3 to 18.

**Early communication skills for children with Down syndrome: A guide for parents and professionals,** 3<sup>rd</sup> ed. Libby Kumin, 2012. (WS 107.1 K96 2012 ECI).

This book focuses on speech and language development from birth through the stage of making 3-word phrases.

**Early language intervention for infants, toddlers, and preschoolers.** Robert E. Owens, 2018. (WM 475 O97 2018 ECI).

This text provides guidance on assessment and intervention with both verbal and nonverbal communication of infants, toddlers, and preschoolers.

**If your child stutters: A guide for parents,** 8<sup>th</sup> ed. 2015. (WM 475 I23 2015 ECI).

This book will help parents distinguish between normal disfluencies and stuttering and enable them to begin working with their child with a better understanding of the problem.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Books (continued)**

**Inclusive literacy lessons for early childhood.** Pamela Byrne Schiller, 2008. (LB 1139.5 L35 S352 2008 ECI).

Literacy lessons designed to introduce children ages 3-6 to a variety of literacy concepts and build important literacy skills.

**Language and deafness.** Peter V. Paul, 2009. (219.2 P324 2009 RHB). This book explains language and literacy development from preschool through adolescence in those with profound hearing impairment as well as those with less severe hearing losses.

**Language learning practices with deaf children,** 3<sup>rd</sup> ed. Susan Rose, 2004. (WV 271 L287 2004 ECI).

This text provides theoretical and research knowledge as well as specific principles and practices for fostering the development of language and reading in children who are deaf.

**Late talkers: Language development, interventions, and outcomes.** 2013. (LB 1140.5 L3 L384 2013 ECI).

More than 25 top researchers explore the causes and characteristics of late language emergence, long-term outcomes for late talkers, effective intervention approaches, and future directions for new research studies.

**Lend me an ear: Temperament, selection, and training of the hearing dog.** Martha Hoffman, 2013. (WV 270 H711 2013 RHB).

This book presents information about the assistance dog program for individuals who are deaf or hard of hearing.

**The parenting journey: Raising deaf and hard of hearing children.** Karen Putz, 2012. (WV 271 P993 2012).

Karen Putz, who grew up hard of hearing and became deaf as a teen, shares the twists and turns of her journey and the wisdom she's learned along the way.

**A parent's guide to developmental delays: Recognizing and coping with missed milestones in speech, movement, learning and other areas.** Laurie LeComer, 2006. (WS 107 L465p 2006 ECI).

This book explains how to spot red flags of delayed development; how to identify specific challenges; how to get a diagnosis and treatment plan to fit a child's needs; and how to work with teachers and specialists for the best results and more.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Books (continued)**

**Pediatric resource guide to infant and childhood hearing loss.** 2006. (WV 271 P371 2006 ECI).

This guide helps unravel some of the complex issues associated with infant and childhood hearing loss for pediatric providers and encourages early screening for hearing loss.

**Promoting language and literacy in children who are deaf or hard of hearing.** Mary Pat Moeller, David J. Ertmer, and Carol Stoel-Gammon, 2015. (WV 271 P965 2015 ECI).

This comprehensive text provides guidance on evidence-based approaches to the promotion of speech and language development in children birth through school age who are deaf or hard of hearing. A DVD is included that shows interventions in action.

**Raising and educating a deaf child.** Marc Marschark, 2007. (WV 271 M363r 2007 ECI).

This book presents an overview of what a parent or a teacher of a deaf child needs to know about growing up deaf.

**Schuyler's monster: A father's journey with his wordless daughter.** Robert Rummel-Hudson, 2008. (271.52 R937s 2008 ECI).

This is a biography of Schuyler who cannot speak due to a rare neurological disorder. It is told by her father and describes the relationship he has with his daughter and how he deals with and learns from the disability.

**Signing for kids: The fun way for anyone to learn American Sign Language.** Mickey Flodin, 2007. (WV 274 F628s 2007 ECI).

This easy-to-follow book introduces sign language to hearing children or others who want to be able to communicate manually with deaf friends or relatives.

**Speech and language development and intervention in Down syndrome and Fragile X syndrome,** 2<sup>nd</sup> ed. Joanne Erwick Roberts, Robin S. Chapman and Steven F. Warren, 2008. (219.4 R645s 2008 ECI).

This book clarifies the distinct speech and language issues associated with Down syndrome and fragile X syndrome. It helps readers conduct individualized assessment and intervention and understand the behaviors, characteristics, and genetics associated with both syndromes.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Books (continued)**

**Stuttering, an integration of contemporary therapies.** Barry Guitar, 2013. (WM 475 G968 2013 ECI).

Explains how speech-language pathologists can combine the most commonly used stuttering treatment procedures to get more effective results in working with those of all ages.

**Stuttering and your child: Questions and answers,** 4<sup>th</sup> ed. Edward G. Conture, 2010. (WM 475 S937 2010 ECI).

This book explains what stuttering is, how to identify it, and what to do about it.

**Teaching infants, toddlers, and twos with special needs.** Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).

Easy-to-implement strategies for teaching infants, toddlers, and twos with special needs, specifically addressing the needs of children with developmental delays.

**Understanding childhood hearing loss: Whole family approaches to living and thriving.** Brian J. Fligor, 2015. (WV 271 F621 2015 ECI).

This book demystifies hearing loss and offers supportive approaches to caring for the child and the whole family.

**We are hands & voices: Stories for families raising children who are deaf/hard of hearing.** 2017. (WV 271 W361 2017 ECI).

This collection of stories from parents of children who are deaf or hard of hearing features the individual characteristics, varying experiences, and diverse perspectives of different families

**Your child's hearing loss: A guide for parents,** 2<sup>nd</sup> ed. Debby Waldman and Jackson Roush, 2010. (WV 271 W164 2010 ECI).

This book provides the reader with important technical details about hearing loss in children, interwoven with powerful stories from the heart. It discusses assessment, hearing aids, cochlear implants, life with hearing loss, advocating for the child, and helping the child learn.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected eBooks**

The following titles plus many more are available electronically to ECI state and program staff.

**The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills.** Deborah Fein, 2016. Fein demonstrates how everyday tasks can be terrific opportunities for building critical social and communication skills. She presents more than 100 games and activities designed to support development in children from birth to age 3. A child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs.

**Deaf community in America: History in the making.** Melvia Nomeland, 2011.

The deaf community in the West has endured radical changes in the past centuries. This work of history tracks the changes both in the education of and the social world of people who are deaf.

**Introduction to clinical methods in communication disorders,** 3<sup>rd</sup> ed. Paul Rhea, 2014.

This textbook introduces pre-service speech-language pathologists and audiologists to contemporary clinical practice.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Websites**

**American Academy of Audiology** provides information on hearing loss, children and hearing loss, and the various types of assistive technology at [howsyourhearing.org/](http://howsyourhearing.org/).

**American Speech-Language-Hearing Association.** This website's public section includes information on hearing and balance; speech, language and swallowing; health insurance; and other resources at [asha.org/](http://asha.org/). Hearing Assistive Technology for Children is discussed at [asha.org/public/hearing/Hearing-Assistive-Technology/](http://asha.org/public/hearing/Hearing-Assistive-Technology/).

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Websites (continued)**

### **Boys Town National Research Hospital Clinical and Research Programs.**

The website's knowledge center provides information and resources on hearing loss including podcasts, articles, and forums. See [boystownhospital.org](http://boystownhospital.org).

**Centers for Disease Control and Prevention** provides information on identifying hearing loss. See [cdc.gov/ncbddd/hearingloss](http://cdc.gov/ncbddd/hearingloss).

**Child Development** has information on language development in children. See [childdevelopmentinfo.com/child-development/language\\_development/](http://childdevelopmentinfo.com/child-development/language_development/).

**EHDI-PALS** (Early Hearing Detection & Intervention Pediatric Audiology Links to Services) includes a national directory of service providers. See [ehdi-pals.org/Default.aspx](http://ehdi-pals.org/Default.aspx).

**MedlinePlus** is a website of reliable information provided by the National Library of Medicine. Go to [medlineplus.gov](http://medlineplus.gov) for a complete listing of its information. Highlighted below are selected links to information and resources about speech and communication disorders available from MedlinePlus.

Cochlear implants: [medlineplus.gov/cochlearimplants.html](http://medlineplus.gov/cochlearimplants.html).

Hearing problems in children:  
[medlineplus.gov/hearingproblemsinchildren.html](http://medlineplus.gov/hearingproblemsinchildren.html).

Speech and communication disorders:  
[medlineplus.gov/speechandcommunicationdisorders.html](http://medlineplus.gov/speechandcommunicationdisorders.html).

Speech and language problems in children:  
[medlineplus.gov/speechandlanguageproblemsinchildren.html](http://medlineplus.gov/speechandlanguageproblemsinchildren.html).

**National Association of the Deaf (NAD)** is the nation's premier civil rights organization of, by, and for deaf and hard of hearing individuals in the United States of America with American Sign Language as a core value. Go to [nad.org](http://nad.org) for a complete listing of its information and resources offered by NAD.

**National Institute on Deafness and Other Communication Disorders (NIDCD)**, a part of the National Institute of Health, provides information on all aspects of deafness and other communication disorders in the United States. Go to [nidcd.nih.gov/](http://nidcd.nih.gov/) for a complete listing of information offered by NIDCD.

## **Deafness, Hearing Impairments, Speech & Language Development: Selected Websites (continued)**

**Speech & Language Therapy for Children & Adolescents with Down Syndrome** is a fact sheet from the National Down Syndrome Society located at [ndss.org/resources/speech-language-therapy/](http://ndss.org/resources/speech-language-therapy/).

**SpeechBITE (Speech Pathology Database for Best Interventions and Treatment Efficacy)** is a database of intervention studies across the scope of speech pathology practice. Go to [speechbite.com/](http://speechbite.com/).

**Texas Speech-Language-Hearing Association (TSHA)** is a professional membership organization that is the recognized resource in Texas for speech-language pathologists (SLPs), audiologists, the citizens of Texas with speech or hearing disorders (consumers), and students of speech-language pathology and audiology. Go to [txsha.org/](http://txsha.org/) for more information.