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Deafness, Hearing Impairments, Speech & Language Development (updated)

This month we are featuring library resources on deafness, hearing impairments, speech, and language development.

For resources on Cultural Competence and Bilingual Language Development, see the February 2017 issue of ECI Library Matters

Deafness, Hearing Impairments, Speech & Language Development – Selected Journal Articles

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.texas.gov.

Comparative language development in bilingual and monolingual children with autism spectrum disorder: a systematic review. Lund E, Kohlmeier T, Durán L. *J Early Interv.* 2017;39(2):106-124.

The prevalence of both bilingual children and children with autism spectrum disorder (ASD) is growing rapidly, and early childhood educators may be increasingly likely to encounter bilingual children with ASD in their classrooms. Because ASD significantly affects communication, many parents and professionals may have questions or concerns about the impact of bilingualism on language development in children with ASD. The present article presents a systematic review of the literature comparing monolingual to bilingual development in children with ASD in their classrooms. Seven articles were included, covering a wide variety of languages and involving predominantly young, simultaneously bilingual children with ASD. Results generally showed small, varied differences in both receptive and expressive language outcomes for

bilingual and monolingual children with ASD, thus providing tentative support for the idea that bilingualism does not have a consistent or large negative effect on language development in children with ASD. Implications for research and practice are discussed.

Deaf education: a primer. Langham B, Hubig M. *Tex Child Care Q.* 2017;41(1).

Accessed August 30, 2017. http://www.childcarequarterly.com/pdf/summer17_deaf.pdf

Imagine you are Remi, a 4-year-old girl who cannot hear well. You find it hard to understand the story the teacher is reading, so you stare out the window. Background noise from the dramatic play center drowns out what a child next to you is saying as you play with blocks. Outside you try to play with others, but you cannot understand them, so you climb onto the jungle gym to play by yourself. Being deaf or hard of hearing (D/HH) affects the ability to communicate, develop language, and make friends. But as an early childhood educator, you can help children like Remi build a foundation for success in school and life.

How do children learn language. Johnson A. *Tex Child Care Q.* 2017;40(4). Accessed

August 30, 2017. http://www.childcarequarterly.com/pdf/spring17_language.pdf

Language, and the way we learn language, is so complex that linguistic experts devote years to the study of grammar rules, patterns, and ways people communicate with one another. At birth, infants begin their linguistic development as they listen, observe, and decipher the rules of language. By the age of 4, most children have a well understood idea of how to decode and communicate with language, without being formally taught how to do so. This article will reflect the work of three language theorists to address how children acquire language and how teachers and parents can best promote language learning.

Teachers' use of high- and low-support scaffolding strategies to differentiate language instruction in high-risk/economically disadvantaged settings.

Pentimonti J, Justice L, Yeomans-Maldonado G, McGinty A, Slocum L, O'Connell A. *J Early Interv.* 2017;39(2):125-146.

The focus of the present work was to examine teachers' use of dynamic processes when implementing static language lesson plans that explicitly required teachers to employ scaffolding strategies so as to differentiate instruction. Participants were 37 preschool teachers and 177 children in their classrooms. Study findings indicated that teachers utilized scaffolding strategies at relatively low rates and that they utilized low-support scaffolding strategies more frequently than high-support strategies. Furthermore, results suggested that the use of certain types of scaffolding strategies may be beneficial for children's development of language skills.

The effects of play-based intervention on vocabulary acquisition by preschoolers at risk for reading and language delays. McLeod R, Hardy J, Kaiser A. *J Early Interv.*

2017;39(2):147-160.

Closing the vocabulary gap for young children at risk for reading and language delays due to low socioeconomic status may have far reaching effects, as the relationship between early vocabulary knowledge and later academic achievement has been well-established. Vocabulary instruction for young children at risk for reading and language delays during classroom play is understudied, but appears to be a useful context for such interventions. A multiple probe design across behaviors replicated across participants was conducted to evaluate the effects of Enhanced Milieu Teaching (EMT) techniques embedded in play sessions on target vocabulary word acquisition for preschool participants. Participants

acquired target word sets in an average of 14 sessions, which, in addition to a book with target vocabulary, included interventionist's use of the words in conversation and prompts to use target words in play routines.

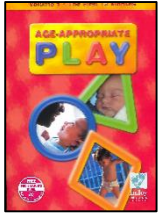
Interactive storybook-based intervention effects on kindergartners' language development. van Druten-Frietman L, Strating H, Denessen E, Verhaegen L. *J Early Interv.* 2016;38(4):212-229.

A dialogic storybook-based intervention integrating dialogic storybook reading with early literacy activities is studied with a longitudinal quasi-experimental study design. The effects of this intervention, in addition to a regular early childhood education (ECE) program, on kindergartners' vocabulary and phonological awareness development are analyzed for children from different backgrounds. Results indicated that the intervention may be effective in stimulating expressive vocabulary development. With regard to receptive vocabulary and phonological awareness measures, the intervention seems to have a similar effect to using a regular ECE program. The intervention had a similar effect for all children. Findings suggest that an active participation, in which the children are encouraged to talk about language, seems to be beneficial to enhance children's language use; this aspect might be elaborated in existing or future ECE programs. The intervention can be used to help children from underprivileged families to gain language skills to ensure an optimal start of formal education in Grade 1.

Object exploration in extremely preterm infants between 6 and 9 months and relation to cognitive and language development at 24 months. Zuccarini M, Guarini A, Savini S, Iverson JM, Aureli T, Alessandrini R, Faldella G, Sansavini A. *Res Dev Disabil.* 2017;68:140-152.

Although early object exploration is considered a key ability for subsequent achievements, very few studies have analyzed its development in extremely low gestational age infants (ELGA- GA <28 weeks), whose early motor skills are delayed. Moreover, no studies have examined its developmental relationship with cognitive and language skills. The present study examined developmental change in Motor Object Exploration (MOE) and different types of MOE (Holding, Oral, Manual and Manual Rhythmic Exploration) in 20 ELGA and 20 full term (FT) infants observed during mother-infant play interaction at 6 and 9 months. It also explored whether specific types of MOE were longitudinally related to 24-month language and cognitive abilities (GMDS-R scores). ELGA infants increased MOE duration from 6 to 9 months, eliminating the initial difference with FT infants. In addition, ELGA infants showed a different pattern of Oral Exploration, that did not increase at 6 months and decrease at 9 months. Oral and Manual Exploration durations at 6 months were longitudinally related to 24-month GMDS-R language and cognitive performance scores respectively. We discuss the relevance of assessing early exploratory abilities in ELGA infants in order to implement customized intervention programs for supporting the development of these skills.

Deafness, Hearing Impairments, Speech & Language Development – DVDs



Age appropriate play volume 1: the first twelve months. 24 min. 2002. (DD0443).

This program teaches age-appropriate activities that stimulate different skills including language. It is also available in Spanish as DD0446.

Age appropriate play volume 2: twelve to twenty four months. 17 min. 2002. (DD0444).

This program teaches age-appropriate activities that stimulate various skills including language. It teaches fun toddler activities that nurture language, imagination, exploration, and sensory development. It is also available in Spanish as DD0447.

Age appropriate play volume 3: two and three year-olds. 15 min. 2002. (DD0445).

This DVD shows how language skills and positive social behavior can be enhanced through art and play. It is also available in Spanish as DD0448.

American Sign Language, level 1: greetings, the alphabet, and more. 55 min. 2011. (DD0663).

This program shows viewers 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. Segments of the video are displayed first without and then with text so that viewers can test their understanding. Viewers can assess their comprehension of longer conversations by watching a person tell a story in sign language. This video is also available online. Contact the library at 512-776-7260 for more information.

Art and science of home visits. 15 min. 2004. (DD0222).

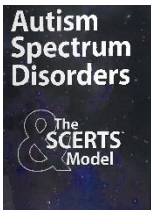
This DVD shows early intervention specialists how to establish trusting, caring relationships between themselves and families of infants and toddlers with hearing loss. Best practices in this family-centered approach are demonstrated in actual home visits.

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

Edward G, Conture, Ph.D, CCC-SLP, discusses assessment and treatment of preschool age children who stutter. He discusses 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. (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.



Autism spectrum disorders and the SCERTS model. 106 min. 2004. (DD0192).

This DVD provides an overview of the SCERTS model and demonstrates its application in classroom, community, and home environments for children in early intervention through the primary school grades. This model is designed for those interested in a comprehensive framework that builds meaning, logic, and predictability into daily functional activities for children with autism spectrum disorders and their social partners.

Baby human to talk. 52 min. 2003. (DD0279).

Using research from psychologists specializing in infant communication, this program explores the baby's linguistic journey, from cooing to motherese during the initial months, and on to the language explosion after the first year.

BabyCues: a child's first language. 18 min. 2006. (DD0557).

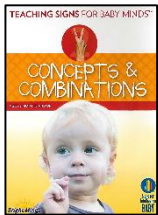
This DVD shows examples of cues, engaging and disengaging, as well as examples of how cues often cluster around hunger or satiation. Sleep states and levels of alertness which also impact the caregiving environment are shown. These states and implications for caregiving are explained as well. Learning 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.

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

This English-Spanish DVD provides examples of ways that language and literacy develop in a variety of cultures and languages and demonstrates how adults can help very young children read the world around them. It shows how everyday routines, experiences, and environments provide the tools for literacy through nurturing relationships, listening and talking, discovering the world through words and experiences, modeling, symbols, sounds, rhyme, rhythm, and songs, experiences with print and writing, and enjoyable experiences with books.

Communication options for deaf children: a family decision. 18 min. 2002. (DD0186).

Experts and parents who have made choices about communication options discuss four alternatives: auditory/verbal, American Sign Language, auditory/oral lip reading and aggressive hearing amplification, and total communication combining methods to help a child develop natural language skills. This DVD helps parents, service providers, and students understand that there is no "one right way" of communicating with deaf children that will meet the needs of all families. The emphasis is on researching the various communication options, choosing what is best for a family, and starting the communication process early.



Concepts and combinations. 25 min. 2006. (DD0220).

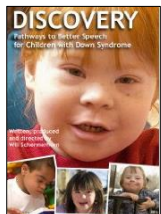
Missy Keast, a mother who is deaf, teaches concepts and combinations of basic words. Parents will learn how to ask their children to perform complex tasks and behaviors at an early age. Words learned in this DVD include small, big, short, tall, left, right, go, and stop. Word combinations taught are blue water, good morning, good night, green grass, look down, look up, black bear, red dog, yellow flower, white bear, and numbers one through four.

Deafblind: a world without sight and sound. 60 min. 2003. (DD0402).

In this program, originally a BBC broadcast, viewers explore the world of two 12 year-old boys who were born deaf and blind and their families. Viewers also meet two adults who lost the ability to see and hear after childhood. The documentary uses special effects to simulate sensory deprivation and compensation while also providing examples of adults who are deaf and blind and who lead fulfilled, even adventurous, lives.

Development in practice: speech and language activation for preschool children with Down syndrome. 76 min. 2007. (DD0717).

This film explains and demonstrates activities for promoting communication, speech and language development for preschool children with Down syndrome from 18 months to 4 years. It focuses on practical strategies to promote speech and language development that can be woven into everyday play, routines and activities. The film explores techniques to help children with Down syndrome understand the meanings of words, communicate what they know, and develop clear speech. It also looks at ways to help them learn to read words and sentences, and explains how teaching reading benefits their spoken language.



Discovery: pathways to better speech for children with Down syndrome. 81 min. 2005. (DD0081).

This DVD provides an overview of language development in youngsters with Down syndrome from ages 2 and up. 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. That knowledge pays off when they do start to speak, because they have a head start on language while their talking skills are catching up. Knowing letter sounds and sight words helps children fine-tune pronunciation and lays the ground work for true reading.

Disease and ease: audio processing disorder. 24 min. 2014. (DD0665).

Experts are interviewed about the diagnosis and treatment of Auditory Processing Disorder. APD affects both children and adults and usually manifests itself as listening or learning difficulties; the brain cannot process sounds effectively even though the individual's hearing appears to be normal. With the help of the audiologists and a group of specialists on speech, language, and hearing disabilities, we learn about the challenges of diagnosis, treatment, and management of this affliction. This video is also available online. Contact the library at 512-776-7260 for more information.

Early language and your toddler. 71 min. 2008. (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. She discusses the early identification of language learning difficulties and delays.

Early messages: facilitating language development and communications. 28 min. 2006. (DD0320).

This DVD presents ways to enhance language development in infants and toddlers.

Everyday signs. 25 min. 2006. (DD0219).

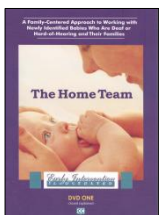
This DVD introduces signing for babies. Missy Keast, a mother who is deaf, gives guidance to parents on how to begin the process of teaching young children sign language. Viewers will learn words for creatures, family members, mealtime, needs, and objects. There is also a simple guessing game.

Evidence-based practice and practice-based evidence: closing the gap. 62 min. 2012. (DD0649).

Dr. Nan Ratner, Ed.D, discusses the range of options for both clinical researchers and practicing clinicians who want to find, use, and integrate evidence of treatment effectiveness. Dr. Ratner suggests ways to frame further discussions on the topics of evidence-based practice and practice-based evidence to answer commonly posed questions about the effectiveness of what clinicians do.

Genetics of stuttering: discovery of causes. 44 min. 2010. (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.



Home team. 15 min. 2003. (DD0221).

This DVD presents strategies and techniques that can help establish trusting, caring relationships between interventionists and families using the highly successful family-centered approach. Best practices are demonstrated in actual home visits. Parents and professionals share their expertise on how to create true collaboration as a team.

Is baby ok? 22 min. 2003. (DD0526).

Viewers learn some of the basic developmental milestones in physical growth, social skills, motor skills, and language acquisition. Parents discover when to seek professional help to assess development, especially for potential problems in hearing and vision. They will also learn to recognize key motor skill developments.

Kids with Down syndrome: staying healthy and making friends. 120 min. 2008. (DD0483).

This program brings together parents and professionals and gives a guide to the years when kids learn to walk to just before adolescence. It includes a 10 minute section on hearing and the ear. The mother of a child with Down syndrome who has hearing problems is interviewed. Professionals give advice on hearing and ear tests and ear tubes.

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

These DVDs address the needs of professionals and paraprofessionals who work with young children with language disorders. They are particularly helpful for programs that serve children from linguistic minority backgrounds and their families. The program and strategies are also appropriate for teachers and parents of children who are typically developing (2-4 age range). *Talking & books* shows how to use picture books to promote language development and early literacy. It teaches dialogic reading strategies. *Talking & play* shows how to promote language and literacy when children are engaged in play or everyday activities. The program reinforces the dialogic reading strategies taught in *Talking & books* and helps trainees transfer the strategies to different settings.

Language partners: building a strong foundation. 20 min. 2006. (DD0223).

Creating a language-rich environment gives babies who are deaf and hard-of-hearing the tools they need to think, communicate, and learn. This DVD shows several families using a variety of communication approaches.

Learning happens. 113 min. 2007. (DD0411).

This DVD features 30 short video clips that show parents and children, aged birth to 3 years, interacting during playtime and everyday routines. These vignettes capture learning as it unfolds through loving interactions with parents and caregivers. They highlight the critical role that adults play in supporting the healthy development of language, speech, and overall school readiness in infants and toddlers. Some of the clips are in Spanish with English subtitles. Clips are provided without commentary or narration.

Learning happens II. 29 min. 2010. (DD0412).

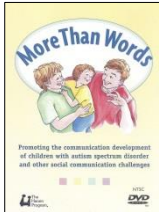
This follow up to *Learning happens* (DD0411) uses the same format but features 25 short video clips of children from infancy to age 5 interacting with their parents, teachers, and caregivers. The clips are only in English.

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

This 3 DVD set can be used by Spanish speakers to learn American Sign Language. It includes ABC stories, vocabulary, practice sentences, fingerspelling, and more.

Magic of everyday moments: seeing is believing. 23 min. 2014. (DD0685).

This DVD contains a segment on literacy skills. It advises parents to help their children develop language and literacy from birth through sharing books, telling stories, and talking to them.



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

This DVD helps parents create structure and predictable environments within which their children learn to interact and develop more conventional and spontaneous communication in everyday situations.

Moving from assessment to intervention planning. 55 min. 2010. (DD0651).

Sheryl Gottwald, Ph.D., CCC-SLP, uses the Demands and Capacities model to guide intervention planning for preschool children who stutter and their families. Dr. Gottwald reviews the skill areas that contribute to fluency and highlights those areas that may benefit from child-directed early intervention sessions.

Music and early learning. 26 min. 2007. (DD0531).

From the time they are born, human beings are predisposed to learn and enjoy music. Research has shown that children's exposure to music, and especially their participation in making music, is invaluable in helping children's brains develop the neural bridges that make them stronger. This DVD explains how experienced kindergarten and preschool teachers use music to help children grow and learn.

Neurophysiology of stuttering. 50 min. 2011. (DD0652).

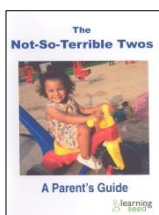
Neurophysiology studies the function of the central and the peripheral nervous system through the recording of bioelectrical activity. Martin Sommer, M.D., gives an overview of essential neurophysiological findings that improve our understanding of the pathophysiology of stuttering.

New dimensions in parent counseling. 190 min. 2010. (DD0653).

The DVD features a master clinician, David Luterman, D.Ed, facilitating a group of parents of children who stutter using a listening valuing model of interaction. It is divided into two parts: group therapy with parents and therapists' review of parent session. The parent group was also seen by experienced clinicians and the second part of this video is comprised of their observations of the group and their interaction with Dr. Luterman.

Next step: including infants in the curriculum. 22 min. 2006. (DD0321).

This program looks at the physical, social, language, and intellectual development of the infant. Caregivers learn how they can become sensitive facilitators who present appropriate learning opportunities to infants.



The not-so-terrible-twos: a parent's guide. 22 min. 2005. (DD0529).

Two-year-olds fine-tune their muscles through constant imitation, experimentation, and repetition. Observe as two-year-olds learn to make the complex mental connections that lead to true understanding. Hear how their growing language abilities lead two year-olds to speak with others, to ask "why", and proclaim their independence by saying "no." See how two-year-olds deal with the conflicting emotions of wanting to possess and demand one moment,

and share and hug the next. Watch their first interactions with others, and see how it's still difficult for them to see a situation from another's viewpoint. Learn from a pediatrician what body awareness, language skills, and motor skills have to do with toilet training.

A place of our own: early childhood solutions special needs. 97 min. 2008. (DD0326).

Topics of this DVD include recognizing and understanding special needs, speech and language delays, hearing and visual impairments, and autism. This program is divided into segments: introduction 2 min.; understanding special needs – 11 min.; recognizing special needs – 13 min.; speech and language delays - 13 min. It also includes 6 fun activities to do with children. This program is also available in Spanish as *Los niños en su casa: soluciones para la primera infancia necesidades especiales* (DD0328).



Preschooler observation: language and literacy development. 23 min. 2012. (DD0497).

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. Viewers also see the natural activities children are drawn to which foster development and strategies to encourage these

activities.

Read my lips: learning language. 61 min. 2004. (DD0515).

This program was filmed in England. It explores how we develop the arts of speech and physical expression to make ourselves understood and to understand others. Visiting a group of 25 three-year-olds in the United Kingdom, the film observes them learning 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. This video is available online. Contact the library at 512-776-7260 for more information.

Sensory perspectives. 120 min. 2003. (DD0627).

This interactive DVD set addresses sensory loss related to deafness, blindness, and deaf blindness. The program includes information on sensory loss and simulations of different types of hearing, vision, and combined vision and hearing losses. The first disc on vision loss includes an introduction, a quiz, and examples of acuity loss, field loss, contrast sensitivity, processing problems, and oculomotor problems. The second disc covers combined vision and hearing loss. It includes examples of learning, communication, and social and emotional development for people who are both deaf and blind. A menu on each disc allows viewers to choose which segments they want to view.

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

A group of speech-language experts talk compassionately and directly to adults about how to promote easier talking as they interact with their preschool-age children. The professionals offer simple, easy tips that parents can begin to use immediately.

Signing fiesta presents daily activities. 104 min. 2004. (DD0093).

Two hosts show a sign and say the word in both Spanish and English. Each chapter of this program introduces signed vocabulary, practice sentences, and a receptive test at the end to reinforce learning. It covers vocabulary related to morning, afternoon and night, school and dinner, manners, feelings, going out, and asking questions.

Signing fiesta series one. 78 min. 2004. (DD0092).

Two hosts show a sign and say the word in both Spanish and English. Each chapter introduces signed vocabulary, practice sentences, and a receptive test at the end to reinforce learning. This program covers vocabulary related to animals, insects, school, colors, family, festivities, action verbs, food, feelings, and questions.

Sound and fury: six years later. 29 min. 2006. (DD0089).

This film chronicles the Artinian family's journey after they decide to give their daughter who is deaf a cochlear implant that would enable her to hear. The filmmakers document the family's life over the next six years.

Teach me to talk. 90 min. 2008. (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.

Technology and Deaf culture. 13 min. 2006. (DD0020).

This DVD takes a frank and balanced look at the divisive topic of the cochlear implant. Is it a miracle assistive technology device, or is it the demise of America's Deaf culture in an attempt by the hearing majority to "fix" people who are deaf? It features input from the Johns Hopkins Listening Center, Gallaudet University, and others.

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

This DVD 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. (DD0261).

Every day a toddler's mind is filled with new information. Their vocabulary expands as they correctly name people and objects. They try out, and learn from, cause and effect experiments. This program shows how brain cells are structured to connect and retain what a child learns. Viewers watch as toddlers learn language and engage in activities that foster memory and the retrieval of information.

Unrealized dreams: stories of deaf individuals with unique needs. 35 min. 2007. (DD0624).

This DVD profiles individuals who are deaf and have additional disabilities and risk factors. In the past these individuals had been labelled as low-functioning. These additional

disabilities create obstacles to reaching individual potential, goals, and dreams. Parents talk about life with a child who is deaf but has other disabilities.

Your baby's first year. 24 min. 2003. (DD0527).

Infants demonstrate milestones in basic motor skills from rolling over to standing alone. They learn that objects can exist outside of their own experience, learn cause and effect, and slowly discover they are independent beings. Watch as they explore eye-hand coordination, feeding skills, a first smile, language understanding, baby talk, and the magical dance of senses and muscles called sensorimotor development.

Deafness, Hearing Impairments, Speech & Language Development – CDs

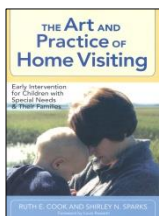
Sing out. 2009. (CA0016).

The songs on this CD facilitate speech development for children with speech delays in a fun, systematic, and success-oriented way. Songs are slowed down so a child can easily follow along. Children can sing along to songs like She'll Be Comin' 'Round the Mountain, Peek-a-boo, and Old McDonald.

SpeechTeach. 2000. (CR0019).

This CD-ROM teaches and encourages both children and adults with language delays to talk about things. It creates an interactive environment that helps people learn language in a comfortable, fun style. It also allows the teacher or parent to identify an individual student's needs and select the words to be learned.

Deafness, Hearing Impairments, Speech & Language Development – 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).

This book contains a section on speech and language disorders written for the generalist home visitor who encounters a child with what appears to be a speech and language delay or disorder.

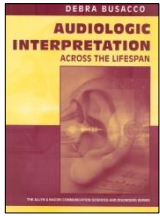
Assistive technology for young children: creating inclusive learning environments. Kathleen C. Sadao, 2010. (LC 4019.3 S124a 2010 ECI).

This book will help educators assess children's assistive technology (AT) needs and choose from high- and low-tech strategies. Readers will learn how to use AT to support development of critical skills including communication and literacy.

At a loss for words: how America is failing our children and what we can do about it. Betty Lynn Segal Bardige, 2005. (535 B246a 2005 ECI).

Language is an important and virtually inevitable part of a child's development. This book points out the importance to each child not only of a strong language base, but also of the emotional background that it represents. This book discusses the importance of early child

care in fostering language and emotional well-being and how Americans need to push for a better child care system for their young children.



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. The second part of the book is devoted to the audiologic diagnosis and management of hearing loss in the pediatric population.

Augmentative and alternative communication: supporting children and adults with complex communication needs, 4th ed. David R. Beukelman, 2013. (WL 340.2 B566a 2013 RHB).

The foundational textbook for SLPs, OTs, PTs, teachers, and other professionals in clinical and educational settings, this fourth edition gives an introduction to augmentative and alternative communication (AAC) processes, interventions, and technologies that help people best meet their daily communication needs. Professionals will prepare for their work in the field with information on advancing literacy skills, conducting effective, culturally appropriate assessment to determine AAC needs, choosing AAC interventions appropriate for age and ability, selecting AAC vocabulary tailored to individual needs, using new consumer technologies as easy, affordable, and non-stigmatizing communication devices, understanding types of symbols and how individuals use them, promoting social competence, supporting language learning and development, and providing effective support to beginning communicators.

Autism interventions: exploring the spectrum of autism. Carolyn Murray-Slutsky, 2014. (WS 350.8 P4 M981a 2014 ECI).

This book, which is intended as a source of information for parents, teachers, and other professionals, provides a holistic view of autistic spectrum disorders and the children who experience these disorders by examining the interrelationship between behaviors, mannerisms, sensory processing, motor control, speech and language, and functional skills.

Autism spectrum disorders: a transactional development perspective. Amy M. Wetherby, 2000. (203.6 W539 2000 ECI).

This cross-disciplinary reference offers a thorough overview of the communication, language, social, and behavioral issues characteristic of autism spectrum disorders (ASDs). The authors offer practical guidelines for intervention designed for children with autism and their families.

Autism spectrum disorders and AAC. Pat Mirenda, 2009. (203.6 A939s 2009 RHB).

This book for professionals explains what the most effective augmentative and alternative communication methods are for persons with autism and language delay. It discusses how to promote children's natural speech and language development; expand literacy skills; modify challenging behavior; build children's social interaction skills; encourage students'

full participation in inclusive classrooms; and help adolescents and adults develop strong social networks within the community.

Baby signing for dummies. Jennifer Watson, 2006. (153.11 W339b 2006 ECI).

This guide shows parents how to use sign-language gestures to communicate with hearing infants and toddlers.

Baby signs: how to talk with your baby before your baby can talk. Linda Acredolo, 2009. (WS 105.5 C8 A187b 2009 ECI)

Babies learn to wave "bye-bye" and shake their heads "no" and "yes" long before they can talk. This book shows parents how to take advantage of these abilities with easy-to-follow illustrations and photos to help their babies learn to communicate.

The Capute scales: cognitive adaptive test/clinical linguistic and auditory milestone scale (CAT/CLAMS). 2005. (520 A169c 2005 ECI).

For use with children from 1-36 months of age, this 100-item screening and assessment tool helps experienced practitioners identify developmental delays in two separate streams: visual-motor functioning and expressive and receptive language development.

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. It discusses the emotional impact of hearing loss. Hearing aids and cochlear implants are described. The effects of hearing loss on family relationships are mentioned. Essays on learning and what parents should know about the educational system are also included.

Children with hearing loss: developing listening and talking birth to six, 2nd ed. Elizabeth Bingham Cole, 2007. (WV 271 C689c 2011 ECI).

This book is dedicated to training professionals to work knowledgeably and skillfully with infants and young children who have hearing loss and their families. Neurological development and discussions of ear anatomy and physiology, pathologies that cause hearing loss, audiologic testing of infants and children, and amplification technologies are all discussed in the first section. The second section focuses on intervention; listening, talking, and communicating through the utilization of a developmental and preventative model.

Choices in deafness: a parent's 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. Five major communication options are presented: auditory-verbal; ASL-English bilingual; cued speech, auditory-oral; and total communication. The accompanying CD-ROM gives hearing listeners an idea of what speech sounds like to children who have different types of hearing loss.

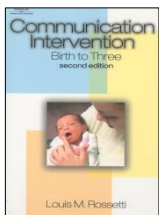
Cleft lip and palate: interdisciplinary issues and treatment, 2nd ed. Karlind T. Moller and Leslie E. Glaze, 2009. (WV 440 C624 2009 RHB).

This book encourages interdisciplinary knowledge and experience in the care of patients with cleft palate and craniofacial anomalies. The book includes several parts: interdisciplinary care; foundations of cleft lip and palate and craniofacial anomalies; communication and psychosocial development; and medical, surgical, and dental concerns and treatment.

Communication disorders in infants and toddlers: assessment and intervention.

Frances P. Billeaud, 2003. (535 B597 2003 ECI).

This book is an effective resource on assessment and intervention for children with special needs. It emphasizes a multidisciplinary team approach to management and is written to optimize treatment and achieve the best possible outcomes for young patients.



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

The topics addressed in this book include risk factors for communication delay, enhancing interaction and attachment for children birth through 3 years of age, assessment of communication skills, general and specific communication-based intervention suggestions, and a discussion of the efficacy of services provided.

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

This textbook discusses cleft palate speech therapy both in its early preventive and its later rehabilitative aspects.

The complete idiot's guide to hearing loss. William M. Luxford, 2010. (WV 270 C737 2010 RHB).

This book describes how the ear works; ways to determine if one has hearing loss; details on the causes of hearing loss; facts on hearing aids or surgical options; and special consideration for children with hearing loss.

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

This text 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.

Developing early literacy: report of the National Early Literacy Panel. 2008. (659.1 D489 2008 ECI).

The goal of the National Early Literacy Panel was to identify interventions, parenting activities, and instructional practices that promote the development of children's early literacy skills. This report represents a systematic and extensive synthesis of the

published research literature concerning children's early literacy skills. It is a scientific synthesis of early literacy development and implications for intervention.

Developing language and literacy with young children. Marian Whitehead, 2007. (535 W592d 2007 ECI).

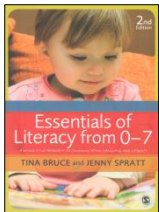
This book gives caregivers and parents an understanding of children's communication and language development in the years from birth through age eight. Taking a holistic approach, it examines the range of elements that are typical of communication development. The significance of stories, narrative and language play is covered, along with the emergence of literacy in homes and early childhood education centers.

Early communication skills for children with Down syndrome: a guide for parents and professionals, 3rd 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, which is often around ages 5 or 6, but can occur later. It contains the information parents need to ensure children meet their communication potential, from an explanation of the speech-language assessment to descriptions of what to expect when a child enters school.

Educating deaf students: from research to practice. Marc Marschark, 2002. (219.21 M363e 2002 ECI).

This book offers an evaluation of the research literature on the needs and strengths of children who are deaf and the methods that have been used both successfully and unsuccessfully to teach them.

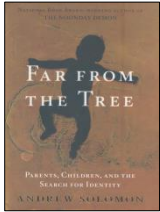


Essentials of literacy from 0-7: a whole-child approach to communication, language, and literacy. Tina Bruce, 2011. (535 B887 2011 ECI).

This book explains factors involved in the development of communication, language, and literacy among young children zero to 7. The authors focus on using nursery rhymes, finger rhymes, action songs, and poetry cards to playfully encourage the development of literacy.

Evidence-based practice in educating deaf and hard-of-hearing students. Patricia Elizabeth Spencer, 2010. (WV 271 S745 2010 ECI).

This book clarifies and summarizes research on enhancing the success of educational practice with students who are deaf or hard-of-hearing. The book will help parents and teachers make decisions about the best types of support for these children using an evidence-based approach.



Far from the tree: parents and children and the search for identity.

Andrew Solomon, 2012. (200.8 S65 2012 ECI).

All parenting turns on a crucial question: to what extent parents should accept their children for who they are, and to what extent they should help them become their best selves. Drawing on forty thousand pages of interview transcripts with more than three hundred families, Solomon mines the eloquence of ordinary people facing extreme challenges. Whether considering prenatal screening for genetic disorders or cochlear implants for children who are deaf, Solomon narrates a universal struggle toward compassion. Many families grow closer through caring for a child with special needs. Most discover supportive communities of others similarly affected; some are inspired to become advocates and activists, celebrating the very conditions they once feared.

Foundations of aural rehabilitation: children, adults, and their family members.

Nancy Tye Murray, 2009. (219.2 T979 2009 RHB).

This introductory textbook contains practical suggestions, example programs, training materials, case studies, and class exercises that review current research on audiology in a student-friendly format.

Genetic syndromes in communication disorders. Jack H. Jung, 2010. (WL 340.2 G328 2010 RHB).

This book briefly discusses the principles of medical genetics. It then describes the characteristics and management of chromosomal syndromes, single gene syndromes, polygenic-multifactorial syndromes, non-syndromic hearing loss, sporadic syndromes, and environmental syndromes.

Guide for professionals serving hearing children with deaf parents. Jenny L. Singleton, 2001. (219.2 S617g 2001 ECI).

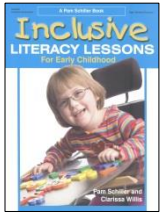
Using a cultural, rather than a pathological, view of deafness, this paper provides a brief description of the Deaf community, their language and culture.

How deaf children learn: what parents and teachers need to know. Marc Marschark, 2012. (WV 271 M363 2012 ECI).

This book presents an introduction to children who are deaf and discusses the implications of hearing and not hearing on language and communication. It discusses the role of family and peers to provide the foundations of learning. It also examines cognition, learning, memory, problem solving, knowledge, reading, and doing math.

If your child stutters: a guide for parents, 8th ed. 2015. (WM 475 I23 2015 ECI).

This book, written for parents concerned about the speech of their young child, contains information to help them distinguish between typical disfluencies and stuttering. This book is also available in Spanish as *Si su niño tartamudea: guía para padres*. (WM 475 S622 2011 ECI).



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

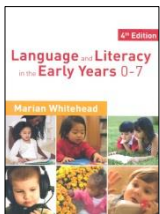
This book contains one hundred literacy lessons, designed to introduce children ages 3-6 to a variety of literacy concepts and build important literacy skills. Each of these lessons offers adaptations for children with special needs, including visual impairments, hearing impairments, cognitive challenges, motor delays, speech/language delays, and emotional/behavior issues.

Jimmy finds his voice. James Doti, 2012. (WS 107 D725 2012 ECI).

In this children's book, Jimmy is afraid to go to school because he speaks differently than the other children. Then the teacher casts him in the school play. The book tells the story of how Jimmy finds his voice.

Language and deafness. Peter V. Paul, 2009. (219.2 P324 2009 RHB).

This comprehensive book is useful to anyone seeking an understanding of language development in children who are deaf, but particularly to teachers and clinicians. Chapters include an introduction to language and deafness, language functions, structures, acquisition; primary language development; orality; signed systems, American Sign Language; script literacy; bilingualism; language instruction and assessment.



Language and literacy in the early years 0-7. Marian R. Whitehead, 2010. (WS 105.5 C8 W592 2010 ECI).

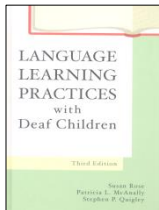
This book combines both language learning and theories of literacy. It discusses linguistics, language and cultures, and language and thinking. The second part on literacy describes narrative, books, writing, and how teachers and caregivers can encourage literacy even for babies and toddlers.

Language development: foundations, processes, and clinical applications. Brian B. Shulman, 2010. (WS 105.5 C8 L287 2010 ECI).

This comprehensive resource helps students understand language development as it applies to a child's communication needs. It discusses the typical course of language development within the clinical context of language assessment and intervention.

Language development in early childhood, 3rd ed. Beverly Otto, 2010. (WS 105.5 C8 091 2010 ECI).

This text combines theory, research, and practice to provide a solid foundation for understanding language development from birth to age 8. It teaches a basic understanding of the phonetic, semantic, syntactic, morphemic, and pragmatic aspects of language knowledge acquired by young children. Concrete ways that professionals can encourage the development of both oral and written language are included.



Language learning practices with deaf children, 3rd ed. (WV 271 L287 2004 ECI).

This text provides future and practicing teachers of deaf children with basic theoretical and research knowledge as well as specific principles and practices for fostering the development of language and reading. In this third edition of the book, the authors have added a section on language assessment and a new chapter on special programs, including ASL-English programs for children from multicultural homes and technology for language learning.

The late talker: what to do if your child isn't talking yet. Marilyn C. Agin, Lisa F. Geng, and Malcom J. Nicholl, 2003. (219.4 A267 2003 ECI).

This book was written to help worried parents of children cut through the confusion and stress to determine if their child needs help or is only a late talker.

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

This book is a comprehensive survey of 30+ years of research about young children with delayed expressive language. 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.

Learning to read the world: language and literacy in the first three years. Sharon E. Rosenkoetter and Joanne Knapp-Philo, 2006. (535 L438 2006 ECI).

Research from multiple fields is used to explore infant-toddler learning as it relates to beginning language and literacy. The book suggests ways that readers can encourage young children to delight in words, shapes, sounds, symbols, concepts, and other facets of language and literacy development.

NEW! 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 author explains why using animal shelter castaways often make the best hearing dogs and what breeds and mixes have the highest rate of placement with their partners who are deaf or hard of hearing.

Literacy and your deaf child: what every parent should know. David Alan Stewart, 2003. (219.21 S849 2003 ECI).

This book is aimed at helping parents provide the means for their child who is deaf or hard-of-hearing to become a proficient reader and writer. It will assist with parents' decisions about hearing aids, cochlear implants, speechreading, and sign communication. In addition, they will learn how to create environments at home and in their community that foster greater literacy.

Look who's talking!: how to enhance your child's language development, starting at birth. Laura Dyer, 2004. (WS 105.5 C8 D996 2004 ECI).

This book shows parents how to enhance their child's language development. It includes information on preverbal signs and gestures, common concerns and warning signs, nurturing pre-literacy skills, how to use sign language, and information on second-language learning.

Make a joyful noise: a handbook for parents of children who are deaf and hard of hearing. 2000. (219.23 O63 2000 ECI).

This handbook contains answers and ideas for parents who have just learned their child is deaf or hard of hearing. It offers suggestions and advice on how to be of help to their child. This handbook promotes oral deaf education methods. It is also available in Spanish as *Haga un ruido alegre*.

Making connections: support for families of newborns and infants with hearing loss. Valerie Sitnick Schuyler, 2006. (219.2 S397m 2006 ECI).

This book focuses on how parents and professionals can promote acquisition of age-appropriate listening and communication skills in infants with hearing loss in their first twelve months of life. It describes three types of connections that enable newborns and infants to reach their full potential. These connections are parent and infant relationship; early identification plus early intervention equals improved outcomes; and families plus early intervention.

Malik goes to school: examining the language skills of African American students from preschool-5th grade. Holly K. Craig, 2006. (WS 105.5 C886m 2006 ECI).

This book synthesizes a decade of research on the language of African American students and the implications of this research for educational planning and clinical assessment. It provides a specific set of procedures for conducting culture-fair language evaluations with African American preschoolers to 5th graders.

New language of toys: teaching communication skills to children with special needs. Sue Schwartz, 2004. (535 S399n 2004 ECI).

This book explains how to use everyday toys, both store-bought and homemade, to stimulate language development in children with special needs from birth through age six.

The parents' guide to cochlear implants. Patricia M. Chute, 2002. (219.29 C564 2002 ECI).

This book explains each stage of cochlear implantation. It contains the information parents need to learn about implant options, how to choose an implant center, and every detail of the surgical procedure. Parents will learn their roles in helping their child adjust to and successfully use the cochlear implant.

A parent's guide to developmental delays. Laurie LeComer, 2006. (WS 107 L465p 2006 ECI).

This book includes a chapter on how to spot red flags of delayed development in speech and language. Readers learn how to identify specific challenges; how to get a diagnosis

and treatment plan to fit a child's needs; how to work with teachers and specialists for the best results, and more.

The parent's guide to speech and language problems. Debbie Feit, 2007. (219.4 F311p 2007 ECI).

This book combines clinical research with real-world, parent-tested tips for parents of children with speech disorders or language delay. It discusses how to make sure each child gets the best type of therapy, how to adjust to the life of having a child with a disability, and how to deal with schools, insurance companies and other bureaucracy.

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. It includes information about laws on newborn hearing screening; descriptions of amplification, diagnostic tools, and surgical devices; research findings; and much more.

Pediatric traumatic brain injury. Jean L. Blosser and Roberta DePompei, 2003. (WS 340 B656p 2003 ECI).

This book focuses on the cognitive-communicative needs of children and adolescents with traumatic brain injury. A section of the book is devoted to motor speech disorders.

Pivotal response treatments for autism: communication, social, and academic development. Robert L. Koegel and Lynn Kern Koegel, 2006. (203.6 K77p 2006 ECI). Pivotal Response Treatment uses natural learning opportunities to target and modify key behaviors in children with autism, leading to widespread positive effects on communication, behavior, and social skills.

Promoting language and literacy in children who are deaf or hard of hearing. 2015. (WV 271 P965 2015 ECI).

What are today's best interventions for supporting language acquisition and literacy for children who are deaf or hard of hearing? 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. Due to advanced screening and intervention options (e.g., cochlear implants), this population's needs and abilities are constantly changing and require flexibility and individualization of treatment, with a continued focus on families' preferences. A DVD is included that shows interventions in action.

Raising a talker: easy activities for birth to age 3. Renate Zangl, 2014. (WS 105.5 C8 Z29 2014 ECI).

Combining fun, easy-to-do activities with research based tips and developmental overviews, this book naturally transforms play sessions into meaningful language-learning experiences. Little tweaks and easy changes in the everyday play time create memorable learning experiences where communication and discovery can flourish.

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 child needs to know about growing up deaf. The author covers such topics as what it means to be deaf, the uniqueness of Deaf culture, and the medical causes of early hearing loss. The book also contains information on technological aids for the deaf and highlights the many ways in which home and school environments can influence a child's chances for success in both academic and social circles.

Research in communication sciences and disorders: methods for systematic inquiry, 2nd ed. Lauren K. Nelson, 2013. (WL 340.2 N427r 2013 RHB).

This textbook for students in communication sciences and disorders explains the research process. The author covers how to conduct a literature search, how to design and analyze research, and how to report research findings.

Right from the start behavioral intervention for young children with autism, 2nd ed. Sandra L. Harris and Mary Jane Weiss, 2007. (WS 350.8 P4 H316r 2007 ECI).

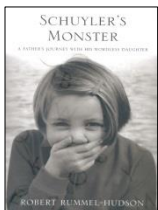
This guide shows how early behavioral intervention can benefit young children with autism and related disorders, especially in the first years. Examples show how speech and language, social, motor, and adaptive skills can be broken down and taught through a system of repetition, reward, and goal adjustment.

Road to the code: a phonological awareness program for young children. Benita Blachman, 2000. (535 B627 2000 ECI).

This book presents a plan for teaching phonemic and letter sound association and helps the kindergarten and first grade teachers with early literacy skills. Expert researchers created this developmentally sequenced, 11-week program in order to give students repeated opportunities to practice and enhance their beginning reading and spelling abilities.

The SCERTS model: a comprehensive educational approach for children with autism spectrum disorders. Barry M. Prizant, 2006. (203.6 P961s 2006 ECI).

Volume I provides practical guidance on using the SCERTS model to assess the communication and social-emotional abilities of preschool and elementary school children with autism spectrum disorders (ASD). Volume II gives instruction on setting social communication and emotional regulation goals for children with ASD.



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.

Shared storybook reading: building young children's language & emergent literacy skills. Helen K. Ezell, 2005. (LB 1140.5 R4 E94 2005 ECI).

Making the most of shared reading is the goal of this guide, ideal for early childhood

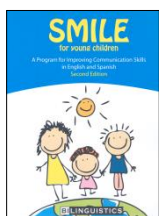
educators in preschool, Head Start, and child care programs. Step-by-step strategies help educators engage, respond to, and teach young children during storybook reading.

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 friends or relatives who are deaf. It features basic signs and concepts, with illustrations and clear instructions.

Simple signing with young children: a guide for infant, toddler, and preschool teachers. Carol Garboden Murray, 2007. (WV 274 M981s 2007 ECI).

This book was written for teachers of hearing children from birth to age six. The chapter for infants focuses on using beginning signs as a tool for communication, while the toddler chapter focuses on signing to promote expression, enrich vocabulary, and teach social skills. The preschool chapter places an emphasis on using signs to enhance emergent literacy skills.



SMILE for young children: a program for improving communication skills in English and Spanish. Scott Prath, 2012. (535 P912s 2012 ECI).

This book was developed for families and speech-language pathologists who work with English- and Spanish-speaking families enrolled in early childhood intervention programs in Texas. SMILE is an acronym for five strategies (sign, model, imitate, label, and expand). These strategies have been found to improve communication skills in infants and toddlers. Basic information on speech and language development as well as guidelines for interventionists are included.

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

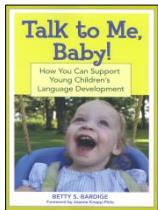
This book clarifies the distinct speech and language issues associated with Down syndrome and Fragile X syndrome. It helps readers conduct individualized assessment and intervention. It helps readers understand the behaviors, characteristics, and genetics associated with both syndromes. It will also help professionals apply the techniques where appropriate with individuals with other disabilities such as autism.

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

This booklet 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, 4th ed. Edward G. Conture, 2010. (WM 475 S937 2010 ECI).

Experts in the field of stuttering present their answers to frequently asked questions from parents of children who stutter.



Talk to me baby!: how you can support young children's language development. Betty Lynn Segal Bardige, 2009. (535 B246t 2009 ECI).

Playful, engaging talk with young children is more than a social activity; it's the foundation of language, intellectual, and social-emotional development. It is also the key to narrowing the achievement gap between children from different socioeconomic backgrounds. This book shows professionals and parents how to talk to and play with children in ways that support their emerging language skills.

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

This book covers the whole development of infants, toddlers, and two year olds. It provides an overview of communication, elements of communication, and understanding the child's form of communication.

Teaching language-deficient children: theory and application of the association method for multisensory teaching. N. Etoile DuBard and Maureen K. Martin, 2000. (219.4 D813 2000 ECI).

This book presents the Association Method as originally developed and applied by Mildred McGinnis to help children with language problems. It includes structural guidelines on curriculum and specific reinforcement activities for multisensory teaching.

Time for a story: sharing books with infants and toddlers. Amy Brooks Read, 2015. (WS 105.5 C8 R282t 2015 ECI).

This guide helps caregivers explore fun and engaging ways to talk, sing, read, write, and play with young children throughout the day. Readers explore a variety of types and styles of books to address specific early literacy practices. The book helps caregivers plan story-time activities and select appropriate books.

What's that pig outdoors: a memoir of deafness. Henry Kisor, 2010. (219.2 K61w 2010 RHB).

This memoir by journalist Henry Kisor recounts the story of his life as a deaf person in a hearing culture. Kisor lost his hearing after a bout with meningitis at age three. A supportive family and an unconventional teacher helped him to develop the language foundations necessary for a life in which he communicates directly with his hearing peers through speech and lipreading. Kisor describes his various practical problems in anecdotes. His choice of journalism as a career is perhaps the most exceptional aspect of Kisor's life. It has required great ingenuity and perseverance for a person who is deaf to succeed in a verbal professional

The young child: development from prebirth through age eight. Margaret B. Puckett, 2009. (525 Y69 2009 ECI).

The author examines the development of young children. She devotes several chapters to the language development of children, exploring its biological origins, vocabulary development, and development of syntax.

The young deaf or hard of hearing child: a family-centered approach to early education. Barbara Bodner-Johnson, 2003. (219.2 B668 2003 ECI).

This book, which provides a solid foundation of research, key concepts, and practical suggestions, contains the information professionals need to expand their knowledge about early intervention and education for young children who have been identified as deaf or hard of hearing at an early age.

Your child's hearing loss: a guide for parents, 2nd 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 e-Books.

The following books and many more titles are available electronically to ECI state and program staff. You may access them on a computer or mobile device.

To access, please contact the library at library@dshs.texas.gov or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

- **The activity kit for babies and toddlers at risk : how to use everyday routines to build social and communication skills.** Deborah Fein, 2016.
- **Deaf community in America: history in the making.** Melvia Nomeland, 2011.
- **Introduction to clinical methods in communication disorders,** 3rd ed. Paul Rhea, 2014.

Deafness, Hearing Impairments, Speech & Language Development – Selected Websites

The **American Academy of Audiology** provides information on hearing loss, children and hearing loss, and the various types of assistive technology at <http://www.howsyourhearing.org/>.

American Speech-Language-Hearing Association. This website's section for the general public includes information on hearing and balance; speech, language and swallowing; health insurance; and other resources. A list of hearing loss organizations and associations with contact information is included. Another section of the website is for students who are interested in a career in communication and speech disorders. See <http://www.asha.org/default.htm>. Hearing Assistive Technology for Children is discussed at <http://www.asha.org/public/hearing/Hearing-Assistive-Technology/>.

Boys Town National Research Hospital Clinical and Research Programs. Since the opening of Boys Town National Research Hospital in 1977, the hospital has been internationally recognized as a leader in clinical and research programs focusing on childhood deafness, visual impairment, and related communication disorders. The website's knowledge center provides information and resources on hearing loss including podcasts, articles, and forums. See <https://www.boystownhospital.org>.

The Centers for Disease Control and Prevention provides information on identifying hearing loss. See <http://www.cdc.gov/ncbddd/hearingloss>.

Child Development has information on language development in children. See https://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 <http://www.ehdipals.org/Default.aspx>.

Friendship Circle Blog (Special Needs Resources for Parents & Educators) includes an entry entitled, *Eight ways to build language & communication skills for late talkers*. Read it at <http://www.friendshipcircle.org/blog/2012/02/22/eight-ways-to-build-language-communication-skills-for-late-talkers/>.

More links to information and resources about speech and communication disorders are available at **MedlinePlus**, a website of reliable information provided by the National Library of Medicine.

- For **general** information, see <http://www.nlm.nih.gov/medlineplus/speechandcommunicationdisorders.html>.
- Information on **difficulties with hearing in children** is located at <http://www.nlm.nih.gov/medlineplus/hearingproblemsinchildren.html>.
- **Speech and language problems** specifically found in children is at <http://www.nlm.nih.gov/medlineplus/speechandlanguageproblemsinchildren.html>.
- Information on **cochlear implants** is located at <http://www.nlm.nih.gov/medlineplus/cochlearimplants.html>.

The **National Institute on Deafness and Other Communication Disorders** (NIDCD) is one of the Institutes that comprise the National Institutes of Health. Established in 1988, NIDCD is mandated to conduct and support biomedical and behavioral research and research training in the normal and disordered processes of hearing, balance, smell, taste, voice, speech, and language. See especially the section labeled, *Health Info* at <http://www.nidcd.nih.gov/Pages/default.aspx>.

Speech & Language Therapy for Children & Adolescents with Down Syndrome, a fact sheet from the National Down Syndrome Society is located at <http://www.ndss.org/Resources/Therapies-Development/Speech-Language-Therapy/Speech-Language-Therapy-for-Children--Adolescents-with-Down-Syndrome/>.

SpeechBITE (Speech Pathology Database for Best Interventions and Treatment Efficacy) is a database of intervention studies across the scope of speech pathology practice. See <http://speechbite.com/>

Terminology describing deaf individuals is clarified by the National Association of the Deaf. See <http://nad.org/issues/american-sign-language/community-and-culture-faq>.

Texas Speech-Language-Hearing Association: Their purpose is to assist speech-language pathologists and audiologists, encourage research about the processes of human communication, and promote prevention of disorders of human communication, among other things. See <http://www.txsha.org/>.

The **University of North Carolina School of Medicine's Department of Allied Health Sciences, Division of Speech and Hearing Sciences**, also conducts research on human communication processes through prevention, diagnosis, and treatment of speech, language, and hearing disorders. See <http://www.med.unc.edu/ahs/sphs/research>.

New additions - DVDs

Making sense of play. 130 min. 2015. (DD0789).

In this lecture, Gordon Neufeld, Ph.D. defines play and explains why play is so important for the development of the brain. He explores the implications for educators and parents and offers advice on supporting play.

Stories from our hearts: child behavior and mental health. 17 min. 2011. (DD0808).

Four families narrate their experiences with early intervention. Yvette and her son receive services for his autism. Paulina gives birth to her daughter but has difficulty developing an attachment with her. Mirna takes her daughter for speech services, behavioral, and family therapy. Some of these segments are presented in Spanish with English subtitles.

Stories from our hearts: maternal mental health abuse and domestic violence. 17 min. 2011. (DD0806).

Four families narrate their experiences with domestic violence and the mental health of mothers and children. Carol suffered from bipolar disorder since she was a child and abused drugs and alcohol. She sought help from the California Center for Infant-Family and Early Childhood Mental Health when her son was having mental health issues. Anna is a mother who seeks help from California's Project ABC for her feelings of depression and anger. Juana, a survivor of childhood abuse, has a child with autism. She gets help from a therapist and early childhood intervention. Linely leaves an abusive relationship but then her son starts having behavioral problems. She receives help from Project ABC. Three of these segments are in Spanish with English subtitles.

Stories from our hearts: special health issues. 18 min. 2011. (DD0807).

Viewers meet four families who tell the stories of the circumstances that led them to seek services on behalf of their children and themselves. Some of these short documentaries are presented in Spanish with English subtitles.

Stories from our hearts: teen parenting and grandparent custody. 17 min. 2011. (DD0805).

Four families narrate their experiences with teen parenting and grandparent custody. Nineteen year old Miguel and his family receive help from organizations like California's Project ABC. Adeline is a grandmother who assumes custody of her young grandsons after the children's parents become addicted to drugs. Gerarda tells the story of how she was granted custody of her grandchild.

New additions - Books

What to expect the first year. Heidi Eisenberg, 2014. (WS 105.5 C3 M977 2014 ECI).

This guide offers a multitude of practical information for new parents. It covers monthly growth and development, feeding tips, sleep strategies, ways to stimulate your baby, and more.

If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: avlibrary@dshs.texas.gov.

Early Childhood Report – August 2017

Legal Spotlight: You be the judge

Does placement of 3-year-old in segregated class violate LRE requirements?

Washington Watch

DeVos tells Senate panel federal vouchers schools would need to comply with IDEA;
Special ed official part of committee to review ED reductions

Decisions & Guidance

Parent participation takes precedence over Illinois' 60-day timeline for IEPs.

Bus monitors' reports put NY district on notice of potential safety concern

Need to develop social skills supports reverse-mainstreaming placements

Delaying school choice decisions is unlawful different treatment

Failure to document iPad use shows district didn't provide child's assistive technology

Cover Story

Provide structure, repletion to build children's social-emotional competencies

Highlights

Review how disability categories impact eligibility, funding

Eye on autism: identifying anxiety in kids with autism

Engage staff in evaluation to improve classroom learning

Look for these features in apps for speech delays

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Deaf education: A primer
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Risk-taking, pretend play, and resilience in early childhood
by McKenzie Emery

In support of family-style meals
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How to involve parents who have limited time to come to the classroom
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Child care licensing: it’s time...to update your policies

Building a business: new evidence that quality matters—especially for boys / a contingency fund can ease cash-flow problems / help reduce head injuries: host “Hard Hats for Little Heads”

Texas parenting news: prevent children’s deaths in hot cars / what are your responsibilities to your child care provider? / quality fathering matters to daughters / leave the park better than you found it

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In it for the long haul: parent–teacher partnerships for addressing preschool children’s challenging behaviors

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Sarah M. Garrity, EdD, Sascha L. Longstreth, PhD, Lisa K. Linder, PhD

Massed trials versus trials embedded into game play: child outcomes and preference

Jennifer R. Ledford, PhD, Kate T. Chazin, BA, Emilee R. Harbin, BS

Four-year follow-up of children in the LEAP randomized trial: some planned and accidental findings

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Zero to Three – July 2017

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Levels of influence: applying an ecological model in pediatric primary care

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Cultivating opportunity amid crisis: using video-based assessment and feedback to support parent-child relationships in child welfare

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Hannah's feeding journey: a multidisciplinary treatment approach to establishing oral acceptance for a toddler with a complex medical history

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Jargon buster: a glossary of selected terms