

ECI Library Matters

Deafness, Hearing Impairment, Speech and Language Development (updated)

This issue features updated library resources on deafness, hearing impairment, speech, and language development. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to www.texashealthlibrary.com.

Library materials may be borrowed upon request. Email ECI library requests or questions to avlibrary@dshs.texas.gov.

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Selected Journal Abstracts

Assessing language delay in twins: Low gesture use and birth history factors. Foran, L. G., Evans, K. J., & Beverly, B. L. (2021). *Infants & Young Children, 34*(4), 324-336. <https://doi.org/10.1097/IYC.0000000000000202>
Identification of language disorders in children younger than 3 years remains challenging despite agreement that early intervention improves outcomes. This study of twin language and gesture development substantiated the twinning effect, an unexplained lag in expressive and receptive language seen in twins, for a group of 88 16- to 18-month-old twins who did not present with extreme perinatal risk. A valid, parent-report measure revealed word production of 10th percentile and less for 15 twins. Pregnancy complications, but not a positive family history of speech, language, or learning disorders or other case history factors, significantly increased the odds of this early expressive delay. The twinning effect was more pronounced for gesture than for spoken vocabulary: 29 twins fell below gesture norms. This was unexpected. Because gesture signals early communicative intentionality, twins with early expressive delay who present with limited gestures, with or without additional risk factors, warrant priority consideration for early intervention.

Family and coach responses to a program for fostering infant language. Hollingsworth, H. L., Knight-McKenna, M., Esposito, J., & Redd, C. (2021) *Infants & Young Children, 34*(3), 204-224. <https://doi.org/10.1097/IYC.0000000000000193>

This study investigated family and coach responses to a two-year community-based research program, Strong Beginnings for Babies (SBB), designed to support families in fostering infant language development. The study focused on families of infants from low-income backgrounds, as these children may be at risk for delayed language development. The majority of participants self-identified as Hispanic, Latino, or of Spanish origin. Three coaches were hired to work closely with participating families during a series of group sessions where they modeled language promotion practices, provided feedback on families' implementation of practices, and reviewed measures of infants' home language environments with families. Analyses of surveys, interviews, and documents indicated that SBB proffered a number of benefits for both families and coaches. Benefits for families included increased knowledge about the importance of and practices for engaging in language interactions with their infants, as well as a sense of community with other families. Benefits for coaches included personal and professional

opportunities for growth and positive relationships with participating families. Challenges and areas for improvement were also noted. Although families expressed a desire for more frequent and longer coaching sessions, coaches reported concerns about inconsistent program attendance and acknowledged the complexities of families' lives.

Impact of meeting early hearing detection and intervention

benchmarks on spoken language. Grey, B., Deutchki, E. K., Lund, E. A., & Werfel, K. L. (2021). *Journal of Early Intervention*.

<https://doi.org/10.1177/10538151211025210>

This study compared preschool spoken language outcomes for children with hearing loss who met the Early Hearing Detection and Intervention (EHDI) guidelines to those who did not, as well as compared outcomes for those who met the current EHDI guidelines to those who met the earlier benchmarks. Finally, the predictive role of meeting each component of the guidelines was evaluated relative to language outcomes. Children who met the EHDI guidelines had higher language scores than those who did not; however, there was no difference between children who met the current guidelines and those who met the earlier benchmarks. Entering early intervention by 6 months of age was the only unique predictor of spoken language outcomes. The findings suggest that EHDI programs should target increasing the number of children with hearing loss who meet the current 1-3-6 benchmarks with a particular focus on enrollment in early intervention by 6 months.

Improving language support for infants and toddlers: Results of

FIND coaching in childcare. Joseph, G. E., Soderberg, J., Abbott, R., Garzon, R., & Scott, C. (2022). *Infants & Young Children, 35(2)*, 91-105.

<https://doi.org/10.1097/IYC.0000000000000214>

Language skills are vital to children's learning and well-being, and the first 5 years of life are an especially critical time for language acquisition. Research suggests that when early childhood teachers create language-rich environments, children develop stronger receptive and expressive language abilities, especially children from low-income households who are more at risk for language delays. This study investigated the effects of a 10-week professional learning intervention focused on language-based interactions in early care and education settings that serve infants and toddlers on state childcare subsidy. The intervention with childcare providers was titled Filming Interactions to Nurture Development (FIND), which utilized video-based reflective practices to promote positive interactions between providers and children. Using a treatment-control design (control: n = 44; treatment:

n = 42), we compared childcare providers' language practices. Provider language use was measured using the Language Environment Analysis (LENA), a wearable digital language processor. Results indicate that, as compared with the control group, FIND participation was associated with increased adult word count and conversational turns in facilities that serve the most vulnerable children. These results suggest the utility of video-based professional learning and automated data collection for supporting providers' positive interactions and improving the quality of infant/toddler programs.

Speech-language pathologists' self-reported language input and recommendations during early intervention. Maltman, N., Lorang, E., Venker, C., & Sterling, A. (2022). *Journal of Early Intervention*. <https://doi.org/10.1177/10538151221086512>

This study examined the extent to which early intervention (EI) speech-language pathologists (SLPs) use and recommend language input strategies for caregivers of children with language delays and the child factors associated with these decisions. Participants included 213 SLPs who completed an online survey. Wilcoxon signed-rank tests, Friedman's analyses of variance, and Spearman correlations were used to determine the extent to which EI SLPs used and recommended language input, child factors that influenced recommendations and input, and relationships between SLPs' self-reported strategies and recommendations to caregivers. EI SLPs reported recommending expanding on child utterances more than other strategies. EI SLPs reported using grammatical input more than telegraphic input and recommended grammatical phrases as children made gains in spoken language. Language strategies used by SLPs inconsistently aligned with their recommendations to caregivers. Results underscore the importance of evaluating recommendations to caregivers in the context of EI.

Supporting language acquisition and peer interaction through guided play in a multilingual classroom. Bohr, C., & Acar, S. (2021). *Young Exceptional Children*. <https://doi.org/10.1177/10962506211042346>

Carmen, a 3-year-old girl, recently moved with her parents from the Dominican Republic to Boston, Massachusetts. Carmen's home language is Spanish, and she had limited opportunities to listen to or practice American English before she started preschool in Ms. Hannah's Head Start classroom. Because of the limited exposure to English and moving to a new country, Carmen feels shy around other children, and she stays to herself for the majority of the day, until her parents pick her up.

Ms. Hannah's classroom represents multiple home languages and cultures, such as Haitian Creole, Mandarin, and Somali. Children in the classroom mostly speak in English with each other and the school's staff. As Ms. Hannah is a monolingual native English speaker, she responds to all children, including Carmen, mainly in English. However, Ms. Hannah implements linguistically responsive practices (e.g., uses 3–5 survival words, such as "Good morning" or "Thank you" in each child's home language, provides bilingual story time, or uses role-play to have children practice asking simple questions) to support children to reach their full potential.

To receive full-text copies of journal articles, please email the library staff at avlibrary@dshs.texas.gov.

Selected Journal Table of Contents

Infant Mental Health Journal. Volume 43, Issue 2; March 2022.

Introduction to a special section on the supervisee's perspective of reflective supervision/consultation. p. 203-206. Barron, C. C. & Eaves, T.

From the voices of supervisees: What is reflective supervision and how does it support their work? (Part I). p. 207-225. Barron, C. C., Dayton, C. J. & Goletz, J. L.

From the voices of supervisees: A theoretical model of reflective supervision (Part II). p. 226-241. Barron, C. C., Dayton, C. J. & Goletz, J. L.

Professional quality of life in home visitors: Core components of the reflective supervisory relationship and IMH-E endorsement engagement. p. 242-255. Eaves, T., Robinson, J. L., Brown, E. & Britner, P.

Measuring the depth of reflection in reflective supervision/consultation sessions: Initial validation of the Reflective Interaction Observation Scale (Rios). p. 256-265. Meuwissen, A. S. & Watson, C.

The implementation of a multi-level reflective consultation model in a statewide infant & early childcare education professional development system: Evaluation of a pilot. p. 266-286. Shea, S. E., Sipotz, K., McCormick, A., Paradis, N. & Fox, B.

Multimodal assessments of preterm temperament across the first year of life: Continuity, stability, and moderation by country of origin and infant age. p. 287-299. Spinelli, M., Bornstein, M. H., Putnick, D. L. & Shah, P. E.

Validation of parental stress scale in a Greek sample of mothers with infants from 0 to 12 months. p. 300-310. Ekizoglou, C., Vousoura, E., Anagnostopoulos, D. Papageorgiou, C. & Zervas, I. M.

Maternal caregiving representations of the infant in the first year of life: Associations with prenatal and concurrent reflective functioning. p. 311-327. Alismail, F., Stacks, A. M., Wong, K., Brown, S., Beeghly, M. & Thomason, M.

Fathers' experiences of fetal attachment: A qualitative study. p. 328-339. Lagarto, A. & Duaso, M. J.

Family risk and early attachment development: The differential role of parental sensitivity. p. 340. Gerlach, J., Föbel, J. M., Vierhaus, M., Sann, A., Eickhorst, A., Zimmermann, P. & Spangler, G.

Infants and Young Children. Volume 35, Issue 2; April/June 2022.

From the editor. p. 89-90.

Improving language support for infants and toddlers: Results of find coaching in childcare. p. 91-105. Joseph, G. E., Soderberg, J., Abbott, R., Garzon, R., & Scott, C.

Good goals matter: Functional child goals, family goals, and parent perceptions of difference in performance. p. 106-119. García-Grau, P., McWilliam, R. A., Bull, K., & Foster, J.

Views of parents of children with Down syndrome on early intervention services in Turkey: Problems, expectations, and suggestions. p. 120-132. Tomris, G., Celik, S., Diken, I. H., & Akemoglu, Y.

Developmental disabilities and perceptions on screening for autism in childcare settings. p. 133-149. Uzonyi, T. E., Page, J. M., DuBay, M., & Crais, E. R.

Transitions out of early intervention: A qualitative investigation of families' experiences. p. 150-162. Mahurin-Smith, J.

To receive full-text copies of journal articles listed in the Journal Table of Contents, please email the library staff at avlibrary@dshs.texas.gov.

New Audiovisual

Early intervention for social-emotional development. DVD. 39 min. 2017. (DD0827)

You can make long-lasting and positive changes at an early age to improve behaviors, mental health, and emotional well-being. Karen Hyche OTD, OTR/L, teaches strategies for successful social-emotional development for children birth to 5 years. Social-emotional health is influenced by our physical and sensory system as well as our environment. Hyche presents much-needed strategies for infants and young children who have sensory processing disorders, autism spectrum disorder, development delays, behavior issues or speech and language delays to improve social-emotional development.

New Books

Intervention for toddlers using augmentative and alternative communication: Practical strategies. Prathibha Karanth, 2017. (LC 4019.3 K18 2017 ECI)

This manual addresses the use of Augmentative and Alternative Communication (AAC) modes for toddlers between the ages of 0-3 years old who have difficulty with communication skills in the verbal mode. The activities can be used in a wide variety of settings. They can be used in the therapy rooms of speech-language pathologists (SLPs), preschool classrooms, daycare settings, and children's homes.

It takes two to talk: A practical guide for parents of children with language delays. Elaine Weitzman, 2017. (LB 1139.L3 W436 2017 ECI)

This guidebook gives parents the tools to make early language intervention a natural, ongoing part of everyday life with their child. New checklists and goal charts in the first chapter make it easier for parents and professionals to identify the child's stage of communication and choose the most appropriate interaction and communication goals right from the start. Written in simple

language and beautifully illustrated, this book shows parents how to integrate It Takes Two to Talk strategies into everyday routines like mealtime, bath time, playtime, and book reading.

Tele-AAC: Augmentative and alternative communication through telepractice. Nerissa Hall, 2020. (W83 H174 2020 ECI)

Tele-AAC is the use of telepractice specifically for providing services to individuals using augmentative and alternative communication (AAC). This text establishes Tele-AAC as a new service delivery model and promotes safe, efficacious, evidence-based, and ethical telepractice for patients who need AAC devices. The goal is to provide readers with fundamental information about policy and service delivery of AAC services via telepractice to enable clinical practice.

Selected Audiovisuals

Active learning for infant-toddlers. Streaming. 37 min. 2012.

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

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

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

Baby instruction: Newborn to crawler. DVD or Streaming. 61 min. 2010. (DD0732)

Baby instruction: Crawler to toddler. DVD or Streaming. 66 min. 2010. (DD0733)

Being with infants. Streaming. 108 min. 2018.

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

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

Infants: Cognitive development (closed captioned). DVD or [Streaming](#). 28 min. 2010. (DD0429)

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

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

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

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

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

Selected 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. (WV 271 A912 2016 ECI)

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 best for babies: Expert advice for assessing infant-toddler programs. Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI)

Childhood speech and language disorders: Supporting children and families on the path to communication. Suzanne M. Ducharme, 2016.

(WM 475 D826 2016 ECI)

Children with cleft lip and palate: A parents' guide to early speech-language development and treatment. Mary A. Hardin-Jones, Kathy L. Chapman and Nancy J. Scherer, 2015. (WV 440 H262 2015 ECI)

Children with hearing loss: Developing listening and talking birth to six, 2nd ed. Elizabeth B. Cole, 2020. (WV 271 C689c 2020 ECI)

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

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

Early intervention for deaf and hard-of-hearing infants, toddlers, and their families: Interdisciplinary perspectives. 2016.
(WV 271 E12 2016 ECI)

Educational advocacy for students who are deaf or hard of hearing: The hands & voices guidebook. Cheryl Johnson, 2013.
(WV 271 J66 2013 ECI)

Essential elements in early interventions: Visual impairment and multiple disabilities, 2nd ed. 2014. (LC 4019.3 E78 2014 ECI)

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

Integrating technology into modern therapies: A clinician's guide to developments and interventions. Jessica Stone, 2019.
(WS 83 I61 2019 ECI)

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

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

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)

The silent garden: A parent's guide to raising a deaf child, 3rd ed.
Paul W. Ogden, 2016. (WV 271 O34s 2016 ECI)

Speech-language pathologists in early childhood intervention: Working with infants, toddlers, families, and other care providers.
Kathleen D. Ross, 2018. (WM 475 R823 2018 ECI)

Spotlight on young children: Exploring language and literacy. 2014.
(WS 105.5 C8 E96 2014 ECI)

Stuttering, an integration of contemporary therapies, 5th ed.
Barry Guitar, 2013. (WM 475 G968 2013 ECI)

Talk to me baby! How you can support young children's language development, 2nd ed. 2016. (LB 1140.5 L3 B246t 2016 ECI)

Telepractice in speech-language pathology. Todd K. Houston, 2014.
(W 83 H843 2014 ECI) This book is also available in ebook format.

Treatment of language disorders in children, 2nd ed. Rebecca McCauley, Marc Fey and Ronald Gillam, 2017. (WM 475 T784 2017 ECI)
This book includes a DVD.

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

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

Selected eBooks

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.

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, 3rd ed.
Paul Rhea, 2014. This textbook introduces pre-service speech-language pathologists and audiologists to contemporary clinical practice.

Supporting life skills for young children with vision impairment and other disabilities: An early years habilitation handbook. Fiona Broadley, 2021. This resource is designed to help professionals, parents

and caregivers as they support children with vision impairments to develop independence in everyday tasks.

Selected Websites

American Academy of Audiology provides information on hearing loss, children and hearing loss, and the various types of assistive technology.

American Speech-Language-Hearing Association (ASHA) is committed to ensuring that all people with speech, language, and hearing disorders receive services to help them communicate effectively. Find resources here to help you understand communication and communication disorders. Its public section includes information on hearing and balance; speech, language, and swallowing; health insurance; and other resources. Hearing loss in children is discussed at [asha.org/public/hearing/hearing-loss-in-children](https://www.asha.org/public/hearing/hearing-loss-in-children)

Boys Town National Research Hospital offers a broad range of hospital, clinic and residential services, backed by 40 years of life-changing research to provide the latest, most innovative care. Its knowledge center provides information and resources on hearing loss including podcasts, articles, and forums.

Centers for Disease Control and Prevention provides information on hearing loss in children. Go to [Hearing Loss in Children](#) for a complete listing of its resources.

EHDI-PALS, Early Hearing Detection & Intervention Pediatric Audiology Links to Services, includes a national directory of service providers.

MedlinePlus is a website of reliable information provided by the National Library of Medicine. Highlighted below are a few links to information and resources about speech and communication disorders available from MedlinePlus.

Cleft lip and palate: medlineplus.gov/cleftlipandpalate.html

Cochlear implants: medlineplus.gov/cochlearimplants.html

Hearing problems in children:
medlineplus.gov/hearingproblemsinchildren.html

Speech and communication disorders: medlineplus.gov/speechandcommunicationdisorders.html

Stuttering: medlineplus.gov/stuttering.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.

National Down Syndrome Society offers resources on early intervention for young children with Down syndrome resources at ndss.org/resources/early-intervention.

National Institute on Deafness and Other Communication Disorders (NIDCD), a part of the [National Institute of Health](https://www.nih.gov), provides information on all aspects of deafness and other communication disorders in the United States.

SpeechBITE (Speech Pathology Database for Best Interventions and Treatment Efficacy) is a database of intervention studies across the scope of speech pathology practice.

Texas Health and Human Services Early Childhood Intervention provides support for Texas children experiencing deafness, hearing impairments, speech, and language development.

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.

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