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 2016 issue of ECI Library Matters http://www.dars.state.tx.us/ecis/resources/librarymatters/2016february.pdf

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.state.tx.us.


Earlier identification has increased the number of infants identified with hearing loss. A significant and growing proportion of children who are D/deaf or hard of hearing have a disability (DWD). Literature to infants and toddlers who are DWD is scarce because of the heterogeneity of the population and because many disabilities may go undiagnosed until a child is older. Service availability, professional preparation, and use of evidence-based practices must improve to best meet the needs of these children and their families. An examination of theory, research, and practice in early intervention for children who are DWD revealed a lack of qualified professionals and a need for targeted instruction in teacher preparation programs and for technological advances paired with treatment (e.g., telepractice). Increased transdisciplinary collaboration and technology utilization in teacher preparation hold promise as ways of improving service provision to young children who are DWD.

Direct and indirect effects of behavioral parent training on infant language production.


Given the strong association between early behavior problems and language impairment, we examined the effect of a brief home-based adaptation of Parent-Child Interaction Therapy on infant language production.
Sixty infants (55% male; mean age 13.47±1.31 months) were recruited at a large urban primary care clinic and were included if their scores exceeded the 75th percentile on a brief screener of early behavior problems. Families were randomly assigned to receive the home-based parenting intervention or standard pediatric primary care. The observed number of infant total (i.e., token) and different (i.e., type) utterances spoken during an observation of an infant-led play and a parent-report measure of infant externalizing behavior problems were examined at pre- and post-intervention and at 3- and 6-month follow-ups. Infants receiving the intervention demonstrated a significantly higher number of observed different and total utterances at the 6-month follow-up compared to infants in standard care. Furthermore, there was an indirect effect of the intervention on infant language production, such that the intervention led to decreases in infant externalizing behavior problems from pre- to post-intervention, which, in turn, led to increases in infant different utterances at the 3- and 6-month follow-ups and total utterances at the 6-month follow-up. Results provide initial evidence for the effect of this brief and home-based intervention on infant language production, including the indirect effect of the intervention on infant language through improvements in infant behavior, highlighting the importance of targeting behavior problems in early intervention.


In recent years, increasing attention has been given to the development of deaf children, though few studies have included Deaf parents. The present study examined emotional availability (EA) and functions of touch used by Deaf or hearing parents with hearing or deaf infants during free play. Sixty dyads representing four hearing status groups were observed when the infants were 18 months old. Comparisons among all four groups revealed significant differences in regard to parental sensitivity and child responsiveness, with hearing mothers with deaf infants tending to score lowest in the various subcategories of EA. Significant differences were also found for attentional touch and total touch, with deaf mothers of deaf or hearing infants using both types of touch more than hearing mothers of deaf or hearing infants. The importance of support and interventions for hearing mothers with deaf infants is discussed.

**Intersubjective interaction between Deaf parents/Deaf infants during the infant's first 18 months.** Roos C, Cramer-Wolrath E, Falkman KW. *J Deaf Stud Deaf Educ.* 2016;21(1):11-22.

This study is part of a larger longitudinal project with the aim of focusing early social interaction and development of mentalizing ability in 12 deaf infants, including the interaction between the infants and their deaf parents. The aim of the present paper is to describe early social interaction and moments of intersubjectivity between the deaf infants and their deaf parents during the first 18 months of the infant’s life. The study is focused on the dyadic interaction rather than on the behaviors of the infant and the caregiver separately. In the analysis, the Intersubjective Developmental Theory Model (Loots, Devisé, & Sermijn, 2003) and the definitions of moments of intersubjectivity (Loots, Devisé, & Jacquet, 2005) were used. The findings show that the participating infants follow a typical developmental trajectory of intersubjectivity, both with regard to developmental stages and age. This development is supported by a visual, simultaneous way of communicating by gaze rather than having constant eye contact. Parents use complex visual communication skills in maintaining joint attention and also expect the infant to grasp the meaning of the interaction by use of gaze contact.


Background and objective: Poverty is a risk factor for both language delay and failure to access appropriate therapies. The objective of this study was to increase the percentage of children 0 to 3 years old referred from an urban primary care center who attended an initial appointment with speech pathology or audiology within 60 days from 40% to 60%. Methods: The Model for Improvement was used to develop and test the intervention, which addressed potential logistical barriers faced by low-income families. Adherence was plotted on run charts in time series to assess overall improvement, and subgroups were analyzed to identify reduction in disparities. Results: Median referral adherence improved from 40% to 60%. Families from lower income neighborhoods had lower preintervention adherence; these differences were eliminated postintervention. Conclusions: System-level
changes improved access to evaluation and treatment for low-income children with language delay and narrowed the gap in access between families in lower versus higher income neighborhoods.


**Objective:** To investigate the impact of a spoken language intervention curriculum aiming to improve the language environments caregivers of low socioeconomic status (SES) provide for their D/HH children with CI & HA to support children’s spoken language development. **Study design:** Quasi experimental. **Setting:** Tertiary. **Patients:** Thirty-two caregiver-child dyads of low-SES (as defined by caregiver education ≤ MA/MS and the income proxies = Medicaid or WIC/LINK) and children aged < 4.5 years, hearing loss of ≥ 30 dB, between 500 and 4000 Hz, using at least one amplification device with adequate amplification (hearing aid, cochlear implant, osseo-integrated device). **Intervention:** Behavioral. Caregiver-directed educational intervention curriculum designed to improve D/HH children’s early language environments. **Main outcome measures:** Changes in caregiver knowledge of child language development (questionnaire scores) and language behavior (word types, word tokens, utterances, mean length of utterance [MLU], LENA Adult Word Count (AWC), Conversational Turn Count (CTC)). **Results:** Significant increases in caregiver questionnaire scores as well as utterances, word types, word tokens, and MLU in the treatment but not the control group. No significant changes in LENA outcomes. **Conclusion:** Results partially support the notion that caregiver-directed language enrichment interventions can change home language environments of D/HH children from low-SES backgrounds. Further longitudinal studies are necessary.


In this article, we invite a rethinking of traditional perspectives of language in autism. We advocate a theoretical reappraisal that offers a corrective to the dominant and largely tacitly held view that language, in its essence, is a referential system and a reflection of the individual’s cognition. Drawing on scholarship in Conversation Analysis and linguistic anthropology, we present a multidimensional view of language, showing how it also functions as interactional accomplishment, social action, and mode of experience. From such a multidimensional perspective, we revisit data presented by other researchers that include instances of prototypical features of autistic speech, giving them a somewhat different—times complementary, at times alternative—interpretation. In doing so, we demonstrate that there is much at stake in the view of language that we as researchers bring to our analysis of autistic speech. Ultimately, we argue that adopting a multidimensional view of language has wide ranging implications, deepening our understanding of autism’s core features and developmental trajectory.


**Background and objectives:** No recommendation exists for or against routine use of brief, formal screening instruments in primary care to detect speech and language delay in children through 5 years of age. This review aimed to update the evidence on screening and treating children for speech and language since the 2006 US Preventive Services Task Force systematic review. **Methods:** Medline, the Cochrane Library, PsycInfo, Cumulative Index to Nursing and Allied Health Literature, ClinicalTrials.gov, and reference lists. We included studies reporting diagnostic accuracy of screening tools and randomized controlled trials reporting benefits and harms of treatment of speech and language. Two independent reviewers extracted data, checked accuracy, and assigned quality ratings using predefined criteria. **Results:** We found no evidence for the impact of screening on speech and language outcomes. In 23 studies evaluating the accuracy of screening tools, sensitivity ranged between 50% and 94%, and specificity ranged between 45% and 96%. Twelve treatment studies improved various outcomes in language, articulation, and stuttering; little evidence emerged for interventions improving other outcomes or for adverse effects of treatment. Risk factors associated with speech and language delay were male gender, family history, and low parental education. A limitation of this review is the lack of well-designed, well-conducted studies addressing whether screening for speech and language delay or disorders improves outcomes. **Conclusions:** Several screening tools can accurately identify children for diagnostic evaluations and
interventions, but evidence is inadequate regarding applicability in primary care settings. Some treatments for young children identified with speech and language delays and disorders may be effective.


Every year, 10,000 infants are born in the United States with sensorineural deafness. Deaf children of hearing (and nonsigning) parents are unique among all children in the world in that they cannot easily or naturally learn the language that their parents speak. These parents face tough choices. Should they seek a cochlear implant for their child? If so, should they also learn to sign? As pediatricians, we need to help parents understand the risks and benefits of different approaches to parent-child communication when the child is deaf.

**Refocusing on choices.** Thompson BE. *ASHA Lead.* 2016;21(5):44-49.

When a recent journal article ([Should all deaf children learn sign language?](http://journals.lww.com/ashalead)) renewed debate about teaching signed versus spoken language to children who are deaf, a cadre of professionals stepped in with the position that the decision is up to parents and that any form of early language access is critical. Should all children who are deaf be taught sign language as a matter of course? Ultimately this approach “seems clearly preferable to an approach that focuses solely on oral communication,” indicated a *Pediatrics* article published last June. With this statement, the article reignited a debate over signed versus spoken language as the best communication modality for the families of these children.

**Specific language impairment, nonverbal IQ, attention-deficit/hyperactivity disorder, autism spectrum disorder, cochlear implants, bilingualism, and dialectal variants: defining the boundaries, clarifying clinical conditions, and sorting out causes.** Rice ML. *J Speech, Lang & Hear Res.* 2016;59(1):122-132.

Purpose: The purpose of this research forum article is to provide an overview of a collection of invited articles on the topic “specific language impairment (SLI) in children with concomitant health conditions or nonmainstream language backgrounds.” Topics include SLI, attention-deficit/hyperactivity disorder, autism spectrum disorder, cochlear implants, bilingualism, and dialectal language learning contexts. Method: The topic is timely due to current debates about the diagnosis of SLI. An overarching comparative conceptual framework is provided for comparisons of SLI with other clinical conditions. Comparisons of SLI in children with low-normal or normal nonverbal IQ illustrate the unexpected outcomes of 2 × 2 comparison designs. Results: Comparative studies reveal unexpected relationships among speech, language, cognitive, and social dimensions of children’s development as well as precise ways to identify children with SLI who are bilingual or dialect speakers. Conclusions: The diagnosis of SLI is essential for elucidating possible causal pathways of language impairments, risks for language impairments, assessments for identification of language impairments, linguistic dimensions of language impairments, and long-term outcomes. Although children’s language acquisition is robust under high levels of risk, unexplained individual variations in language acquisition lead to persistent language impairments.


Background: Children with severe cerebral palsy (CP) (i.e. 'non-speaking children with severely limited mobility') are restricted in many domains that are important to the acquisition of language. Aims: To investigate comprehension of spoken language on sentence type level in non-speaking children with severe CP. Methods & Procedures: From an original sample of 87 non-speaking children with severe CP, 68 passed the pre-test (i.e. they matched at least five spoken words to the corresponding objects) of a specifically developed computer-based instrument for low motor language testing (C-BiLLT), admitting them to the actual C-BiLLT computer test. As a result, the present study included 68 children with severe CP (35 boys, 33 girls; mean age 6;11 years, SD 3;0 years; age range 1;9-11;11 years) who were investigated with the C-BiLLT for comprehension of different sentence types: phrases, simple active sentences (with one or two arguments) and compound sentences. The C-BiLLT provides norm data of typically developing (TD) children (1;6-6;6 years). Binomial logistic regression analyses were used to compare the percentage correct of each sentence type in children with severe CP with that
in TD children (subdivided into age groups) and to compare percentage correct within the CP subtypes.

Outcomes & Results Sentence comprehension in non-speaking children with severe CP followed the developmental trajectory of TD children, but at a much slower rate; nevertheless, they were still developing up to at least age 12 years. Delays in sentence type comprehension increased with sentence complexity and showed a large variability between individual children and between subtypes of CP. Comprehension of simple and syntactically more complex sentences were significantly better in children with dyskinetic CP than in children with spastic CP. Of the children with dyskinetic CP, 10-13% showed comprehension of simple and compound sentences within the percentage correct of TD children, as opposed to none of the children with spastic CP. Conclusion & Implications In non-speaking children with severe CP sentence comprehension is delayed rather than deviant. Results indicate the importance of following comprehension skills across all age groups, even beyond age 12 years. Moreover, the subtype of CP should be considered when establishing an educational programme for sentence comprehension, and augmentative and alternative communication support. In addition, educational programmes for children with severe CP should take into account the linguistic hierarchy of sentence comprehension when focusing on the input and understanding of spoken language comprehension.


This longitudinal ERP study investigated changes in children’s ability to map novel words to novel objects during the dynamic period of vocabulary growth between 20 and 24 months. During this four-month period the children on average tripled their productive vocabulary, an increase which was coupled with changes in the N400 effect to pseudoword-referent associations. Moreover, productive vocabulary size was related to the dynamics of semantic processing during novel word learning. In children with large productive vocabularies, the N400 amplitude was linearly reduced during the five experimental learning trials, consistent with the repetition effect typically seen in adults, while in children with smaller vocabularies the N400 attenuation did not appear until the end of the learning phase. Vocabulary size was related only to modulation of the N400 to pseudowords, not to real words. These findings demonstrate a remarkable development of fast mapping ability between 20 and 24 months.


Students who are deaf with a disability or disabilities (DWD) constitute nearly half of the population of K–12 learners who are deaf or hard of hearing. However, there is a dearth of information on theory, research, and practice related to these learners. The authors present an overview of (a) how the field of education of students who are D/deaf and hard of hearing might refer to this unique population in a way that represents the learner, not the disability; (b) the demographic data that further define these learners; (c) a theoretical framework within which to guide research and practice; (d) prevalence and frequency of the existing research; and (e) the practices and resources available to guide practitioners and the parents of students who are DWD. Questions are posed to the field on how to continue to improve the theory, research, and pedagogy used with these students.


Objective: We have previously shown short-term benefits to phonology, letter knowledge, and possibly expressive language from systematically ascertaining language delay at age 4 years followed by the Language for Learning intervention. Here, we report the trial’s definitive 6-year outcomes. Methods: Randomized trial nested in a population-based ascertainment. Children with language scores >1.25 SD below the mean at age 4 were randomized, with intervention children receiving 18 1-hour home-based therapy sessions. Primary outcome was receptive/expressive language. Secondary outcomes were phonological, receptive vocabulary, literacy, and narrative skills; parent-reported pragmatic language, behavior, and health-related quality of life; costs of intervention; and health service use. For intention-to-treat analyses, trial arms were compared using linear regression models. Results: Of 1464 children assessed at age 4, 266 were eligible and 200 randomized; 90% and 82% of intervention and control children were retained respectively. By age 6, mean language scores had normalized, but there was little evidence of a treatment effect for receptive (adjusted mean difference 2.3; 95%
confidence interval [CI] -1.2 to 5.7; P = .20) or expressive (0.8; 95% CI -1.6 to 3.2; P = .49) language. Of the secondary outcomes, only phonological awareness skills (effect size 0.36; 95% CI 0.08-0.65; P = .01) showed benefit. Costs were higher for intervention families (mean difference AU$4276; 95% CI: $3424 to $5128).

Conclusions: Population-based intervention targeting 4-year-old language delay was feasible but did not have lasting impacts on language, possibly reflecting resolution in both groups. Long-term literacy benefits remain possible but must be weighed against its cost.


This article employs meta-analysis procedures to evaluate whether children with cochlear implants demonstrate lower spoken-language vocabulary knowledge than peers with normal hearing. Of the 754 articles screened and 52 articles coded, 12 articles met predetermined inclusion criteria (with an additional 5 included for one analysis). Effect sizes were calculated for relevant studies and forest plots were used to compare differences between groups of children with normal hearing and children with cochlear implants. Weighted effect size averages for expressive vocabulary measures (g = -11.99; p < .001) and for receptive vocabulary measures (g = -20.33; p < .001) indicated that children with cochlear implants demonstrate lower vocabulary knowledge than children with normal hearing. Additional analyses confirmed the value of comparing vocabulary knowledge of children with hearing loss to a tightly matched (e.g., socioeconomic status-matched) sample. Age of implantation, duration of implantation, and chronological age at testing were not significantly related to magnitude of weighted effect size. Findings from this analysis represent a first step toward resolving discrepancies in the vocabulary knowledge literature.

**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.

**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.

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.

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.

NEW! 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.

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 of the National Hospital for Neurology and Neurosurgery and a group of specialists on speech, language, and hearing disabilities, we learn about the challenges of diagnosis, treatment, and management of this affliction. This video is also available online.

Discovery: pathways to better speech for children with Down syndrome. 81 min. 2005. (DD0801).
This DVD provides an overview of language development in youngsters with Down syndrome from ages 2 and up. It shows the techniques developed by experts such as Dr. Libby Kumin and Professor Sue Buckley. 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.

Early messages: facilitating language development and communications. 28 min. 2006. (DD0320).
This DVD presents ways to enhance language development in infants and toddlers.

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.

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.

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.

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 to give a guide to the years when kids learn to walk to just before adolescence. It has 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 so that Spanish speakers can 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. 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.

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.

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.

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 – Kits

This assessment measures early communication. It uses parent interviews and direct observations of natural play to collect crucial information, not just on language skills, but on often-overlooked communicative behaviors like functions, gestures, rate, positive affect, and gaze shifts. Backed by technical data, it is compatible with most developmental curricula.

This kit, a standardized tool designed to evaluate communication and symbolic abilities of children whose functional communication age is between 6 months and 2 years, contains everything early interventionists, speech-language pathologists, physicians, and psychologists need to conduct and score the CSBS DP.
Receptive-expressive emergent language test (reel-3): manual and booklets. 2003. (KT0057). This kit includes the examiner’s Manual and 25 examiner record booklets. The manual provides information to consider before testing; discusses how to interpret the results; gives normative information; covers test reliability and validity and mentions additional factors related to assessment and programming.

Deafness, Hearing Impairments, Speech & Language Development – Books

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

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.
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.

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.

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.

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

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.

The deaf community in America: history in the making.
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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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.

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.

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.

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.


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.


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.


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.


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.


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.


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.


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

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).

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.

The purpose of this study was to look at language acquisition by young children in their second year of life in the context of development in cognition, affect, and social connectedness.

Written for clinical methods courses in communication disorders curricula, this textbook provides speech-language pathologists with a strong foundation for clinical practice with clients of any age or disability. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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.

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.

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.

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.

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.

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.

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.

In this children’s book, the author presents the story of four individuals who have different hearing impairments so the reader will learn how they adapt to their impairment.

**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.

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.*
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.

Mailk 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 preschooler to 5th graders.

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.

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.

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.

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.

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.

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 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.
NEW! 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.

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.

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.

This book balances theory with practical applications to demonstrate how rehabilitative principles work in a clinical setting with children and adults.

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.

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.

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.

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. It helps choose meaningful activities to help reach these goals. It links transactional support goals to social communication and emotional regulation goals and it uses the SCERTS model at each of three communication stages: social partner, language partner, and conversational partner.
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.

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.

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.

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.

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.

**Some kids are deaf.** Lola M. Schaefer, 2008. (805.1 S294s 2008 ECI).
This children’s book is aimed at helping children understand differences, specifically deafness. It uses bright photographs and simple text to explain what deafness is, tools for hearing, talking, and everyday life with children who are deaf.

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

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.

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.

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.

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. For a person who is deaf in a verbal profession it has required great ingenuity and perseverance.

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.

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.

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-Book

This online book represents the collective wisdom of many of the experts most actively involved in early hearing detection and intervention (EHDI). It is meant to be a comprehensive and up-to-date reference and resource guide on EHDI. See http://www.infanthearing.org/ehdi-ebook/index.html.

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/


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.
The **National Center for Childhood Deafness and Family Communication** is located at Vanderbilt University. It provides diagnosis, treatment, and conducts research on communication and related disorders: hearing, speech, language, or cognitive problems that impair an individual’s ability to communicate. See [http://www.mc.vanderbilt.edu/root/vumc.php?site=nccdfc](http://www.mc.vanderbilt.edu/root/vumc.php?site=nccdfc).

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.niddc.nih.gov/Pages/default.aspx](http://www.niddc.nih.gov/Pages/default.aspx).


**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/](http://speechbite.com/)


**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/](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](http://www.med.unc.edu/ahs/sphs/research).

Legal Spotlight: You Be The Judge
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Decisions & Guidance
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Cover Story
Avoid ‘wait and see’ approach when young children exhibit dangerous behavior

Highlights
Empower families through early intervention coaching

Eye on Autism: Use scripts to deescalate child behavior

Organize field trips to expand students’ skills, competency

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