



ECI Library Matters

Deafness, Hearing Impairments, Speech and 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, please refer to the **ECI Library Matters** February 2019 issue.

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Texas Child Care – Summer 2019

Art development in young children: Scribbles matter. Parks, L.

Features: Making music in early childhood classrooms.

Features: We're all the same and different: Learning about similarities and differences in people.

Features: A CORNucopia of activities inspired by Gail Gibbons. Langham, B.

Features: Courageous outdoor play: Re-framing risk and building skill.

Stuff and new stuff: Rich resources for teachers and families and two new picture books for children.

Back to basics: Learning centers.

Early childhood intervention: Benefits of proper nutrition.

Child care licensing: Licensing changes and the laws behind them.

Building a business: How do you communicate?

Re-examining parents as partners.

Texas parenting news: The extended family: Aunts and uncles.

Avoid summer brain drain.

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Zero to Three – May 2019

Anticipating the stork: Stress and trauma during pregnancy and the importance of prenatal parenting. p. 5-13. Scorza, P., & Monk, C.

Early connections last a lifetime: Four programs focused on supporting prenatal attachment. p. 15-21. Parlakian, R., & Kinsner, K.

Does brief psychotherapy with distressed pregnant women benefit mother and baby? p. 23-32. Garcia, S. E., Lillehei, N. E., Valente, E. R., Grote, N. K., Hankin, B. L., & Davis, E. P.

On the verge of motherhood and mental illness: Prenatal mental health service utilization among women at highest risk. p. 33-42. River, L. M., Narayan, A. J., Galvan, T., Rivera, L., Harris, W. W., & Lieberman, A. F.

Therapeutic perinatal research with low-income families: Leveraging Benevolent Childhood Experiences (BCEs) and fathers' perspectives to promote resilience. p. 43-53. Narayan, A. J., Atzl, V. M., Merrick, J. S., River L. M., & Peña, R.

Zero to three competencies for prenatal to age 5 professionals: Understanding the competency domains. p. 4-5.

Perspective: A secret sauce makes the family and community engagement recipe work. p. 54-57. Stark, D. R., Brown, D., & Jerald, J.

Examining the well-being of America's babies: The State of Babies Yearbook: 2019. p. 58-64. Keating, K.

In memoriam: Edward Zigler p. 65

This issue and why it matters. p. 2. Powers, S.

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Deafness, Hearing Impairments, Speech & Language Development: Select Journal Abstracts

Curiel, E. S. L., Sainato, D. M., & Goldstein, H. (2018). Matrix training for toddlers with autism spectrum disorder and other language delays. *Journal of Early Intervention, 40*(3), 268–284.

Although matrix training is an intervention technique designed to promote generative language, it has not been applied widely to toddlers with autism spectrum disorder (ASD) despite the benefits it may have for this young population. We investigated the use of matrix training to teach generative receptive language to toddlers with ASD and other language delays. Three participants were systematically taught to respond to instructions organized in action-object instruction matrices. Recombinative generalization probes were administered to determine if untrained action-object instruction following occurred without direct teaching in a multiple probe design. Although recombinative generalization was partial, approximately 30% of the learned action-object instructions occurred through direct teaching, whereas the other 70% of learning occurred through generalization. Matrix training provided a systematic teaching framework for facilitating generative language learning.

Donegan-Ritter, M. P., & Van Meeteren, B. E. (2018). Using practice-based coaching to increase use of language facilitation strategies in Early Head Start and community partners. *Infants & Young Children, 31*(3), 215-230.

This article describes how practice-based coaching was used with Early Head Start infant and toddler teachers to support their use of evidence-based language facilitation strategies. Video-based self-reflection and focused feedback allowed teachers to recognize what they were already doing well and increased the fidelity of evidence-based practices. Observational data show changes that took place over the course of the 3 monthly coaching cycles and 6-month follow-up. Teachers increased their use of encouraging back-and-forth exchanges and parallel talk to varying extents. Goal setting was associated with infant-toddler teachers increasing their use of specific strategies. Coach use of nonjudgmental "I notice" statements contributed to a safe and supportive experience. In this pilot study, infant-toddler teachers benefitted from video-based self-reflection and coaching to transfer the use of language facilitation strategies. Focusing on teacher strengths and creating opportunities for skill development through goal setting, individualized support and performance-based feedback facilitated the use of language facilitation strategies in infant-toddler care settings.

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Select Journal Abstracts (continued)

Hanline, M., Dennis, L., & Warren, A. (2018). The outcomes of professional development on AAC use in preschool classrooms: a qualitative investigation. *Infants & Young Children, 31*(3), 231-245.

The purpose of this qualitative study was to describe early childhood special education service providers' perceptions of the use of alternative and augmentative communication (AAC) in their preschool classrooms as a result of participation in MELD (Multimodal Early Language Development) AAC professional development. MELD is a multicounty project that provides professional development to support service providers to meet the needs of preschool children with complex communication needs. Results indicate, in general, that the service providers felt the professional development met their individual needs to be successful in embedding the use of AAC in each of their preschool special education classrooms. The study extends past research about the components needed in effective early childhood professional development that results in teacher implementation of new instructional strategies to include the use of AAC strategies and adds new information about the context that may be needed. That context includes a positive and supportive relationship between coaches and service providers and a recognition of positive changes in the behavior of children by service providers. Implications for providing professional development and for future research are discussed.

Konishi, H., Karsten, A., & Vallotton, C. D. (2018). Toddlers' use of gesture and speech in service of emotion regulation during distressing routines. *Infant Mental Health Journal, 39*(6), 730-750.

Research on the intersections of young children's emerging communication skills and emotion regulation has increased, following recognition of the link between these skills as they emerge in toddlerhood and the long-term impact of these skills on academic success. However, little is known about how toddlers use gesture and emerging language for emotion regulation. The current study describes toddlers' use of both words and gestures in naturally occurring distressing routines in childcare (diaper change, separation from parents). Seventeen toddlers between 11 and 28 months old were observed over the course of 3½ months in a childcare setting where symbolic gestures ("infant signs") were used as part of daily routines. Results show that toddlers communicated more frequently using gestures than speech and used a greater range of self-regulatory strategies through gesture than through speech. Moreover, older, verbal toddlers continued to use gestures during heightened distress when they could not find their words. Findings suggest that toddlers use symbolic communication to implement complex and diverse emotion regulation strategies during distressing daily routines, and that gestures provide children with opportunities to employ more diverse emotion regulation strategies than does speech alone, which may ultimately enhance children's abilities to regulate their emotions.

Select Journal Abstracts (continued)

Making music in early childhood classrooms. *Texas Child Care*, 41(2).

Retrieved from <http://www.childcarequarterly.com/index.php>

Making and playing rhythm instruments is a time-honored early education practice and a perfect way to introduce young children to music. Singing, listening, and moving to a beat enrich children's auditory, visual, tactile, and kinesthetic skills. These rich and varied music experiences build the brain strength that ongoing cognitive abilities demand.

Neuhauser, A., Ramseier, E., Schaub, S., Burkhardt, S. C. A., & Lanfranchi, A. (2018). Mediating role of maternal sensitivity: Enhancing language development in at-risk families. *Infant Mental Health Journal*, 39(5), 522-536.

Home-visiting programs have gained increasing importance in family-centered prevention and intervention. However, few studies have examined the mechanisms underlying early intervention treatment effects. The goal of this study is to analyze the mediating role of maternal sensitivity in enhancing language development with the home-visiting program Parents as Teachers (PAT). Data were collected and analyzed within the ongoing, long-term ZEPPELIN study, a randomized controlled trial with 251 participating at-risk families. Via longitudinal mediation analysis, we examined whether effects of the PAT on receptive and expressive language outcomes at 24 and 36 months were mediated by maternal sensitivity at 12 months. Within a moderated mediation framework, we investigated whether the level of family psychosocial stress affects this mediation. Results showed that intervention effects on language outcomes are mediated by maternal sensitivity - weakly and through specific pathways. Moderation and moderated mediation analyses indicated that effects of the PAT and specific mediation effects increase with the level of psychosocial stress. Implications of the results for practice are discussed.

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Select Journal Abstracts (continued)

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

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

Thurm, A., Manwaring, S. S., Cardozo Jimenez, C., Swineford, L., Farmer, C., Gallo, R., & Maeda, M. (2018). Socioemotional and behavioral problems in toddlers with language delay. *Infant Mental Health Journal, 39*(5), 569-580. Toddlers with language delay are at risk for persistent developmental and behavioral difficulties; however, the association between socioemotional/behavior problems and language in young children is not well understood. This study explored socioemotional/behavior problems in a unique sample of toddlers with language delays using a measure developed explicitly for this age group. Toddlers identified by 18 months with receptive and expressive language delay (LD; n=30) or typical development (TD; n=61) were evaluated at 18 and 24 months of age using the Infant-Toddler Social and Emotional Assessment (ITSEA) and the Mullen Scales of Early Learning. Compared to toddlers who had TD, toddlers with LD had significantly more concerning scores at 18 and 24 months on all ITSEA domains. The rate of "clinical concern" on most domains was not high in either group, except that >60% of LD toddlers were in the clinical concern range on the Competence domain. Socioemotional/behavioral problems were dimensionally related to receptive and expressive language, with greater language delay associated with more concerning ITSEA scores. Socioemotional and behavioral problems are related to receptive and expressive language abilities in 18- and 24-month-olds, indicating the need for screening of both types of concerns in toddlers identified with potential language delays.

Deafness, Hearing Impairments, Speech & Language Development: New Audiovisuals

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

Infants and toddlers are naturally active learners. They rely on caregivers to support their curiosity and need to explore. This program illustrates the elements of active learning programs and teaches how to plan developmentally appropriate activities. This program is available online. Please contact the library for login information.

Being with infants. 108 min. 2018.

This program gives child caregivers and parents direct access to a comprehensive care approach from renowned child specialist Beverly Kovach, certified Montessori trainer and consultant for Magda Gerber's Resources for Infant Educators (RIE). It includes proper bottle feeding, lap feeding, diapering, sleep, play, and much more. This program is available online. Please contact the library for login information.

Confident parenting in recovery. 93 min. 2016.

People in recovery often are trying to be the best parent possible in the absence of strong family support or role models. This program offers advice and tools from educators, counselors, and parents who have unique perspectives, because they have also struggled with the same parenting challenges. Topics covered include discovering your parenting style, setting boundaries, parenting while navigating through trauma, and more. This streaming video is ideal for a variety of settings including treatment centers, mental health centers, and correctional facilities. It can help those in early recovery increase their chances of living a healthy life. This program is available online. Please contact the library for login information.

Daily schedules and caregiving. 92 min. 2016.

Eating, napping, playing, exploring objects and people - all infants and toddlers do these things, but have varying personal routines from day to day. When caregivers provide consistent but flexible daily schedules and caregiving support, they let children know their needs are met, freeing the children to investigate their world. This program begins with an overview of an infant-toddler daily schedule that includes arrivals and departures, group times, feedings and mealtimes, personal care times, and choice time. It offers strategies for creating a daily schedule that is stable yet flexible enough to meet young children's needs. It also shows caregivers supporting children throughout the daily schedule in a series of un-narrated scenes. This program is available online. Please contact the library for login information.

Infant toddler learning environment. 43 min. 2017. (DD0825).

Infants and toddlers are born explorers and the environments in which they are cared for become their laboratories. This program includes real-life examples on how to create a supportive infant-toddler learning environment that invites children to explore their surroundings and supports their sensory-motor way of learning.

New Audiovisuals (continued)

Just like you: Down syndrome. 14 min. 2012. (DD0826).

This DVD explores the life, hopes, challenges, and dreams of three kids living with Down syndrome. Elyssa, Rachel, and Sam share personal stories to help viewers better understand their condition and why they wish to be treated just like everyone else. They each have their own talents, characteristics, strengths, and challenges. Down syndrome is just one part of who they are.

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

This documentary delves into the science of adverse childhood experiences (ACEs) and the birth of a movement to treat and prevent toxic stress. Now understood to be one of the leading causes of everything from heart disease and cancer to substance abuse and depression, extremely stressful experiences in childhood can alter brain development and have lifelong effects on health and behavior. However, as experts and practitioners profiled in this documentary film are proving, what is predictable is preventable. These physicians, educators, social workers, and communities are daring to talk about the effects of divorce, abuse, and neglect. They are using cutting edge science to help the next generation break the cycles of adversity and disease.

Supportive adult-child interactions. 2011.

Within the security of trusting relationships, infants and toddlers develop curiosity, initiative, a sense of self, and a desire to explore their world. Adults can foster this development by responding to the young children in their care with care and respect. This program teaches how to create a climate of trust for infants and toddlers, form partnerships with children, and support children's intentions. It provides information on establishing program policies that promote continuity of care. It presents several extended, un-narrated scenes from HighScope settings illustrating strategies for developing supportive interactions with young children. This program is available online.

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Deafness, Hearing Impairments, Speech & Language Development: Select Books

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

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

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).

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

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

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

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

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

The book of choice: Support for parenting a child who is deaf or hard of hearing, 3rd ed., 2010. (WV 271 B724 2010 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 hearing loss: A family guide. David Luterman, 2006. (WV 271 C536 2006 ECI).

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

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

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

Select Books (continued)

Communication disorders in infants and toddlers: Assessment and intervention. Frances P. Billeaud, 2003. (535 B597 2003 ECI).

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

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

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

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

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

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

NEW! 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).

This comprehensive intervention guide contains activities to build social play, group skills, and communication in fun and creative ways. These activities are adapted to develop a curriculum for both children who are verbal and those who use augmentative and alternative communication.

Early communication skills for children with Down syndrome: a guide for parents and professionals, 3rd ed. Libby Kumin, 2012. (WS 107.1 K96 2012 ECI).

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

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

This guidebook gives parents the information needed to obtain services for deaf or hard of hearing children and covers advocacy strategies to resolve disputes and disagreements.

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

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

Select Books (continued)

Foundations of aural rehabilitation: Children, adults, and their family members. Nancy Tye Murray, 2009. (219.2 T979 2009 RHB).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Select Books (continued)

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).

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

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

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

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

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

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

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

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

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

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

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

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

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

Select Books (continued)

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

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

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

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

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

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

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

This book describes ways to support the development of children's oral language, reading, and writing. It emphasizes meeting children's unique needs, supporting dual language learners, and partnering with families to support children's development.

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

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

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

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

Thirty million words: Building a child's brain: Tune in, talk more, take turns. Dana Suskind, 2015. (WS 105.5 C7 S964 2015 ECI).

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

Select Books (continued)

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).

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

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

Deafness, Hearing Impairments, Speech & Language Development: Select DVDs

Age appropriate play volumes 1-3. 15-24 min. 2002. (DD0443-DD0445).

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

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

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

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

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

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

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

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

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

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

Select DVDs (continued)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Select DVDs (continued)

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

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

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

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

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

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

Teach me to talk. 90 min. 2008. (DD0678).

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

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

Toddlers cognitive development. 26 min. 2009. (DD0261).

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

Deafness, Hearing Impairments, Speech & Language Development: Select eBooks

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

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

The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein, 2016.

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

Select eBooks (continued)

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.

A revised core textbook on communication disorders that gives future professionals up-to-date guidance on evidence-based practice from more than 20 academics and working clinicians. An essential text for all students in clinical methods courses and a reliable reference for practicing professionals.

Deafness, Hearing Impairments, Speech & Language Development: Select Websites

[American Academy of Audiology](http://www.howsyourhearing.org/) 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](https://www.asha.org/public/). The public section on this website 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. See <https://www.asha.org/public/>. Another section of the website is for students who are interested in a career in communication and speech disorders. See <https://www.asha.org/students/> 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](https://www.boystownhospital.org). 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>.

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

[Child Development Institute](https://childdevelopmentinfo.com/child-development/language_development/) has information on language development in children. See https://childdevelopmentinfo.com/child-development/language_development/.

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

Select Websites (continued)

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

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

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

Speech & Language Therapy for Children & Adolescents with Down Syndrome, a fact sheet from the National Down Syndrome Society is located at <https://www.ndss.org/resources/speech-language-therapy/>.

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

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

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

The **University of North Carolina School of Medicine's Department of Allied Health Sciences, Division of Speech and Hearing Sciences** 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>.