

# ECI Library Matters

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

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

**Important News:** Due to the COVID-19 pandemic, the DSHS Library is closed. Library staff are working remotely from home. Library materials may be borrowed by request only. Electronic library resources are available on any computer or mobile device with internet access. Please email any questions to [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

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## Selected Journal Abstracts

**Collaborating with deaf adults in early intervention.** Gale, E. (2020). *Young Exceptional Children*. <https://doi.org/10.1177/1096250620939510>

Shortly after Madison gave birth to her son Alex, she was told that he had not passed the newborn hearing screening evaluation. She was advised to follow-up with further testing by an audiologist. When Madison followed up with the audiologist a month after Alex's birth, the audiologist confirmed Alex was deaf. Having never met a deaf adult, Madison wondered what Alex would be like growing up. Would he be able to communicate? Would he have friends and be sociable? How would he do academically? Madison had no idea what raising a deaf child would entail until she met a deaf adult, which was six months after Alex was born. The deaf adult, Lauren, was Madison and Alex's sign language instructor. Lauren was the only deaf adult officially trained and hired by the early intervention program working with Madison and Alex. During their first meeting, Madison and Lauren used written English to communicate. Over time, Madison and Alex not only learned visual communication skills and sign language, they also learned about deaf lifestyles. Lauren invited Madison and Alex to various events where they met and interacted with deaf people of all ages and backgrounds. Madison felt less stressed about raising Alex after being able to interact with diverse deaf people, to see that deaf people can do anything people who are not deaf can do, and to provide her child with access to visual communication and sign language.

**Early intervention, parent talk, and pragmatic language in children with hearing loss.** Yoshinaga-Itano, C., Sedey, A. L., Mason, C. A., Wiggin, M., & Chung, W. (2020). *Pediatrics*, 146(Supplement 3). S270-S277; <https://doi.org/10.1542/peds.2020-0242F>

**Background and Objectives:** Pragmatic language skills form the foundation for conversational competence, whereas deficits in this area are associated with behavioral problems and low literacy skills. Children who are deaf or hard of hearing demonstrate significant delays in this critical area of language. Our purpose with this research was to identify variables associated with pragmatic language ability in children who are deaf or hard of hearing.

**Methods:** This was a longitudinal study of 124 children with bilateral hearing loss between 4 and 7 years of age living in Colorado. As part of a comprehensive speech and language assessment, pragmatic language skills were evaluated annually by using the Pragmatics Checklist.

**Results:** The children's pragmatic skills increased significantly with age. Higher levels of pragmatic language ability at 7 years of age were predicted by (1) meeting Early Hearing Detection and Intervention 1-3-6 guidelines (hearing screening by 1 month, identification of hearing loss by 3 months, and receiving intervention by 6 months of age), (2) greater quantity of parent talk, (3) higher nonverbal intelligence, (4) lesser degrees of hearing loss, and (5) higher maternal education

**Conclusions:** With the findings of this study, we underscore the importance of pediatricians and other health care professionals counseling parents about the value of adherence to the Early Hearing Detection and Intervention 1-3-6 guidelines with regard to intervention outcomes. The strong association between amount of child-directed parent talk in the first 4 years of life and pragmatic language outcomes at 7 years of age emphasizes the need for professionals to encourage parents to talk to their children as much as possible.

## **Selected Journal Abstracts (continued)**

**The developmental benefits of allowing deaf children with cochlear implants early access to sign language.** Johnson, M. (2021). *Infants & Young Children*, 34(2), 141-155. <https://doi.org/10.1097/IYC.000000000000185>

This review addresses the question of how early access to sign language influences the development of deaf children with cochlear implants (CIs) by examining the literature surrounding the topic across the domains of spoken/written language development, cognitive development, and sociocultural development. Although research in the realm of language development is mixed, there appear to be few potential detriments to sign language access that may not be mediated by other aspects, such as age of implantation. Early sign language access, furthermore, shows potential to prevent developmental delays in general as well as specific cognitive functioning, and the current article speculates that claiming a Deaf identity (to which sign language is vital) may act as a protective factor against the stress of stigma surrounding hearing loss. Based on the relative insufficiency of current research to offer undisputable long-term concerns regarding the impact of sign language on development, as well as the existing evidence that suggests that early access to sign language may act as a protective factor against delays in multiple developmental domains, this review concludes that the potential benefits of allowing deaf children with CIs early and comprehensive access to sign language outweigh any possible risks.

**Early Hearing Detection and Intervention (EHDI) within the medical home.** Woodruff, T. A., & Lutz, T. M. (2020). *Infants & Young Children*, 33(3), 219-234. <https://doi.org/10.1097/IYC.000000000000170>

The pediatric medical home is a model to provide quality health care to a child that is coordinated and overseen by a team of professionals who are grounded in family-centered practice. The medical home can be a centralized, consolidated, and comprehensive approach to address concerns for a child and can bolster the early intervention goals of Early Hearing Detection and Intervention ([EHDI]. With early access to screening information for children who are D/deaf or hard of hearing, the medical home plays a role in early diagnostic services and follow-up care that are critical to EHDI. This connection allows for discussion of how the medical home can exist and be supported within the context of existing service provision systems as a potential preemptive intervention to address the needs of children and families. By reviewing publicly accessible materials, the state of Connecticut can be used as a case study to look at various methods of medical home engagement with the outcome of supporting EHDI-based benchmarks. At the same time, a novel means of data collection through the medical home is proposed.

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## Selected Journal Abstracts (continued)

### **Efficacy of interventions to improve psychological adjustment for parents of infants with or at risk of neurodevelopmental disability: A systematic review.**

Dickinson, C., Whittingham, K., Sheffield, J., Wotherspoon, J., & Boyd, R. N. (2021). *Infant Mental Health Journal*, 41(5), 697-722. <https://doi.org/10.1002/imhj.21871>

Background: Supportive and targeted interventions for families are required to optimize parental adjustment and the parent–infant relationship in line with earlier diagnosis of neurodevelopmental risk for infants.

Aims: The purpose of this systematic review was to determine the efficacy of interventions in improving psychological adjustment and well-being for parents who have an infant diagnosed with or at risk of neurodevelopmental disability.

Methods: The Cochrane Review Group search strategy was followed with search of The Cochrane Central Register of Controlled Trials, PubMed, CINAHL, PsycINFO, and Embase between July and December 2017. Methodological quality of included articles was assessed using the Physiotherapy Evidence Database (PEDro) Scale by two independent reviewers.

Results: Twelve studies met the inclusion criteria. A small number of high-quality trials demonstrated moderate to large effectiveness of reducing adverse parent psychological symptoms of trauma and stress. Significant improvements in depression and anxiety symptoms emerged at longer-term (6 months to 8 years) follow-up postinterventions.

Conclusions: There is promising support for the effectiveness of some interventions to reduce maladaptive psychological symptoms in parents with infants diagnosed at risk of neurodevelopmental disability. Further quality Randomized Control Trail (RCTs) of psychological interventions addressing broader neurodevelopmental risk conditions for infants are required.

### **The developmental landscape of early parent-focused language intervention.**

Adamson, L. B., Kaiser, A. P., Tamis-LaMonda, C. S., Owen, M. T., & Dimitrova, N. (2020). *Early Childhood Research Quarterly*, 50(1), 59-67. <https://doi.org/10.1016/j.ecresq.2018.11.005>

This essay stresses the importance of infusing a developmental perspective into the design, implementation, and evaluation of parent-focused language interventions to promote young children’s language success. Guided by Waddington’s (1957) heuristic image of the “epigenetic landscape” and drawing on empirical research, we propose eight premises about early language development and illustrate how each premise might inform interventions. Three premises address the developmental pathways to language; two highlight the essential role of the environment. The final three premises focus on the child and parent as the essential developmental unit and on the collaborative, transactional, developmental processes that facilitate language acquisition. These premises suggest that intervention should begin well before first words, address the social foundations of language, and support parents in their unique role as they directly and indirectly immerse children in the developmental landscape of language intervention.

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The intersection of gross motor abilities and participation in children with autism spectrum disorder. p. 178-189. Holloway, J. M., Long, T. M., & Biasini, F. J.

Caregiver navigation through early hearing detection and intervention programs in South Africa: Caregiver navigation through EHDI. p. 190-203. Kanji, A. & Noorbhai, W.

Family and coach responses to a program for fostering infant language. p. 204-224. Hollingsworth, H. L., Knight-McKenna, M., Esposito, J., & Redd, C.

From emotional crisis to empowerment: The journey of two mothers. p. 225-240. Cain, M. & Fanshawe, M.

Social validity of an early intervention online professional development program. p. 241-261. Sexton, S. J., Yang, L., & Hamby, D.

**Young Exceptional Children.** Volume 24, Issue 2; June 2021.

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Preschoolers with visual impairments and additional disabilities: Using universal design for learning and differentiation. p. 70-81. Chen, D., & Dote-Kwan, J.

Individualized peer-mediated interventions to increase young children's social competence. p. 82-95. Martinez, J. R., Prykanowski, D. A., & Morgan, C. W.

Six strategies for effective family-practitioner communication through ACCESS. p. 96-108. Hooks, S. D., Nagro, S. A., & Fraser, D. W.

From article to action: Supporting peer-mediated interventions (PMI). p. 108. Lake, G.

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

### **Auditory-verbal therapy for young children with hearing loss and their families and the practitioners who guide them.** 2016. (WV 271 A912 2016 ECI).

This book provides a comprehensive examination of auditory-verbal therapy (AVT), from theory to evidence-based practice. It demonstrates how AV practitioners work in tandem with the family to integrate listening and spoken language into the child's everyday life. The book concludes with personal family stories of hope, inspiration, and encouragement, written by parents from twelve countries across the world who have experienced the desired outcomes for their children following AVT.

### **Children with cleft lip and palate: A parents' guide to early speech-language development and treatment.** Kathy L. Chapman & Nancy J. Scherer, 2015.

(WV 440 H262 2015 ECI).

This book provides family-friendly guidance and support for young children with clefts-cleft lip, cleft palate, and cleft lip/palate. A team of speech-language pathologists focuses especially on mitigating the speech and language problems experienced by infants and toddlers (ages birth to three) with cleft palate. Parents can use the book's dozens of practical, hands-on activities to improve their child's speech.

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

This book offers an overview of current technological developments in therapy, such as the use of therapeutic texting, virtual reality programs, tablet apps, and online games. Chapters examine therapeutic applications of technology for those who have experienced trauma and a variety of conditions including autism spectrum disorder, ADHD, and speech concerns. This title is also available as an ebook.

### **Speech-language pathologists in early childhood intervention: Working with infants, toddlers, families, and other care providers.** 2<sup>nd</sup> ed. Kathleen D. Ross, 2018. (WM 475 R823 2018 ECI).

This book presents practicing clinicians and graduate students with the skills necessary to provide evidence-based best practice services to young clients struggling to gain functional communication skills and their families. It also serves to broaden the understanding of early intervention within the field of speech-language pathology. Through research, real life scenarios, and practical documents the text presents positive advocacy for this population.

### **Telepractice in speech-language pathology.** Todd K. Houston, 2014. (W 83 H843 2014 ECI).

This book provides practical information to speech-language pathologists that will allow them to implement a successful telepractice program. It presents the technological requirements, applications in speech-language pathology, policy and regulatory issues, and future directions and trends of telepractice. This title is also available as an ebook.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Lenguaje de señas para la familia.** DVD. 200 min. 2004. (DD0100). A Spanish language set of three DVDs to learn American Sign Language (ASL).

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

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

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

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

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

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

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

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

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

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

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

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



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

**Auditory-verbal therapy: For young children with hearing loss and their families and the practitioners who guide them.** Warren Estabrooks, Karen MacIver-Lux and Ellen A. Rhoades, 2016. (WV 271 A912 2016 ECI).

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

**The book of choice: Support for parenting a child who is deaf or hard of hearing.** Leeanne Seaver, 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,** 2<sup>nd</sup> ed. Elizabeth Bingham Cole, 2011. (WV 271 C689c 2011 ECI).

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

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

**The common sense guide to your child's special needs: When to worry, when to wait, what to do.** 2012. (LC 3969 P45 2012 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).

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

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

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

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

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

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

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

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

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

**Language development in early childhood.** 3<sup>rd</sup> ed. Beverly Otto, 2010. (WS 105.5 C8 O91 2010 ECI).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills.** Deborah Fein, 2016. Fein demonstrates how everyday tasks can be terrific opportunities for building critical social and communication skills.

**Deaf community in America: History in the making.** Melvia Nomeland, 2011. The deaf community in the West has endured radical changes in the past centuries. This work of history tracks the changes both in the education of and the social world of people who are deaf.

**Introduction to clinical methods in communication disorders,** 3<sup>rd</sup> ed. Paul Rhea, 2014. This textbook introduces pre-service speech-language pathologists and audiologists to contemporary clinical practice.

***NEW!* Supporting life skills for young children with vision impairment and other disabilities: An early years habilitation handbook.** Fiona Broadley, 2021.

This resource is designed to help professionals, parents and caregivers as they support children with vision impairments to develop independence in everyday tasks. Using the Early Years Foundation Stage framework as a basis, it provides a wealth of strategies and activities to develop key skills including dressing, maintaining personal hygiene, eating and drinking and road safety.

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- Enter the title of the eBook you want to read and click search.

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

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

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

**Boys Town National Research Hospital Clinical and Research Programs.** The website's knowledge center provides information and resources on hearing loss including podcasts, articles, and forums. Go to [boystownhospital.org](http://boystownhospital.org).

**Centers for Disease Control and Prevention** provides information on hearing loss in children. Go to [cdc.gov/ncbddd/hearingloss](http://cdc.gov/ncbddd/hearingloss) for a complete listing.

**Child Development** has information on language development in children. Go to [childdevelopmentinfo.com/child-development/language\\_development/](http://childdevelopmentinfo.com/child-development/language_development/) for a complete listing of information.

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

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

Cleft lip and palate: [medlineplus.gov/cleftlipandpalate.html](http://medlineplus.gov/cleftlipandpalate.html)

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

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

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

Stuttering: [medlineplus.gov/stuttering.html](http://medlineplus.gov/stuttering.html)

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

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

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

**Speech & Language Therapy for Infants, Toddlers and Young Children with Down Syndrome** from the National Down Syndrome Society is located at [ndss.org/resources/speech-language-therapy/](http://ndss.org/resources/speech-language-therapy/).

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

**Texas Health and Human Services Early Childhood Intervention** provides support for Texas children experiencing deafness, hearing impairments, speech and language development. Go to [hhs.texas.gov/doing-business-hhs/provider-portals/assistive-services-providers/early-childhood-intervention-programs](http://hhs.texas.gov/doing-business-hhs/provider-portals/assistive-services-providers/early-childhood-intervention-programs) for more information.

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