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Speech and Language Development

This month we are featuring books, audiovisuals, children's books, and websites about speech and language development.

Speech and Language Development - Books

Assessing and Treating Infants and Young Children with Severe Difficulties in Relating and Communication. Stanley I. Greenspan, 1997. (535G815a 1997).

This book contains several articles written by different authors concerning infants and young children with severe problems in relating and communicating.

Autism Spectrum Disorders: A Transactional Development Perspective. Amy M. Wetherby, 2000. (203.6 W539 2000 ECI).

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

Building Blocks to Communication: Oral Motor and Speech Skills for Infants, Toddlers, and Preschoolers. Mary E. Anzelmo and Diane M. Bonanni, 1997. (535An98).

The authors present an intervention approach to oral motor and speech development in children, birth through four years. Clinicians, families and other facilitators can easily create fun, effective intervention plans by adapting all or part of the Building Blocks program to the young child's daily routine. Following the step-by-step directions that are provided, facilitators can make oral motor boxes, speech boxes and surprise bags. They can also select from timesaving, reproducible strategies, materials, activities, and visual aids as they tailor individual plans.

Cleft Palate: Interdisciplinary Issues and Treatment. Karlind T. Moller and Clark D. Starr, 1993. (201.2 M726c 1993 RHB).

This book presents an interdisciplinary approach to information about the nature of the cleft palate disorder. Speech and language pathologists are informed and knowledgeable about their own discipline but also need to know how it applies to cleft lip and palate management.

Speech and Language Development - Books (continued)

Cleft Palate Speech Management: A Multidisciplinary Approach. Robert J. Shprintzen, 1995. (201.2 Sh82 ECI).

This book, meant to be used frequently in the clinical setting, discusses what the clinician should do when treating a patient with a communicative impairment related to clefting. Several tried and true procedures are discussed and some widely accepted procedures are discredited.

Communication Activities for Infants and Toddlers: Birth to 12 Months. Monica Devine, 1990. (535 D496).

This book gives simple, useful ideas and suggestions for communication activities that are age appropriate to stimulate language and thinking development for infants birth to twelve months of age.

Communication Activities for Infants and Toddlers: 12 to 24 Months. Monica Devine, 1990. (535D497).

This booklet gives suggestions on how to talk to your toddler. Other major topics discussed include your toddler's developmental steps, positioning and motor ideas, and play-time activities. Also included are activities to do while dressing, feeding and bathing your toddler.

Communication Activities for Infants and Toddlers: 24 to 36 Months. Monica Devine, 1990. (535D498).

This booklet offers suggestions for creating conversations with toddlers twenty-four to thirty-six months of age. It depicts your child's developmental steps. Other information presented includes positioning and motor ideas, play-time activities and activities to do while dressing, feeding and bathing your child.

Communication Disorders in Infants and Toddlers. Frances P. Billeaud, 1998. (535B597 1998).

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

Communication Intervention: Birth to Three. Louis M. Rossetti, 1996. (219.4 R731 ECI).

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

Como Favorecer las Habilidades Comunicativas de los Niños con Síndrome de Down. Libby Kumin, 1994. (226.11 K96c 1994 ECI).

In this book, *Communication Skills in Children with Down Syndrome: A Guide for Parents*, translated into Spanish, an expert shares her knowledge of speech and language development in children and adolescents with Down Syndrome including information, advice, and practical home activities.

Contemporary Perspective on Early Intervention: Research to Practice. Katharine G. Butler, 1998 (325 B985 1998).

This May 1998 issue of the journal, *Topics in Language Disorders*, concentrates on perspectives on early intervention with six articles by different authors about infant-toddler development from monitoring the at-risk infant, pediatric feeding, prematurity and language development to contemporary approaches to audiological assessments.

Developmental Motor Speech Disorders. Michael Crary, 1993. (219.4 C853 ECI).

The author attempts to lay the theoretical groundwork for a motolinguistic model of developmental motor speech disorders. He considers the characteristics and abilities of children with developmental motor speech disorders. He also directly addresses the clinical management of such delays with practical suggestions for assessment and intervention strategies.

Early Communication Skills. Charlotte Lynch and Julia Cooper, 1991. (535 L991).

This book provides more than 100 communication-based activities in a loose-leaf format for ease of copying. Activities promote pre-verbal skills; listening awareness of voice and sound; vocalizations; auditory and speech discrimination; auditory/visual memory and the learning of early words.

Speech and Language Development - Books (continued)

Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals.

Libby Kumin, 2003. (226.11 K96 2003 ECI).

This book focuses on speech and language development from birth through the stage of making 3-word phrases, which is often around ages 5 or 6, but can occur later. It contains the information parents need to ensure their child meets his/her communication potential, from an explanation of the speech-language assessment to descriptions of what to expect when a child enters school.

Easy Does It for Apraxia: Preschool. Catherine Chamberlain, 1994. (219.4 St87 ECI).

This resource uses preschool level vocabulary, experiences, and activities to make speech practice more meaningful for the child. The *Materials Book* provides the masters of the materials to be used in these exercises. The *Therapy Manual* includes the goals and objectives with strategies, tips and activities and includes materials for tracking and record keeping.

Exploring the Spectrum of Autism and Pervasive Developmental Disorders: Intervention Strategies.

Carolyn Murray-Slutsky and Betty A. Paris, 2000. (203.6 M981 2000 ECI).

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

Family-Centered Early Intervention for Communication Disorders: Prevention and Treatment. Gail

Donahue-Kilburg, 1992. (219.4 D715 ECI).

This book is designed to provide a broad range of information on family structure and function in our multicultural society, family system characteristics and the implications for intervention, communication development in the family context, the nature and delivery of family-centered services, the requirements of P.L. 99-457, and the competencies that such services require. It also offers ways to approach planning, assessment and treatment that involve families in practical ways.

The Fragile X Child. Betty B. Schopmeyer, 1992. (201 Sch65 ECI).

This book is designed for speech-language pathologists and occupational therapists. It will assist therapists in recognizing, assessing, and planning treatment for children with Fragile X syndrome. The first section of the book, *What is Fragile X Syndrome?*, provides an overview of background information necessary to understand the syndrome. Part two, *How Does the Child With Fragile X Function?*, looks in detail at the characteristics of the child with Fragile X. The third section, *How Do You Approach Intervention?*, explains how to plan a program for and treat the child with Fragile X in the areas of occupational therapy, speech and language therapy, and combined speech and language/occupational therapy. Part four consists of a case study of a seven year old boy with Fragile X syndrome.

A Guide to Language Development and Communication. Ronald J. Lally, 1991. (535L157).

This book contains information specifically written to help caregivers with their day-to-day efforts to support the language development and communication of infants and toddlers and their families.

How to Talk to Your Baby: A Guide to Maximizing Your Child's Language and Learning Skills. Dorothy P.

Dougherty, 1999. (535D732 1999).

In this book, the author shows parents how to enhance their baby's language development using a system that incorporates the five proven teaching methods of naming, describing, comparing, explaining, and giving directions. These teaching methods are incorporated into the normal routines of cooking, shopping, housework, and other tasks.

Improving the Communication of People with Down Syndrome. Mark Leddy and Lewis A Leavitt, 1999.

(226.11 M648i 1999 ECI).

This book provides a framework for assessing and treating speech, language, and communication problems in children and adults with Down syndrome.

Speech and Language Development - Books (continued)

Introduction to Clinical Methods in Communication Disorders. Paul Rhea, 2002. (219.4 P324 2002 ECI).
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.

An Introduction to Developmental Disabilities: A Neurodevelopmental Perspective. Frank R. Brown and Nick Elksnin, 1992. (226.5 B813 ECI).

This book serves as an introduction to developmental disabilities and provides a background for understanding more detailed treatises on individual aspects of these children. The authors combine an interdisciplinary approach of a child with multiple areas of dysfunction and a generalist's perspective.

Is My Child's Speech Normal? Jon Eisenson, 1997. (219.4 Ei83 ECI).

This manual, appropriate for parents and clinicians, provides educated answers to questions about the typical development of and potential challenges related to children's language. This edition addresses all major areas of a child's early speech from first cries to first words. Parents can find valuable guidelines by which they can follow their own child's spoken language. Physicians and clinicians who need to share information with parents will find the text useful.

The Late Talker: What to Do If Your Child Isn't Talking Yet. Marilyn C. Agin, Lisa F. Geng, and Malcom J. Nicholl, 2003. (219.4 A267 2003 ECI).

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

Learning Language and Loving It: A Guide to Promoting Children's Social and Language Development in Early Childhood Settings. Elaine Weitzman, 1993. (535 W439).

This guidebook is designed to help educators promote the language learning of all children, but particularly the language of those who don't communicate as well as their peers. The techniques and strategies outlined in the book are consistent with the child-centered approach to early childhood education.

More Than Words: Helping Parents Promote Communication and Social Skills in Children with Autism Spectrum Disorder. Fern Sussman, 1999. (535 S964 1999).

This book emphasizes the child's everyday activities as the context for learning to communicate and the importance of affect, predictability, structure and the use of visual supports to enhance learning in children with autism spectrum disorder.

NEW! New Language of Toys: Teaching Communication Skills to Children with Special Needs. Sue Schwartz, 2004. (535 S399n 2004 ECI).

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

Pivotal Response Treatments for Autism: Communication, Social, and Academic Development. Robert L. Koegel and Lynn Kern Koegel, 2006. (203.6 K77p 2006 ECI).

Pivotal Response Treatment uses natural learning opportunities to target and modify key behaviors in children with autism, leading to widespread positive effects on communication, behavior, and social skills.

Reference Manual for Communicative Sciences and Disorders: Speech and Language. Raymond D. Kent, 1994. (219.4 K37r 1994 ECI).

The objective of this book was to gather information that is relevant to the contemporary understanding of speech and language. The compilation of this information represents a significant part of the knowledge base pertinent to research and clinical practice in speech-language pathology.

Speech and Language Development - Books (continued)

Right from the Start Behavioral Intervention for Young Children with Autism: A Guide for Parents and Professionals. Sandra L. Harris and Mary Jane Weiss, 1998. (203.6 H316 1998 ECI).

This guide shows how early behavioral intervention can benefit young children with autism and related disorders, especially in the first years. Examples show how speech and language, social, motor, and adaptive skills can be broken down and taught through a system of repetition, reward, and goal adjustment. Also covered are curriculum, professional's roles, parent involvement, inclusion, and the pros and cons of a home-based vs. center-based program.

NEW! The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders. Barry M. Prizant, 2006. (203.6 P961s 2006 ECI).

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

The Social World of Children Learning to Talk. Betty Hart and Todd R. Risley, 1999. (535 H325s 1999).

This book retells the story of reliability-tested data in a fascinating account of how children's practice of speech, as shaped by family interaction, affects learning to talk. This book charts the month-by-month growth in children's vocabulary, utterances, and use of grammatical structures and describes the conversation and changing patterns of parent-child interaction as the children's contribution to those exchanges increases.

Supporting Identity, Diversity and Language in the Early Years. Iram Siraj-Blatchford, 2000. (525 S619 2000 ECI).

This book provides the main ingredients for professional development in working with young children in a diverse society by showing how to work with children in developing a positive disposition towards themselves regardless of their differences. It contains practical advice, real examples, and staff activities to develop young children's emerging language.

Supporting Language Learning in Everyday Life. Judith Duchan, 1995. (535 D856).

This book introduces a situated pragmatics approach to teaching school-aged children language, drawing on principles and findings from similar approaches long used with toddlers. Duchan reviews the history of pragmatics, then explores how everyday situations can be used to help children acquire language.

Teaching Language-Deficient Children: Theory and Application of the Association Method for Multisensory Teaching. N. Etoile DuBard and Maureen K. Martin, 2000. (219.4 D813 2000 ECI).

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

Trends in Bilingual Acquisition. Jason Cenoz and Fred Genessee, 2001. (535 C395 2001 ECI).

This book brings together nine contributions on various aspects of bilingual acquisition representing three main traditions in the field.

Speech and Language Development - Videos

Assessing Infants and Toddlers: A Family Focus. 175 minutes. (VT2107).

This is a taped live interactive video conference on assessing infants and toddlers. It focuses on various approaches of assessment and risks of hearing impairment, feeding/oral motor assessment, social communicative assessment, family assessment, biological risks, environmental risks, combined biological and environmental risks, and unknown risks.

A Baby's World The Language of Being: Ages 1 to 2 Years. 60 minutes. (VT2170).

Even though human babies are less mature at birth than other species, they quickly challenge their surroundings in an amazing display of both physical and verbal skills. Watch as children immediately learn to grasp objects and turn them into tools while learning the strategies to make them work.

Enhancing Communication Abilities of Infants and Toddlers with Disabilities Through Parent Programming. 105 minutes. (VT2195).

Jeanne Wilcox presents a video teleconference on language development with infants and toddlers. She addresses three questions: What should be done? When should it be done? and How? Many professionals who work with language development are unprepared to work with pre-language children who are at-risk for language delays. She discusses assessment and intervention techniques.

Infancy: Beginnings in Cognition and Language. 29 minutes. (VT0448).

The young infant uses both sensory and perceptive capabilities for early learning. These and innate reflexes are utilized to embark in discovering the world. The child continues learning by adapting new skills of looking, mouthing, handling and manipulating objects. Other means of acting with people and objects around the child soon come into play. By the first birthday the child uses a variety of actions to satisfy an unleashed curiosity. The child will soon master the foundations of language and use its base of words and gestures with interactions with parents. The infant has the ability to listen and gradually understand the sounds, meaning and rule system inherent in language.

Language is the Key: English with Captions. 43 minutes. (VT0464).

These videos in English with closed captions address the needs of professionals and paraprofessionals who work with young children with language disorders. This set is 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 and Books* uses picture books to increase language while *Talking and Play* uses play to increase language.

Smalltalk. 18-22 minutes. (VT2184-VT2188).

This is a series of 6 videos that illustrate how daycare providers, preschool teachers, ECI specialists, and parents can help infants and young children, including those with special needs, develop the skills necessary to interact and communicate successfully.

Speech and Language Delays: What Do They Mean for Your Child? 13 minutes. (VT2197).

This video briefly outlines the development of communication skills in the first three years of life. The warning signs and possible causes of a delay in speech and language development are discussed. The screening process and benefits of early identification of speech and language delays are illustrated. The evaluation process used to diagnose such delays and various avenues of treatment are described.

Speech and Language Development - CD

SpeechTeach 2000. (219.43 S497 2000).

This CD 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.

Speech and Language Development - Children's Books

Sarah's Surprise. Nan Holcomb, 1990. (805.1 H).

Six year-old Sarah, who is unable to talk, has used a picture board to communicate, and is now ready for an augmentative communication device. Sarah who wants to be able to sing at birthday parties surprises everyone with the help of her speech therapist.

Speech and Language Development - Kits

NEW! The Capute Scales: Cognitive Adaptive Test/Clinical Linguistic and Auditory Milestone Scale (CAT/CLAMS). (520 A169c 2005 ECI).

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

Communication and Symbolic Behavior Scales. (262.1 W539 2003).

This kit, which is a norm-referenced, standardized CSBS kit that measures early communication, 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.

Communication and Symbolic Behavior Scales Developmental Profile (CSBS DP). (262.1 W539 2002).

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 this CSBS DP. It uses caregiver input through a caregiver questionnaire and its accompanying worksheet to collect information gained through the child's natural play to rate such communicative behaviors like functions, gestures, rate, positive affect, and gaze shifts.

NEW! Receptive-Expressive Emergent Language Test (REEL-3): Manual and Booklets. (535.1 B999 2003 ECI).

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. It is a norm referenced assessment.

Speech and Language Development - Selected Websites

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/>

American Speech-Language-Hearing Association. Although many parts of the website are for members only, they have a section for students and for the general public. It contains information on hearing loss and support groups for persons with hearing loss. See <http://www.asha.org/default.htm>

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. See <http://www.nlm.nih.gov/medlineplus/speechandcommunicationdisorders.html>

The Department of Hearing and Speech Sciences at Vanderbilt University 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.vbwc.com/dhss.html>

Research is also being conducted at the Division of Speech and Hearing Sciences, University of North Carolina, Chapel Hill. See <http://www.med.unc.edu/ahs/sphs/research.htm>

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Exchange • PO Box 3249, Redmond, WA 98073-3249 • (800) 221-2864 • Fax (425) 867-5217 • info@ChildCareExchange.com