ECI LIBRARY MATTERS

January 2009

Early Childhood Intervention

Help Starts Here

TEXAS Department of Assistive and Rehabilitative Services

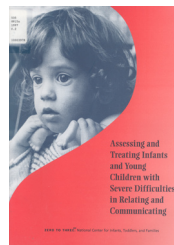*Speech and Language Development*

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

Check out the new additions to the collection on page 9!

Speech and Language Development - Books

Assessing and Treating Infants and Young Children with Severe Difficulties in Relating and Communication. Stanley I. Greenspan, 1997. (535 G815a 1997 ECI).
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. (535 An98 1995 ECI).
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 1995 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 1990 ECI).
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. (535 D497 1990 ECI).
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. (535 D498 1990 ECI).
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.
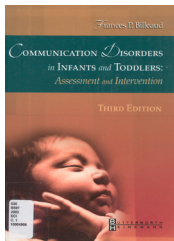
NEW! Communication Disorders in Infants and Toddlers: Assessment and Intervention. Frances P. Billeaud, 2003. (535 B597 2003 ECI).
This book is an effective resource on assessment and intervention for children with special needs. It emphasizes a multidisciplinary team approach to management and is written to optimize treatment and achieve the best possible outcomes for young patients.

Communication Intervention: Birth to Three. Louis M. Rossetti, 1996. (219.4 R731 1996 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 Ninos con Sindrome 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 ECI).
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 1993 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.

Speech and Language Development - Books (continued)

Early Communication Skills. Charlotte Lynch and Julia Cooper, 1991. (535 L991 1991 ECI).
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.
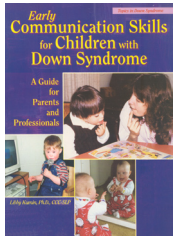
Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals. Libby Kumin, 2003. (226.11 K96 2003 ECI).
This book focuses on speech and language development from birth through the stage of making 3-word phrases, which is often around ages 5 or 6, but can occur later. It contains the information parents need to ensure children meet their 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 1994 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 1992 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 1992 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 provides an overview of background information necessary to understand the syndrome. Part two looks in detail at the characteristics of the child with Fragile X . The third section 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.

How to Talk to Your Baby: A Guide to Maximizing Your Child's Language and Learning Skills. Dorothy P. Dougherty, 1999. (535 D732 1999 ECI).
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)

Infant/Toddler Caregiving: A Guide to Language Development and Communication. Ronald J. Lally, 1991. (535 L157 1992 ECI).
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.

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 1994 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 1997 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.
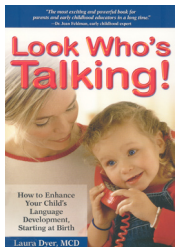
NEW! Look Who's Talking!: How to Enhance Your Child's Language Development, Starting at Birth. Laura Dyer, 2004. (535 D996 2004 ECI).
This book shows parents how to enhance their child's language development. It includes information on preverbal signs and gestures, common concerns and warning signs, nurturing pre-literacy skills, how to use sign language, and information on second-language learning.

NEW! Making Connections: Support for Families of Newborns and Infants with Hearing Loss. Valerie Sitnick Schuyler, 2006. (219.2 S397m 2006 ECI).
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. The CD-ROM contains copies of the worksheets that are included in the book.

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

Speech and Language Development - Books (continued)

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.

NEW! A Parent's Guide to Developmental Delays. Laurie LeComer, 2006. (226.5 L465p 2006 ECI).
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.

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.

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.

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 ECI).
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.
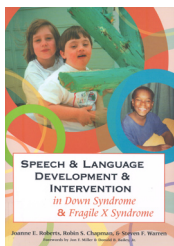
NEW! Speech and Language Development and Intervention in Down Syndrome and Fragile X Syndrome. 2008. (219.4 R645s 2008 ECI).
This book clarifies the distinct speech and language issues associated with Down syndrome and fragile X syndrome. It helps readers conduct individualized assessment and intervention. 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**.**

Speech and Language Development - Books (continued)

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 1995 ECI).
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.

Teach Me Language: A Language Manual for Children with Autism, Asperger's Syndrome and Related Developmental Disorders. Sabrina Freeman, 1996. (227.2 F855t 1996 ECI).
This book is designed to teach language skills to children with autism, Asperger's syndrome, and other related pervasive developmental disorders. It uses a step-by-step manual of instructions, examples, games, and cards to convey this information.

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 Cenoze 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 - Audiovisuals

Assessing Infants and Toddlers: A Family Focus. 175 minutes. 1989. (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.

NEW! Autism Spectrum Disorders and the SCERTS Model. 106 minutes. 2004. (DD0192).
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 ASD and their social partners.

A Baby's World: The Language of Being: Ages 1 to 2 Years. 60 minutes. 1994. (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.

Speech and Language Development - Audiovisuals (continued)

NEW! 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.

NEW! Discovery: Pathways to Better Speech for Children with Down Syndrome. 81 minutes. 2005. (DD0081).
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.

Enhancing Communication Abilities of Infants and Toddlers with Disabilities through Parent Programming. 105 minutes. 1990. (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. 1996. (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. 2002. (VT0464-VT0468).
These videos 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 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. This title is available in English, Korean, Chinese, Vietnamese and Spanish.

NEW! Mastering the Tasks of Toddlerhood. 24 minutes. 1990. (DD0118).
Oral language development and emotional growth are among the topics handled in this DVD that reflects the charm and liveliness of this stage of life.

Smalltalk. 18-22 minutes. 1991. (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 Development - Audiovisuals (continued)

Speech and Language Delays: What Do They Mean for Your Child? 13 minutes. 1993. (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-ROM

SpeechTeach 2000. (219.43 S497 2000).
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.

Speech and Language Development - Kits

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. 2003. (KT0005).
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). 2002. (KT0007).
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.

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.

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

Speech and Language Development - Selected 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. See http://www.nlm.nih.gov/medlineplus/speechandcommunicationdisorders.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 normal and disordered processes of hearing, balance, smell, taste, voice, speech, and language. See especially "Health Information": http://www.nidcd.nih.gov/index.asp

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

New Audiovisuals

The Developing Child: Observation. 29 min. 2004. (DD0232).
Using the four areas of development: physical, cognitive, language and social-emotional, the viewer of this DVD is guided through several sequences of naturalistic observation of infants, toddlers, and preschoolers. From the ongoing assessment of children, educators link the planning for student learning to what they know about the child's accomplishments, interests, strengths and areas to achieve.

ECI Teleconference: Implementing a Mental Health Perspective in Early Intervention Service. 116 min. 2002. (DD0235). (New in DVD)
In this DVD teleconference on ways to implement a mental health perspective in early intervention services two presenters, Betty Ablon and Barbara Moss, identify infant mental health, its principles and beliefs and the importance of attachment to the infant's mental health.
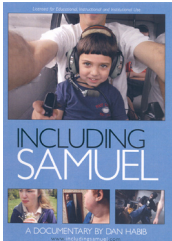
Including Samuel. 58 min. 2008. (DD0226).
This DVD documentary examines the educational and social inclusion of youth with disabilities. It chronicles the Habib family's efforts to include Samuel in every facet of their lives, and also features four other families with varied inclusion experiences.

Working with Children with Vision or Hearing Loss. 109 min. 2002. (DD0234). (New in DVD)
In this DVD teleconference, Gigi Newton and Stacy Shafer from the Texas School for the Blind and Visually Impaired discuss information about working with children with vision or hearing loss. Shayne and Jennifer Holweger provide the parent perspective.

Featured Journal Articles

The entire issue of *Pediatric Clinics of North America*, June 2007, was on issues related to speech and language. The following articles are included in this issue.

1. **Language screening in the pediatric office setting**. Schum RL. *Pediatr Clin North Am*. 2007 Jun;54(3):425-36.
2: **Language disorders in children: classification and clinical syndromes.** Simms MD. *Pediatr Clin North Am*. 2007 Jun;54(3):437-67.
3: **Language disorders: autism and other pervasive developmental disorders.** Tager-Flusberg H, Caronna E. *Pediatr Clin North Am*. 2007 Jun;54(3):469-81.
4: **Social communication impairments: pragmatics.** Russell RL. *Pediatr Clin North Am*. 2007 Jun;54(3):483-506.
5: **Developmental dyslexia**. Grizzle KL. *Pediatr Clin North Am*. 2007 Jun;54(3):507-23.
6: **Language impairment and psychiatric comorbidities**. Im-Bolter N, Cohen NJ. *Pediatr Clin North Am*. 2007 Jun;54(3):525-42.
7: **Neuropsychology and genetics of speech, language, and literacy disorders**. Peterson RL, McGrath LM, Smith SD, Pennington BF. *Pediatr Clin North Am*. 2007 Jun;54(3):543-61.
8: **Brain abnormalities in language disorders and in autism**. Herbert MR, Kenet T. *Pediatr Clin North Am*. 2007 Jun;54(3):563-83.
9: **Using the language characteristics of clinical populations to understand normal language development**. Feldman HM. *Pediatr Clin North Am*. 2007 Jun;54(3):585-607.
10: **Management of dyslexia, its rationale, and underlying neurobiology**. Shaywitz SE, Gruen JR, Shaywitz BA. *Pediatr Clin North Am*. 2007 Jun;54(3):609-23.
11: **Early literacy interventions: reach out and read**. Willis E, Kabler-Babbitt C, Zuckerman B. *Pediatr Clin North Am*. 2007 Jun;54(3):625-42

Space-time analysis of Down syndrome: results consistent with transient pre-disposing contagious agent. McNally RJ, Rankin J, Shirley MD, Rushton SP, Pless-Mulloli T. *International Journal of Epidemiology.* 2008 Oct;37(5):1169-79.

BACKGROUND: Whilst maternal age is an established risk factor for Patau syndrome (trisomy 13), Edwards syndrome (trisomy 18) and Down syndrome (trisomy 21), the aetiology and contribution of genetic and environmental factors remains unclear. We analysed for space-time clustering using high quality fully population-based data from a geographically defined region. METHODS: The study included all cases of Patau, Edwards and Down syndrome, delivered during 1985-2003 and resident in the former Northern Region of England, including terminations of pregnancy for fetal anomaly. We applied the K-function test for space-time clustering with fixed thresholds of close in space and time using residential addresses at time of delivery. The Knox test was used to indicate the range over which the clustering effect occurred. Tests were repeated using nearest neighbour (NN) thresholds to adjust for variable population density. RESULTS: The study analysed 116 cases of Patau syndrome, 240 cases of Edwards syndrome and 1084 cases of Down syndrome. There was evidence of space-time clustering for Down syndrome (fixed threshold of close in space: P = 0.01, NN threshold: P = 0.02), but little or no clustering for Patau (P = 0.57, P = 0.19) or Edwards (P = 0.37, P = 0.06) syndromes. Clustering of Down syndrome was associated with cases from more densely populated areas and evidence of clustering persisted when cases were restricted to maternal age <40 years. CONCLUSIONS: The highly novel space-time clustering for Down syndrome suggests an aetiological role for transient environmental factors, such as infections.

Early Childhood Report - January 2009

Early CHILDHOOD Report

Children With Special Needs & Their Families

LEGAL SPOTLIGHT

YOU BE THE JUDGE
Do mom's disclosures require this district to evaluate kindergartner? **Page 2**

WASHINGTON WATCH
Former Chicago special ed chief praises Obama education pick; integration of special ed content in teacher prep programs varies. **Page 3**

DECISIONS & GUIDANCE
Read recent SEA decisions and an OCR letter. **Pages 10-12**

Part C Primer
Proposed IDEA Part C section 303.302(b)(1) would require the referral of a child under the age of 3 who is involved in a substantiated case of child abuse or neglect. This provision is consistent with the Child Abuse Prevention and Treatment Act. The act requires states receiving CAPTA funds to have policies regarding the referral to the Part C program of children younger than age 3 who were involved in a substantiated case of abuse or neglect. ■

COVER STORY

Consider how you can contribute to training of autism providers

The Autism Society of America estimates that the United States faces almost $90 billion in annual autism expenditures. At the same time, the Centers for Disease Control and Prevention reports that about one in 150 children in multiple areas of the nation have an autism spectrum disorder. In response, federal government representatives report that they are continuing a multifaceted, multiagency approach to combat autism and that the incoming administration is equally interested in doing so. Find out what experts discussed at OSEP's 2008 National Early Childhood Conference, held Dec. 8-10 in Washington, D.C. **Full story, page 4.**

Improve training
Find out about changes occurring nationwide regarding autism training and data collection, and how your early intervention program might contribute to improvements. **Page 4**

HIGHLIGHTS

Eye on Autism: Investigate medical diagnoses
Uncover ways to proceed after a family tells you about their child's medical diagnosis of autism.   **Page 5**

Set reasonable limits on independent classroom observers
Find out the crucial elements of an independent observation to ensure you give an outside evaluator a chance to make an informed opinion.   **Page 6**

Plan ahead for interpreter absences
See how you can employ substitute professionals and alternative communication methods to make up for a sign language interpreter's absence.   **Page 7**

Use assistive technology with infants, toddlers
Learn how you can determine if an infant or toddler would benefit from low- or high-tech assistive technology and adaptations.   **Page 8**

Consider previous placement of transfer students
Learn why ignoring the setting that a young transfer student had in his previous school district could translate to a FAPE denial.   **Page 9**

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DEPARTMENTS

All directories in this guide have been fact checked and multiple attempts made to personally contact all organizations and associations in order that they review their resource's printed information. The directories are updated throughout the year and are current, to the best of our knowledge, as of December 2008. All organizations and associations which have inaccurate information are urged to submit corrections for the 2010 *Annual Resource Guide* to jhollingsworth@eparent.com.

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