

Lending Library

The following materials are available to borrow from Alberta Hands & Voices. Contact us to borrow these books, booklets, information packages, and DVDs. Titles are in alphabetical order; “a” and “the” were ignored when alphabetizing. Check the Toolkit index under “Lending Library” to make your search a little faster. Please note this list was up-to-date at the time of print, but is expected to grow as materials are acquired.

Aural-Oral and Sign Options for Hearing Families in Early Home Programming

(Closed Captioned DVD) produced by SKIHI Institute in Logan, Utah

- This DVD explores communication options for young children who are Deaf or Hard of Hearing. It can be especially useful for early interventionists as they discuss communication options with families. This DVD discusses various aural-oral communication approaches and depicts young children and their families using these approaches. The DVD also discusses visual communication options including Total Communication using Manually Coded English, American Sign Language (ASL), and Bilingualism. Examples are shown of ASL compared to Manually Coded English, and of the various sign options being used with young children and their families (45 minutes).

The Book of Choice

Published by Hands & Voices

- In this book, parents of children who are Deaf or Hard of Hearing share stories and information. “The Book of Choice is a wonderful expression of what we know to be true: parents sharing directly with other parents of children who are Deaf or Hard of Hearing bring an essential kind of hope, inspiration and empowerment. This book is an amazing resource that captures that unique quality, and opens our minds to broader, more holistic views of parenting a child with hearing loss. It’s just the kind of thing you’d expect from Hands & Voices.”

- Christine Yoshinaga-Itano, PhD

Cued Speech Information Packet

Produced by the National Cued Speech Association

- Information packet includes:
 - Fact sheets (Why is it Important in Deaf Education?; A Quick Overview of Cued Speech; Using Cued Speech to Maximize the Benefits of Cochlear Implants; Cueing with Babies: Answers to FAQs; Cued Speech: Myths and Facts)

- DVD called Insight into Cued Speech: Perspectives from Hearing and Deaf Families

Deafening (fiction)

By Frances Itani

- War and deafness are the twin themes in this novel set in World War I. Adult reading.

Educational Advocacy for Students who are Deaf or Hard of Hearing: The Hands & Voices Guidebook

By DeConde Johnson, DesGeorges, and Seaver (2013)

- This Guidebook represents the efforts of Hands & Voices parents and professionals who have gained a wealth of expertise and experience as educational advocates and parents. Advocacy is part of the job description for every parent of a child with hearing loss, but the effectiveness of that advocacy requires a committed climb up the learning curve. Note that the policies, special education laws, and federal mandates apply to the United States and not to Canada.

Exploring Careers: Adults with Hearing Loss in the Work Place

By Claire Blatchford

- This book is a series of interviews, answering the following questions: What led a person with hearing loss to a certain career? Has the hearing loss affected the course of this career, or not at all? If it has, how? What preparation was required for this kind of work? What advice might this person have for a student interested in a similar path?

Friends, Like You

By Melissa Griswold

- This packet includes a book, an Educator's Guide, and a Children's Activity book. Molly and Max are two regular kids who happen to have a hearing loss. Listening can be hard work and misunderstandings happen sometimes, but they don't let their hearing loss stop them from making friends and having fun! An ideal teaching tool for raising awareness about hearing loss and promoting friendships.

Hard of Hearing Youth Speak Out

Published by the Canadian Hard of Hearing Association

- Published in 1998, this booklet is the summary of a national youth survey. Has a conclusions and recommendations section.

Hearing Our Way: The Magazine for Kids and Teens with Hearing Loss

- Volume 1, No. 3: Theme is *Frozen*. Feature articles: Let it Go or Let Them Know, Overcoming Obstacles

How Deaf Children Learn: What Parents and Teachers Need to Know

By Marschark and Hauser

- This book highlights new advances in scientific and educational research that can help parents and teachers. The authors stress that Deaf children have strengths and needs that are sometimes very different from those who can hear. Consequently, if Deaf students are to have full academic access and optimal educational outcomes, it is essential that parents and teachers learn to recognize these differences and adjust their teaching methods to them. The authors also explain how the fruits of research can markedly improve educational practices at home and in the classroom, and they offer innovative strategies that parents and teachers can use to promote learning in their children.

I Can Hear You Whisper

By Lydia Denworth

- Denworth's son was nearly two years old when they discovered that he had hearing loss. An acclaimed science journalist, Denworth interviewed experts on language development, Deaf leaders, neuroscientists, and Graeme Clark, the inventor of the cochlear implant.

The Implications of Bimodal Bilingual Approaches for Children With Cochlear Implants

Published by the Visual Language & Visual Learning Center, Gallaudet University

- This research brief reviews research studies that make a case for a bimodal bilingual language and communication approach - which addresses the acquisition and use of both a visual and a spoken language - to foster early language.

In the Bear's House (fiction)

By Bruce Hunter

- Bruce Hunter, the author of this novel, was deafened as an infant. Alberta Hands & Voices hosted a book reading event in Calgary featuring this book. It's a

coming-of-age story set in Calgary. One of the main characters is deaf. Adult reading.

Inservice Combo

Produced by Karen Anderson (Success for Kids with Hearing Loss)

- This packet includes 'Have you Heard? Welcoming a Student with Hearing Loss to Your School Community' with handouts to copy and discuss or leave for school staff. Also includes 'Friends Like You' and '5 Ways to Say Good Day' books to read aloud to the class and then discuss strategies for good communication in the classroom.

The Journey to Le Dem

Published by Med EI

- This is a story for children about the M-Team and their journey to find the magical place of Le Dem. Medelina, Lea Cochlea, Professor Oposonix and Smarty Marty embark on an adventurous balloon ride in search of the city Le Dem. Along the way, Medelina learns how to care for and be responsible for her audio processors. This colourfully illustrated book is designed for children ages four and older. It is useful in helping children learn about their cochlear implants and to become independent in managing their cochlear implant processors. It is also available as a free download from the Med EI website in the following languages: English, Arabic, French, German, Hindi, Korean, Malayalam, Punjabi, Sinhala, Spanish, Tamil, Telugu, Turkish

Mellie Makes Music

Published by Med EI

- This CD and nursery rhyme book uses slower tempi and fewer instruments than conventional nursery rhyme CDs, making it easier for a child who is Deaf or Hard of Hearing to understand lyrics and melody.

Music and Young Children with Cochlear Implants

Published by Med EI

- A set of suggestions for parents of young children to introduce music into their lives.

My Turn to Learn: A Communication Guide for Parents of Deaf and Hard of Hearing Children

Published by the B.C. Family Hearing Resource Society

- An essential, balanced, and comprehensive guide for parents. This specialized resource is being used internationally as a key resource for parents and early intervention professionals. This book has also been translated into traditional and simplified Chinese, Punjabi, Korean and Farsi.

101 Ways to Encourage Self-Advocacy in Children with Hearing Loss: A Resource for Parents and Professionals

By Claire Blatchford

- Enabling children with hearing loss to find their own voices and speak up for themselves at home, at school, and everywhere they go in the hearing world is surely the greatest gift we can give them. A guide for parents and professionals, this booklet offers suggestions for encouraging the development of self-advocacy at home and school.

Sound Ideas (DVD)

Published by the Canadian Hard of Hearing Association

- Speechreading basics and practice ideas. For ages 10 and up.

Summer Jobs and Beyond: A Guide for Teens with Hearing Loss (And the Adults Who Work with Them)

By Claire Blatchford

- For any teen, the work world is challenging to break into in today's economy. Landing that first job often requires extensive networking and a strong ability to "sell oneself." This calls for confidence, ambition, a solid understanding of the application process, excellent interviewing skills, and more. *Summer Jobs and Beyond: A Guide for Teens with Hearing Loss and the Adults Who Work with Them* features workbook-style pages that complement each topic, provides suggestions for adults throughout and specific information related to having a hearing loss and finding a job.

The Transition Process: Early Intervention to Preschool (DVD)

Produced by SKIHI Institute in Logan, Utah

- This DVD explores the transition process from early intervention to preschool. It is based on U.S. legislation such as IDEA (Individuals with Disabilities Education Act). The state of early intervention in Alberta is very different, but the DVD could be a useful resource for a parent guide or parent to become familiar with the lingo and potential procedural considerations, such as parental rights, skills needed to be ready for preschool, and adaptation considerations. Note that this DVD is not close captioned. (35 minutes).

What Works for Me: Young Adults with Hearing Loss Talk to Teens

By Claire Blatchford

- Ten young adults who are Deaf and Hard of Hearing tell teens about what helped them find their way in mainstream schools and what continues to work for them today.

You're a Leader: Leadership Skill Development for Persons who are Hard of Hearing and Late-Deafened

Produced by the Canadian Hard of Hearing Association

- A manual for conducting leadership skill development workshops.

Lending Library: Journal Articles

These articles are available as individual PDF files that can be emailed to you directly. Contact Alberta Hands & Voices. Article titles are in alphabetical order; “a” and “the” were ignored when alphabetizing. Check the Toolkit index under “Lending Library” to make your search a little faster. Please note this list was up-to-date at the time of print, but is expected to grow as materials are acquired.

Amplification and Hearing Assistive Devices (HAT)

Dabrowski (2015)

- Written for audiologists - but parents might find information about frequency-lowering technology, feedback suppression, and noise reduction helpful.

Assessment of the Young Pediatric Patient

Sabo (2015)

- Covers Auditory Brainstem Response (ABR) testing, Otoacoustic Emissions, Tympanometry, Acoustic Reflexes, Visual Reinforcement Audiometry, and Play Audiometry. This article is directed at pediatric audiologists, but would be helpful for Parent Guides who want to better understand these terms and how each one of them contributes to the diagnosis of hearing loss. Recommended for Parent Guides.

Auditory Neuropathy: A Potentially Under-Recognized Neonatal Intensive Care Unit Sequela

D’Agonstino et al (2004)

- [Condensed] Abstract: Auditory Neuropathy is a hearing disorder that affects newborns. It is more prevalent in high-risk infants. The course of Auditory Neuropathy varies widely among patients. Current management ranges from close monitoring of the child’s development to cochlear implantation.

Auditory Neuropathy/Dys-synchrony: Diagnosis and Management

Berlin et al (2003)

- [Condensed] Abstract: Approximately 10% of the deaf population has auditory neuropathy/dys-synchrony. Appropriate management is confounded by variation among patients and changes in auditory function in some patients over time.

Recommendations for management include visual language exposure through methods such as American Sign Language (ASL), Cued Speech, or baby signs, and closely following patients.

Auditory Neuropathy Spectrum Disorder: Evaluation and Management

Roush (2008)

- Introduction: Do children with auditory neuropathy benefit from amplification? Is cochlear implantation a preferred option? What advice should be given to parents? The answers to these questions are more complicated than we once thought. Controversy exists in almost every aspect of the disorder, including the etiology, site of lesion, management recommendations, and the terminology used to describe the disorder.

Auditory Neuropathy Spectrum Disorder

Padish Clarin (2015)

- Covers risk factors, case management, and diagnosis. Not for introductory reading on this topic.

Children Who are Deaf/Hard of Hearing PLUS

Wiley et al (2015)

- Approximately 40% of children who are Deaf or Hard of Hearing have medical or developmental difficulties. "Deaf/Hard of Hearing Plus is meant to be a positive term, not in any way negative or insensitive to the child who has medical issues along with hearing loss. In fact, I see it as an "A+" or "B+," meaning that the child carries additional positive qualities, but it is a gift that needs to be carefully unwrapped. And it may not appear to be a gift when you first receive it. Time helps you appreciate, understand, and unfold the possibilities. And the "Plus" most often means the child and family has added responsibilities and requires additional expertise." Highly recommended.

Children Who Are Hard of Hearing: Still Forgotten?

Moeller et al (2014)

- Abstract: In the 1970s, Dr. Julia Davis called attention to major gaps in research and service delivery for children who are hard of hearing. She referred to this group as "Our Forgotten Children" and many of the issues she raised then remain true today. The need to address these gaps is paramount in an era where children are identified in infancy and have access to early interventions. In an effort to guide practice, a multi-site, longitudinal study of the outcomes of children with mild to severe hearing loss was implemented. This paper summarized main

findings regarding outcomes and influential factors. Implications for service delivery are described.

Cochlear Implants

Cunningham (2015)

- Provides an overview of cochlear implants (including components, candidacy, and outcomes with regard to speech and language).

Coming to a Decision about Cochlear Implantation: Parents Making Choices for their Deaf Children

Hyde et al (2010)

- Summary and Tidbits: This study used a survey and interviews to look at the experiences of parents making decisions about cochlear implants for their Deaf children. Although parents used a variety of information sources when considering an implant, cochlear implant centres and doctors comprised their major source of information. Most parents found the decision-making process difficult and stressful. Encountering bias and strong negative opinions were particularly stressful for parents. Hands & Voices received a mention in this article, as did the importance of parent-to-parent mentoring programs.

Communication Options for Children with Hearing Loss

Gravel and O’Gara (2003)

- Abstract: This article examines the communication options that are available for use within families of infants and young children who are hard-of-hearing or deaf. The need for language development, regardless of the specific communication mode, is stressed. Highly recommended.

A Comparative Study of Speech Development Between Deaf Children with Cochlear Implants Who Have Been Educated with Spoken or Spoken + Sign

Jimenez et al (2009)

- Conclusion: The development of speech in these children is irrefutable; however this study contributes a paradoxical element to the discussion: the bilingual group obtained better results in verbal fluency, hence these children should be able to evoke a greater number of words than those educated using just spoken language.

The Complexities of Listening and Understanding in Children with Minimal/Mild Hearing Loss

Lewis et al (2014)

- Abstract: Numerous studies have shown that school-age children with minimal/mild hearing loss (MMHL) may experience difficulties in a variety of areas including speech perception in noise and reverberation, speech/language development, educational performance and social/emotional development. However, challenges, experienced by this population are not always straightforward. Consequently, children with minimal and mild hearing loss may be overlooked and/or difficulties that are related to their hearing loss may be minimized, potentially influencing expectations, behaviours, and progress. This paper examines the impact of minimal and mild hearing loss on performance in complex listening environments and implications for real-world listening and understanding.

Cytomegalovirus and Hearing Impairment

Wendell Todd & McCollister (2015)

- Cytomegalovirus (CMV) is the most frequently occurring congenital virus infection in babies. Progression of the hearing loss occurs frequently, and may occur early after birth or several years later. Recommended for Parent Guides.

Deaf Adults Connection with Birth-to-3 Families

Crace & Nathanson (2015)

- This article is about Deaf adults who provide services with the birth-to-three year old population, such as Deaf mentors, Deaf role models, Sign Language Specialists (or Instructors), Deaf and Hard of Hearing Guides, and/or Development Educators. Describes the programs available in the U.S. (British Columbia is mentioned).

The Deaf Community and Culture at a Crossroads: Issues and Challenges

Pray & Jordan (2010)

- Abstract: The Deaf community has seen the development of increasingly sophisticated hearing aids and other assistive technology, a rapid increase in the number of deaf children with cochlear implants, growing acceptance of ASL, and recognition of Deaf culture. Each of these developments has proponents and critics. There is also ongoing controversy about the most appropriate methods for educating Deaf children, especially issues of language and communication. This article uses social construction theory as a framework for discussing these

developments and controversies and the diverse perspectives on what it means to be Deaf. The authors (both affiliated with Gallaudet University before retirement) make recommendations for social workers and other professionals with the central theme that all professionals must be free of bias about choices available to and made by parents of Deaf Children and by Deaf individuals.

Deaf Community Support for Families: The Best of Partnerships

Benedict et al (2015)

- Ideally, professionals serving family members work collaboratively to support them. Unfortunately, more often than not, missing from the collaboration are professionals who are Deaf and Deaf community representation. Deaf professionals and Deaf community organizations should be integral parts of Early Hearing Detection and Intervention (EHDI) systems.

Determining a Student's Readiness to Successfully Use Interpreting Services

Huff (2010)

- A common assumption is that providing a child who is Deaf or Hard of Hearing with an interpreter is enough for that student to access her total school experience. The reality is that innumerable factors have an impact on whether a student experiences success with an interpreted education. Not all students are ready to access instruction through an interpreter. This article brings forth a spectrum of student competencies to consider and evaluate. Highly recommended.

Developing a Treatment Program for Children with Auditory Neuropathy

Stredler-Brown (n.d.)

- Abstract: Auditory Neuropathy/dys-synchrony is a relatively new diagnosis that has challenged parents and professionals to identify appropriate treatment strategies. Parents may be confused by the diagnosis and confounded by the treatment options. This article offers guidelines to be used by parents and professionals to develop a treatment plan for each child. The goal of treatment - language development - can be accomplished through a variety of methods, each one suitable for different children and different families. The value of visual communication approaches and the efficacy of cochlear implantation are presented. The therapeutic/education team is encouraged to obtain a profile of each child's skills in all developmental domains and to consider a child's unique developmental profile as an effective, individualized treatment plan is created.

Early Intervention for Children Birth-to-3: Families, Communities, & Communication

Sass-Lehrer (2015)

- This article explores early intervention programming and services, as well as communication opportunities for children who are Deaf and Hard of Hearing. Discusses principles and policies for birth-to-3 programs from research, legislative guidelines, and professional recommendations.

The Etiologies of Childhood Hearing Impairment

Wendell Todd (2015)

- This article discusses the causes of hearing loss, and a standardized method of follow up and care. Recommended for Parent Guides.

The Evolving Ethics of Cochlear Implants in Children

Lantos (2013)

- Summary: Written for a pediatrician's journal and appearing in the *Ethics for the Pediatrician*, this article is a good overview of the struggle by doctors, parents, policymakers, and members of the Deaf community to understand cochlear implants. These struggles "were the latest episode in a debate about medical and educational approaches to deafness that have lasted over a century. They also reflected the fact that there were no good long-term outcome data on cochlear implants. Thus, complex issues of clinical and research ethics are intertwined with complex cultural issues and a long history of discrimination and stigmatization of children who are Deaf. In this article, the origins of the controversy are reviewed, followed by a discussion of its most heated moments, and a summary of the current state of the debate."

Experiences of Young People with Mild to Moderate Hearing Loss: Views of Parents and Teachers

Archbold et al (2015)

- This research explored the experiences and views on children and young people with mild or moderate hearing loss from the viewpoints of parents and teachers using online questionnaires and interviews. The study found that far from having mild or moderate impact on the child and family, mild or moderate hearing loss has a major, often unrecognized impact, as reported by these parents and teachers. There is an urgent need to address the challenges that mild and moderate hearing loss bring to a home and at school, and which may be overlooked as they are often not apparent, particularly at a time of financial challenges for services. Highly recommended.

Family Support & Cultural Competence

Janet DesGeorges (2015)

- Janet DesGeorges, the author, is a co-founder of Hands & Voices. She addresses some of the factors that contribute to a positive experience in the early days of discovering that parents have a child who is Deaf or Hard of Hearing. This article also talks about working with challenging and under-involved families. Bottom line: A well-adjusted, successful child who is Deaf or Hard of Hearing is the product of a well-adjusted, successfully supported family. Recommended for Parent Guides.

Fifteen Principles for Reading to Deaf Children

Schleper (1997)

- David R. Schleper outlines 15 principles for adults to use when reading to children who are Deaf or Hard of Hearing. The research is based on what Deaf parents do when reading to their Deaf and Hard of Hearing children.

The Foundational Role of Advocacy in the Early Intervention & Education Systems

DesGeorges & DeConde Johnson (2015)

- From the day a family learns that they have a child who is Deaf or Hard of Hearing, there is a foundational need to learn advocacy skills that will carry them through all the years of raising their child. This includes taking an active role in the decision-making process for the needs of their child. Effective advocacy skills should be developed in families as early as possible. Recommended for Parent Guides.

Helping Families Accept Technology

Madell (2015)

- According to Madell, if parents are not accepting the necessity for their child to depend on technology, it is probably not the technology they are not accepting - it is the hearing loss. It is important that parents understand the benefit of technology and their critical role in the process.

Informed Choice and Deaf Children: Underpinning Concepts and Enduring Challenges

Young, Carr et al (2006)

- Abstract: This article concerns the first stage of a research and development project that aimed to produce both parent and professional guidelines on the promotion and provision of informed choice for families with deaf children.

- Tidbit from the article: "The issue raised by these experiences is not that a particular approach/attitude/position/option is of itself right or wrong. Rather concern centres around three related issues: First, that parents may be making choices without having access to all relevant information and, therefore, lack an appropriate basis on which to make choices; second, that not all choices are available to all parents because some are denied, unacknowledged, or not resourced; third, that the professional-parent relationship is not an empowering one if the attitude and bias of the professional predominates."

Language Acquisition for the Bilingual Child: A Perspective on Raising Bilingual

Children in the U.S.

Quinonez Summer (2015)

- This article addresses parental concerns in raising a bilingual child. Provides approaches and strategies for second language acquisition. Addresses oral bilingualism and bimodal bilingualism (spoken and sign language). Current evidence shows no indication of delays or language confusion for children learning two languages.

Making the World Accessible for Deaf and Hard of Hearing Children Through Technology

House & Raimondo (2015)

Today's gizmos and gadgets make it easier than ever to communicate - both auditorally and visually. Parents and professionals can become aware of the many tools available. Every experience of information access becomes an experience of language and learning. Highly Recommended.

Newborn Hearing Screening

Winston & Hoffman (2015)

- Covers roles of professionals and stakeholders; importance of buy-in; partnerships; hearing screening technology, screening protocols, program organization.

Odyssey Magazine: Directions in Deaf Education

Published by Laurent Clerc National Deaf Education Center, Gallaudet University

- Magazine published annually, each with a different theme. Copies in PDF format available from 2010 onwards.
 - 2010: Support students: Working together to meet diverse needs
 - 2011: Early intervention & outreach

- 2012: Research to practice
- 2013: Assessing appropriate special education and related services
- 2014: High expectations for all: Their importance and influence
- 2015: The influence, impact and opportunity of technology

Parent Advocacy: The Good, the Bad, and the Ugly

Annie Kidder (2015)

- Summary: Parent Advocacy is a complicated beast. Parent advocates for the most part, are born from three distinct impetuses: a desire to fix something for their own child or children; anger about a new policy being imposed; or a collective drive to create a new service or program. Just as it is impossible to relegate all parent advocacy into one category, it is important to remember that the capacity to advocate is not distributed equally among all parents. Advocacy often requires the ability to know how to “work the system.” It’s easier for an English-speaking parent to advocate for his or her child in an English school, and it’s a great deal easier for an English-speaking, university educated, middle- or upper-class parent who went to school in Canada to advocate. Perhaps the question we need to be asking now is how can we better balance parents’ knowledge and passion with the expertise of researchers and educators? Recommended for Parent Guides.

Parents’ Communication Decision for Children with Hearing Loss: Sources of Information and Influence

Decker et al (2012)

- Abstract: Choosing a method of communication for a child with hearing loss is a complex process that must occur early to prevent developmental consequences. This study investigated influences on parents’ choices. Results suggest that parents internalize the opinions of professionals. Thus, accurate information from professionals is necessary for parents to make informed decisions about their children’s communication. Highly recommended for Parent Guides.

Parent Counseling in the Internet Age: The Rules & Roles Have Changed

Schmeltz (2015)

- If there is one key concept to be learned regarding counseling, it would be to listen to what families are trying to tell you. By listening more, talking less, and being sensitive to the emotions and needs expressed, you will make great strides along the path of being a more effective resource for infants and their families. Recommended for Parent Guides.

Pediatric Cochlear Implantation: A Qualitative Study of Parental Decision-Making Processes in Flanders, Belgium

Hardonk et al (2010)

- Abstract: Factors contributing to parents' decision when they choose between cochlear implantation (CI) and traditional hearing aids for their child were examined. ... In their responses to professional advice, parents were segmented into three groups: a) those whose primary considerations were the importance of oral language development and the relative potential of CI and traditional hearing aids; b) those for whom alternative factors (e.g., medical risks, ethical issues) were paramount, even in the face of professional advocacy of CI; c) those who followed professional advice against CI. The researchers conclude that care professionals should be sensitive to the impact of their advice and other factors in parental decision making. Recommended for Parent Guides.

Questions Parents Ask

Published by The Canadian Hearing Society and the Canadian Cultural Society of the Deaf

(Small et al, 2003)

- This resource has seven frequently asked questions by parents of young Deaf children. Topics covered: ASL, Simcom, effects of sign language on learning another language and development of a spoken language, literacy levels in children who are Deaf, what literacy is in ASL and English, bilingual bicultural Deaf education, and how to choose an education program. Highly Recommended.

Risk Monitoring for Delayed-Onset Hearing Loss

Sitch-Hennen & Barga (2015)

- A child who is found to have normal hearing as an infant and begins to lose hearing by 3 years of age is considered to have delayed-onset hearing loss. Delayed-onset hearing loss happens more frequently to children with specific risk factors. This chapter discusses the importance of knowing these risk factors, as well as the importance of monitoring the hearing of children who possess these risk factors.

The Role of Culturally-Appropriate Play in Child Development

Quinonez, Summer & Wieber (2015)

- "Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood." Discusses the following: What is play? What can we learn from children's play?

Characteristics of Play, How Play Teaches about Society and Culture. Highly recommended.

Secrets of Deaf and Hearing Sibling Success: Giving Them an Early Start for a Lifetime Together

Jacobs & Jacobs (2015)

- The Jacob sisters share their success as Deaf and hearing siblings. Talks about strategies for Deaf and hearing sibling relationships; ways to organize your family home; impact of sibling order; and tips for sibling and family communication. Highly recommended.

Students on the Go, Safely and Independently –A Travel Training Manual

Published by Gallaudet University Laurent Clerc National Deaf Education Centre

- This training manual is intended to train students for safe and independent travel on public transportation. Children may receive training at any age, though it occurs typically between 12-14 years of age, depending on their maturity level and ability to act responsibly. The manual provides a guide to processes and steps to determine if a student is ready for independent travel. Factors to consider are an awareness of personal space, an awareness of the environment, and the ability to recognize and respond to danger.

Supporting Pupils in Mainstream School with an Illness or Disability: Young People's Views

Lightfoot et al (1999)

- Abstract: To date, little research has focused directly on health-related support in school for children with a chronic illness or physical disability, yet these children are known to be at increased risk for psychosocial and academic problems. Results show that young people valued school and were actively managing the effects of their condition, but needed support from others. Informal support was most frequently cited, including parents, particularly mothers, teachers, and close friends. The main difficulties were implications of school absence, exclusion from school life, teachers' reactions to the illness or disability, and peer relationships. The discussion focuses on ways in which health professionals can play a part in supporting pupils both directly and indirectly, through helping others in school understand the condition and its impact on school life.

Time Out! I didn't Hear You

Palmer et al (1996)

- This publication has been an invaluable resource to many parents and professionals who want to support children’s participation in sports and other extracurricular activities. The use of Assistive Technology and communication strategies are meant to create a ‘level playing field.’ Accommodations for specific sports are included.

Time to Choose a Post-Secondary Education Program

Published by Alberta Learning Information Service (ALIS)

- This comprehensive guide helps students choose between full-time or part-time studies, evaluate various programs and assess the institutions that offer them. This publication offers application and contact information for all post-secondary institutions funded by or offering degree programs approved by the Government of Alberta. A resources section at the back of the publication is organized by topic, providing an at-a-glance reference to other sources of help.

Tracking, Reporting, & Follow-Up (in newborn hearing screening)

Winston & Hoffman (2015)

- Covers special considerations in universal newborn hearing screening, such as “border babies” and loss to follow-up. Key elements to reduce the number of babies who are “lost” are professionals who are knowledgeable about the newborn hearing screening system (includes Parent Guides!). Recommended for Parent Guides.

Until Somebody Hears Me: Parent Voice and Advocacy in Special Education Decision-making

Hess et al (2006)

- Abstract: When a family finds out their child has a disability, they enter the world of special education with its own terminology, rules, settings and personnel. In addition to grappling with the meaning of their child’s special needs, families are also thrown into the role of principle advocate for their child. Assisting them in their efforts to advocate for their child is the first step in creating more equal partnerships between parents of children with special needs and educational professionals.

Using Telepractice to Improve Outcomes for Children Who are Deaf or Hard of Hearing & Their Families

Houston et al (2015)

- For Early Hearing Detection and Intervention (EHDI) coordinators, embracing models of telerehabilitation or teleintervention will no longer be an option. In

fact, telepractice may prove to be an essential component of EHDI programs. Recommended for Parent Guides.

Workshop Proceedings: National Workshop on Mild and Unilateral Hearing Loss

Published by the Centers for Disease Control and Prevention (2005)

- The Early Hearing Detection and Intervention (EHDI) Program at the Centers for Disease Control and Prevention (CDC), in collaboration with the Marion Downs Hearing Center, convened the National Workshop on Mild and Unilateral Hearing Loss. More than 50 national and international experts representing the areas of research, clinical practice, early intervention, parent and national organizations, and federal agencies attended the workshop. The goal was to review and discuss information that would facilitate the development of a set of recommendations related to identification, assessment, and intervention appropriate for infants and children with mild and unilateral hearing loss.