

# EHDI E-MAIL EXPRESS

This is an e-mail communication from the American Academy of Pediatrics (AAP) "Improving the Effectiveness of Newborn Hearing Screening, Diagnosis and Intervention through the Medical Home" project. It is designed to provide AAP Early Hearing Detection and Intervention (EHDI) Chapter Champions with resources and current clinical and other information. The EHDI E-Mail Express is sent on a monthly basis. Please feel free to share the EHDI E-Mail Express with colleagues working on or interested in childhood hearing detection and intervention issues. Distribution information appears at the end of this e-mail.

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## 15 PRINCIPLES FOR READING TO DEAF CHILDREN

The ultimate authorities in reading to deaf children are deaf adults. Comparative studies of deaf children with hearing parents and deaf children with deaf parents show that deaf children with deaf parents are superior in academic achievement, reading and writing, and social development (Ewoldt, Hoffmeister, & Israelite, 1992). Hearing parents and teachers can learn from the read aloud strategies used by deaf parents. The following 15 principles have been identified based on research that examined deaf parents and deaf teachers reading to deaf children.

1. Deaf readers translate stories using American Sign Language (ASL).
2. Deaf readers keep both languages visible (ASL and English).
3. Deaf readers are not constrained by the text.
4. Deaf readers re-read stories on a storytelling to story reading continuum.
5. Deaf readers follow the child's lead.
6. Deaf readers make what is implied explicit.
7. Deaf readers adjust sign placement to fit the story.
8. Deaf readers adjust signing style to fit the story.
9. Deaf readers connect concepts in the story to the real world.
10. Deaf readers use attention maintenance strategies.
11. Deaf readers use eye gaze to elicit participation.
12. Deaf readers engage in role play to extend concepts.
13. Deaf readers use ASL variations to sign repetitive English phrases.
14. Deaf readers provide a positive and reinforcing environment.
15. Deaf readers expect the child to become literate.

Click [here](#) to read more.



## SPOTLIGHT

- ◆ 15 Principles for Reading to Deaf Children
- ◆ Children's Health Insurance Toolkit
- ◆ Hearing Loss in One Ear Leads to Speech-Language Delays
- ◆ AAP Department of Communication Launches Twitter Feed
- ◆ Quote of the Month

## CHILDREN'S HEALTH INSURANCE TOOLKIT

Insure Kids Now has created a toolkit to help organizations increase awareness and understanding of children's health insurance programs, with the goal of assisting eligible parents and guardians to apply for coverage on behalf of their uninsured children. *Children's Health Insurance: Tools to Advance Enrollment and Retention Efforts* is available online and contains key information, materials, tools, and tactics for education and outreach efforts. Available materials include backgrounders, enrollment document checklists, event posters, fact sheets, postcards, print public service announcements (PSAs), radio PSA scripts, and Web banners. The toolkit is available [here](#).

## HEARING LOSS IN ONE EAR LEADS TO SPEECH-LANGUAGE DELAYS

While bilateral [hearing loss](#) – in both ears – has been known to cause speech-language and academic [delays](#), health and education professionals have often discounted the effect of hearing loss in a single ear on a child's language skills. These children may not be fitted with hearing aids or receive accommodations for disability. A new study suggests children with unilateral hearing loss – in a single ear – should be eligible for the same accommodations as children with bilateral hearing loss. The study, "Unilateral Hearing Loss is Associated With Worse Speech-Language Scores in Children," published in the June print issue of *Pediatrics* (appearing online May 10), compared 74 children ages 6 to 12 years with unilateral hearing loss to their siblings with normal hearing. Children with unilateral hearing loss scored significantly worse in oral language skills than their siblings. Study authors suggest more research is needed to determine when the onset of speech-language delays occurs and the mechanisms through which unilateral hearing loss affects speech-language development, and whether any interventions might mitigate the effects of unilateral hearing loss. Learn more [here](#).

## AAP DEPARTMENT OF COMMUNICATIONS LAUNCHES TWITTER FEED

twitter



The AAP Department of Communications launched the AAP's main Twitter feed on November 16. Twitter is a microblogging service or site that allows quick messages and Web links to be sent to interested "followers" on a regular basis. The AAP sends several messages or "tweets" each week, including updates about policy statements, *Pediatrics* studies, public awareness campaigns and more.

Since the launch, it has built a following of 353 pediatricians, reporters, hospitals, nonprofit organizations, and individuals, and this number is growing each week. The AAP invites you to follow the activities on Twitter. If you already have a Twitter account, just look for "AmerAcadPeds." If you have not yet signed up for Twitter, here are a few easy steps to get you started:

1. Go to [www.twitter.com](http://www.twitter.com)
2. Click "Sign up now."
3. Fill in the form to create your username and password.
4. Submit to create your account.
5. Log in and search for AmerAcadPeds.
6. On the AmerAcadPeds page, look on the upper left area of the page for a button bar that says "Follow." Click on it, and you will be following the AAP!
7. Log in to Twitter regularly to see the latest AAP "tweets."

If you have any questions, please contact Gina Steiner, Director of Public Information, at 847-434-7945, or [gsteiner@aap.org](mailto:gsteiner@aap.org).

## MAY QUOTE...

*The only disability in life is a bad attitude.*—Scott Hamilton (American figure skater and Olympic gold medalist)