

Book reviews

Auditory-Verbal Therapy. Science, Research, and Practice

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Auditory-Verbal Therapy. Science, Research, and Practice is a complex and accurate manual to deepen the rehabilitation of deaf and hard-of-hearing children.

Written by expert practitioners in the field of the AVT, it is supposed to be an update of the previously published *Auditory Verbal Therapy for Young Children with Hearing Loss and Their Families, and the practitioners who guide them* (Pural Publishing, 2016). In fact, the AVT continues to develop along with advances in newborn hearing screening, early interventions, hearing technologies, and scientific research. Any clinician interested in the latest clinical and academic trends in AVT should consult this resource.

Moreover, in collaboration with a dense network of AVT practitioners, it was possible for the authors to identify new areas of interest, which were then explored in more detail in the different sections. Particularly relevant are the chapters with the latest research and findings on rehabilitation of children with unique hearing issues or with additional learning and/or developmental challenges, on multilingualism, and on those who experience adversity (poverty, violence, and family instability). Traditionally those children have not been considered as candidates for AVT.

Furthermore, there is a whole chapter dedicated to Telepractice, which is nowadays implemented mostly to overcome the limitations imposed by the Covid-19 pandemic. But in the AVT field, telepractice was already used and studied (Waite et al., 2019).

Auditory-Verbal Therapy. Science, Research, and Practice is suitable to bring current knowledge about AVT not only to practitioners but also to parents. Indeed, according to AVT principles, parents and caregivers actively participate in therapy and it is necessary to guide and coach them to make them facilitators of their children's development.

The book includes deepening sections, case examples, conversational scenarios, examples of dialogues between children and practitioners (called "snapshot" in the text), and analysis of each developmental stage. Thanks to those elements, although written primarily for practitioners, the book can be a valuable resource also for parents, teachers, and other caregivers, who would like to support the development of deaf and hard-of-hearing children.

