



**AG Bell Academy Suggested References for  
LSLS Certification Examination Preparation  
Updated August 2018**

The Listening and Spoken Language Specialist (LSLS) Certification Examination is designed to assess the following Domains of Knowledge for Listening and Spoken Language Certification:

Domain 1: Hearing and Hearing Technology (14.3% of exam)

Subdomain A: Hearing Science  
Subdomain B: Hearing Technology

Domain 2: Auditory Functioning (18.9% of exam)

Domain 3: Spoken Language Communication (14.9% of exam)

Subdomain A: Speech Development  
Subdomain B: Receptive and Expressive Language

Domain 4: Child Development (8.6% of exam)

Domain 5: Parent Guidance/Coaching, Education, and Support (13.1% of exam)

Domain 6: Strategies for Listening and Spoken Language Development (14.9% of exam)

Domain 7: History, Philosophy, and Professional Issues (2.9% of exam)

Domain 8: Education (6.2% of exam)

Domain 9: Emergent Literacy (6.2% of exam)

The AG Bell Academy for Listening and Spoken Language recognizes that there is an extensive body of excellent resources now available to Listening and Spoken Language Specialists. The Academy has included the following resources (page 2) as general overview sources for professionals who are preparing to take the examination. Professionals who are pursuing certification should refer to the *LSL Specialist Exam Blueprint* for detailed information about the knowledge and skills that could be tested on the LSLS Certification Examination.

## GENERAL OVERVIEW SOURCES

- Alexander Graham Bell Association for the Deaf and Hard of Hearing. *Recommended Protocol for Audiological Assessment, Hearing Aid and Cochlear Implant Evaluation, and Follow-up* (www.agbell.org)
- \*AG Bell Academy for Listening and Spoken Language (found in the Certification Packets at [www.agbell.org](http://www.agbell.org))
  - The Principles of LSLs Auditory-Verbal Therapy\*
  - The Principles of LSLs Auditory-Verbal Education\*
  - The Principles of Professional Behavior and Professional Code of Conduct\*
- Bradham, T.S. & Houston, K.T., (2015). *Assessing Listening and Spoken Language in Children with Hearing Loss 1st ed.* San Diego: Plural Publishing, Inc.
- Cole, E B. & Flexer, C. (2016). *Children with Hearing Loss: Developing Listening and Talking Birth to Six, 3<sup>rd</sup> ed.* San Diego: Plural Publishing, Inc.
- Estabrooks, W. (2012). *101 Frequently Asked Questions about Auditory-Verbal Practice.* Washington DC: The Alexander Graham Bell Association for the Deaf and Hard of Hearing.
- Estabrooks, W., MacIver-Lux, K., & Rhoades, E.A. (2016). *Auditory-Verbal Therapy for Young Children with Hearing Loss and Their Families, and the Practitioners Who Guide Them.* San Diego: Plural Publishing.
- Hearing First, & Flexer, C. (2017) *Start with the Brain and Connect the Dots: Supporting Children who are Deaf or Hard of Hearing to Develop Literacy through Listening and Spoken Language* (www.hearingfirst.org)
- Ling, D. (1989). *Foundations of Spoken Language for Hearing-Impaired Children.* Washington DC: Alexander Graham Bell Association for the Deaf and Hard of Hearing.
- Ling, D. (2002). *Speech and the Hearing-Impaired Child: Theory and Practice, 2<sup>nd</sup> Ed.,* Washington DC: Alexander Graham Bell Association for the Deaf and Hard of Hearing.
- Madell, J.R., & Flexer, C. (2014). *Pediatric Audiology: Diagnosis, Technology, and Management, 2nd Ed.* New York: Thieme.
- Pollack, D., Goldberg, D., & Caleffe-Schenck, N. (1997). *Educational Audiology for the Limited-Hearing Infant and Preschooler: An Auditory-Verbal Program.* Springfield, IL: Charles C. Thomas.
- Rhoades, E.A., & Duncan, J. (2017). *Auditory-verbal practice: Family-Centered Early Intervention, 2<sup>nd</sup> ed.* Springfield, IL: Charles C. Thomas LTD.
- Robertson, L. (2014). *Literacy and Deafness: Listening and Spoken Language, 2<sup>nd</sup> ed.* San Diego: Plural Publishing, Inc.