
Resource Reviews

Communication for the Speechless Second Edition, Franklin H. Silvermen

Cost: \$55.33

Published by:

Prentice-Hall of Canada Inc.
Toronto, ON

Reviewer:

Michael J. Saya
Technical Resource Centre
Calgary, AB

This book outlines the many strategies that are available for augmenting communication, what they are, and how to select the best combination based on a careful assessment of the individual with limited speech. The book is intended for the graduate level student in speech-language pathology and for those professionals working in the field of augmented communication.

This second edition (1989) is only an update of the first edition (1980). Terminology has been edited to reflect the current labels: "non-speech communication modes" has become "augmented communication strategies," the sexist "his/her" is now "person's," and the "speech pathologist" is now an SLP. Chapter 8 focuses on Intervention Issues: The most significant work in the past 10 years has been research into the areas of selection of a lexicon, augmented communication between users and others, use of microcomputers and microprocessors in education, and the need for a team approach to setting pragmatic goals.

The first and second editions are arranged identically: the need for and impact of augmented communication is outlined; strategies are classified and described; and key issues in assessment and intervention are detailed. To reflect the mass of research that is accumulating, the Appendices have nearly tripled in length.

The first edition served as one of the four or five major references in augmented communication. The principles of assessment, intervention, and selection are systematically reviewed. Though still valuable, it is becoming overshadowed by more current texts, for example, by Musselwhite, Fishman, or Goossen.

Unfortunately, the description of electronic communication devices is very dated. Some pictured devices have not been in production for several years. Powerful software such as "Minspeak" is not mentioned. If you have the first edition, you do not need to replace it. If you do not have it, you would be well advised to add it to your library or use it as a secondary reference text for courses in augmented communication.

Nasty Girls, Thugs, and Humans Like Us: Social Relations between Severely Disabled and Nondisabled Students in High School

Carola Murray-Seegert

Cost: \$22.00

Published by:

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285-0624

Reviewer:

Karen Kennedy
Nova Scotia Hearing and Speech Clinic

Current thought and practice in the field of mental retardation and disability tends to focus on diagnosis and development of programs for the individual child. The author of this book recognizes that sociocultural factors within the child's environment may make what was an impairment a handicap. To investigate how the school's social system works for integrated severely disabled students, Carola Murray-Seegert became a participant observer in Explorer High School, an inner city high school in San Francisco. She looked at how these students' integration affected student relationships and teacher practices, and related her findings to the themes of quality, education, student diversity, and social inequality.

This book is for teachers, family members, friends of the severely handicapped, and any of us who work professionally with this population and are willing to look at "What is going on here?" *Nasty Girls, Thugs and Humans Like Us* is interesting reading. Numerous fascinating dialogues (e.g., student/teacher) are interspersed to illustrate points. Not being familiar with ethnographic students, I did find some of the analyses repetitive and tedious, but the implications for the future based on these analyses justify their presence.

Carola Murray-Seegert provides the reader with background information regarding San Francisco schools, the choice of school, and the origins of integration in U.S. schools. The reader is led to see the purpose of integration as a means to prepare a disabled student for his or her future in a setting that promotes independence, and as a means of broadening social acceptance of people with severe disabilities through mutual learning and the development of positive peer relations.

As a trusted observer Murray-Seegert describes the regular students at this particular high school, and analyzes their relationships and interactions with the severely handicapped students. She focuses largely on the opportunities offered to non-disabled students in their involvement with the severely disabled students that satisfy universal human needs: teaching someone how to do

something, interpersonal social contact, and being the "caring" type and helping someone. These opportunities, which nurture students' character and decency, were rare in the rest of their school experience. Unfortunately, however, the students assigned to help in the special education classes tended to be those described by their teachers as "undesirables" or "losers" so that the rich experience of being involved in meaningful work and having social responsibility was not encouraged for those students more academically inclined. Those students not included may be those that one day will be working professionally or administratively with the severely handicapped. Carola Murray-Seevert describes this as a social ghetto where the "integration of one devalued student group...had the unexpected result of contributing to the segregation of another devalued group" (Pg. 136). Those students who were involved with the severely handicapped internalized the idea that these handicapped individuals were destined for independent living in community settings rather than in the institutions.

Murray-Seevert completes her analyses by making suggestions for future investigations and by making valuable recommendations for the promotion of community integration. These recommendations include suggestions for other special education teachers and suggestions from the non-disabled students for the disabled students to promote positive integration.

As suggested in the forward written by Wayne Sailor, this study can best be described as hypothesis generating rather than hypothesis testing. Carola Murray-Seevert's study certainly gives a new, different, and refreshing perspective on integration of the severely disabled. *Nasty Girls, Thugs and Humans Like Us* is recommended highly to all who are willing to view this issue from another angle.

***The Pediatric Neurosurgical Patient:
A Cooperative Approach***

L.P. Ivan, Editor

Cost: \$49.50

Published by:

Warren H. Green, Inc.
8356 Olive Boulevard
St. Louis, Missouri 63123

Reviewer:

Patsy Steig Pearce
Toronto, ON

The scope of this text is quite broad in that it attempts to increase the understanding of several disciplines involved with the pediatric neurosurgic patient including: neurosurgery, neuropsychology, audiology, speech-language pathology, and nursing. The approach

taken by the editors and authors of individual chapters discussing each discipline's role is generally an overview, which would be of value to team members from differing disciplinary perspectives. The book will be welcomed by those who are seeking to establish or improve a multi-disciplinary team approach with this population. The publication likely will be recognized as a landmark effort of collaboration among these disciplines responsible for the care of these children.

Twelve neurosurgical chapters deal with general aspects of neurosurgical procedures, diagnostic tests, and medical conditions that may involve the neurosurgeon. Of these chapters, the ones of most interest to the speech-language pathologist will be those dealing with specific conditions of the central nervous system including: tumors, head injuries, vascular lesions, infections, hydrocephalus, midline closure defects, and craniosynostosis. The chapter on diagnostic tests would have been more useful if the discussion on each procedure had been expanded with regard to the significance of diagnostic findings. The figures used throughout the book representing CT scans, ultrasounds, angiograms, magnetic resonance imaging, and x-rays were relevant to the text, although in some cases the description did not clearly identify the abnormality.

The chapter on tumors provided a helpful classification system, discussion of symptomology and treatment, as well as mortality and morbidity rates for some common pediatric tumors. The head injury chapter included diagnostic categories of skull fracture and brain injury, a severity index, and general comments regarding treatment and outcome. The chapter on vascular lesions provided helpful descriptions of the etiology or process of a number of conditions of interest to the speech-language pathologist, such as intraventricular hemorrhage, arteriovenous malformations, and stroke. Infections of the central nervous system were discussed in terms of incidence, pathology, symptomology, and treatment. Many of these chapters, particularly those dealing with head injuries, vascular lesions, infections, hydrocephalus, and midline closure deficits, would have been improved by more information regarding morbidity rates and developmental outcomes. It also would have been helpful to know what percentage of patients with particular diagnoses (e.g., cerebral palsy) would be considered candidates for the specific neurosurgical procedures discussed.

The general rehabilitation chapter was helpful in supporting the need for regular and ongoing communication between multi-disciplinary team members. However, references to the frequency and duration of treatment may be misleading (i.e., spina bifida patients). The neuropsychology chapter was a very general overview of areas of assessment and would be of interest to individuals without experience with this discipline. The audiology chapter was an excellent discussion of the physiology of sensorineural and central hearing loss, the procedure for determining hearing thresholds, and the contribution toward identifying the site of lesion.

The discussion of central auditory tests did not include a cautionary statement regarding the controversy surrounding the interpretation of results and applying the results to treatment. It would have been helpful to mention the speech-language pathologist's role in the diagnosis and interpretation of central auditory tests, since this was not discussed in the speech-language pathology chapter.

The speech-language pathology chapter outlined the modalities for assessment, major diagnostic categories, as well as general principles of treatment. There was little discussion of specific brain-behavior relationships related to aspects of language. It would have been beneficial to mention linguistic syndromes associated with neurologic abnormalities such as the semantic-pragmatic disorder and hydrocephalus or central word deafness and temporal lobe seizures.

Speech-language pathologists will find this text very readable even though the neurosurgery chapters contain a good deal of medical terminology. The glossary is helpful in this regard. This reviewer felt the most unfortunate aspect was that the editors opted for a suggested reading list at the end of each chapter rather than a referenced text which would have incorporated a more content oriented approach within the broader overview perspective. As an overall look at several disciplines involved with the pediatric neurosurgical patient, however, this text presents a much needed cooperative multidisciplinary approach which will enhance the care of these children.

Phonological Disability in Children
Second Edition, David Ingram

Cost: 14.50 (pounds sterling)

Published by:
Cole and Whurr, Limited
19b Compton Terrace
London N1 2UN

Reviewer:
James C. McNutt
School of Human Communication Disorders
McGill University

In 1976 the first edition of *Phonological Disability in Children* was published. This book with the linguistic orientation it presented had a tremendous influence on all aspects of the area of phonological disorders and development. The current linguistic focus in this second edition can be traced, in part, to the 1976 publication.

This second edition, published in 1989, is composed of the original six chapters from the first edition and the addition of a

seventh chapter. The six chapters are reprinted with the exact wording and pagination of the 1976 edition. The topics covered are: (1) A linguistic approach, (2) Aspects of phonological acquisition, (3) The analysis of a child's speech, (4) The methodology of data collection, (5) The nature of deviant phonology, and (6) Issues in remediation.

The new chapter, 13 pages in length, entitled, "Recent Developments," contains a "general discussion of some of the developments which have taken place since the original publication of the text in 1976." Brief sections are added "corresponding to each of the six previous [original] chapters." This is a particularly interesting chapter which I wish would have been much longer and would have contained more references, particularly in the area of remediation.

For an understanding of the current approach to phonology, it is essential to have read Ingram's *Phonological Disability in Children*. For those who have not read the 1976 edition, the current edition offers the opportunity to read the original and also to consider some of Ingram's current comments on each of these topics.

***Language Intervention Strategies
in Adult Aphasia***
Second Edition, Roberta Chapey, Editor

Cost: \$62.25

Published by:
Williams and Wilkins
Finch Avenue
Scarborough, ON

Reviewer:
Rosemary Erlam
Ottawa Civic Hospital (on exchange from the
Princess Margaret Hospital, Christchurch, New Zealand)

Many of us are no doubt familiar with the first edition of this book published in 1981. The appearance of a second and updated version is a reminder of just how dynamic and challenging the world of language rehabilitation for the adult aphasic is. It is exciting to have this new collection of articles that keep us abreast of current research and issues which the informed speech-language pathologist must address in his/her role of provider of language remediation.

Chapey's collection of articles forms a comprehensive review of the current approaches and techniques in the treatment of the adult aphasic. However, the book does far more than leave us with a catalogue of treatment strategies. The careful objective scholarship forces a focus on the as yet unanswered questions and

controversies in the field of adult aphasia language therapy in such a way as to impress upon the reader the necessity for accountability—the importance of being able to establish and validate a rationale for any preferred therapy technique. Other professional considerations also are addressed, for example, the implementation of research and the issue of clinical supervision. There is a section devoted to the management of “kindred” or related disorders, and in an Epilogue, Chapey addresses more directly the contemporary and future professional issues in clinical aphasiology, some of which are hinted at elsewhere in the text.

A collection of articles co-written by different authors accounts for some duplication in terms of subject matter, but this is incidental and always secondary to, and in support of, a broader subject area which stands alone in its inclusion within the collection.

The book can be seen and used as a sort of compendium for the working therapist. Much more is to be gained, however, from an overall reading of the text which will give the therapist a much broader perspective from which to work. This is an excellent book, and it should definitely form a part of any collection that focuses on adult aphasia.

Research Strategies in Human Communication Disorders

Donald G. Doehring

Cost: 24.50

Published by:

College Hill Press/Little, Brown and Co.

Reviewer:

Donald Jamieson

University of Western Ontario, London, ON

This book (212 pages; 17 chapters; 3 appendices) is part of the College Hill series in Communicative Disorders, which has previously published books by several Canadian authors including Daniel Ling and Martha Crago. The author, Dr. Don Doehring, is a Professor in the School of Human Communication Disorders at McGill University and is perhaps Canada’s best known “methodologist” within the field. His book is intended to describe to “anyone, including students, teachers, practitioners and researchers,” how research in communicative disorders “is actually done.” With such an objective, this book is clearly not intended for reference purposes. Rather, Dr. Doehring has written a non-mathematical, intuitive overview and introduction to research as it is done in CD.

During 1988/89, I used Doehring’s book in my own graduate-level course, Introduction to Research Methods in Audiology

(together with a number of additional readings on various topics, to supplement to Doehring’s treatment). Students reported the text to be easy to read and to provide a good overview, and they particularly liked the fact that the examples were clearly related to CD.

Indeed, unlike previous behavioral research methods books, the main thread of this book is to integrate the treatment of research methods with the field of communicative disorders. Chapters 1 to 3 provide a basic introduction to research methodologies. Chapters 4 to 7 treat group designs to the level of multi-group factorial designs. Chapter 8 introduces single subject and naturalistic approaches. Chapter 9 describes more general considerations related to the conduct of research studies and is supplemented by Appendix B: How to plan, carry out, and interpret HCD research. Chapters 10 to 15 treat descriptive and inferential statistics for the various types of studies covered in the earlier chapters. Chapter 17 treats the larger questions of the interpretation of, and strategies for, research. These chapters are supplemented by Appendices A (How to read and evaluate HCD research reports) and C (How to write research reports).

The book is clearly written, and it shows the hand of one who has taught the topic for many years, though the treatment of most topics is necessarily brief. For example, Chapter 10, Data Reduction and Descriptive Statistics, is but seven pages long; perhaps because of such constraints, there is no treatment of exploratory data analysis methods, little reference to how descriptive statistics can be misleading or misinterpreted, and little reference to the important, specific data analysis procedures which are used in different areas of CD (for example, to analyze language data). As another example, Chapter 8 (12 pages) on single subject and naturalistic designs, could easily have been expanded in view of the importance of such approaches in CD.

The book does not attempt to offer either the logical treatment of research methods which is commonly found in the paperbacks used in the social science introductions to research methods courses or the mathematical and statistical basis for any of the experimental design or statistical approaches which it discusses. Clearly the book was written for an audience which is much different from that addressed by the many introductions to behavioral statistics, and it is not a substitute for a rigorous, introductory statistics text.

In general, the author seems to have achieved his objectives, and he has certainly provided a welcome introduction to research methods from the point of view of Communication Disorders researchers. Further, Doehring succeeds in his objective of providing a reader (with any level of quantitative experience) with an introductory overview to the methods which are presently agreed to be applicable in Communicative Disorders research.

Facilitating Classroom Listening

Frederick S. Berg

Cost: \$25.00

Published by:

College-Hill Press/Little, Brown and Co.
200 West Street
Waltham, MA 02254-9931

Reviewer:

Andrew Stuart
School of Human Communication Disorders
Dalhousie University

Facilitating Classroom Listening presents an overview of the effects of hearing loss and classroom acoustics on classroom listening in order to help to minimize these debilitating effects for the hearing impaired student. Its intended audience includes teachers of normal and hearing impaired students, audiologists, speech-language pathologists, and parents of school-age children.

The book is a clear and well organized text that includes five main areas: hearing, speech, listening, room acoustics, and amplification. Case studies and illustrative materials are presented throughout. Further readings are presented at the end of each chapter for the interested reader. A glossary is provided covering most concepts presented in the book.

In Chapter one, "Basic Considerations," the reader is introduced to the listening problems in schools, the person involved with the hearing impaired child, the role of the classroom teacher, and amplification. In Chapter two, "Hearing Considerations," the hearing system, hearing loss and its symptoms, hearing conservation, and identification instrumentation are described. In the third chapter, "Speech Considerations," the bases of speech, speech acoustics, speech problems, programs for developing speech, speech screening, and parent guidance are discussed. In Chapter four, "Listening Considerations," attention is given to the basics of listening, hearing testing, and programs for improving a student's listening effectiveness. The fifth chapter, "Room Acoustics," focuses on basic acoustic principals, acoustic measurements, noise and reverberation controls, and limited experimental data on listening performance in adverse conditions.

In the final two chapters, "Hearing Aids" and "FM Equipment," amplification and its compensation for hearing loss is examined. Parts, operation, and candidacy for amplification are discussed. Hearing and management programs for hearing aids, and evaluation and maintenance programs for FM equipment also are presented.

The strength of this book is its presentation of an overall view as well as the necessary individual components of understanding

and facilitating classroom listening for the hearing impaired (and normal hearing) child. In that light, it is an excellent resource for students, teachers, parents, and speech-language pathologists. This is the book's primary target audience. For the advanced audiology student and for clinical and educational audiologists, the book has several weaknesses particularly in the areas of classroom acoustics and amplification. From the wealth of literature available on listening performance in adverse classroom conditions, Dr. Berg has chosen to present limited material. With regards to amplification, much more challenging topics such as hearing aid and FM fitting, amplified speech spectrum considerations in the classroom, advanced evaluation, verification, and monitoring, and amplification in the classroom are ignored. Considering this, the advanced student and audiologist would be better off consulting Dr. Berg's suggested further readings or other appropriate sources.

Meeting the Needs of Culturally and Linguistically Different Students: A Handbook for Educators

S.H. Fradd and M.J. Weismantel, Editors

Cost: \$27.50

Published by: College-Hill Press/Little, Brown and Company

Available from:

Copp-Clark Pitman Inc.
2775 Matheson Blvd East
Mississauga, ON

Reviewer:

Martha Crago
School of Human Communication Disorders
McGill University
Montreal, PQ

The purpose of this book is to make recommendations that will provide educators with ideas on how to develop and implement programs that sever culturally and linguistically different students. It is intended to be read by educators of all sorts, including administrators, teachers, special educators, second language specialists, psychologists, and possibly speech-language pathologists. The authors, themselves, describe their audience, more eloquently, as "those persons who have the knowledge and vision to undertake the mission of making schools responsive to changing society and mandated educational requirements" (p. vii).

This book is easy to read. It is indeed a handbook with numerous charts, sample forms, and quite specific, almost prescriptive descriptions of exactly how a school system should address the task of educating its culturally and linguistically different students. Despite the fact that each chapter is written by

a different set of authors, a fine job of editing has made it a unified whole.

As the title implies, this book has not been written primarily for speech-language pathologists. However, mention and discussion of the varying roles of educational personnel as well as descriptions of how second language learning problems can be misinterpreted as learning disabilities make this book pertinent for our profession. In addition, speech-language pathologists who want to get an idea of how school boards with large populations of culturally and linguistically different children might function ideally will want to read this book. It certainly could provide them with arguments and ideas to present to their administrators and fellow professionals. In fact, having read it speech-language pathologists might want to give it to their administrators and colleagues to read. Having said all this, there were places in the book where I felt the potential of our profession to play a meaningful role in helping to address the needs of linguistically and culturally different children was underestimated. This may well be our own fault or the fault of the university programs that have educated us for not insisting that we be better informed about bilingual issues and about the cultural dimensions of language use and learning.

This book begins with an overview chapter that emphasizes the importance and timeliness of taking a proactive (rather than reactive) stance on the education of the large population of culturally and linguistically different children that now attend schools in North America. This chapter does a good job of awaking up the reader to the realities confronting us and of inspiring the professional to get involved.

The next chapter of the book stresses the need to establish a data base on the linguistic abilities and school achievement of the children involved. It goes into detail on how to organize and monitor such a data base. The chapter even includes ideas on how to set up a computer data based system that can be used to store and retrieve information of each and every student.

The third chapter was particularly interesting to me. It describes at length not only how to set program goals and determine needs, but also how to meet the needs of students who are both LEP (Limited English Proficient) and handicapped. Discussions and charts outline the authors ideas about the coordination and integration of bilingual and special education services. Speech-language pathology in this chapter falls under the purview of special education. Among the program goals that are articulated,

is the need for professional staff training. The chapter includes a very complete list of topics for inservice workshops.

Chapter four also is highly relevant to our profession. In this chapter, the strategies for assessment are discussed. There is a useful although general discussion of the limitations of standardized measures for assessing culturally and linguistically different students. There is also a lengthy but somewhat superficial treatment of "informal assessment strategies." Nevertheless, I found the chapter thought-provoking and filled, once again, with easy-to-read charts and examples of potentially useful forms.

The following chapter gives some useful background information on recent classroom approaches to creating learning environments that are productive and rewarding for the culturally and linguistically different child. The authors discuss, in particular, collaborative and cooperative learning. In my experience, these approaches are being widely suggested for minority children and therefore bear careful examination by school-based speech-language pathologists. This chapter makes a good starting point for such an examination.

Chapter six addresses the needs and possibilities for involving families in the educational process. The authors outline several concrete forms of information gathering and action. The general philosophy is one of convincing parents about and facilitating their involvement in the mainstream culture's approach to education. For settings like the Canadian North where the Native people are the majority population and schools have been imposed from outside, this chapter is offensive. Multicultural education, as described in this chapter, gives lip service to and takes an interest in cultural differences, but it definitely does not promote it. Instead it promotes adaptation to the mainstream.

The final chapter of the book focuses on program evaluation. The authors stress collaborative evaluation highlighting the involvement of professional team leaders and the community. The chapter concludes with a discussion of the possible resources available to schools. It also contains a helpful list of addresses of possible resources.

Despite some reservations and some disagreement with the author's orientations, this book is still very useful reading on an important topic. If we were going to make a meaningful impact on the education of our immigrant and native populations, we will need to do so hand in hand with other professionals. This book has much to offer in the area of promoting collaboration among concerned professionals.