

## BOOK REVIEWS

MARTIN, FREDERICK N. **Pediatric Audiology**. Englewood Cliffs, New Jersey: Prentice Hall, Inc. (1978)

— Reviews by PAUL KILENY, PH.D.

Several books dealing with various aspects of hearing impairment in childhood have been published over the last three or four years. The most recent one is **Pediatric Audiology** edited by Frederick N. Martin. In his preface to the book, Dr. Martin states that the goal of this book was to provide pertinent information for individuals "who plan to work at the professional level with hearing impaired children", assuming "no knowledge on the readers part beyond the basic audiology course".

The book is divided into four sections. The first section, "Cause and Effect", includes dealing with etiology and pathology of hearing loss, effects of hearing loss on language development, effects of early intervention and psychological aspects of hearing impairment. The chapter dealing with etiology of hearing loss and pathological aspects emphasizes pre-natal and peri-natal etiologies. This chapter would constitute an excellent review for readers with prior background knowledge of the subject. It is unfortunate that no illustrations have been included in this chapter as they would have helped the uninitiated to better comprehend the congenital syndromes. The two and a half pages devoted to the discussion of middle ear problems do not do justice to this important subject.

The second section, "Diagnosis", centers around diagnostic procedures and interpretation of test results. This section includes an excellent chapter by Charles Berlin, "Electrophysiological Indices of Auditory Function". While basic enough to provide a good starting point for the novice in the area, the chapter is comprehensive enough to benefit the more advanced student of electrophysiological audiology. The case studies included are both pertinent and relevant, illustrating advantages and pitfalls of the procedures described in the chapter. The next chapters in this section deal with tests of hearing from birth to five years of age and speech tests. The section is concluded by a chapter on differential diagnosis. The chapter discussing testing up to one year of age includes information about neonatal middle ear function which is somewhat simplified and it fails to mention more recent information (i.e., Margolis and Popelka, 1975).\* The chapter dealing with ages 1 to 5 years includes a good review of psychophysical methods with pertinent background information. The chapter on differential diagnosis deals primarily with so-called central auditory dysfunction. This is a difficult and not a very well documented topic but the chapter includes case histories that are relevant and helpful.

The third section, "Management", opens with a chapter dealing with the often neglected subject of counselling. The authors of this chapter (R. W. Stream and K. S. Stream) present a realistic and sober approach to this subject and emphasize the importance of total counselling by the clinical audiologist. The second chapter in this section deals with early management of hearing impaired youngsters. Various procedures are discussed and the importance of parent participation and home programs is emphasized.

The last section, "Public Schools", discusses various practical aspects of public school audiology. The two chapters included in this section provide numerous samples of forms employed in public school programs. There is even a sample job description for a school system audiologist.

In conclusion, it appears that the main emphasis in this book is on evaluation techniques rather than auditory disorders, although case histories presented throughout the book

cover that aspect to a certain extent. If the material in this book has been compiled for the student with minimal basic knowledge of audiology and basic science, some chapters should have included more basic background information to make the contents more meaningful for the student. While central auditory dysfunctions are discussed at length, very little space has been devoted to middle ear problems so common in infancy and childhood. Moreover, in a self-contained textbook, a chapter on otological aspects of hearing problems in childhood should have been included also.

While this book does have a large amount of useful information, it does not constitute a very cohesive unit. The book could be more useful for professionals already familiar with the field of pediatric audiology than for students at the basic audiology course level. If used as a textbook, due to insufficient coverage of certain subjects, it may need to be supplemented by information from other sources.

\* Margolis, R. H., Popelka, G. R.: Static and Dynamic Acoustic Impedance Measurements in Infant Ears. *JSHR*, 18/3: 436-443, 1975.

LEONG, C. K. AND D. ILLERBRUN. **Interactive Language Teaching With Developmentally Delayed Children**. Saskatoon, Saskatchewan: Institute of Child Guidance and Development (1977). 73 pp.

— Reviewed by CYNTHIA M. SHEWAN

The authors' stated purpose for the monograph is to describe a pretest-posttest experimental study designed to verify whether Interactive Language Development Teaching (ILDT) is an appropriate program to utilize in language intervention with developmentally delayed preschool children.

The first chapter deals with language, what it is and what its nature is in the moderately retarded or "trainable range" (TMR) child. The focus is on the structure of the language system (phonology, semantics, and syntax) with little mention of language use (pragmatics). In a chronological fashion, the author reviews a series of major studies on the language behavior of mentally retarded children. Research describing the complex nature of language acquisition is reported with reference both to the normal and the retarded population. Attention is drawn to the implications of such research for habilitation programs for language disordered children. A discussion of language assessment mentions several available tests with the **Illinois Test of Psycholinguistic Abilities** (ITPA) covered in more depth.

The flavour of the historical opposition and subsequent rapprochement between behaviorism and psycholinguistics and their contributions to language intervention are well portrayed. The author notes hopefully that programs using a combined approach will be helpful in developing more effective communication in mentally retarded children.

Chapter two's broad perspective is the assessment of language disorders in children. Several views of "language disorder" are discussed; however, the argument is appropriately made for a complete individual assessment to determine the nature and extent of a language disorder which, as noted by the author, is often later re-labelled a learning disorder. Wiig and Semel's language model which includes the two major processes of comprehension and production is outlined. Diagnosis is presented as an hypothesis testing endeavour in which test selection is determined by what will best answer the questions asked. Potential tests to use in the three areas of auditory language

processing, linguistic processing (comprehension), and productive language processing (expression) are presented. Advantageous to the clinician is the inclusion of this list at the end of the chapter. The author focuses on formal tests and mentions only in a concluding paragraph a need to look at other aspects, such as the child, his environment, and informal testing. These aspects merit greater attention and their importance is reflected in current trends in diagnostics in speech pathology. They are particularly important with respect to the very young child and/or the difficult-to-test child.

Five commercially available language intervention programs are described in Chapter three: Language Acquisition Program (Kent), Infant, Toddler, and Preschool Research Intervention Project (Bricker and Bricker), Language Program for the Non-Language Child (Gray and Ryan), Behavioral-Psycholinguistic Approach to Language Training (Stremel and Waryas), and Interactive Language Development Teaching (Lee, Koenigsknecht, and Mulhern). The language content, the sequence of instruction, and the procedures and methods employed in teaching are described for each. The data on the effectiveness of each program are scanty and not always based on empirical criteria. To aid potential users, an evaluation of each program using consistent criteria such as those suggested by Connell, Spradlin, and McReynolds (JSHD, 1977) would be helpful.

Chapter four describes the methodology of the study which includes an excellent brief outline of Lee's **Developmental Sentence Analysis**. Pretest language behavior is reported for each of the six children. Although chronological age differs considerably, inspection of the case reports at the end of the monograph reveals that the group is homogeneous with respect to their psycholinguistic language abilities which are consistent with mental age. The ILDT method used with all children for a three month period, is concisely described. The results are described by comparing the average group performance posttest with the pretest data. Substantial mean gains were reported for the **Test of Auditory Comprehension of Language** (Carrow) and **Developmental Sentence Scoring** (Lee) scores with minimal gains for the **Peabody Picture Vocabulary Test** (Dunn). Additional valuable information could be presented to the reader by analyzing individual patterns.

In view of the small sample size, the authors only suggest implications such as the desirability of including both comprehension and production in a training program and the use of similar language intervention programs executed by resource personnel under the supervision of a speech pathologist.

The final chapter is designed to highlight major points. It is a concise summary which emphasizes the interaction among motivation, experience, and the language system in language development.

Case studies for each subject follow in an appendix. These add detail to the data already presented by including pretest data, goals in the program, whether goal criteria were achieved, the child's reaction to the program, and posttest data. The children's reactions to training are important to modify future programs in the areas where shortcomings were noted.

In summary, the monograph reports the results of a language intervention program with six developmentally delayed subjects using Lee et al's ILDT. It also includes a selected review of literature on language acquisition in normal and retarded children, a model for assessment of language disorders in children, and a description of five commercially available language intervention programs. The material is well organized and reads easily. However, some background in language acquisition and intervention would seem necessary for a clear understanding of the concepts presented. While a monograph in which chapters are alternately written by different authors could suffer from a lack of cohesiveness, these authors have overcome this problem. Much of the literature

surveyed described language behavior of TMR children and clarification as to whether the subjects in this study were so considered would be helpful. More detailed presentation of results to include analysis of individual patterns and evaluation of the language intervention programs described would also assist readers in their evaluation of language intervention programs with developmentally delayed children.

**LIEBERMAN, PHILIP. *Speech Physiology and Acoustic Phonetics*. New York: MacMillan (1977). 206 pp.**

— Reviewed by T. M. NEAREY

In his preface Lieberman notes that he has felt “. . . a need for a text that guides students from different backgrounds to a quantitative understanding of speech without their having to take a two or three year sequence of specialized courses (p. v.)”. In my view, the volume under review goes a long way in filling that need. Lieberman’s style is clear and direct, and at times even casual — perhaps deliberately more casual in the more technical sections where excessive formality serves only to alienate students who have limited mathematical backgrounds. The organization of material is excellent and there is a consistent effort to provide broad conceptual background before going into quantitative detail. However, portions of the book seem rather densely packed with information. One example of this is his coverage of the musculature of the supralaryngeal vocal tract in less than six pages (pp. 95-101). Nonetheless, such sections are generally limited to the presentation of “simple” anatomical facts (which in my teaching experience always require audio visual material supplementary to any text). Wherever more difficult conceptual material is involved explanation is careful and proceeds at a deliberate pace.

The content of the book stresses exactly what the title suggests: speech physiology and acoustic phonetics. The emphasis is clearly on physiology of speech and ultimately towards a (somewhat sketchy) phonetic theory based on biological structuring principles. Anatomical facts are constantly related to experimental evidence of theoretical interest. Lieberman provides an excellent introduction to acoustic phonetics including a lucid, simplified introduction to the source-filter theory of speech production. He also provides particularly important section on the proper use of the sound spectrograph in speech analysis. Other topics of interest that are well handled are speech perception, including various versions of “the motor theory” and recent “feature detector” models, and summaries of Lieberman’s recent and very well known work on primate vocalization and the evolution of the human vocal tract. Perhaps the most remarkable single fact about this book as an introductory text is the continual reference to emerging modern phonetic theory based on experimental evidence.

A weak point from the point of view of teachers of speech science is the absence of material on the anatomy and physiology of the ear and of basic psychoacoustics. This lack is understandable in light of Lieberman’s basic aims. As yet there has been little research relating speech perception to more basic psychophysics: hearing science has thus far had little to contribute to phonetic theory. Another possible weak point is Lieberman’s treatment of traditional phonetic theory, which may not be sufficiently detailed for most speech science courses.

Though teachers of speech science may need to supplement this volume on certain topics, acoustic phonetics and speech physiology are treated with a breadth and clarity that far exceeds any other introductory text I have encountered.

DAS, JAGANNATH P. AND DAVID BAINE (Eds.) **Mental Retardation for Special Educators**. Springfield, Illinois: Charles C. Thomas (1978). 315 pp. \$18.75, cloth; \$12.75, paper.

— Reviewed by ANITA K. LI

**Mental Retardation for Special Educators** is intended to serve as “an introductory book for senior university undergraduates in Special Education, Nursing, Social Work, and other allied professions working with the mentally retarded.” As such, its direct relevance for readers of **Human Communication** may be somewhat limited. However, while the book may not advance the readers’ knowledge in their specialty of speech and hearing, it will add to their understanding of some of the issues and advances in the field of mental retardation.

The book is a collection of fourteen papers contributed by professionals from the fields of medicine, psychology, education and vocational rehabilitation. Many of the contributors have been associated with the Centre for the Study of Mental Retardation at the University of Alberta, the Director of which is Das, the senior author. Thus, some of the data base for the material has a Canadian context, and this to the reviewer, is a refreshing feature of this book.

The first chapter discusses the genetic factors in mental retardation, with a plea that genetic counselling be provided for all couples in whose families mental retardation has occurred, unless there is a well-documented nongenetic basis.

The next five chapters are more formal and theoretical, presenting the more prominent theories and research findings of the basic variables of attention, memory, learning, intelligence and language. They provide the special educators with useful information concerning the learning characteristics of the mentally retarded. The discussions of attention deficits, memory problems and rehearsal process and strategies of the mentally retarded are handled very competently. There is a conscious attempt, in all these five chapters, to make a balanced presentation of both the basic principles involved and the implications for work with the retarded. However, not all have succeeded in this regard, and the more experienced reader has to wade through, for example, pages of a review of the basic principles of learning, before reaching the section on theoretical accounts of learning deficits in the mentally retarded. The chapter on language behavior has more direct relevance for readers of **Human Communication**. The review of the Kirk-Osgood-Wepman model as exemplified in the Illinois test of Psycholinguistic Abilities (ITPA) may be of some interest to the speech and hearing specialists.

Chapter 7 (The Disadvantaged Child) discusses the detrimental effects of impoverished environment on cognitive and intellectual development. While it can stand on its own as an essay giving an excellent overview of the topic of the disadvantaged or culturally different child, its integration with the rest of the book can be improved.

Chapter 8, entitled “Functional Diagnosis of Mentally Retarded Children”, echoes the current trend of deemphasizing the traditional type of diagnosis based primarily on intelligence testing, in favour of functional assessment and systematic observation. The useful concepts of processes rather than products, and test-teach-test approach are discussed and functional analysis of tasks and behavior are briefly mentioned. Nevertheless, this reviewer is given the impression that the author’s approach is probably more traditional and test oriented than he intends to convey.

Chapters 9 and 10 on applied behavior analysis and criterion referenced testing and instruction are very practically oriented and provide clear, step-by-step guidelines and instructions on the management and teaching of the mentally retarded child. The special

education teacher will find the information contained herein immensely helpful in his day-to-day teaching; in fact, such approach and procedures can be applied to work with other children as well.

Chapter 11 is devoted to reading and the mentally handicapped. Since not all teachers of mentally handicapped children have a background in the teaching of reading, this chapter is a welcome addition.

The next two chapters deal with the current and controversial issues of labelling and normalization and integration. The chapter on labelling relies heavily on the report of the recently completed project on Classification of Exceptional Children chaired by Hobbs, and reflects the current deemphasis on classification and labelling. In chapter 11, the case for normalization and integration of the handicapped is presented in a clear, eloquent manner. The debate is far from finished and caution is needed in any massive implementation efforts.

The final chapter is another practically oriented one, presenting a description of the vocational training of the mentally handicapped. As consistent with the viewpoint expressed in other chapters, the emphasis is on functional assessment and integrating assessment with training. This chapter will be valuable to those planning to set up vocational training programs for mentally handicapped persons of 16 years or over.

The omission of an important topic, namely, emotional and social growth, is surprising. While there are separate chapters devoted to the cognitive processes, there is none on the affective component, except for passing mentions. The editors' preface to the book is unusually brief and one would have welcomed an explanation or rationale for the selection of topics included. With so many authors, many diverse points of view are expressed. This is both a strength and a weakness, with strength being the open-mindedness on contemporary issues, and weakness being the variability in style and format making for a lack of integration in some instances.

In summary, the authors have succeeded in providing a volume which will be a useful introduction to the field of mental retardation for special educators.

BLACKWELL, PETER, ELIZABETH ENGEN, J. E. FISCHGRUND, AND C. ZARCADOOLAS. *Sentences and Other Systems*. Washington, D.C.: The Alexander Graham Bell Association for the Deaf, Inc. (1978). 190 pp., \$10.95

— Reviewed by AGNES H. LING

This book, subtitled **A Language and Learning Curriculum for Hearing-Impaired Children**, is a collaborative effort of staff members of the Rhode Island School for the Deaf and is essentially an outgrowth of their popular 1971 Curriculum. The book is well-written, attractively designed and generously illustrated with photographs, samples of children's work and teachers' materials. Supplementary readings follow each chapter. There is a brief combined author and subject index.

The authors make it clear that the reader should not expect a simple solution to the age-old problem of language deficiency of hearing-impaired children. Their tactic is to attempt to keep pace with the rapidly evolving field of linguistics, modifying their curriculum to accord with newly developed theories, together with the insights accumulated from classroom experience. Current theories of cognitive and linguistic development are described. The authors adopt Jerome Bruner's notion of a spiral component in curriculum design so that concepts are redeveloped in keeping with the child's increasing intellectual capacities, rather than taught as self-contained units.

Curriculum outlines and sample unit plans are provided for preschool, lower and middle school levels. Exposure, recognition, comprehension, and production are proposed as basic ordered steps in a developmental language program, with reading and writing viewed as major components even at the preschool level. The authors describe the building of a simple sentence grammar consisting of five basic sentence patterns. Instead of the key words who, what, where, etc., which were utilized in the 1971 curriculum, terms such as Noun Phrase, Verb, Linking Verb, and Adverbial are used. Formal sentence analysis (i.e., Grammar) is taught to children as young as age seven. The authors also indicate how more complex language can be introduced with older children. There is an interesting chapter devoted to the secondary school experience, written by several of the teachers. The book concludes with a chapter on language assessment. Considerable attention is given to the ways in which hearing-impaired children can be helped to appreciate literature.

Speech and language clinicians are not likely to find this curriculum appropriate for use with children whom they see only once or twice a week. As a teacher of hearing-impaired children, I personally do not feel comfortable with the overt teaching of a limited set of basic sentences, the early formal instruction in grammar and the use of written form as the major means of initial language learning, particularly for children with residual hearing. Nor does such an approach seem compatible with the authors' intent to apply knowledge of normal language acquisition to work with hearing-impaired children. By focusing on the teaching of language through the written form and deemphasizing the essential communicative function of language, the authors are able to side-step the thorny oral-manual controversy. However, the purpose of language is for communication and the normal child gradually masters his native language through the many acts of communication in which he participates. Surely in work with hearing-impaired children we overlook this at our peril.

DEVER, R. B. **TALK-Teaching the American Language to Kids**. Columbus, Ohio. Charles E. Merrill Publishing Co. (1978). 474 pp.

— Reviewed by SANDRA HENDERSON

This book was written with the intention of applying methods used for teaching a foreign language to teaching developmentally delayed children in the process of acquiring a first language. In view of the fact that no assessment method has been determined for dealing accurately with the semantics of language the author proposed to develop his approach to language, teaching grammatical terms dealing with semantics whenever possible. In his language model he develops the distinctions between form and function as found in Tagmemic Theory and explains the development of language structures in grammatical terms.

When discussing the assessment of a child's language behaviors the author recommends taking a language sample and doing either a detailed analysis involving one construction at a time or using a shorter method which examines a checklist of functions which are designed to help the teacher find what the child knows and what he tends to learn. This approach is further used to record the child's progress throughout teaching. In addition the shorter method relies on developmental sequence of language and does not require lengthy transcription of a spontaneous language sample.

The TALK method is described by the author as an applied English linguistics programme based on the premise that language is used for communication and is primarily verbal. The child is taught grammatical patterns in formalized lessons and is also taught to generalize the patterns learned to his total environment. This is accomplished through a set of drills, choral responses, individual responses, structured

group interactions in a classroom setting and is facilitated by teacher aides who assist in generalization. Each of the constructions isolated in the initial analysis are dealt with following the remedial principles outlined. The procedure is suitable for children who are functioning at a precausal level and above. This precausal level corresponds to level three of the five stages described by the author in the acquisition of English clause structure. The first two stages include babbling and holophrastic utterances and the latter three stages describe the development of clauses from basic topic-comment form through transformational operations. The final section of the book deals with specific lesson plans designed to correspond to the construction checklist. The lessons are designed to be used with a small group of three to seven children in a classroom situation and includes specific instructions for the teacher and the aide in drilling and generalization exercises.

The author's approach to dealing with teaching a first language to developmentally delayed children, those with hearing impairment and those with neurological implications is based on the fact that all have similar language disabilities, and that through intensive drill in grammatical forms language problems will be improved. The sentence patterns taught to the children are facilitated by the classroom environment which does not require removal of children for special attention.

The TALK programme would seem to be particularly beneficial to teachers in special education classrooms and in schools for the retarded. Speech and language pathologists involved in the communication problems of the retarded would find the extensive lesson plans and the sequence in which they are presented valuable tools for use in expanding syntactic structures.

**CHURCHILL, DON W. *Language in Autistic Children*. Washington, D.C.: V. H. Winston and Sons (1978). 139 pp.**

— Reviewed by J. VOLDEN

This book presents a considerable body of recent research in the area of language function in autistic children. Chapter 1, the introduction, provides a brief review of the syndrome known as infantile autism. Additionally, the subject population and experimental setting are introduced.

In the second chapter, the author points out the centrality of language disability in any discussion of infantile autism and, indeed, postulates that such impairment is "a necessary and sufficient proximate cause" of the syndrome.

Chapter 3 abandons discussion of generalities and launches into a description of the methods employed in the reported examinations of language function. This section is of particular interest, not only for its clear and concise presentation, but also for its provision of a sequence of structured tasks that would enable the clinician and/or researcher to systematically explore the language system of his or her client.

Chapter 4 comprises the main body of the book. This section examines individual case studies — presenting a brief description of each child and examining, in detail, his or her performance on a sequence of systematic evaluations. Data are carefully presented; complete with graphs and illustrations. Careful reading of this material will allow the abstraction of some general operating principles although this is frequently difficult due to the volume and comprehensive nature of the presented information.

The final chapter returns to the theme of a central language disorder in infantile autism and reiterates the author's support and rationale for systematic investigation of language skills in therapeutic intervention efforts.

This book is not intended as an introduction to the study of infantile autism and indeed should not be used as such. The content assumes some prior knowledge of the symptoms associated with the disorder and its comprehensive examination of individual performances does not lend itself to quick or easy reading. In short, **Language in Autistic Children** would be valuable addition to the library of a clinician/researcher who is actively involved in treatment and/or evaluation of autistic children.

MUMA, JOHN R. **Language Handbook — Concepts, Assessment, Intervention.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc. (1978). 390 pp.

— Reviewed by MARGARET C. BYRNE

The author has written his handbook to provide answers to two questions that a clinician asks: What should I know, and what should I do with what I know, about the language of children? He has organized the material in four Units: 1) description of a language intervention model; 2) concepts about the nature of language and its acquisition, and three systems that relate to language — cognitive, linguistic, and communicative; 3) principles of assessment and intervention; and 4) assessment-intervention procedures.

The model has three parts — conceptualization, assessment, and intervention. The theoretical constructs that explain the nature and acquisition of language, and the three systems (cognitive, linguistic, and communicative) are the underlying principles that a clinician should know. Assessment and intervention are both viewed in terms of the structures and functions of each, as well as their operational strategies. The variable of individual differences is stressed here and throughout the book.

The Unit on conceptualization has five parts. The first, on the nature of language, stresses, the distinctions between language and grammar; language knowledge and use; the relationships among cognition, language, and communication; factors such as status and process orientation, verbal style, language switching, and language modalities. The second, on cognitive systems, describes the work of Piaget, Bruner, and Vigotsky, and their concerns with hierarchical and stage learning of language. One of the longer sections deals with memory and chunking. The linguistic systems — phonological, syntactic and semantic — are presented in the third section. The fourth section concentrates on a communication model, sociolinguistics, and pragmatics. The last part considers not only the acquisition of the linguistic systems, but theoretical considerations about the acquisition process.

The Unit on assessment and intervention principles is a short one. The problems that stem from using tests that are based on norms are identified. The author's strong opposition to the use of currently available tests is the primary theme. Two principles of intervention are explained — behaviorism and mentalism, with the author's bias toward the latter being obvious. The beginning clinician might be frustrated by this Unit because he/she has no criteria to determine whether the child has a problem. The beginner may have little reliability as an observer of child language and its related cognitive and communicative aspects.

Unit IV looks at the assessment-intervention procedures from a cognitive, a linguistic, and a communicative systems approach. The material is well presented. The only problem is that, after the clinician has information about each of the three systems the only system that provides a specific and obvious starting point is the linguistic. We can identify the non-verbal child, the one who has one or two word utterances, and the child who is further along. Muma provides some excellent techniques for the linguistic. Both

the cognitive and communicative are well described, but there is a problem in figuring out how to measure, for instance, the child's perceptual salience, at what level the child has it, and then what to do to improve it.

It would have been helpful if the author had integrated the information on the three systems so that the clinician could see how to plan a coordinated program that provides intervention in all three systems.

This book is well documented, particularly Unit II. That unit is more difficult to follow, and doesn't have as readable a style as the last two units. The glossary will be very useful to the student.

Although the author indicates that the book will be useful to teachers, parents, and administrators, I doubt that they will have sufficient background to follow the schema of the book. I think it is an excellent reference for the practicing speech-language clinician and for the clinician who needs updated information and ideas about language at the preschool and early primary levels. It should be excellent also as a text for a course organized around Concepts, Assessment, and Intervention.

## ERRATUM

An error was noted in the article by David E. Hartmann and Doreen M. Argus, **Management of Hyperfunctional Voice Disorders in Children Through Triadic Intervention**. Volume 3, Summer, 1978. Figures 1 and 2 are reversed. Figure 2 on page 106 is actually Figure 1 and should have appeared on page 105 with the caption "Use of multiple mediators to offset uncontrolled reinforcement". Figure 1 should have appeared on page 106 as Figure 2 with the caption "Sources of reinforcement for the mediator".