
Resource Reviews

Improving Pronunciation: A Rebus Approach

Edna Carter Young

Cost: \$29.95

Published by:

Communication Skill Builders
920 Mercer Street
Windsor, ON

Reviewer:

Connie B. Geisler
Glenrose Rehabilitation Hospital
Edmonton, AB

Improving Pronunciation: A Rebus Approach is a phonologically based articulation program designed to facilitate elimination of three major phonological processes: syllable reduction, assimilation, and substitution. The author describes this program as based on phonological theory which suggests that many articulation disordered speakers make sound deviations that are phonemic (how the sound is used) rather than phonetic (how the sound is produced). Therefore, many of these speakers produce specific phonemes correctly somewhere in their repertoire but do not use them correctly in all contexts.

The program is intended to correct and stabilize a speaker's use of available sounds in difficult contexts. It is not designed for training the development of new phonemes or for modifying sound distortions. It can be used with clients of all ages, however, the author indicates that the vocabulary used is more suitable for school-age children and older clients. This program also can be used effectively with speakers learning English as a second language.

The program is based on the belief that speakers with developing or deviant phonological systems can learn to use specific strategies to make words easier to recall and pronounce correctly. Two facilitating procedures are used: (1) Target phonemes are always placed in the stressed word position; and (2) Concrete, visual cues (rebuses) are used to represent components of words. A rebus is a symbol that may be a realistic picture or an abstract visual symbol which represents an entire word or part of a word. The rationale for using rebuses is that visual symbols are concrete and therefore easier to process and recall than auditory stimuli or graphic symbols.

The complete program is assembled in binder format. Included is an introduction which provides background information on the phonological process theory and a general description of how phonological processes simplify speech. Specific attention is given to the three processes targeted by the program.

Rationale and use of the rebus approach is explained with some guidelines for client selection, a description of the program and specific objectives and treatment steps for each of the three targeted processes. Some documentation of program effectiveness is provided.

This program is designed to teach the correct production of 226 target words, divided into three major categories by type phonological process. A list of the target words is provided as well as a reproducible pre- and post-test and data collection sheet. Each of the 226 target words is printed on cards for which plastic coverings are provided. The left portion of a card shows a picture of the target word and is labelled with the written word. On the right side of the card is the rebus cued facilitation which represents how the word sounds.

This is a well organized program with adequate instructions and background information. However, it is limited with regard to the type and age of client for which it would be useful, in part due to its focus on only three processes. As well, to properly benefit from the use of the rebuses, a certain level of metalinguistic awareness is required. In summary, this program may be a resource for some speech-language pathologists to use in treating phonological disorders.

Working With Children's Phonology

Gwen Lancaster and Lesley Pope

Cost: £25.00 (Approximately \$50.00 Canadian)

Published by:

Winslow Press
Telford Road
Bicester, Oxon
England

Reviewers:

Lu-Anne McFarlane
University of Alberta

This publication targets speech-language pathology students and working clinicians. The authors state a two-fold purpose. The first is to link clinical treatment of phonological disorders to theories of phonological development and disorders. Secondly, it serves as a resource book of treatment games and activities for use with speech disordered children.

The book contains an introduction to phonological theory which clearly defines terminology. This section discusses the relationship between phonological disorder and articulation, developmental dyspraxia, and language. The development of normal and disordered phonology are compared and contrasted. Assessment of phonological disorders is discussed next, with a

review of articulation tests and recommendations for sample collection and analysis. In the area of treatment, the authors summarize the literature on criteria for selection of treatment candidates, treatment priorities, involvement of parents, and group treatment priorities, involvement of parents, and group treatment. An eclectic approach to treatment is encouraged throughout.

Three treatment procedures are discussed at greater length. The first is meaningful minimal contrast therapy. Original and appealing activities for the treatment of commonly occurring phonological simplification processes are included. The second treatment method emphasized is an auditory approach. The authors suggest auditory bombardment with "topic word lists." Treatment activities are devised that actively involve the child in responding to words with their target sound. Topic word lists for all phonemes in all positions for a variety of categories are included. Thirdly, traditional articulation treatment methods are discussed with practical suggestions for training. Again, original treatment activities are given. Finally, the area of generalization is covered.

This resource book is extremely readable. Concepts of phonological treatment and theory are clearly presented in a well-organized format. All areas are well referenced, directing the interested professional to further resources. Rationale is included for the treatment approaches presented. Student clinicians and those professionals desiring a review of phonological theory and treatment will appreciate the wide range of topics covered. Clinicians experienced in the treatment of phonological disorders will enjoy the wealth of inventive treatment activities provided. The authors succeed in their two-fold purpose.

Question the Direction

Robert A. Mancuso

Cost: \$29.95

Published by:

LinguiSystems Inc.
3100 4th Avenue
PO Box 747
East Moline, IL

Reviewers:

Kathryn Ritter-Brinton
Glenrose Rehabilitation Hospital
Edmonton, AB

The stated purpose of this program is to provide a method for developing critical listening skills that help students learn more effectively. It is designed for use with regular and special education students in first through sixth grade levels.

The manual is divided into eight units: recognizing directions, distorted directions, vague directions, unfamiliar directions, lengthy directions, unknown directions, and mixed directions. Each unit is broken down into four tasks: listening (identification of target direction type), doing (appropriate verbal or action response), explaining why directions are inadequate, and worksheets.

A taped pre- and post-test is provided for each unit. The unit on distorted directions is provided on tape. In addition to the tape, a script and materials list is provided for those wishing to administer a live presentation of the pre- and post-tests and the distorted directions unit. Procedures for administration are clearly defined, as are terms used within the units. The author invites paraphrasing and adaptation of the provided text as the teacher or clinician deems appropriate. The material is conveniently organized in a looseleaf binder and clearly indexed. Individual Education Plan goals are provided for each task.

Although well organized for use by teachers and clinicians, this program's theoretical basis is questionable for at least two reasons. First, it is inconsistent with Dollaghan and Kaston's (1986) work, cited as the author's only reference. In Dollaghan and Kaston's comprehension monitoring program, the initial step is the development of basic listening behaviors (e.g., sitting, attending to speaker etc.). By contrast, the first task in each unit of *Question the Direction* involves discriminating the targeted direction type by means of a thumbs up or thumbs down gesture. The metalinguistic nature of this task leads to the second concern in that clinical experience at Glenrose shows this to be highly problematic for language disordered or delayed students. Additional concerns with regard to program content include lack of guidelines for the sequence of unit presentation and an inadequate discussion of generalization of skills to different contexts.

Question the Direction would probably be most successful when used with a regular school population. It is a good tool to sensitize students and teachers to areas where comprehension breakdowns may occur and provides a convenient structure for improving students' skills. It is also a viable support for language delayed or disordered populations if coupled with a program such as Dollaghan and Kaston's and if carried out by experienced and knowledgeable staff. Use of this program by individuals who are not very well versed in child development and the literature on comprehension monitoring could create considerable confusion for special needs children.

***Dysarthria Sourcebook
(Exercises to Photocopy)***

Sandra I. Robertson, Barbara Tanner, and Fay Young

Cost: £32.50 (approximately \$60.00 CAN)

Published by:

Winslow Press
Telford Road
Bicester, Oxon
England

Reviewers:

Connie Reddick Bakker
Edmonton General Hospital
Edmonton, AB

Dysarthria Sourcebook is intended for use in conjunction with *Working with Dysarthrics*, a previous publication by the same authors. *Dysarthria Sourcebook*, a compilation of exercises for the dysarthric patient, was developed by the authors in response to numerous requests for more examples of the exercises contained in *Working with Dysarthrics*. The intent of *Dysarthria Sourcebook* is not to be a treatment program in itself, but rather to serve as a valuable, labour-saving tool for the busy speech-language pathologist. *Dysarthria Sourcebook* may be used directly with the patient, and exercises may be copied for home practice. (There are no copyright restrictions on this workbook.) Some of the exercises in this book also may be helpful with the apraxic patient.

Dysarthria Sourcebook is a well organized and arranged workbook with appropriate exercises divided into specific categories. The print is clear and somewhat larger, and the stimulus items are generally arranged in clusters on each page. This also allows for easier enlargement on a photocopy machine. The workbook itself seems reasonably durable using a strong coil binding with exercises printed on heavier weight paper. To further extend the life of this workbook, one may wish to laminate the pages. There is sufficient margin on the left of each page to allow hole punching and subsequent placement in a binder. However, the size of the pages is somewhat irregular, 8 1/4 x 11 3/4.

This workbook is divided into six sections, each clearly marked. In addition, upper and lower case alphabet charts and a number chart have been included at the end of the workbook. Each section contains several exercises arranged in order of increasing complexity. The material is adult oriented with a British flavour, often particularly noticeable at the phrase level and beyond. Section I (Articulation) focuses primarily on consonant clusters at the word to sentence levels. Section 2 (Intelligibility I) consists of exercises at the word to sentence levels with an emphasis on increasing syllable length. Section 3 (Intelligibility II) contains paragraph length material. Sections 4, 5, and 6

(Prosody I, II, and III) include syllable stress drills, intonation drills, and role play situations, respectively.

This workbook would be a nice addition to the repertoire of treatment materials used by clinicians working with adults who have neurogenic communication disorders. Although intended for use with patients with dysarthria, some exercises may be appropriate for apraxia patients as well. The clearly organized sections, hierarchical arrangement of exercises, grouping of items within an exercise, and clear and somewhat larger print all serve to make *Dysarthria Sourcebook* a very usable workbook.

***The Testing Materials Resource Book for
Psychologists, Speech Pathologists, Vocational
Counsellors and Teachers (1988-1989)***

Cost: Distributed free of charge

Published by:

M.D. Angus and Associates Ltd.
2639 Kingsway Avenue
Port Coquitlam, BC

Reviewer:

Joanne Volden
Department of Educational Psychology
University of Alberta

This book is a catalogue of resource materials designed to meet the needs of psychologists, speech-language pathologists, vocational counsellors, and teachers. It contains over a thousand titles of standardized tests, texts, and intervention materials sorted into 23 different subject classifications. In addition, an index lists all titles alphabetically.

A listing of standardized tests comprises the first eight sections in the table of contents. Of these, four are devoted to assessments of academic potential and success in both preschool and school-age learners; one to speech, language, and communication measurement; one to aptitude and vocational counselling assessments; one to the assessment of personality; and one to neuropsychology tests. Seven sections in the table of contents are devoted to "texts." One of these is specifically marked for teachers and speech-language pathologists. Intervention materials follow, and again, one of these sections is particularly earmarked for the speech-language pathologist. The remaining sections are best classified as miscellaneous as they are concerned with self-help publications for clients, hardware and software for clinical practice, and professional development issues.

Within a given section, individual resource listings are arranged alphabetically by title. For each material, a brief description of the content and intended purpose is given, along with

suggested prices. In some cases, the appropriate age range and time required for test administration also are included.

In the half page section entitled "How to Use the Testing Materials Resource Book," the authors imply that updated versions of this resource compilation are available periodically, perhaps yearly. This would alleviate concerns about listed materials being outdated. Readers are encouraged to contact the publishers' test consultants about the popularity and usefulness of a particular material. However, no indication of the qualifications of these test consultants is given.

One of the concerns about any such catalogue listing of materials is that it is unlikely to be exhaustive, and therefore, its utility is limited. Further, no criteria are given to explain how tests and texts are chosen for inclusion in the catalogue. However, given its focus across a variety of helping professions and its convenient listing of a wide range of therapeutic material, this book might prove useful as one of several general references in a multidisciplinary setting, and it is free.

Language, Speech and Reading Disorders in Children: Neuropsychological Studies

Rachel E. Stark and Paula Tallal

Editor:

Rebecca J. McCauley

Cost: \$24.50

Publisher by:

College Hill Press/Little, Brown and Company

Available from:

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

Reviewer:

Cindy McCallum
Glenrose Rehabilitation Hospital

This book is written as a comprehensive overview of a major research project on language, speech, and reading disorders in children under the National Institutes of Neurological, Communicative Disorders, and Stroke (United States). The authors write that children with these developmental disorders who have no obvious neurological or physical impairments present us with a "natural puzzle" as to the underlying causes of their disorders. The purpose of the research project was to determine "at least a portion of the puzzle" by examining the mechanisms underlying specific communication disorders in children. Although numerous papers arising from this project have already been published

since its commencement in 1975, this book represents the first effort to present the research findings in a single volume and to offer an integrated discussion of the findings. In the preface, the authors suggest that the contents would be of interest to professionals in a variety of fields including child development, psycholinguistics, neuropsychology, and speech-language pathology.

The seven chapters of the book are well-organized and clearly written. Each chapter opens with an abstract and concludes with a summary. In addition to a glossary of terminology, there are three appendices outlining the standardized tests, standard procedures, and the neurodevelopmental protocol employed in the research project. This tutorial format will prove very beneficial to the unfamiliar reader who wishes to gain a thorough understanding of the contents.

The book is organized like a research article. Chapter 1 provides the reader with the historical perspective that led to the research project. The chapter outlines the three research questions: (1) Are sensory, perceptual, or motor problems related to communication disorders? (2) Is this relationship specific or more pervasive? and (3) Are communication disorders related to verbal processing difficulties only or to both verbal and nonverbal processing difficulties? Through a concise review of the literature, the "temporal processing deficit hypothesis" is presented, which is the premise that deficits in processing information rapidly in time underlie communication impairments. What follows is a brief literature review that examines past attempts to classify or define specific communication impairments and determine their underlying etiological mechanisms.

Chapter 2 describes in great detail the complex methodology employed throughout the project. The authors cover the procedures used in the recruitment and selection of subjects along with the standardized and experimental tests/procedures on which the subjects are compared. The experimental battery and its stimuli are described in depth. The chapter concludes with a brief outline of the data recording and statistical analysis procedures utilized in the project.

Chapters 3, 4, and 5 provide summaries of the research findings for each of three groups of children (specific language impairments, articulation impairment, reading impairment) as well as a comparison of the similarities and differences between the groups. Each communicatively disordered group of children is compared to matched normal control children in 5 areas, including nonverbal sensorimotor skills, visual scanning, neurological status, and cognitive abilities. Patterns of deficit that characterized each group are described. Highlights include the findings of very different patterns of deficit between the groups, and most notably, strong evidence of a basic neural timing deficit only in the language impaired children. The chapter on specifically language impaired children contains an interesting adden-

dum in which the authors report on two follow-up studies of these children after four years.

Chapter 6 contains an integrated discussion of the research findings and interprets the results within the framework of the theoretical model and hypothesis that directed the project. Recommendations for future research are made. Chapter 7 presents a general discussion of the practical applications of the project findings in the assessment and intervention of communication disorders. Specifically, identification methods are reviewed and critiqued. General principles of intervention are offered.

Language, Speech and Reading Disorders in Children: Neuropsychological Studies is not a lengthy book. It consists of 196 pages including the appendices and glossary. However, it is a book that requires careful reading and unhurried contemplation to appreciate its contents fully. As well, a strong background in research methodology, although not a prerequisite to reading this book, would enhance one's enjoyment of it. At present, this book is not readily applicable to clinical practice. However, Stark and Tallal have provided an invaluable contribution to the field of speech-language pathology with this volume, and it is with this in mind that the reviewer recommends it highly.

***Communicative Disorders Related to
Cleft Lip and Palate
3rd edition***

Kenneth R. Bzoch, Editor

Cost: \$42.00

Publisher:

College-Hill/Little, Brown, and Company
34 Beacon Street
Boston, MA

Reviewer:

Linda D. Vallino and Mary Anne Witzel
The Hospital for Sick Children
Toronto, ON

The stated purpose of this text is to present an overview of the nature, assessment, and treatment of communication disorders related to cleft lip and palate, craniofacial anomalies, and acquired velopharyngeal incompetency. This text is written for graduate level speech-language pathology and audiology students and practising clinicians. This is Bzoch's third revision of the original text, which has been updated by its contributors to broaden the scope of the previous editions. The most outstanding changes have been the addition of chapters on basic genetic concepts relating to craniofacial defects and on nasopharyngoscopy and aerodynamics for use in instrumental assessment of velopharyngeal function.

The text is divided into three main sections. Section I, General Aspects, contains four chapters which serve as a review of anatomy and function of the velopharyngeal valving mechanism, classification systems for clefts, an introduction to genetics, psychological aspects of clefting, and a discussion of the team approach to management of individuals with cleft palate and craniofacial defects.

Section II, Diagnostics Aspects, is further divided into three parts. Part A contains a chapter on psychological issues and two chapters that focus on those factors responsible for aberrant speech patterns often noted in individuals with cleft palate, craniofacial defects, and velopharyngeal dysfunction. It offers an update of the literature in these areas. Part B emphasizes the methods and procedures used to assess speech, language, and hearing problems related to velopharyngeal inadequacy. The information presented provides insufficient detail for documenting and interpreting the diagnostic information. Part C focuses on instrumental assessment of velopharyngeal function. The strongest chapters are those on nasopharyngoscopy and aerodynamics written by experts in these respective fields. The information provided is clear, comprehensive, and offers an excellent overview of the clinical usefulness of these two instrumental techniques. The chapter on radiographic techniques does not seem to represent fully the current school of thought about its utility in assessing velopharyngeal function. Cinefluoroscopy and videofluoroscopy are grouped together. Cinefluoroscopy is not the procedure of choice over videofluoroscopy because of the higher radiation dosage. There is little discussion of the usefulness of multiview videofluoroscopy and patterns of velopharyngeal closure in examining velopharyngeal function. Too much emphasis is placed on the value of lateral static films, a procedure that has limited value in assessing the dynamics of velopharyngeal function.

Section III, Habilitative and Rehabilitative Aspects, covers therapeutic management of the speech problems associated with cleft palate. This section provides a general theoretical framework from which therapy may be derived and provides examples of this through case studies. Unfortunately, these five chapters do not present management strategies that are clinically useful to the practising clinician.

The organization of the information into three sections (General Aspect, Diagnostic Aspects, Habilitative and Rehabilitative Aspects) is clear and helps the reader to reference information. In general, however, this text is uneven, and the styles of each chapter differs. Some of its contents are misplaced (e.g., therapy information), and there are no smooth transitions within or among chapters. Material is often redundant and overlaps with that written by other contributors. There is inconsistency in the use of terminology, particularly velopharyngeal inadequacy and insufficiency. Information on language development is not fully developed. Although there is an introduction to genetics, there is

little information about the speech and language patterns related to genetic syndromes.

Despite these noted limitations, Bzoch continues to provide the reader with new and updated information about the communication issues fundamental to cleft lip and palate and related disorders. Much of the information contained in this book may serve as a reference or an addition to the library of those professionals already working in the area of cleft lip and palate and craniofacial anomalies. The reader must be aware of its limitations, and its use as a graduate reader should be monitored.

Linguistic Investigations of Aphasia
(2nd edition)
Ruth Lesser

Cost: £17.50

Published by:

Cole and Whurr
19b Compton Terrace
London, N1 2UN England

Reviewer:

Shari R. Baum
School of Human Communicative Disorders
McGill University

A main objective of Lesser's 2nd edition of *Linguistic Investigations of Aphasia* is to consider linguistic concepts as applied to aphasiology with particular reference to recent developments in both areas. It is intended as an introductory text for students, clinicians, and the "interested layman." The book is organized into four introductory chapters which provide necessary background information on both linguistics and acquired aphasia in adults, four chapters devoted to aphasic deficits at particular levels of linguistic representation, and a final chapter focusing on recent applications of psycholinguistics and sociolinguistics to aphasia.

A solid, broad introduction to the definition and classification of aphasia is provided in Chapter 1, followed by a presentation of simplified highlights of linguistic analysis and linguistic dichotomies in Chapters 2 and 3. Unfortunately, in an attempt to render the material comprehensible to the linguistically naive, some of the information (particularly in Chapter 2) is misleading. Chapter 4 provides a good consideration of deficits often associated with aphasic disorders. As stated in the preface to the 2nd edition, the major core of the book (Chapters 5-8) is unchanged from the first publication in 1978. This, in my opinion, is its greatest drawback. Chapters 5 and 6, focusing on semantic processing in aphasia, provide ample historical background but fail to include references to any recent research, such as studies of associative or semantic priming. Similarly, in the chapter devoted to syntax, the references all pre-date the 1st edition of the book, ignoring the vast developments in the area in the past 10 years. Moreover, the review of phonological and articulatory deficits in aphasia (Chapter 8) excludes the wealth of recent studies detailing both phonetic deficits and applications of more current phonological theories to aphasia research. Chapter 9 concludes the text with a consideration of some recent advances in psycholinguistics and sociolinguistics as applied to aphasiology. The discussion of pragmatic issues and applications for treatment are particularly noteworthy (and often omitted in aphasia texts). Although the final chapter does include a selective update on experimental work in aphasia, there is too little information to provide a complete picture of the "state of the art" in semantic and syntactic processing in aphasia. Phonological deficits are, unfortunately, not reconsidered in the final chapter.

The lack of an updated research review in each chapter of this book leaves an inaccurate impression of the current state of research in aphasia. Additionally, an oversight on the part of the editorial staff should be noted: within the text, references were not updated, resulting in citations which were published 10 years ago still noted as "in press." Although readable and informative, the 2nd edition of Lesser's *Linguistic Investigations of Aphasia* does not go far enough to meet its stated goal of reviewing the advances made in the past highly productive 10 years of aphasia research.