
Resource Reviews

Working with Stuttering A Personal Construct Therapy Approach

Rosemarie Hayhow and Celia Levy

Cost: £25.00

Published by:

Winslow Press
Telford Road
Bicester, Oxon
England

Reviewer:

D. Lynn Fraser
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The purpose of this resource is to share information with practising clinicians on personal construct therapy as a comprehensive approach to the treatment of stuttering in children and adults. The authors suggest that their approach is unique in that it explores the personal growth and development of both client and clinician.

The program is intended for use by practising clinicians working with adults and/or children who stutter. The approach requires long-term contact with clients but allows for flexibility in scheduling (i.e., may be intensive or weekly contact) and can be used on an individual or group basis.

The book is well organized. The authors initially establish the theoretical underpinnings of the approach, then discuss basic assumptions in personal construct therapy before describing the application of personal construct therapy to stuttering treatment. Based on the information presented, personal construct theory appears to offer a means of structuring or interpreting events in one's life in order to make sense of them, and the authors state that the goal of stuttering therapy is to facilitate change rather than to specify an outcome such as fluency. Therefore, an understanding of how the stuttering client "construes" or interprets things would provide insight into his/her ability to change certain behaviors (e.g., if a client thinks about everything in life in relation to stuttering vs. fluency he/she may be more resistant to changing behavior than the client who judges performance other than in these terms). Fortunately most chapters end with either a summary or conclusion section which is very useful given the complexity of much of the information presented.

The authors do present a number of practical suggestions for working with groups and have outlined specific group activities which may be relevant to all types of stuttering therapy ap-

proaches. They also have discussed the issue of how to end group sessions as members terminate therapy — an interesting topic and one rarely addressed.

While the authors have done a commendable job in dealing with certain psychosocial aspects of stuttering, the framework presented in this text will no doubt be unfamiliar to readers without previous exposure to personal construct psychology and thus may (as the authors note) require several readings to fully comprehend.

The Voice and Its Disorders 5th edition

M.C.L. Greene and Lesley Mathieson

Cost: \$25.00

Published by:

Whurr Publishers
19b Compton Terrace
London, England

Reviewer:

Nelson Roy
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Although the first edition of *The Voice and Its Disorders* was published in 1957, the authors have maintained the original objective in this fifth edition. Greene and Mathieson's goal was "to provide a guide to the treatment of voice disorders, simple yet comprehensive enough to serve not only speech therapists but doctors and laryngologists, and more especially, those in many countries in the world where speech therapy is unknown and unpracticed." With such a diverse target audience, the authors of this book have undertaken a formidable task.

The book consists of eighteen comprehensive chapters organized into two parts. Part one contains five chapters dedicated to understanding the normal voice, including an indepth study of the anatomy and physiology involved in voice production as well as a complete review of voice mutation: infancy to senescence.

Part two is devoted to the assessment and management of the gamut of voice disorders. Chapters 6 and 7 provide a review of contemporary voice classification and assessment procedures. Chapters 8 and 9 address the various factors involved in hyperkinetic dysphonia, including management approaches. Chapters 10 and 11 discuss psychogenic voice problems as well as endocrine related disorders. Chapter 12 examines disorders of nasal resonance along with potential remediation strategies. Although this chapter does provide an overview, it should be supplemented with

other sources. Chapter 13 looks at laryngeal structural abnormalities: infection and trauma. Chapters 14, 15, and 16 examine classification and treatment of neurological dysphonias. Chapters 17 and 18 provide a look at laryngeal carcinoma: treatment and management, including rehabilitation of the laryngectomized patient.

In the opinion of this reviewer, the authors of this book succeed in their goal of developing a comprehensive guide for the voice clinician. The writing style is clear, and reference citation is current. Assessment and management considerations are thorough and detailed. I highly recommend *The Voice and Its Disorders* as a valuable resource for both the novice and seasoned voice practitioner.

Language and Disadvantage
2nd edition
John Edwards

Cost: £14.50

Publisher:

Cole and Whurr
19b Compton Terrace
London, England

Reviewer:

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This book is part of a series entitled, *Studies in Disorders of Communication*. The series is designed to bring together information on language disabilities from a variety of fields and to address the common issues and problems that all fields encounter when dealing with this topic. The focus of this particular volume is on the problems encountered by disadvantaged speakers. The author takes a sociolinguistic approach, arguing that the difficulties that face users of nonstandard English are rooted in social attitudes rather than linguistic deficiencies.

The book is divided into eight chapters in which Edwards reviews the literature dealing with a particular aspect of disadvantaged language and offers his comments on the work. Edwards draws extensively from studies done in Britain, Canada,

and the United States and also includes a few studies that come from other countries. The first chapter deals with some of the theoretical approaches to disadvantage in general as a foundation for the subsequent discussion of disadvantaged language. Chapter 2 examines the support for the view of deficient language and the compensatory education programs that arise from this orientation. Edwards then goes on in Chapter 3 to show that disadvantaged language is best viewed as different rather than deficient. Chapter 4 deals with the very real social consequences of nonstandard language, and the fifth chapter is concerned with issues that arise in the school setting. In Chapter 6, Edwards discusses the unique problems that are encountered by immigrants and ethnic minorities, and explores the role of bilingual education in addressing these problems. Chapter 7 summarizes the major themes of the book, and the final chapter is an addendum to the first edition.

Although the majority of the book is a review of the literature in the area, Edwards does go beyond the research findings to offer his views on the role of teachers and clinicians in dealing with disadvantaged speakers. He argues effectively that the goal of education should not be to correct the nonstandard speaker. Nevertheless, he recognizes that the ability to use standard speech in certain situations is important. Schools should, therefore, give the nonstandard speaker another dialect (standard speech) to use when necessary. For the majority of nonstandard speakers for whom the ability to learn language is not impaired, no formal training should be required for oral speech production. Exposure to standard speech in school should be sufficient. Edwards does believe that some formal instruction will be needed in the areas of reading and writing.

Edwards points out a number of direct implications for speech-language pathologists. If nonstandard speech is seen as simply different, there is no need to correct any errors made by the client unless they deviate from the usual adult form for the client's own speech community. There is an obvious need, therefore, for speech-language pathologists to be familiar with the appropriate norms for each client's culture when making intervention decisions.

The issue of nonstandard language is becoming increasingly important in our society, yet our professional training places little emphasis on it. I would recommend this book to all people working in the communicative disorders field as a comprehensive review of the critical issues involved.