# Resource Reviews
## Évaluation des ressources

### Computer Software

#### Dr. Peet's Talk/Writer
*William Peet*

**Cost:** $69.95 (US)

**Programmer:** Phil Mansour

**Publisher:** Hartley Courseware, Inc., Diamondale, MI 48821, 1-800-247-1380

**Reviewer:** Nicole Moore, Forrest Hill Rehabilitation Centre, Fredericton, NB

*Hardware:* Apple IIe, IIc, IIt, or IIGS computers with at least 64K of memory and with appropriate Echo or Cricket voice synthesis cards.

*Description:* This is a Talking Word Processor with basic editing features. The manual contains good instructions, clear and helpful. It also includes training program suggestions for clients at various levels. The Echo II voice synthesizer gives fair quality speech. (Cricket version was not tried.)

*Effectiveness:* This program is motivating for clients. It is effective for sustaining attention with clients who have attention deficit/hyperactivity. Special options can be invoked for use with blind clients. An exception table allows pronunciation to be altered by the therapist if this is necessary to accommodate unique words (e.g., names) by the client. There is no documentation describing the results of a study on the program's effectiveness.

*User Friendliness:* The program is easy to enter and has clear instructions. It has a menu at the bottom of the screen, and instructions are spoken with pressing of ESCAPE key. Errors are corrected easily in word processor. Input is done via the keyboard; alternate means require AFC. The auditory feedback can reduce the need to look back and forth from screen to keyboard (difficult for some clients).

*Support and Documentation:* This program cannot be copied for backups or copied onto a hard disk without licensing through the company. Back-up floppies are available from the company for $10 + $2 shipping (US). There is a 60-day unconditional warranty. The policy on software updates is not known.

*Primary Strengths:* Sound can be activated/deactivated. This is a good beginning word pro-

cessor. It is flexible (re: pronunciation, size, or type).

*Primary Weaknesses:* There is limited storage space on the disk. The voice quality is only fair. It is not suitable for more advanced clients.

*Overall Impression:* This inexpensive program seems to achieve it's objective of being "a tool for the exploration and discovery of the written word... [by motivating] beginning readers/writers to experiment and to create text on the screen."

*Rating Scale:* (4 = excellent; 3 = good; 2 = fair; 1 = poor) Program Effectiveness, 4; User Friendliness, 4; Support/Documentation, 3; Overall, 4.

#### Early Discoveries— Observation and Classification
*April Penton*

**Cost:** $35.95 (US)

**Graphics & Testing:** Deborah S. Dugger

**Animation & Programming:** Roderic R. Dugger III, Michael J. Payne

**Publisher:** Hartley Courseware, Inc., 133 Bridge Street, Diamondale, MI 48821, 1-800-247-1380

**Reviewer:** Nicole Moore, Forrest Hill Rehabilitation Centre, Fredericton, NB

*Hardware Requirements:* This program requires a 48k Apple II, II+. IIc.,IIe, IIGS, or Franklin ACE 1000, and one disk drive. A color monitor is recommended.

*Description of Program:* The purpose of this program is to help improve children's observation skills and to classify familiar objects by use and function. This program enables children to observe patterns (two dark colored butterflies and a light colored butterfly), items of a category (three winter clothing items and a saw), and position (three upright bugs and one upside down). It encourages children to make inclusion and exclusion decisions. Instructions for getting started with the program are clear and simple. Instructional information is divided into functional headings: 1.0 Quick and Easy Directions, 2.0 Running the Programs, and 3.0 Teacher/Parent Design Options.

The program works according to instructions found on the screen and in the Teacher's Guide booklet. One screen instruction was misleading at the start of the program. It informs the user to press ESCAPE to get into

the selected program, but this command does not work with the Apple IIe. Pressing RETURN instead of ESCAPE properly activates the program. It is not known if this occurs with other computer hardware.

*Program Effectiveness:* This program is effective in achieving a variety of therapy goals that target observation and classification skills. It is flexible in that it offers different design options that can be modified to suit the client's learning style and needs. These options include: (1) sound (on/off), (2) speed of moving cursor and of pauses between each item (fast/slow), (3) number of games a child plays, with option to play a fixed number of games or not, and, (4) return to the children's menu. This program is also useful in motivating young children. The colors, sounds, and animated pictures make it an interesting and fun activity. The computer music-like tunes and picture animation that follow a correct response maintains the child's interest and encourages him/her to try the next item or even another activity. This program has received the Parents' Choice Award as well as being one of six early childhood programs designated as the "Best Early Childhood Software of the Year" in the High/Scope Foundation's Annual Survey of Early Childhood Software.

*User Friendliness:* This program is very user friendly. It is easy to enter, and instructions on the screen are complete and clear enough to use without referring to the Teacher's Guide. Input responses are simple. They include RETURN, ESCAPE, design option parameters that range from 1 to 9 (e.g., fast to slow), and Y for yes and N for no. If the user strikes a wrong key, the program indicates it in bold. Input errors are easily recognized by the absence of music and picture animation. The pictures on the screen do not change until a correct response is given.

*Support and Documentation:* The documentation is written in a clear and organized manner. Back up copies are provided by the company at a cost of $10.00 Canadian. During the course of software use, the original copy became damaged (cause unknown). A 1-800 number was called and the company representative informed the clinician that a new disk would be sent, free of charge, as soon as the damaged disk was sent to them.

*Primary Strengths:* This program uses a variety of sounds during item selection and more interesting music-like sound sequences follow correct responses. The colored pictures and animation of these are fun to watch. It is useful to get back to the main menu (by pushing ESCAPE) whenever one chooses, even when one is in the middle of an activity. This program can be used for working in any language.

*Primary Weaknesses:* As mentioned earlier, the ESCAPE command does not function with the Apple IIe as instructed on the screen and in the Teacher's Guide. Through trial and error, it was discovered that another key (RETURN) serves the intended command.

*Overall Impression:* In my opinion, this program is worthwhile for working with a preschool or school age population. It may also have therapy applications for neurologically impaired adults; however the childlike music may offend some adults. In this case, the sound option may be turned off. This software may be used to target a variety of therapy goals; same/different concepts, categorization, attention, turn-taking, and observation skills.

*Rating Scale:* (4 = excellent; 3 = good; 2 = fair, 1 = poor) Program Description, 3; Program Effectiveness, 4; User Friendliness, 4; Support/Documentation, 3; Overall, 3.5.

## Curious George

**Cost:** $31.95 (US)

**Publisher:** DLM, Teaching Resources, One DLM Park, Allen, Texas, 75002

**Reviewers:** Sheila Kearney, Lynn Tissington, and Janet Ashton, British Columbia Children's Hospital

*Hardware:* Apple IIe computer with 64k of memory, monitor, and one disc drive is required to run the program.

*Description of Program:* The purpose of this program is to teach basic comparison concepts (tall/short, long/short, big small). It is an easy program to use, with clear instructions described in the manual. There are accompanying printed related exercises.

*Program Effectiveness:* The program is effective in achieving its stated goals, carefully introducing each concept and providing ample practice and review. It will be motivating for young (preschool) or developmentally delayed children who already have some understanding of the concepts presented but need reinforcement and carryover.

*Used Friendliness: Curious George* is easy to enter, with clear, concise instructions. While the on screen instructions are easy to understand and complete, adult assistance will be necessary for many children as the literacy demands exceed the developmental level of the concepts presented. Key pad errors do not result in any difficulties. Input errors can be corrected easily. The comparison cues that

follow an error are a useful teaching and response support.

*Support and Documentation:* There is complete, easy to understand information to support use. Back-up copies are available for $15.00 (US). There is a six month warranty covering defects in the disks.

*Primary Strengths:* Sound, graphics, and animation will be enjoyable for young children. The space adventure story about Curious George, a familiar character, is entertaining. The reproducible worksheets are useful.

*Primary Weaknesses:* The program is very slow to run. There are long pauses between runs. Additionally, the typing/spelling requirements are high given the developmentally low level of the comparison concepts taught/presented. Adult assistance will be required for most children.

*Overall Impression:* This would be a useful addition to a software library for preschool or developmentally delayed children.

*Rating Scale:* (4 = excellent; 3 = good; 2 = fair; 1 = poor) Program Description, 3; Program Effectiveness, 3; User Friendliness, 4; Support/Documentation, 3; Overall, 3.

## Money Series
*Rosie Bogo and Phil Mansour*

**Cost:** $49.95 (US)

**Publisher:** Hartley Courseware, Inc., Diamondale, MI 48821, 1-800-247-1380

**Reviewer:** Jackie Kita, St. Joseph's Hospital, Hamilton, ON

*Hardware:* Apple II+, IIe, or IIGS computer with one disk drive. No extra equipment is needed. An Echo or Cricket speech synthesizer is optional.

*Description:* This program is designed to teach counting and basic addition and money skills. The program includes a data collection feature and provides corrective feedback if a problem is missed. The instructions for getting started were explicit and easy to follow.

*Program Effectiveness:* This program uses American money, including a fifty cent piece which is not common in Canada. The program has limited flexibility. It is not possible to substitute a Loonie for the fifty cent coin because the answers are programmed. The dollar values are very low (e.g., sums up to $2.50). The maximum value the program can handle is $5.00. The program has too many

options to remember and this adds confusion to the tasks. Program tasks were found to be unmotivating and slow. Equivalent tasks could be conducted easily in a therapy room using a handful of change.

*User Friendliness:* Input responses are familiar and feasible: easy access and easy exit.

*Support and Documentation:* Free replacement disks are available within 60 days of purchase if the program is damaged for any reason. Back-up disks are available from the company for a $10.00 (US) charge. All documentation was clear and concise. It is organized and easy to read.

*Primary Strengths:* The program is well documented and has good visual displays.

*Primary Weaknesses:* The program uses only American money and cannot be programmed to include Canadian change such as Loonies. Dollar values are very low. The program does not provide an advantage over a similar task in therapy with real change.

*Rating Scale:* (4 = excellent; 3 = good; 2 = fair; 1 = poor) Program Description, 3; Program Effectiveness, 1; User Friendliness, 3; Support/Documentation, 3; Overall, 2.

## Language Carnival I

**Cost:** $24.95 (US)

**Publisher:** DLM, Teaching Resources, One DLM Park, Allen, Texas, 75002

**Reviewers:** Sheila Kearney, Lynn Tissington, and Janet Ashton, British Columbia's Children's Hospital

*Hardware:* An Apple IIe computer with 64k of memory, monitor, and one disc drive is required to run the program.

*Description of the Program:* The purpose of this program is to motivate students to explore, understand, explain, and practice language and thinking skills, stressing figurative language skills used in humor. The user attempts to solve jokes and riddles, choosing answers from the multiple choices presented. A user guide clearly describes the program and its use.

*Program Effectiveness:* For intermediate students and higher level language impaired children requiring assistance with development of metalinguistic skills, this program could be very effective. It appears to be intrinsically motivating, and the student can keep track of his/her score and try to improve. The

graphics may not be too interesting to some older or more sophisticated students.

*User Friendliness:* The program is very easy to enter. On screen instructions are clear and easy to understand. After an error, a second chance is allowed, after which the correct answer is given.

*Support and Documentation:* There is complete, easy to understand information to support use. Back-up copies are available for $15.00 (US). There is a six month warranty covering defects in the disks.

*Primary Weaknesses:* Only one out of the four games provides an explanation when there is an error. This limits the teaching value of the program for children working on their own. Well developed literacy skills are required, necessitating adult assistance with some children

*Overall Impression: Language Carnival I* is a worthwhile program for a classroom software library or in a clinic setting with language impaired children.

*Rating Scale:* (4 = excellent; 3 = good; 2 = fair; 1 = poor) Program Description, 3; Program Effectiveness, 3; User Friendliness, 4; Support/Documentation, 3; Overall, 3.

## Animal Survival

**Cost:** $69.95

**Publisher:** Hartley Courseware, Inc., 133 Bridge Street, Diamondale, MI 48821, 1800-247-1380

**Reviewers:** Cheryl Hansen, Julie Matson, and Jennifer Whiteford, Forrest Hill Rehabilitation Centre

*Hardware Requirements:* Apple IIe, II+, IIGS with one disk drive; Ufonic or Echo speech synthesizer. A 128K is required with the Echo. Note: The Ufonic will not run with a IIc or IIc+.

*Description of Program:* This is a talking simulation program for elementary school age students. The user is presented with several multiple choice options for the animal of their choice. The goal is to "survive" one day as the selected animal. A reference manual is provided which gives information about the animals contained in the program. Aspects such as: habitat, feeding requirements, and natural enemies are introduced. The written text is simple and is supplemented by the "talking" feature.

*Program Effectiveness:* The program is motivating through the provision of immediate

feedback, good graphics, and sound. It serves only as an introduction to animals and does not fill the requirements of an entire unit. The program is moderately flexible in that users have their choice of animals (from 6 randomly pre-selected). The survival game has a fixed sequence. Speed is not a factor in achieving success.

*User Friendliness:* This program is extremely easy to enter and use. Required keys are limited to the space bar and return. "Poor" choices are incorporated into the storyline with appropriate consequences experienced. The user becomes friendly with natural consequences of appropriate and inappropriate choices. Input method is by keyboard.

*Support and Documentation:* The manual is well organized. Teaching suggestions and supplementary activities are included. The reference sheets provide useful information about the animals presented in the program.

*Primary Strengths:* The voice output feature is excellent for sustaining interest and compensating for poor reading skills. Voice output consists of female and male voices. Immediate, concrete consequences for user's choice are effective in reducing impulsiveness. Educationally, it provides a good starter for project work. The use of two keys makes the program easy to work with.

*Primary Weakness:* Limited scope in terms of educational value. No instruction management available. There is limited reward for successful problem solving strategies at the end of the day. More animation for given responses could better motivate the user. Program introduction is too lengthy. There are limited user options for animal selection.

*Overall Impression:* This program is worthwhile when working with Kindergarten to Grade 4 children. It would also be useful with Grade 2 to 4 children in a special education class.

*Rating Scale:* (4 = excellent; 3 = good; 2 = fair; 1 = poor) Program Description, 4; Program Effectiveness, 3; User Friendliness, 3; Support/Documentation, 3; Overall, 3.

## Photo Language Cards
*Anne E. Shaw and Tamara S. Bryant, Eds.*

**Cost:** $69.95

**Publisher:** DLM c/o PMB Industries Ltd., 81 Mack Avenue, Scarborough, Ontario, M1L 1M5, Tel: 416-690-1282, Fax: 416-690-5080

**Reviewer:** Becky Lampman, Edmonton, AB

Photo Language Cards are stimulus materials for the development of vocabulary skills, syntax, functional use of language, critical thinking, creative thinking, and problem solving. They consist of 48, full-colour 9" by 12" photo cards. The photographs depict a wide range of characters and situations. Included with each card is a suggested vocabulary list that is arranged by parts of speech. There are suggested activities aimed at developing the skills mentioned above.

Photo language Cards are intended to be useful for children in kindergarten through grade six. It also suggested that children having mild to significant degrees of language impairment, including those who have hearing impairments and those learning English as a second language, may benefit by using this kit.

Children can examine and discuss the picture on the card or generate an oral or written story about it. They may also talk about likely preceding events or possible outcomes, answer questions, or generate dialogue that may have been spoken by one of the characters. There are many other possible activities and uses for the photo cards. They are easily adapted for use with children of different abilities and ages.The colourful and realistic photographs would be appealing to most children. The size of the photograph allows for their use in a group setting but they are still small enough to use in an individual situation. Although not all of the suggested activities are appropriate for language delayed children, the material is very versatile and can be used with children who demonstrate varying levels of ability.

There are endless possibilities for treatment activities using the Photo Language Cards and they would make a valuable addition to a clinicians collection of materials.

## Books

### Speech Communication Problems in Psychiatry
*Rosemary Gravell and Jenny France, Eds.*

**Cost:** $35.00 (US)

**Publisher:** Chapman & Hall, 29 West Street, New York, NY 10001

**Reviewer:** Barbara D. Lacelle, Group Health Centre, Sault Ste. Marie, ON

This is a first of a kind book that addresses the area of clinical speech therapy in psychiatry. The authors provide information related to the important, but not usually identified,

role of speech therapy on a multidisciplinary team working with the mentally ill. This book also serves to inform other disciplines working in the field of psychiatry about the often overlooked skills and contributions of speech-language pathologists.

This volume is intended for post-graduate speech-language pathologists who may be interested in working in the field of psychiatry. This field encompasses mental illness personality disorders, and areas of mental handicap. While this volume should be considered an overview of mental illness, specifically for persons working or intending to work with the mentally ill, the book is also a welcomed reference for those professionals who may require such information in more general clinical practices.

The organization of this book is logical and thorough. The editors provide a preview of what the book is about, they then detail each mental disorder, they describe the types of clinical work usually undertaken with this population, and finally, they apply the clinical role of the speech-language pathologist to the same populations. Once the first ten chapters are completed, practical information concerning the multidisciplinary team and the current state of the art is presented. Following each chapter there are extensive references.

There are several important themes that emerge in each chapter. (1) Different models of service delivery: Aside from standard techniques of psychotherapy, speech-language pathologists working with the mentally handicapped require less structure than most therapists are used to in order to be successful. (2) Traditional involvement of the family: There should be a firm family involvement in therapy procedures on a routine basis. (3) Deviant speech patterns: Speech-language pathologists must be aware of the numerous symptoms that may signal an underlying mental disorder and seek consultation from the team. (4) Different levels of clinical skills: Because counselling is an important component of working with this population, therapists must seek formal training in appropriate techniques and each must recognize the limits of his/her expertise. (5) Traditional skills that enhance work with the mentally ill: Generally, clinicians have many skills which auger well for working with the mentally ill, such as listening, communication, and diagnostic ability. The speech-language pathologist who assumes this new role must be able to listen and encourage the patient to discuss past, present, and future emotional problems. (6) Traditional skills that enhance the therapist's role on the team: Skill in evaluating language abilities is valuable when identifying different types of mental illness. Because of the SLP's language

background, they are more accurate in identifying pathological language. (7) Medications: Therapists working with the mentally ill need to understand how medications alter and affect the speech and language in the populations they evaluate and serve. (8) Specialized training: Any person entering this area of clinical work must have training and a clear understanding of unsettled, inappropriate, and violent behaviour and receive crisis intervention training. (9) Team management: With this population, probably as with few others, a team approach is mandatory.

For practising clinicians who have a strong background in normal and abnormal psychology or for those who already work with the mentally ill, this book is an extension of what they may already know. From this standpoint the book is an excellent reference and resource. For those with only minimal background in this area, the book presents an overwhelming amount of information. As a first book, one that opens an important discussion of the role of Speech-Language Pathology in mental illness, it clearly sets the stage for developing appropriate research and specialized skills for use with this population.

## Parents, Families and the Stuttering Child
*Lena Rustin, Ed.*

**Cost:** $19.50 (US)

**Publisher:** Singular Publishing Group, Inc., 4284 41st. St., San Diego, California 92105

**Reviewer:** Rosalee C. Shenker, The Fluency Centre, Montreal, PQ

This book is concerned "with the role of parents and families in the management of stuttering." Based on the proceedings of the Second Oxford Disfluency Conference which took place in August 1989, it highlights contributions from American and British authors who are currently studying clinical issues relevant to children with fluency disorders. As a result, it is an up-to-date collection of current thinking in clinical management in this area.

The text includes seven chapters covering issues in stuttering among children ranging from preschool through adolescence. Chapter 1 by Lena Rustin and Harry Purser discusses the major factors to emerge from an analysis of a large database of information collected from families of stuttering children. Chapter 2 by Edward Conture and Ellen Kelly reviews the relevance of speech production to the clinical management of the stuttering child. Chapters 3 and 4 by Susan Meyers and

Willie Botterill, Elaine Kelman, and Rustin examine the nature of the interactions between preschool children and their families. Chapter 5 by A.R. Mallard offers specific suggestions for interventions that can be implemented with the school aged child. Chapters 6 and 7 by Rustin, Botterill, and Frances Cook and Hugo Gregory and Carolyn Gregory address issues pertinent to working with adolescent stutterers.

The overall quality of the book is excellent. It is well organized and presents a concise overview of the direction that our field is taking in the treatment of stuttering in children. Each author has taken care to discuss the clinical relevance of their work and to include practical suggestions. What is stressed is the importance of collaborating with both parents and teachers for the purpose of extending fluency beyond the clinic setting. Suggestions are supported with outlines of clinical paradigms, case histories, and reference materials. Although some degree of redundancy occurs, it does not detract from the readability of this text. This book would be a useful reference for practicing clinicians treating children who stutter as well as for students in Speech-Language Pathology. A comprehensive reference list serves as a guide to further reading in each area.

## Aphasia Therapy in Practice: Comprehension
*Margaret Fawcus, Jean Kerr, Sue Whitehead, and Roberta Williams*

**Cost:** £32.50 (approximately 60.00 Canadian)

**Publisher:** Winslow Press, Telford Road, Bichester, Oxon, England, Fax: 0869-320040

**Reviewer:** Gillian Forester, Calgary General Hospital, Calgary, AB

*Aphasia Therapy in Practice: Comprehension* is the second manual in the *Aphasia Therapy in Practice* series developed by the speech therapy team at City University in London, England. The first in the series is *Aphasia Therapy in Practice: Expression.*

This book is designed for use by speech-language pathologists in the treatment of auditory comprehension deficits. The manual contains an introductory section that addresses linguistic variables affecting comprehension and a description of non-linguistic and linguistic strategies that may be used to facilitate comprehension. The patterns of responses from different diagnostic groups are also described along with a discussion of strategies that aphasic persons can be encouraged to use to

facilitate their comprehension. The introductory section concludes with a discussion of formal and informal methods of evaluating responses.

The section on the treatment begins with activities addressing the understanding of gestures and moves through a hierarchy of activities which increases the load on auditory memory span and the need to process increasingly complex syntactic patterns. Other skill areas addressed include word recognition through semantic and phonological discrimination, categorization, sequential memory span, comprehension of question forms, and comprehension of instructions. This section concludes with advanced auditory comprehension activities for high-level aphasic clients.

Some attractive features of the manual include the following: (1) the organization of tasks, in which the aim, description, and instructions for the client are clearly provided; (2) the visual stimuli, that consist of simple, black and white line drawings that may be reproduced or enlarged for instructional purposes; (3) activities that allow both verbal and non-verbal responses, with the majority of the activities appropriate for individuals whose verbal expression is very limited; (4) the adaptability of tasks to both individual and group treatment; and (5) the activities themselves which are challenging and engaging and relevant for adults, many providing opportunities for stimulating social interaction in group treatment. Perhaps the only notable limitations of *Aphasia Therapy in Practice: Comprehension* are the limited number of stimuli provided for each activity (approximately 10-20) and the binding of the manual (coil-bound with a cover that is not particularly heavy or durable).

This book is a well organized, useful treatment tool for auditory comprehension difficulties, particularly applicable for group therapy.

## Cochlear Implants
### Huw Cooper

**Cost:** $57.50 (US)

**Publisher:** Singular Publishing Group, 4284 41st Street, San Diego, CA, 92105

**Reviewer:** Michel Picard, Université de Montréal

*Cochlear Implants* is an excellent text for scholars of audiology, speech-language pathology, and otolaryngology interested in this promising technology as it applies to profoundly hearing impaired individuals. The book covers more than the subtitle "A Practi-

cal Guide" may imply. It includes knowledge of selection of candidates, surgical techniques, and rehabilitation. Biomedical engineering is also a concern because it relates to biocompatibility, life expectancy of the implanted electronics, and the characteristics of electrical stimulation as a function of the various systems available. However, the emphasis in this book is on the benefits of this technology for those individuals with acquired profound deafness and, more specifically, on rehabilitative strategies to facilitate restoration of auditory linguistic competency. Consequently, the book does not cover in great detail those candidates with limited linguistic experience, for instance, individuals with congenital or prelinguistic deafness. As well, it does not cover in great detail cochlear implantation in children. Neither is there any emphasis on the design and development of new, more efficient equipment.

The content of this book is quite basic and this may limit its usefulness to the researcher already working in the field. There are some relevant topics that might help contribute to current practices in this field, such as the progress made by congenitally deafened adults and children with cochlear implants, which might contribute to the literature on the evaluation and efficiency of rehabilitative strategies. And, more attention to considerations of ethics would have been helpful.

The book contains a discussion of the professional roles and interactions within a cochlear implant team in the British context of social medicine, which may or may not be of interest and applicable to Canadians working in this field. The relevancy of chapters 2 and 11 (history and surgical techniques for single-electrode devices) might be dated because this technology is now disappearing from the clinical scene, except for very specific applications like tinnitus suppression. But even the coverage of this latter issue is subject to controversy. Without more comprehensive information on this issue, unconditional application of electrical stimulation with extra-cochlear devices may be seen as risky business by many scientists and clinicians.

Finally, production of this book is flawless. Text and diagrams are legible, conveniently placed, and well set out. In summary, it is an excellent text upon which to base a course on cochlear implants for professionals in Audiology, Speech-Language Pathology, and Otolaryngology. It also manages to provide one with a good general grasp of the potentials and limitations of this technology in its present stage of development. As well, it addresses many of the more practical aspects of electrical stimulation of the eighth nerve for rehabilitation purposes. It is not a substitute for other good primers such

as Owens & Kessler's *Cochlear implants in young deaf children* (College-Hill, 1989). Rather it compliments this other work by targeting different potential recipients; that is, adults with acquired profound deafness.

## Assessment and Management of Emotional and Psycho-social Reactions to Brain Damage and Aphasia
### Peter Währborg

**Cost:** $19.50 (US)

**Publisher:** Singular Publishing Group, Inc., 4284 41st St., San Diego, CA 92105

**Reviewer:** Susan Caroll-Thomas, Department of Communication Disorders, The Rehabilitation Centre, Ottawa, ON

The objective of this book is "to contribute to the understanding of emotional, behavioural, and social reactions after onset of brain damage and aphasia." It is intended for clinicians and students in speech-language pathology, logopedics, psychology, and medicine as well as others working with brain damaged individuals.

By way of introduction, the author provides a very brief history of aphasia study. Then he discusses the behavioural changes seen in each person with aphasia, dividing them into four subgroups: psychiatric reactions, neurobehavioural reactions, psychosocial reactions, and intellectual and cognitive reactions. Each sub-group is discussed separately, and differentiation between left-and right-sided lesions is included. Not too surprisingly, most of the discussion focuses on depression and aphasia. The author reviews the literature and emphasises the problems of research in aphasia, cautioning the reader that with a few exceptions the study of behavioural changes in aphasia has been characterised by the use of non-systematic observation producing varying findings.
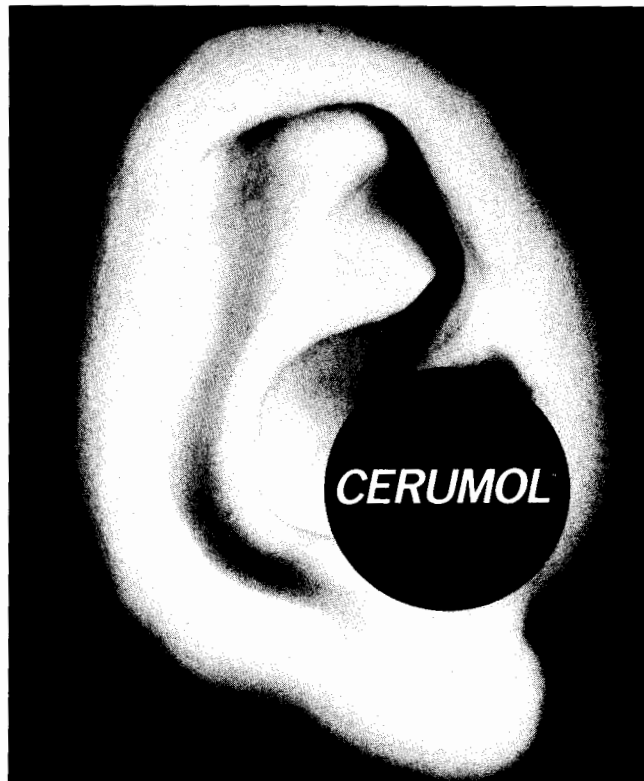
Chapter 3 looks at aphasia and the family. The author concludes that family members are particularly prone to minor psychiatric disorders and changes in the nature and quality of interactions with aphasic partners. Spouses' understanding of the communication disabilities of their aphasic partners is seen as crucial in the rehabilitation process.

Chapter 4 offers an explanation for change through presentation of a model of psychological reactions to brain damage and aphasia. The remainder of the book is clinically oriented and of practical interest. The section on assessment discusses instruments and tech-

niques to identify and evaluate emotional and psychosocial disorders in the aphasic individual and his/her family. It is presented clearly and concisely, and includes a discussion of the patient/family interview, clinical observation, the physical examination, and the biochemical data as well as the more familiar psychological tests, scales, and questionnaires. The section on management discusses a comprehensive range of options for intervention, including individual and group psychotherapy, family therapy, self/help support groups, and pharmacological treatment. Emphasis is placed upon the importance of providing patients and families with high quality information about the impairment, its consequences, and its prognosis. This reviewer was pleased to see that the unique problems of young aphasic adults were acknowledged but more information in this area would have been welcomed.

This book provides a useful perspective on the assessment and management of emotional and psychosocial reactions to brain damage and aphasia. It covers familiar territory for clinicians work daily with aphasic individuals and their families, however it also provides valuable information to students and clinicians new to the field of aphasia rehabilitation. The extensive reference list is a valuable resource.

\* \* \*