

Resource Reviews Évaluation des ressources

Word Finding: A Language Rehabilitation Manual for Aphasic Adults (Revised Edition)

Daniel J. Carlson

Cost: \$67.00

Publisher: Imaginart Press, Idyllwild, CA

Reviewer: Jacqueline Cardwell, Glenrose Rehabilitation Hospital, Edmonton, AB

This revised manual was developed to be used in the remediation of aphasic individuals presenting word-finding deficits. According to the author, as word-finding deficits are common to all aphasia types, the remediation of word-finding skills is a frequently chosen goal in the aphasic client's treatment plan. The manual consists of a collection of exercises designed to help cue aphasic clients to retrieve words. The exercises in this program were intended to be used by speech-language pathologists but, along with careful instructions, can be included in the client's home program to help reinforce skills acquired in therapy.

Word Finding consists of a manual and a picture card set. The exercises in the manual are hierarchically arranged by level of difficulty. However, the order of presentation may be altered to reflect individual variations among clients; a particular client may respond better to areas which have been traditionally considered more difficult before ones that are considered easier. Typically, Carlson outlines, one progresses from exercises requiring more automatic responses such as predictable sentence completion which have only one or a few possible answers, to more open-ended exercises requiring voluntary, less predictable responses. Difficulty can also be varied by increasing or decreasing the amount of facilitation provided. Facilitation includes phonetic, semantic, gestural or written cues. Gradual withdrawal of facilitation helps lead the client to respond in an increasingly voluntary fashion.

Word Finding is divided into three general sections. Two of these are clearly marked in the table of contents: Picture Exercises and Sentence Completion. Picture exercises include confrontation naming, naming functions, naming related words, sentence formulation, and an exercise which integrates many of the above. Sentence completion exercises

include an extensive series of sentences that progress from being predictable to open-ended. All other activities are what Carlson terms "higher level of difficulty exercises" which include answering questions, giving opposites and synonyms, and naming categories as well as category members. Within the manual, the print is clear and somewhat large, with adequate spacing between items. Instructions are clearly outlined at the beginning of each exercise. The first series of exercises requires the use of the picture card set. For a few other exercises in the manual, use of the picture card set is optional and may be used to facilitate responses. The manual is coil-bound and appears to be fairly durable, with exercises printed on heavier weight paper. The picture set comes in a plastic card box. The set consists of 140 4" x 5 1/2" cards depicting common items. Black drawings appear on a white background. Objects depicted are, for the most part, easily recognizable, though some degree of imagination is required to interpret a few items. Unfortunately, the cards are not laminated.

Although this program does not offer a novel approach to treatment of word-finding, it serves as a nice collection of activities solely dedicated to improving word-retrieval. However, most of the activities seen here are included as sections in other workbooks that the speech-language pathologist may already have access to. Carlson does not address the different types of naming deficits and possible treatment implications. For instance, clinicians may adopt different cueing strategies for individuals who don't appear to have even a concept of the target (semantic anomia), as opposed to individuals who have a "tip of the tongue" phenomena (selection anomia). The former group may respond better to semantic cues while the latter may benefit from phonetic cues. These cautions in mind, *Word Finding* may serve as a useful, convenient resource for the speech-language pathologist.

Adaptive Language Disorders of Young Adults with Learning Disabilities

Carol Weller, Clifford Creelly, Lisa Watteyne,
Michael Herbert

Cost: \$45.50

Publisher: Singular Publishing Group, San Diego, CA

Reviewer: Karen Kennedy, Nova Scotia Speech and Hearing Clinic, Halifax, NS

Young adults are faced with the challenge of controlling multiple environments through meaningful communication. Adaptive language is defined as the degree to which people

organize their thought processes to use effective communication in their lives. This book is about the adaptive language of learning disabled individuals and how it is learned and taught in educational, environmental and occupational settings when these individuals are adolescents to prepare them for the challenges ahead.

Because of the extremely detailed theoretical background given and the extensive description of the 25 layered subtypes and severity ratings of adaptive language disorders, this book appears to be intended as a graduate level text. The practical nature of the later chapters in the book does render it valuable as a resource book for those who work with an adolescent and young adult population.

The author derives his definition of adaptive language from combining the three constructs - mental self-management, pragmatic language, and adaptive behavior. A person's intelligence involves the interaction of the individual and their environment, including cultural and social aspects. The subtypes described include Production Deficit Disorder, Verbal Organizational Disorder, Nonverbal Organizational Disorder, Global Functional Disorder and Non-Learning Disabled, with five severity levels defined for each. The next chapter describes the ramifications of adaptive language disorders throughout the adult life cycle and the authors define the preparations needed for these individuals during the adolescent years. In the next two chapters the processes of assessment and diagnosis and instructional solutions are described. The solutions are presented as those that enhance strengths, those that remediate weaknesses, those that circumvent learning problems and those that complement the individual's preference. Chapter 6 outlines occupational solutions and gives suggestions for the successful matching of individual characteristics and desires with career requirements and opportunities. Sample employment resumés are provided in the appendix. In the chapter on community solutions, the author describes services that are available in the United States. Canadian readers would need to investigate the community support available here for these young adults. The final chapter describes extremely helpful environmental solutions for the differing subtypes. The solutions include suggestions for general organization, selecting coursework, instructor accommodations, work accommodations and for relationships with significant others.

For those of us who work primarily with this age group and disability area, *Adaptive Language Disorders of Young Adults with Learning Disabilities* is a worthwhile resource. The second half of this book, especially the last chapter, is valuable for those professionals who sometimes encounter young adults with language disorders. Although the theoretical background is difficult reading, the authors do contend

that understanding the definition of adaptive language and thoroughly understanding the subtypes and severity ratings, is vital to finding appropriate solutions for these young adults.

Sound Advice: Better Ways to Manage Your Hearing Loss

*Marlene Cashman, Brenda Lewsen,
Lori Mathieu, Elizabeth Hubley*

Cost: \$50.00

Publisher: Marlene Cashman, Sunnybrook Health Service Centre, Toronto, ON

Reviewer: Nadia Sandor, Mount Sinai Hospital, Toronto, ON

This thirty-minute videotape is a good learning tool for those with hearing loss on how to better handle problem communication situations. Each of six scenarios is illustrated twice. In each case, the first scene illustrates a difficult listening situation in which the hearing impaired listener has problems communicating. After each segment the viewer is encouraged to think about the causes of the difficulties and how they could be solved. The same scenario is played out a second time, this time incorporating helpful suggestions for improved listening. Tips on coping better in difficult listening situations and how to improve communication with hearing impaired individuals are reviewed.

The intended audience for this video includes those with hearing loss and those who communicate with hearing impaired people. It is a useful tool in the teaching of communication strategies. The problem-solving approach of the video is thought-provoking to the viewer and can be used to stimulate discussion in a group setting.

The first scenario illustrates communication in a restaurant. The strategies emphasized here include informing others of hearing loss and planning ahead. The second scene shows a family conversing at the dinner table. Here the focus is on decreasing background noise, rephrasing and keeping the face visible during communication. Direct audio input is also demonstrated. In the third segment a difficult telephone conversation is played out. Strategies here include repeating important information and speaking directly into the telephone. The telephone handset amplifier and feedback reduction device are introduced. The fourth scenario depicts a conversation on the street. Here the strategies of moving to a quiet location and taking a more active role in managing hearing loss are highlighted. The fifth scene depicts a

common household scenario, with one of the spouses attempting conversation from another room. The message here is that both the speaker and the listener are responsible for the success of communication. In the final segment, the hearing impaired listener attends a meeting. Being prepared and assertive are among the points stressed here.

Throughout the videotape text and graphics are used effectively to highlight and review key points. The breaks are well timed and can be used as opportunities to pause for discussion. The narrator's delivery is clear and easy to follow, but her eye movements (reading text cards above and to the side of the camera) have been found to be distracting and somewhat insincere. The performances of the actors (most of them real life audiologists) are fairly convincing.

This videotape provides good examples from everyday life. It is an excellent supplement to the teaching of communication strategies.

TAPS: Test of Auditory Perceptual Skills

Morrison F. Gardner

Cost: \$16.95 US (manual)
\$69.50 US (manual + 35 booklets)

Publisher: Children's Hospital of San Francisco, San Francisco, CA

Reviewer: Varina Russell, Calgary Health Services, Calgary, AB

The Test of Auditory Perceptual Skills (TAPS) was "developed to meet the need for a single instrument that will assess auditory strengths and weaknesses effectively and efficiently." (page 5). Its primary purpose is to measure auditory-perceptual skills of 4 to 12 year-olds through performance on six subtests. As stated in the manual, poor performance on any one or a combination of subtests can contribute to interference with a child's learning to read and/or learning to spell. It is also reported to assist examiners in diagnosing children who have a "language disorder of one kind or another, such as imperceptions of the auditory modality or a form of aphasia" (page 9). No further elaboration is provided, however, on the interpretation or relationship of test results to academic learning.

The TAPS contains six subtests whose titles provide the reader with insight into the skill areas targeted by this instrument:

1. Auditory Number Memory
2. Auditory Sentence Memory
3. Auditory Word Memory
4. Auditory Interpretation of Directions
5. Auditory Word Discrimination
6. Auditory Processing (Thinking & Reasoning)

In addition, the test booklet includes a Hyperactivity Index Scale provided to assist the examiner in determining how a child's behaviour might affect the child's performance. Based on parents' responses on this 48-item questionnaire, characteristics such as distractibility, impulsiveness, restlessness and poor attention span may be noted. The test manual includes T-score calculations for this scale by age and sex provided by Dr. C. Keith Connors. For ease of administration, all six subtest items can be given from the test booklet and a profile sheet is included.

The TAPS was normed on 808 children whose primary language was English and who had normal hearing levels. In addition, children with suspected mental retardation or a language disorder were excluded from the normative sample. All test items were intended to be as culture-free as possible. Gardner outlines the technical aspects of test development and standardization in the manual with attention given to validity and reliability. Normative data is derived for 4 to 12 year-olds for each subtest in terms of language ages, standard scores, percentiles and stanines. Norms for the complete battery are also provided.

Gardner successfully keeps administration time between 15-25 minutes with scoring estimated to take an additional 10 minutes. Psychologists, speech-language pathologists, learning specialists and other professionals can administer the TAPS. The administration directions are clear. Specific instructions for each task are read to the child by the examiner. The recording of responses is straightforward. Test items are reportedly arranged progressively, according to difficulty. The test is untimed. Five of the six subtests have ceiling levels established. Examiners may find that the sixth subtest, Auditory Word Discrimination, is tiring for the child as all 50 word pairs must be administered.

The enthusiasm with which this test is received by speech-language pathologists will vary according to their individual perspective on the rather controversial areas of auditory processing and auditory perception. Questions may be raised with respect to interpretation of test performance and the application of results to intervention. However, the effort to develop a single instrument focused on exploring auditory perceptual abilities of children will surely be appreciated. Use of the diagnostic information gleaned from this tool combined with other assessment results will assist the speech-language pathologist in unravelling the complex-

ties of how a child perceives and processes auditory information in his/her environment.

As Gardner states, "Future studies will need to be undertaken to determine whether the TAPS is effective in identifying individuals with deficits in auditory perception" (page 27).

Aphasia Therapy in Practice

*Margaret Fawcus, Jean Kerr,
Sue Whitehead, Roberta Williams*

Cost: Approx. \$65.00

Publisher: Winslow Press, Telford Road, Bicester, Oxon, England

Reviewer: Alice F. Mohr, Foothills Hospital, Calgary, AB

The objective of this manual of activities is to improve the reading ability of the aphasic patient, at a variety of levels of difficulty and in a variety of contexts, while observing two premises: (1) the material is adult in concept, and (2) the variability in pre-morbid levels of literacy is recognized. It is intended for use by speech-language pathologists working with dyslexics to improve reading, either in isolation or as one component of a broader-based therapeutic programme focusing on other language processes.

The book is divided into seven chapters. The first chapter provides a theoretical foundation and an overview of the assessment and treatment of reading problems. The remaining six chapters provide activities for treatment under the following headings: Single-Word Reading Activities, Categorization Tasks, Connected Reading, Reading Sentences, Introducing Questions, and Reading Passages.

The first chapter provides an historical overview of theories about reading impairments (or dyslexia) as a part of the total picture of aphasia, outlining the move over the last 10 years from the traditional theories to the cognitive neuropsychological theory. Within this framework, a Model of Reading Processing is presented. The reader is referred to Ellis and Young (1988) for further explanation of the cognitive neuropsychological study of reading and language. Also provided is a concise and readable review of seven types of dyslexia, which include: neglect dyslexia, attentional dyslexia, letter-by-letter reading, surface dyslexia, phonological dyslexia, semantic access dyslexia and deep dyslexia. The latter part of the chapter suggests suitable and, for the most

part, highly practical activities and strategies for remediating each of the seven types.

Each of the remaining six chapters provide treatment activities. The chapters, as well as the tasks within the chapters, are presented in a hierarchical manner. The tasks are presented in a clear format with a description and instructions provided for each new task. The task descriptions define what is required of the client, the rationale for using the task, the type of dyslexia the task may be appropriate for, and which tasks may be more suitable for individual or group therapy. The instructions are straightforward and would be appropriate for either clinician or client to read.

This manual provides an abundance of reading activities, and while it does not have an exhaustive number of activities at each task level, it certainly provides the clinician with enough information to manipulate other materials into a new format. This book does not claim to provide easier level activities and, perhaps for this reason, may be more appropriately used in conjunction with other reading activity sources or with higher functioning clients.

This book fulfills its goal of providing stimuli at a variety of reading levels in many contexts, and omitting the very basic levels of reading materials. No other areas of language processing are directly targeted in this book. Consequently, it would be more suited as a companion to other materials, for use with the higher functioning aphasic client who could work other language processes more readily into a reading task, or for the client who has deficits isolated for the most part to reading.

Working with Cleft Palate

Jackie Stengelhofen

Cost: Approx. \$55.00

Publisher: Winslow Press, Telford Road, Bicester, Oxon, England

Reviewer: Sharon Hundert, University of Alberta Hospital, Edmonton, AB

The purpose of *Working with Cleft Palate* is to act as a practical manual for speech-language pathologists at all levels; students, clinicians in the community, as well as members of multidisciplinary teams. This book focuses on the multifaceted difficulties present when working with the cleft palate population by providing a systematic look

at assessment, remediation, and the support offered by a team.

Chapters 1, 2 and 3 focus on a review of physical factors in cleft lip and palate, the nature of speech difficulties, and assessment of the speech mechanism. Many line drawings and descriptions of clefting conditions, as well as potential related consequences for speech, are included. Concise definitions of resonance, phonation and articulation problems are also presented in chart form and several key concepts are highlighted. The chapter on assessment presents a very thorough discussion of the oro-facial mechanism as well as an outline of what to look for. In addition, a comprehensive oro-facial examination checklist appears in the appendix. In terms of speech assessment specifically, twelve basic principles are given which seem to help make the task a more manageable one.

Chapter 4 deals with the team approach, what the individual members' responsibilities are, and the importance of liaising with the team to benefit the patient. Chapters 5 to 8 discuss therapy, patterns of provision, age at onset of treatment and prognostic indicators for speech development, as well as general principles of intervention. Chapters 7 and 8 include practical ideas that can be used as the basis of a therapy program, beginning with babies and young children, later focusing on remediation of nasality, dysphonia and articulation. Chapter 9 discusses the usefulness of appliances and instrumentation, some of which may be unfamiliar to clinicians in Canada. Chapter 10 presents three case histories which show how the information in the text can be practically applied.

This book is an excellent reference for those who work with the cleft palate population on both a regular and infrequent basis. The organization of material and simply written text, as well as the tables, flowcharts and line drawings throughout the book, make the information easily accessible. Perhaps most important of all is the wealth of therapeutic techniques that can be directly applied in treatment and help to demystify the treatment of these patients.

Working with Laryngectomees

Eryl Evans

Cost: Approx. \$75.00

Publisher: Winslow Press, Telford Road, Bicester, Oxon, England

Reviewer: Connie Zalmanowitz, Glenrose Rehabilitation Hospital, Edmonton, AB

The aim of this book as stated by the author is to provide clinicians with practical management and therapeutic suggestions for dealing with laryngectomees at different stages of their rehabilitation. This 95-page book is written in a manual format, making it easy to read and apply the very practical information. The author recognizes it is not a detailed text and provides a thorough list of other informational resources and an extensive literature bibliography. This book is published in England and does not refer to any Canadian suppliers or resources.

The manual is divided into 11 chapters, including those on anatomy and physiology, pre- and post-operative visiting, esophageal voice training, the application of communication aids, surgical voice restoration and general information. The chapters follow a logical sequence that would be particularly informative for the new clinician. The information is basic but pertinent, and gives the reader an overview of the issues in laryngectomy rehabilitation.

The book opens with a short but clearly diagrammed section on anatomy and physiology post-laryngectomy and a discussion of radiotherapy in the U.K. and the United States. The chapters on pre- and post-operative visiting provide the reader with a specific, easy to follow format for evaluation. Ms. Evans presents a pragmatic approach to visiting clients and alerts the reader to the many factors to consider in consultation, including the patient's anxiety, receptiveness to new information and consideration of the patient's spouse.

The chapters describing esophageal voice training outline 18 stages to assist in establishing esophageal speech. The stages are easy to follow, but lack some depth in providing the beginner clinician with alternative strategies for the client who does not progress with ease. The author follows a standard hierarchy from sounds, to words to phrases and to sentences, but the word lists presented are very limited. Ms. Evans does provide other suggestions for relevant therapeutic materials but no examples for the novice clinician.

The chapter on communication aids is informative and positively written. The author advocates the use of communication aids as an adjunct to learning esophageal speech, and her notes on reducing frustration and lessening stress well support her position. A systematic and thorough approach to therapy using electronic artificial larynges is provided.

The final chapters on surgical voice restoration are clearly written and illustrated. An evaluative checklist is included, as well as other relevant questions for considering the procedure. Therapy suggestions for the patient with surgical voice restoration are also included. Though Ms.

Evans recommends clinicians receive specific training in fitting and changing prosthesis, she does deliver a good introduction.

This book would be a helpful resource for a newly-graduated clinician or for those professionals who need a current, relevant reorientation to working with laryngectomees. It is a good starting point for further study.

data to guide the intervention and to monitor child progress. It is easy to read, well organized and generously peppered with examples to illustrate the implementation of the approach. The authors attempt to answer several concerns that therapists may have regarding the application of an activity-based approach. These concerns include the possibility of targeting deficit areas even though it is the child who must initiate the activity. The authors contend that even the most severely disabled children will benefit from this self-initiated approach. A discussion of the development of goals and objectives, teaching considerations and methods for monitoring child progress are presented.

An Activity-Based Approach to Early Intervention

Diane Bricker and Juliann J. Woods-Cripe

Cost: \$33.00

Publisher: Paul H. Brooks Publishing Co., Baltimore, MD

Reviewer: Sue Weber, Saint John Regional Hospital, Saint John, NB

This book is directed to any and all professionals (called Early Childhood Specialists) involved in providing intervention to children, aged birth to 5 years, and their families. The authors have developed an approach to intervention that revolves around the child's daily interactions with their social and physical environments. This activity-based intervention has been used in the University of Oregon's early childhood program since the early 1980s. The authors report four studies which have demonstrated its success.

As with other naturalistic treatment approaches the child is an active participant in planned or, ideally, self-directed activities. The goal is to create a learning experience that is functional and meaningful for the child, resulting in the development of the behaviours that are "integrated into response repertoires that are generative, functional and adaptable". At the end of treatment, these skills will enhance the child's "ability to cope with a range of changing environmental demands" rather than "rote skills, skills out of context, and skills that are difficult for children to relate to each other or use together".

The text presents the authors' conceptual foundation, the evolution of their approach, a description of the program, and the interventionist's role. In the chapter entitled Development of Goals and Objectives, the authors stress the importance of goal selection. They introduce the Assessment, Evaluation and Programming System (AEPS) as an instrument that produces program-related performance

This book offers a comprehensive overview of one naturalistic approach to early intervention for the professional who is not already familiar with these approaches. Although the volume may be redundant for those already committed to naturalistic approaches, these professionals might share it with other members of their early intervention teams. Although the activities described could easily be carried out by paraprofessionals or caregivers whose training is somewhat limited, it would take considerable expertise to be able to adapt the instruction to match the ongoing flow of the child's activity in order to meet the goals of intervention. For this reason alone, I would not recommend as broad an audience as perhaps the authors intended.

Augmentative and Alternative Communication Management of Severe Communication Disorders in Children and Adults

David R. Beukelman and Pat Mirenda

Cost: \$65.00

Publisher: Paul H. Brookes Publishing Co., Baltimore, MD 21285-9945

Reviewer: Jacquelyn S. McGinnis, Augmentative Communication Service, Hugh McMillan Rehabilitation Centre, Toronto, ON

Beukelman and Mirenda have written an excellent introductory text for the field of Augmentative and Alternative Communication (AAC). They, along with their individual contributors, have documented the best practices in augmentative communication and the result is a book that is relevant for individuals who use AAC systems, their facilitators, university students, and a broad spectrum of professionals.

The organization of the text as a whole and the content of individual chapters are the basis for a book that will no doubt become a standard text in university courses and the libraries of persons interested in AAC.

The book is divided into two sections: processes and interventions. In both sections, the reader will find that each chapter contains up-to-date information for both research and clinical practice. One of the best features of this text is the translation of research into clinical practice. The research that is cited here is relevant to improving services for persons who use AAC systems.

The first section on AAC processes contains nine chapters of information from symbol systems to assessment. Chapter 1 is an introduction to AAC and provides definitions of frequently used terms, the characteristics of interactions that fulfill different social purposes, and an augmentative communication system model. A section of vignettes from persons who use AAC systems provide insight into what it means to be a person with a severe communication disorder. Chapter 2 is a current summary of communication symbols.

Chapters 3, 4, and 5 deal with message encoding/rate enhancement, alternative access, and message input and output, respectively. In their discussion on encoding, Beukelman and Mirenda cover types of codes, strategies for retrieving codes and word prediction techniques. The chapter ends with a review of research into communication rate enhancement. Chapter 4 provides a complete overview of selection sets and selection techniques (direct, scanning) and types of system feedback. Chapter 5 is divided into two sections: intrinsic vs. extrinsic message production. Intrinsic output comes from systems that do not use technology and extrinsic output comes from technology based systems.

Chapter 6 contains descriptions of models of service delivery from different AAC centers in North America. Chapters 7, 8, and 9 provide in-depth discussions of best practices in AAC assessment, decision-making, intervention, and vocabulary selection and retention. Chapter 7 contains tables and figures of assessment protocols, questionnaires, and worksheets as resources.

The second section of this book is divided into ten chapters dealing with interventions appropriate to different populations. Again, in each chapter, the reader will find the most current practices being used with the population described. These chapters contain innovative clinical strategies coupled with relevant research. Additionally, these intervention strategies are functional in nature and reflect the total life experiences of the individual who uses an AAC system; for example, in Chapter 11 the issue of educational integration of AAC users is discussed. This chapter and

others in this section are what make this book an important text in this field. As professionals in AAC we must be prepared to deal with the different requirements of persons who use AAC systems. These requirements go beyond the AAC system to the persons and environments the individual encounters. The interventions covered include: (1) young children, (2) educational integration, (3) primary speech, language, and motor impairments, (4) severe intellectual disabilities, (5) autism, (6) visual and dual sensory impairments, (7) adults with acquired disabilities, (8) adults with severe aphasia, (9) traumatic brain injury, and (10) intensive and acute care settings.

In summary, whether the reader is a newcomer or an old-timer to AAC, s/he will glean some new information about this field. The chapters flow easily from one to the other and in each one the reader will benefit from the author's expertise and comprehensive style of writing. This book is highly recommended for anyone interested in securing knowledge about AAC.

***Enhancing Children's Communication, Vol. 2,
Research Foundation
for Intervention***

Ann P. Kaiser, Ph.D. and David B. Grey, Ph.D.

Cost: \$69.00

Publisher: Paul H. Brooks Publishing Co., Baltimore, MD

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

This volume was intended to "...provide [a] meaningful foundation [upon which to base] the application of sound intervention designs [in order] to enhance the development of communication skills across the life span." Specifically, the contents of the volume are not limited to one viewpoint and may be both provocative and controversial. Outstanding in the content of this volume are the proposals that 1) a symbiotic relationship exists between intervention and research and 2) there is a growing understanding that meaningful basic research information must be cross-disciplinary to be effective.

As a Communication and Language Intervention Series volume, the target audience appears to be the field of Communication Disorders. It is also an excellent graduate level volume, not only for historical reasons, but also for the research perspectives that are presented. For the practicing

professional in a variety of human services professions, this volume would be a good selection for self-directed study.

Volume 2 is divided into five parts: (1) Perspectives on Intervention, (2) Effective Intervention in the Social Use of Language, (3) Shared Meanings and Important Partnerships in Communication, (4) Foundations for Enhancing the Effectiveness of Intervention, and (5) Perspectives on the Future. The content of each chapter is divided logically. Chapter presentations are introduced clearly. There is a fairly even division between chapters which are primarily research, theoretical discussion, or intervention oriented. The reader remains cognizant of the importance of looking at normal, functional, social language as well as the specific problems presented by handicapped populations because this basic premise is re-iterated in each chapter.

A brief history of language intervention is presented by Bricker which succinctly brings the reader along to the present time laying a foundation for the rest of the book. Warren (Chapter 17) ties the volume together by citing questions of research and the necessity for researchers and practitioners to "...achieve a truly remarkable degree of interdisciplinary integration and collaboration.

Writing quality is good. Visual materials are clear and easily interpreted. Citations are abundant allowing the reader to go beyond the volume to other materials as well.

Condensing the information from 17 separate authors is difficult. Each chapter had some outstanding idea or information which may assist a potential reader: In Part 1, Ann Kaiser's introductory paragraph addresses the shift from teaching specific speech and language skills to enhancing children's social communication; understanding the inter-related aspects of childrens' social language; and the need to provide solid basic research to this area. Diane Bricker's account of the history of language intervention sets the stage to look at language in a social context for the purposes of intervention.

An ongoing question is addressed by Yoder and Warren in Chapter 3. Does prelinguistic communication intervention facilitate linguistic communication in children with developmental delays? An affirmative answer is given, tentatively affirming that research tasks will have to address such variables as developmental levels or types of disabilities; type of intervention; the nature of family systems and dynamics; and the aspects of linguistic development that would be measured. This chapter sets the stage for the enormity of these tasks.

Ann Kaiser presents research on the outcomes of parent-implemented language interventions after 20 years of

investigations. She addresses critical research issues, provides a list of important research questions, and presents a comprehensive model of a multi-component intervention.

The System for Augmenting Language (SAL) discussed in a chapter written by Mary Ann Romski and Rose Sevcik is an intervention process that couples extant skills with technology and naturalistic language-learning opportunities and experiences. This was a difficult chapter to visualize since, as a reader, this reviewer had no previous encounter with the information. The SAL program is described as rigorous and requires careful planning and implementation.

Reichle, et.al., discuss the initial communicative repertoire. The presentation includes a visual taxonomy which displays instrumental communicative intent as described by numerous professionals. The taxonomy is an excellent source for students, practitioners and researchers. A particularly well put together section on promoting and terminating interactions when developing communicative utterances and gestures is included.

A complex set of questions are present in Mabel Rice's discussion of the connection between language limitations and the effect on childrens' social interactions. She looks at natural social contexts, limited social contexts, and adult judgments and bias which place children in programs or institutions. Importantly she states that mainstreaming, while necessary, is not sufficient for the development of interactive skills. How sociocultural bias affects youngsters with atypical communications skills is a prime area in which basic research is recommended.

Ostroski, et.al., discuss taking intervention out of the 1-1 clinic settings and into the functional lives of the children. A model providing seven basic steps used to train peers in effective intervention is presented and discussed. The authors warn of losing a balance between teaching children individually and teaching them in a functional context. If a balance is ignored, the children may lose the single opportunity to learn a nonexistent skill. She indicates that the skills learned individually can then be facilitated in a mediated setting.

Social referencing and its relationship to communication development is a theoretical discussion presented by Tedra Walden. She reviews research which affirms that social referencing can be reliably induced under limited experimental conditions, and ties social referencing to language learning as a powerful, if not essential, part of effective communication. The amount of influence exerted in a variety of situations falls in the area of needed basic research.

A much welcomed discussion on facilitating changes in affect or emotion of children with autism is presented by Connie Kasari, et.al.. This excellent chapter is directed to the kind of social awareness observed in autistic children. Information concerning the inability of this group to share or regulate affective meaning with others is balanced with descriptions of training skills which assist in social responding by autistic persons. That successful training of affective responses can occur is noted. The qualitative differences which remain between normal and autistic persons are extremely important. Excellent research areas are cited.

Chapter 11 looks at intelligibility as an attribute of the speaker-listener dyad, the speech content or materials, and the speaking situation. Raymond Kent discusses the need for reliable measurement of intelligibility. He proposes basic research designed to produce assessment tools which are multidimensional and measure motor-phonetic skills, phonological knowledge, language formulation abilities, and sociolinguistic operations.

The authors of Chapter 12 (Mc Ilvane, et.al.) take the reader through a discussion based upon selection-based communication systems originally conceived through the work of Premack and Rumbaugh and applied to developmental disabilities. A well-validated set of procedures is presented as the foundation for an effective methodology when teaching behavioural prerequisites for entry into selection-based systems of language. The second aspect of the procedures is a description of a conceptually straightforward and coherent transition from simple discriminations to complex functional, naturalistic, language learning situations.

Carolyn Mervis and Jacquelyn Bertrand present a theoretical essay on early object labels. This discussion is based upon the early lexical operating principles by which a young child acquires object labels. Most of the current information on lexical operating principles has been gathered on Down Syndrome children and solely with object labels. Further issues remain as to the viability of other types of word groups, with respect to universality/non-universality of the lexical principles. How will these principles hold across a range of language and ability types?

Recombinative generalization, observational learning, and crossmodal transfer are processes utilized with the mentally handicapped which are discussed by Howard Goldstein in Chapter 14. Matrix training strategies suggest how structuring the environment can explain, predict, and control the learning of language production and comprehension among this population. The author has used excellent

visual materials to explain the recombinative generalization of word classes. Goldstein provides relevant research sources directed at a stimulus-equivalence paradigm. He proposes that in order to facilitate crossmodal transfer, it is critical to know, "...not whether the individual demonstrates observational learning, but to understand when observational learning is more and less likely to occur and if initially absent, how can it be facilitated." Both basic and applied research is indicated for this paradigm.

The study detailed in Chapter 15 (Pueschell & Hopmann) was designed to obtain information from parents of children with Down Syndrome on a variety of communication and language skills. The study provided important information for professionals and parents related to such areas as developmental delays, intelligibility, or influences on language development. The information obtained in this study indicates the need for good normative research, descriptions of the developmental patterns of communication and language skills, and psychometric properties associated with Down Syndrome children.

Chapter 16, a well presented discussion about speech and language intervention, was written to address the parent perspective in Down Syndrome. The information presented relating to 1) the limitations of speech and language intervention, and 2) a lack of time and perhaps a lack of awareness, willingness, or ability to modify formal therapeutic techniques into strategies that fit into the family's natural lifestyle, would seem familiar to parents of any communicatively handicapped child. Professionals have been provided with some straightforward information of which a good deal can be implemented and a good deal needs solid, responsible research. Diane Crutcher challenges the professional to re-look, re-think, and re-do their approaches to these children and their families.

Steven Warren has the job of pulling the book together. His premise: Language does not develop or operate independently of other domains of human functioning. He presents a systems view showing bidirectional influences on language. An excellent research agenda is presented. From a discussion of the narrow view the field has taken in the last 20 years, Warren proposes that this profession will have to achieve a truly remarkable degree of interdisciplinary integration and collaboration if we are to be successful in answering the important research questions outlined in this book.

Many of the ideas presented in this volume easily coincide with the reviewer's views and practices. That aside, I would highly recommend this volume as an essential sourcebook for any professional who provides language intervention.

Sourcebook for Medical Speech Pathology

Lee Ann Golper

Cost: \$67.95

Publisher: Singular Publishing Group, Inc., San Diego, CA

Reviewer: Lisa Archibald, The Toronto Hospital, Toronto, ON

Many speech-language pathologists are employed in medical care facilities and related organizations such as rehabilitation programs and home health care agencies. The practice of "Medical Speech Pathology" has been growing as a specialty with a small but increasing literature devoted to it. Dr. Lee Ann Golper has contributed a thorough reference text with her *Sourcebook for Medical Speech Pathology*. Golper describes her book as a general resource about medical practice for SLPs. She suggests that the best approach to using this reference text is to familiarize yourself with the chapters, and their content and organization, in order to be able to access the information when needed.

The book consists of 12 chapters, each covering a medical topic such as nutrition and hydration, neurological and psychiatric disorders, and oncology and chemotherapy. Each chapter is organized into the following sections: (1) terminology, (2) abbreviations, (3) fundamental principles, (4) procedures and tests commonly ordered, and other sections specific to the topic. The medical information is thorough in scope, however, of necessity, brief in detail. The SLP will be able to locate information on almost any medical topic encountered in day-to-day clinical practice. The reader is occasionally left wanting more information or clarification on medical practices, but is provided with elaboration on points that are familiar to SLPs. There are some terms and references that are specific to the American medical system, and some which may be specific to the author's institution. Although infrequent, the Canadian SLP is well-advised to determine/ensure the proper use of terms at his/her facility before beginning widespread use.

The organization by topics is a format well-suited to the author's purpose. It provides SLPs with definitions, associated abbreviations, and related information and uses, all

within one chapter. There is redundancy across chapters which eliminates the need to search through the book or index for related information. Quick access to complete information is certainly one of this book's advantages. One disadvantage of this book's organization is that the topic area of a term must be known in order to locate it within a chapter.

True to her word, Golper has provided a resource about general medical practice. Individuals looking for specific implications for SLPs will not be satisfied with this text. For example, the terms and abbreviations, although clearly defined, are not significantly different from definitions available in medical dictionaries. In fact, the book would be improved and not significantly lengthened if each chapter closed with a short section on implications for speech-language pathologists.

The *Sourcebook for Medical Speech Pathology* is a general resource text that brings together a great deal of information in a well-organized and compact format. Speech-language pathologists working in acute care in Canadian hospitals will find this book a handy reference tool for easy access to complete medical information in their day-to-day practice making it a useful addition to the clinic library.

Erratum

In the March 1993 issue of *JSLPA/ROA* (Vol. 17, No. 2, pages 29-30) *Super Speech Adventures: (Vol. 1)* was erroneously reported as being part of *Communicate Junior*.

It is not a part of this game and is intended to be purchased and used independently.

The correct product information is as follows:

Title: *Super Speech Adventures: Vol. 1
The Birthday Party Adventure*

Author: Rita Samuelson

Publisher: Thinking Publications, P.O. Box 163, Eau Claire WI 54702-0163 (715) 832-2488

Cost: \$10 (US)

We apologize for the oversight.