
Resource Reviews

Évaluation des ressources

The Purée Challenge - A Recipe Book for Health Care

Pam Womack

Cost: \$45.00 (US)

Publisher: Challenge Books, Seattle, Washington

Reviewer: Virginia Kerry, Ottawa General Hospital

The purpose of this book is "to give dietary managers a tool to train cooks on preparing puréed foods". It includes 54 recipes of 10, 20, and 30 portions, as well as some photos to emphasize the importance of presentation. The book is to serve as a complement to an institution's usual recipe book. It features a brief section on types of garnishes to increase visual appeal, along with ways of adding calories. The recipes include pancakes with sausage, roast meats, pastas, stuffed green peppers (puréed stuffing layered between puréed pepper), cheeseburgers, and pie. Serving sizes and descriptions of presentation are provided for each recipe.

For a clinician working with patients who have dysphagia, this book looks very exciting. It clearly describes how to adapt a large range of foods to provide a great deal of variety to a puréed diet.

Speech-language pathologists and dietitians who work in institutions where puréed diets are served, could benefit both clients with dysphagia and staff of dietary departments by recommending purchase of this book.

The Dysphagia Challenge - Techniques for the Individual

Pam Womack

Cost: \$18.95 (US)

Publisher: Challenge Books, Seattle, Washington

Reviewer: Virginia Kerry, Ottawa General Hospital

This cookbook was written to teach the user how to prepare meals for an individual who has dysphagia, or swallowing problems. The author states that the recipes include the foods of a regular diet in order to cut costs and preparation time.

The book begins with a comprehensive section on diet textures, the phases of swallowing, appropriate usage of blenders and food processors, and a useful section on freezing portions for easy reheating. A minor point here is the author's use of the term "swallowing reflex" rather than the "swallowing response". The latter is now considered more accurate.

Liquid consistencies are clearly differentiated, with good examples, and followed with instructions for successful use of thickeners. Feeding guidelines, including correct positioning, are complete and sensitive. They are followed with a list of indicators of swallowing problems. Special features of this cookbook, which will make it useful to more people, are the guidelines provided with each recipe: for both blenderized and mechanical diets, for 1, 2, and 4 portions, for diabetic, low-sodium, low-fat/low-cholesterol and bland diets.

The recipes cover a broad range of foods from rice to sandwiches and will facilitate alterations. Useful tips, such as not puréeing red cabbage in coleslaw as it turns the salad brown, will be appreciated, as will the presentation ideas emphasizing the use of condiments.

This cookbook is a complete and creative guide for any individual who must provide safe, attractive, and tasty meals for an individual with dysphagia. It refers the user to a speech-language pathologist or dietitian for further explanation.

Aphasia Therapy in Practice: Writing

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

Cost: \$68.00

Publisher: Winslow Press, Bicester, Oxon, UK

Reviewer: Marilyn Gomberg-Silver
St. Michael's Hospital, Toronto

The objective of this workbook is to provide exercises in writing for the dysgraphic aphasic patient in order to maintain preserved writing skills or develop new skills. The authors

maintain that graphic skills in aphasia are undertargeted in research and treatment. The intended audience for this workbook comprises speech-language pathologists working with dysgraphic aphasic patients, individually or in groups.

The text is divided into seven chapters. The first chapter reviews theoretical issues related to dysgraphia, highlighting a neuropsychological approach. Subtypes of dysgraphia are defined. Informal assessment strategies, specific treatments relative to the subtypes of dysgraphia and evaluation measures are described.

Subsequent chapters follow a logical sequence in training writing skills, with each section providing a readable narrative introduction and practical exercises. Tasks progress from copying vocabulary, basic sentences and complex sentences, through tasks that are transitional, to spontaneous writing, to tasks focused on syntax, semantics and content. Each exercise is described according to the aim, task demands, and instructions. The exercises are generally adaptable to individual and group treatment.

The last chapter describes basic computer hardware and software and provides some exercises for developing basic word processing skills. There is a relevant bibliography provided.

The authors encourage the user to extract relevant chapters and exercises to use according to particular patient needs. The book is a practical and worthwhile addition to one's treatment materials.

Teaching the Student with Spina Bifida

Fern L. Rowley-Kelly and Donald H. Reigerl, Eds.

Cost: \$54.00

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

Available from: Copp Clark Longman Ltd.
Mississauga, ON

Reviewer: Lori C. Demeriez
Glenrose Rehabilitation Hospital, Edmonton

In the past 30 years, medical practice has ensured the survival and improved health of individuals with spina bifida, the second most common birth defect. Educational systems and parents are mainstreaming more students with

special needs than ever before. Professionals in the educational system can therefore expect to be involved more frequently with these students and their families. *Teaching the Student with Spina Bifida* has been authored by individuals from a variety of disciplines. They provide information for all professionals working directly or in consultation with this population so that they may promote the academic, emotional, physical, and social development of children in their school years. A cooperative, multidisciplinary effort is emphasized.

There are four sections. The first, *Heath and Related Services in Educational Settings*, contains chapters 1 through 3. Chapter 1 describes various medical conditions and terminologies. Family experiences related to the provision of health care from the prenatal period through adulthood are discussed as they affect growth and development of the child. There is an appendix of frequently asked medical questions and answers. Practical information is provided in chapter 2 about how equipment (i.e., braces, chairs) and services are used to facilitate independence in an educational setting. Chapter 3 addresses ways in which the school nurse could participate in the assessment and care of students with spina bifida. There is some overlap with previous chapters, and, in this reviewer's opinion, it is unlikely that the role described here will be assigned to a school nurse. An appendix includes worksheets to assist with the process.

The second section, *Tailoring the Academic Program*, chapters 4 through 8, contains the most practical information for professionals who teach or consult directly with the student. Chapter 4 discusses a comprehensive psychological assessment in the context of the unique medical history and disabilities which affect the performance of the student with spina bifida (i.e., motor, visual, language, memory, concentration, attention, emotional, and cocktail party syndrome). This chapter also touches on the wide variety of cognitive and learning profiles. In chapter 5, the author explains and provides examples which illustrate underlying deficits in the development of abstract concepts. Practical suggestions for assessing and teaching abstract concepts are provided. Chapter 6, which focuses on mathematical skills, is very informative for the professional not familiar with the components of mathematics and the underlying skills and concepts required for mastery. Many suggestions are given for evaluating and remediating skills emphasizing the need to be functional. Chapter 7 provides an introduction to the interaction between and assessment of attention, perceptual and language deficits. The author specifies that a full understanding of the relationship between these factors in students with spina bifida is as yet unknown. General strategies for managing these deficits are listed. Overall, this chapter would be a review for the speech-language pathologist, and may be more informative for professionals not as familiar

with observing and evaluating language skills. An appendix contains guidelines for identifying language deficits in students with spina bifida. In Chapter 8, an introduction to the various perceptual motor (fine motor, visual motor, visual perceptual and organizational) deficits is provided along with implications for the classroom, assessment tools, and general intervention strategies applicable to classroom functioning.

The third section, *Beyond the Curriculum*, contains chapters 9 through 13. Chapter 9 discusses behaviours (learned helplessness, manipulation, planning and organization, mobility, self-esteem, and body self-image) that interfere with movement toward functioning as an independent person and ways to deal with these behaviours. Studies and experiences discussed in Chapter 10 indicate the handicapped student is less accepted and is a target of rejection more frequently than a non-handicapped peer. Suggestions on how to deal with this are provided. Typical stressors facing a family are listed in chapter 11, with the rationale that this knowledge will help the professional enter into a more positive relationship with the family. Several ways to create effective parent-teacher partnerships are discussed. This brief discussion, on an increasingly familiar theme, is quite thought-provoking as well as one of the more positively stated chapters in the book. Chapter 12 presents information suggesting that the vocational, social and

economic outlook accompanying transition to adulthood is bleak. Transition planning and preparation are discussed. Developing necessary personality traits, work habits and interpersonal communication for socializing must begin early. Ideas and recommendations to help the process are provided. Chapter 13 pertains to legal rights including the right to an Individual Education Plan (IEP) as mandated in the United States. Educational services available in the American school system are discussed.

Chapter 14 makes up the final section, *Supporting Effective Education*. This chapter describes a school outreach program that strives to ensure each student has an optimum educational experience.

Teaching the Student with Spina Bifida presents a broad scope of information. This information could be somewhat overwhelming; however, it must be remembered that the student and family face a large number of potential difficulties due to the underlying medical etiology. Some of the information presented in this book, especially in the second section, is also very applicable to students with learning difficulties not attributable to spina bifida. Overall, *Teaching the Student with Spina Bifida* is an excellent introduction and review for professionals working with school age students who have spina bifida.

Correction

Two errors inadvertently made their way into the June 1994 JSLPA Awards section (Vol. 18, no. 2, p. 135).

Paragraph 2 of Dr. Martin Hyde's listing of achievements as recipient of the 1994 CASLPA Distinguished Service Award should have read, "At the University of Toronto he is

a professor at the Department of Otolaryngology, the Graduate Department of Speech Pathology and the Department of Preventive Medicine and Biostatistics."

We regret these oversights.

Correction

Deux erreurs se sont glissées dans la section des prix 1994 de l'ACOA dans la ROA, édition de juin 1994 (Vol. 18, no 2, p. 135).

Le second paragraphe du texte portant sur le Dr. Martin Hyde, récipiendaire du Prix 1994 pour services exceptionnels, aurait dû comporter les informations suivantes, "Il

enseigne également au Département d'otolaryngologie, au programme de deuxième cycle d'orthophonie et d'audiologie ainsi qu'au Département de médecine préventive et de biostatistique de l'Université de Toronto."

Nous nous excusons des omissions citées.