Resource Reviews
Evaluation des ressources

Language-Related Learning Disabilities: Their Nature and Treatment

Adele Gerber

Cost: $67.00 Cdn

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

Reviewer: Margaret Ionson, Ph.D., Hospital for Sick Children, Toronto, ON

Adele Gerber and the contributing writers have integrated current material from a variety of sources and disciplines about language-related learning disabilities. Their purpose was to educate and enhance the knowledge of professionals who work with students with language-related learning disabilities. This book functions as a resource text as well as a practical guide to assist speech-language pathologists and other professionals to have a better understanding of the complexity of the problems of these students.

This text is intended for use by professionals in regular and special education, speech-language pathology as well as reading specialists, resource room teachers and school psychologists.

Given the amount of information contained in this book, it is very well organized, coherent and readable. The book is divided into an introduction and three sections. Each section is divided into relatively discreet topic chapters and each chapter has its own table of contents allowing for quick access to any topic/subtopic.

The introduction, Chapter One, presents a review of the historical trends in learning disabilities and language disabilities. The part on learning disabilities includes information from the various perspectives: neurological/medical, psychological process, applied behaviour analysis, cognitive/ information processing, as well as current issues in research and education. The language section outlines the various ways language has been reviewed and the resultant intervention approaches.

In Part I, Chapter Two, Diana Kaufman reviews the normal processes related to language and learning. Included are the theories of language acquisition and components of language acquisition and language competence. Chapter Three is devoted to cognition and information processing. Major cognitive theories and processing models are included. This chapter proceeds to discuss perception, attention and memory and their role in information processing. Chapter Four is devoted to language and discourse processing. As such, it deals with the factors involved in the normal cognitive linguistic processing of oral and written discourse in the education setting. It outlines the importance of considering how information is processed; by sentences, across sentences, and in discourse planning. It looks at the demands made by different contents, oral and written, on the language user. In Chapter Five, Betty Bruce expands on Chapter Four in the area of language of the classroom. This chapter discusses teacher and student awareness of the different types of language and the assumptions underlying their uses which are critical to learning.

Part II is devoted to the nature of learning disabilities and covers three areas. Chapter Six summarizes the work of various neuropsychological researchers into the relation between cognition and language and points out that the research and theory offer exciting prospects for further understanding of information processing, which will hopefully help increase insight into the nature of cognition linguistic problems of learning disabilities. Chapter Seven deals with the linguistic correlates of learning disabilities, covering such areas as syntactic/morphological, phonological, semantic, discourse processing, metalinguistic and pragmatic problems. Chapter Eight addresses the cognitive and psychosocial correlation of learning disabilities. The problems of these students are multifaceted, yet each student's problem is individual and requires a personalized approach.

Part III is entitled "Service Delivery to Students with Language-related Learning Disabilities". Chapter Nine, written by Jack Damico and Charlene Simon, discusses assessment of language abilities. This chapter emphasizes the value of viewing language as a complex behaviour which cannot be adequately described by standardized testing. The authors stress the need for a functional-pragmatic model of assessment and discuss several specific procedures. Chapter Ten looks at trends in service delivery, collaborative consultation and the necessity for interdisciplinary interaction among professionals engaged in providing services to students with language-related learning disabilities. Chapter Eleven offers a compendium of intervention procedures for students in all grades. These procedures are intended for use in small groups and in regular classrooms. The purpose is to maximize the success of these students and reduce frustration and failure. This is the lengthiest chapter which also includes references to various authors for further information on some approaches and methods.

This is an excellent text which draws from different disciplines and certainly fulfills its stated purpose. Speech-language pathologists, teachers with special education training, and developmental paediatricians will find this a

very useful text both for the theoretical information and practical recommendations it contains.

Aging and the Auditory System
James F. Willott

Cost: $70.50 Cdn

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

Reviewer: M. Kathleen Pichora-Fuller, Ph.D., University of British Columbia

In his preface, Willott states that he "decided to write this book to fill a void. Whereas excellent works have appeared on the pathology of presbycusis, clinical audiometry and presbycusis, speech perception by the elderly, and various communicative aspects of aging, no monographs have focused on aging and the auditory system per se." He is right and he has indeed produced an excellent work that fills a void.

Willott is an anatomist who studies how the peripheral and central auditory systems degenerate in two main strains of mice with differing genetically-based patterns of age-related cochlear hearing loss. In contrast to the seemingly specialized area of his research, his book is a masterpiece that artfully integrates a comprehensive sweep of a wide range of research on hearing and aging, including studies of anatomy, physiology, psychoacoustics, speech perception and clinical audiology. Perhaps because he is an anatomist, his review of these literatures is enjoyably fresh and clear.

One important example of his simple but elegant presentation is how he defines the concepts of CEBA (Central Effects of Biological Aging) and CEPP (Central Effects of Peripheral Pathology) and then uses these concepts as heuristics to provide a framework for examining research on age-related changes in the central auditory system. His discussions of complex and often contradictory findings are thoughtful and he guides the reader in comparing and contrasting research across disciplines. Just as the book as a whole leads us in putting together the pieces of a puzzle, each chapter is thorough and well organized, with a wealth of useful tables and illustrative figures that document details of work-to-date on hearing and aging. Complementary summary and conclusion sections greatly assist the reader in building a coherent overview of the status of our knowledge about hearing and aging.

While no audiologist or speech-language pathologist could imagine working with hearing-impaired children without being knowledgeable about child development, it has often seemed that we have been readier to work with adults without pausing to consider how knowledge about aging might alter our interpretation of test findings or influence our rehabilitative approaches. Willott set out to fill a scholarly void; by reading his book, audiologists and students alike will find that they have moved significantly toward filling a void in clinical practice.

AEPS Measurement for Birth to Three Years: Vol. 1
Edited by Diane Bricker

AEPS Curriculum for Birth to Three Years: Vol. 2
Edited by Juliann Cripe

Cost: Vol. 1: $57.00 Cdn
Vol. 2: $86.00 Cdn

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

Reviewer: Kate Wishart, LCST, The Neurological Centre, Vancouver, B.C.

The *AEPS* Measurement for Birth to Three Years* is a criterion reference tool developed for use by direct service personnel, eg., classroom interventionists, home visitors and specialists (occupational therapists, physiotherapists, speech-language pathologists and psychologists) to assess and evaluate the skills and ability of infants and young children who are at risk for, or have disabilities.

The test measures functional skills thought to be essential for infants and young children. The primary method of obtaining information is through observation of the infant or child in familiar and usual environments. Norms are not provided since the focus is on developing functional skills in a logical order rather than because they reflect the child's chronological age.

The administration time varies but interventionists report that initial assessments take one to two hours; ongoing evaluation take up one fourth of this time.

The *AEPS Curriculum for Birth to Three Years* is designed to be used in conjunction with the *AEPS Measurement for Birth to Three Years*. It assists interventionists to develop Individual Family Service Plans and Individual Education Plans for young children.

Naturalistic activities are used to integrate goals and objectives into a child's daily activities and life experiences in routines and planned activities. The activities are selected

to address multiple targets (motor, communication, social, cognitive and adaptive) and to be of high interest to children. Problems of motivation and attention are reduced by utilizing natural antecedents and consequences. Generalization and maintenance are also addressed. Skills are designed to be taught by a variety of interventionists capitalizing on the role of family members and caregivers in the intervention process. Activities can be used with individual children or with heterogeneous groups of children.

The sections of the curriculum address the following domains: Fine Motor, Gross Motor, Adaptive, Cognitive, Social-Communication, and Social. The six domains are divided into a series of strands which organize related behaviours under a common category. Each AEPS curriculum item is associated with an AEPS test item. The coding and numbering system used allows the user to move directly from assessment outcomes to goals, objectives, intervention contexts and strategies.

Each goal and objective has preceding and concurrent goals and objectives, teaching suggestions and teaching considerations for children with hearing, vision and motor problems.

Of particular interest to speech-language pathologists is the section on the Social-Communication domain written by Angelo Losardo, Susan Janko, and Juliann Cripe. The strands include: Prelinguistic Communicative Interactions; Transition to Words; Comprehension of Words and Sentences; Production of Social-Communicative Signals, Words and Sentences (up to the three-word level).

Although the test and curriculum can be used separately, they combine into a more comprehensive tool if used together. The AEPS will be useful for professionals who work with the intended population, particularly for interdisciplinary or transdisciplinary teams.

*AEPS: Assessment, Evaluation and Programming System

At-Risk Infants: Interventions, Families and Research

Edited by Nicholas J Anastasiow and
Shaul Harel

Cost: $68.00 Cdn

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

Reviewer: Keith J. Goulden, M.D., Glenrose Rehabilitation Hospital

This book is derived from papers presented at the third At-Risk Infant Workshop, which was organized by the editors of the book in the summer of 1991. Two previous workshops have also been published. *At-Risk Infants* is intended to "serve as guideposts for what is known and should be implemented, as well as for what is unknown and needs to be addressed in future research" for professionals from multiple disciplines working with infants "at-risk" of adverse development.

The book is organized into the three major sections outlined in the title. Contributions are from varied perspectives and of variable quality. There are notable subject areas missing such as the whole issue of physical development/motor impairment, while some of the subject areas included are covered quite superficially. There are very few "interventions" actually suggested, and some of the most practical suggestions are included in the section entitled "Families".

The section on interventions begins with a very optimistic review of the effects of early intervention and ends with a well-balanced discussion of the challenges for the future in the area of developmental vulnerability. In between, the reader will find a good chapter on early language intervention, a review of the development of language, an outline of a method of vision screening, and a chapter supposedly said to be devoted to a discussion on ethical issues but actually outlining the perils of factual misinformation.

The section on families presents chapters on the measurement of family functioning (using the example of response to the birth of a very low birthweight infant), on enhancing parent sensitivity to their newborn (with elegantly simple interventions), on factors affecting efficacy of family intervention (with some very practical suggestions). The section ends with a good review of family issues for children with disabilities.

The section on research includes a discussion of the difficulties of identifying drug-dependent mothers, a novel newborn assessment tool to help identify infants at risk (the cyclic spontaneous movement pattern) with animal data as well, a review of neonatal behaviour scales as risk-assessment tools, some preliminary results from a study of IUGR, a review of neural induction and discussion of disturbances in this process, and a presentation of a series of animal experiments examining the effect of experience on structural brain development.

The major challenge in early intervention is to identify an "at-risk" group of infants early enough to make a difference and accurately enough that one has some assurance that they were "at-risk" to start with. This book focusses on this issue, and provides a wealth of information as to why

this is such a challenge without presenting many solutions. These "deficiencies" are partly due to the variable quality of the contributions, but are also an accurate reflection of the state of knowledge in this area. The book also promises to suggest some practical interventions but does not actually do this to any great extent (the second challenge of early intervention being to develop interventions which have some chance of making a difference to those at-risk, if any exist). The best chapter in the book is a review of early language interventions, which should not present much new information to readers of *JSLPA* interested in early intervention.

This book contains some useful reference material on a subject which is in need of greater understanding. It does not, however, cover the subject area sufficiently thoroughly to be of great value as a reference. I do not recommend that it be purchased, except by those in search of very specific information.

Talking Data: Transcription and Coding in Discourse Research

*Edited by Jane A. Edwards and
Martin D. Lampert*

Cost: $27.50 US

Publisher: Lawrence Erlbaum Associates, Hillsdale, New Jersey

Reviewer: Phyllis Schneider, Ph.D., University of Alberta

The purpose of this book is to present different ways of transcribing and coding language samples in relation to underlying theoretical and organizational principles. A major concern is how to organize and code transcriptions so as to best display characteristics of the original language use (e.g., context, turn-taking, prosody, etc.) and to highlight the particular features of interest. For example, as pointed out previously by Ochs (1979), line-by-line transcription, while the most common and easiest transcription format, can be misleading for child discourse, because it may give the impression of turn-taking on the part of the child even if he/she is not really responding to the interlocutor. A side-by-side transcription may help the reader avoid ascribing connectedness to the interaction.

The book is aimed primarily at researchers in discourse-related fields, e.g., sociolinguistics, pragmatics, child language. It would also be quite useful for those involved in any sort of language sampling, such as clinicians, who might want to examine some of their practices with an eye to making transcriptions easier to read and analyze.

The editors have done an excellent job of soliciting

contributions from many of the major discourse analysts in the areas of sociolinguistics and child language. The contributors are all rightly concerned with contextual factors and the amount of contextual information that can and should be included in the transcript. Part I focuses on transcription issues, including comparisons of contrasting systems, recording of prosodic features, and capturing the nature of exchanges in discourse. Part II discusses coding systems in relation to various topics of interest, including social interaction and crosslinguistic comparisons. The final section consists of a list and descriptions of an astonishing number of existing linguistic corpora that are available for anyone to access and use. These corpora include both oral language samples and written text materials. While there are some samples of other languages, the vast majority of available data are from English — British, Canadian, American, and many other varieties. Readers should note that although not mentioned in its description in the book, the CHILDES corpus contains a set of transcripts from language-impaired children; the entire corpus is available free of charge via e-mail, regular mail, and CD-ROM.

I recommend *Talking Data* to anyone anticipating collecting a large number of language samples in the near future, as well as to anyone interested in re-thinking the way that samples are routinely collected and organized in either research or clinical settings. The book would definitely help establish procedures based on solid methodological grounds rather than on past practice.

References

Ochs, E. (1979). Transcription as theory. In E. Ochs & B.B. Schieffelin (Eds.). *Developmental pragmatics* (pp. 43-72). New York: Academic.

Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services

Beverly Rainforth et al.

Cost: $44.00 Cdn

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

Reviewer: Susan Blockberger, M.A., University of British Columbia

This book was written by two physiotherapists and a speech-language pathologist, with contributed chapters from an educator and an occupational therapist. It is intended to outline principles, practices, and procedures for

providing related services as integral components of education programs intended for students with severe disabilities. By related services, they mean occupational, physical, and speech-language therapy. The target audience is described as members of educational teams for students with severe disabilities, including the parents, but the content and language of the book appear to be directed to therapists.

The book is divided into three sections. In the first section, the authors lay out the philosophical principles guiding their work with individuals with severe disabilities, and describe the legal mandate in the United States for this approach. They advocate for integrated therapy, where services are provided within functional contexts, and for the necessity of collaborative teamwork in order to achieve educational goals which are defined broadly as "presence, participation, achievement, contribution, and satisfaction in home and community life." American legislation and litigation related to appropriate education of students with disabilities are discussed at length, and a full chapter is devoted to the necessity of including parents as meaningful team members of educational teams.

The second section of the book briefly contrasts the developmental and functional approaches to curriculum development, and suggests an ecological approach, which is a marriage of the two. The authors then go on to describe how occupational, physical, and speech/language services can become integral aspects of an ecological curriculum, using concrete examples and case studies to illustrate their point. Collaborative procedures for assessment, individualized education planning and instructional design are described in some detail.

The authors recognize that a collaborative approach can be time-consuming; the third section of the book addresses this challenge, providing practical suggestions on how to organize one's time efficiently with the help of block scheduling. Ideas for efficiently structuring team processes through meetings are also set forth. There is also an appendix containing blank copies of many of the forms and checklists used throughout the book. They include a rating form for parents labelled "What is Important for Your Child to Learn at School", an IEP worksheet, a Collaborative Team Member Checklist, A Consultation/Monitoring worksheet, and a Team Meeting Minutes form.

Because individuals from various disciplines collaborated on authorship, there is an interesting diversity in the sources of information and opinions cited in the book. Clearly (and reassuringly) there are common threads running through the intervention literature in all of the disciplines represented. The examples used are also drawn from the perspectives of various disciplines, which highlighted (sometimes unintentionally) not only the similarities in how different professionals analyze a situation, but also the differences.

Collaborative teamwork is like dancing, there is not one right way to do it. The form, process and outcome depend on the characteristics of the participants, it is never exactly the same twice and you are unlikely to be able to learn how to do it by reading a book. In the preface, the authors explain that they started out trying to write a "how to" cookbook, but quickly found that their ideas about "how to" were constantly evolving. They suggest using the information in this book not the way you would use a recipe book, but rather as a guide. I see it as a useful starting point for team discussions, but every team will need to find its own style of dance.

Probe Microphone Measurements
G. Mueller et al.

Cost: $81.75 Cdn

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

Reviewer: Marshall Chasin, M.Sc., Canadian Hearing Society, Toronto, ON

The objective of the book is clearly stated in the preface: "...a text which ... provides practical guidelines (which) will be useful to ... clinicians ... (and) to increase the knowledge of graduate students." (page v). However, its intended audience is primarily made up of graduate students and clinicians.

The overall quality and organization of the book is excellent. Some chapters are written individually while others are joint efforts. All three authors are known to write with clarity and this is certainly evident. Despite the solo and team efforts on the various chapters, consistency and clarity of style are high throughout the book. All chapters have important information highlighted in bold print for quick identification.

There are thirteen chapters, starting with the history and the development of real ear measurement, procedural and test considerations, prescriptive approaches, real ear/2 cc coupler transfer function techniques and research, and the assessment of assistive listening devices. There is a thoroughly researched reference section at the end of the book.

While the entire text will be useful for graduate students, clinicians will find chapters 12 and 13 to be the most useful. Chapter 12, "Corrections and Transformations Relevant to

Hearing Aid Selection", contains data from most of the important studies and as such is invaluable. Chapter 13, "Test Protocols for Probe-Microphone Measurements", provides a quick reference step-by-step guide to real ear measurement procedures.

One drawback is that Chapter 2, "Probe-Microphone Instrumentation" and Chapter 10, "Assessment of Fitting Arrangements, Special Circuitry, and Features", tend to be too circuit-specific and for this reason will be quickly outdated. A more generic approach which delineates the general characteristics of real ear measurement systems and various hearing aid circuits might have been more appropriate.

The only other drawback is the absence of a chapter on the testing of the real ear measurement system itself to verify the level of internal noise, leakage through the probe tube, and lack of interfering crosstalk between the reference and test microphone channels.

Recommendation: This book is well worth purchasing and would be a valuable resource for any academic or clinical library.

Aphasia Manuals Index

Patricia Roberts

Cost: $49.95 Cdn

Publisher: PRH Publishing, Ottawa, ON

Reviewer: Ingrid Levitz, M.Sc.

Hardware Required: For the computerized version, users need an IBM compatible computer with at least 640K of RAM memory and one 3.5 inch disk drive (high or low density).

Description of Program: The *Aphasia Manuals Index (AMI)* is designed to assist speech-language pathologists in finding and selecting appropriate therapy exercises from a selection of 26 widely used books for adult language and cognitive retraining. For every exercise the AMI tells the user at a glance in which book to find it, the stimulus and response modalities, the approximate stimulus and response length, the type of response which the patient is required to produce and the type of task. Examples of tasks are categorization, confrontation naming, problem-solving, and question formu-

lation.

Each AMI package contains a printed version which lists all exercises by book and by task and a computer-based version which allows the user to search the database by category, response type, or book, or by any combination of the three. Each can be used on its own. A User Guide is provided.

The AMI is very easy to use in either version.

Program Effectiveness: The computerized version is easy to use. I found it saved time in therapy planning and allowed me to locate exercises meeting specific criteria that I might otherwise have overlooked.

User Friendliness: The AMI requires no previous typing or computer experience. Users type only short selection codes in response to questions on the screen. The abbreviations used are logical and are defined on the screen as well as in the User Guide. The program is tolerant of errors, prompting the user to try again and listing acceptable choices at each point.

Support and Documentation: The User Guide is easy to understand. However, the index is so logically set up that you almost don't need to refer to the Guide. There is a registration card which can be returned to request updates of the index as new books are added.

Primary Strengths: I liked having access to both the print and computer versions. Also, in the computer version, the exercise listings can be printed out and used away from the computer.

Primary Weaknesses: Once a listing appears on the screen, you cannot go back to view it again.

Overall Impression: The *Aphasia Manuals Index* should help save valuable clinical preparation time and help ensure that clinics make the best possible use of aphasia manuals on their shelves. It would be a useful addition to all therapists' libraries.

Rating:
Program description: 4
Program effectiveness: 4
User friendliness: 4
Support/Documentation: 3
Overall rating: 4