
Resource Reviews

Évaluation des ressources

Pragmatics of Language: Clinical Practical Issues

Tanya Gallagher

Cost: 34.50 (US)

Publisher: Singular Publishing Group, 4284 41 St., San Diego, CA

Reviewer: *Helen G. Illot*, Faculty of Education, University of Alberta

In the preface of this book Gallagher explains that her goals are twofold: (1) to review progress toward developing language models in order to direct thinking toward the future, and (2) to provide a fitting memorial for Carol Prutting. This book achieves both of these goals.

A collection of twelve diverse chapters by 17 well-known contributors, this book is organized into three topic areas: (1) social/cultural issues; (2) models of language and language disorders, and their clinical implications; and (3) specific applications to pragmatic assessment or intervention.

The first two chapters, by Gallagher, trace the last decade's developments in clinical pragmatics and consider the social and peer interaction components in pragmatics assessment of school age children. Duchan considers children's development of event knowledge with implications for classroom assessment and intervention. The fourth chapter, one of the most thought-provoking, includes Crago's and Cole's discussion of ethnographic methodology, in particular as it applies to understanding children of minority cultures.

The Competition Model, a functionalist theory, is described by Bates, Thal, and McWhinney in a theoretically important chapter that is the culmination of 20 years of research across language, age, and disorder groups. Chapter six also details a new model; Craig discusses characteristics of children of children with specific language impairment, proposes a revised interactionist model, and delineates methodological implications for future research. Discourse as the means by which normal and disordered language can be studied is described by Mentis and Thompson in chapter seven. Their approach includes an integration of varied discourse

features at multiple levels of language. Muma presents the philosophical perspective of experimental realism as a logical challenge to objectivism. He proposes that this perspective shows promise in meeting the criticism of traditional definitions, clinical practices, and claims of efficacy.

In chapter ten Wetherby details the logical argument leading to the development of scales of communication and symbolic behaviour. Case studies are analyzed in relation to the seven communication and symbolic parameters defined for these scales. Skarakis-Doyle and Mentis bring attention to discourse measures of pragmatic and morphosyntactic repertoires in chapter eleven. They present an analysis that reveals how one child uses his language system and why it presents as it does. In chapter twelve Kirchner explores early literacy interactions in relation to language intervention describes the use of shared reading of predictable books as a means toward acquisition of selected language structures and functions. The final chapter of this book, contributed by Leonard and Fey, returns to the blending of pragmatic and syntactic foci and explains that some pragmatic functions rest on grammatical facility and that some pragmatic emphases can facilitate acquisition of grammatical structures.

In summary, this book is to be read thoughtfully; the chapters include both cohesive threads and contrasting views. The call for pragmatic theories that meet the demands of scientific scrutiny and clinical application is voiced frequently. Stimulating contrasts, however, are evident as Duchan and Wetherby extend current knowledge incrementally basing new knowledge on established foundations, while Crago and Cole as well as Muma advocate paradigm shifts, marked changes in approaches to clinical concerns. Consequently, this volume includes information about logical building blocks and visions of the possible.

Occasionally books provide foundations for subsequent scholarship. Because Gallagher has successfully organized a synthesis of our progress in considering the pragmatics of language in clinical contexts and has presented descriptions of the directions in which we might proceed, I expect this book to become an often cited source in subsequent studies of pragmatic language.

To those of us still mourning the untimely death of Carol Prutting, this volume is a fitting tribute to her.

Reality Orientation: Principles and Practice

Lorna Rimmer

Cost: £14.20 or \$28.65

Publisher: Winslow Press, Telford Road, Bicester, Oxon OX6 0TS, England

Reviewer: *Marilyn Gomberg*, Glenrose Rehabilitation Hospital, Edmonton, AB

The purpose of this book is to describe "reality orientation" in basic theoretical and practical terms. The intended audience is rehabilitation professionals working in geriatric facilities with patients suffering confusion, disorientation, memory loss, and social isolation. The author, Lorna Rimmer, is an occupational therapist with experience in psychogeriatrics.

The book is simply and clearly organized, and very readable. There are two sections, the first of which describes the principles and objectives of reality orientation. Reality orientation is defined as a method of treating people with confusion, disorientation, and memory loss by stimulating them continuously to relearn basic facts about themselves and their environment. The constant stimulation is intended to maintain sensory awareness and social connectedness. The author outlines staffing and material requirements. There are descriptions of 24-hour reality orientation and classroom reality orientation. There is a discussion of pre-assessment and ongoing assessment. The second section outlines specific orientation activities. Orientation spheres covered include: time, place, person, sensory awareness, physical awareness, memory, and social interaction.

In the discussion of assessment the criteria are kept consistent with the goals and tasks suggested. The criteria, however, seemed simplified and general. I would prefer to use a recognized measure, such as the GOAT, (Galvaston Orientation and Amnesia Test, 1975) or an adaptation that asks specific questions of the patient, is objective in scoring, and is reliable across examiners.

The population referred to in the text is the disoriented, geriatric. Some of the ideas could be extended to other populations, such as the traumatically brain-injured. This book was a short (139 pages), straight-forward introduction to reality orientation.

Missing the Meaning

David Howard and Sue Franklin

Cost: \$25.00 (US)

Publisher: MIT Press, P.O. Box 1034, 525 Great Rd. (Route 119), Littleton, Mass., 01460

Reviewer: John Gilbert, University of British Columbia

This book contains a detailed account of some aspects of language performance in one aphasic subject, MK. As such, it is an outstanding example of what a single case study should encompass and closely follows the logic of such studies proposed by investigators such as Caramazza (1984) and Shallice (1988). Indeed, the reader would be well-advised to begin this book with Chapter 14, in which the authors clearly describe the arguments concerning single subjects, syndromes, and symptoms.

As trained speech-language therapists (the British term), Howard and Franklin have brought delightful clinical insights to their investigation of MK who, for all intents and purposes, gave the appearance of suffering from Wernicke's aphasia. Closer analysis of his difficulties, however, uncovered surface dyslexia, deep dysgraphia, and word deafness – all of which contribute to his difficulties in single word processing and give rise to the title of the book.

Any speech-language pathologist working with aphasic adults will find a measure of testing methods and interpretive procedures chronicled in this book. Beginning with a discussion of symptom complexes, the authors take us through the tasks that they used (some of which they developed) to examine MK's oral reading of single words, written word comprehension, auditory word comprehension, and other lexically related tasks.

Howard and Franklin's interpretations of their results (Part II of the book) will be of continuing great value to SLP's who at times are convinced that a particular patient may have just about everything. Take heart, these authors show you how to apply a model-based interpretation to aphasic problems, a useful way to approach both diagnosis and treatment. Chapter 12, "Implications for Lexical Theories," is a thoroughly readable account of the application of such theories to MK's data, which balances a number of different views of processing.

This is a cognitive neuropsychological study, it is not a neurolinguistic study. Readers should not expect a discussion of MK within lexical-semantic theories in the tradition of linguistics (e.g., Bresnan, Montague). The book does not stand in the British tradition of Morton, Marshall, Warrington, and Shallice, and Coltheart, and as such deserves a place on the bookshelf of all speech-language pathologists who are constantly struck by the amazing diversity of aphasic patients, but particularly by their access to and storage of lexical items.

Phonological Disorders in Children: Theory, Research and Practice

Mehmet S. Yavas

Cost: \$49.95 (U.S.)

Publisher: Routledge, 29 West 35th Street, New York, NY 10001

Reviewer: Gary Holdgrafer, University of Alberta

This book presents a "representation of the recent developments" in the area of phonological disorders in children. The editor has endeavored to bring together linguists and speech-language pathologists who share an interest in this area and who also reflect both American and European views on the subject. The book is not intended as a comprehensive text, despite the title. It covers a variety of diverse, selected topics that "address a gap in the literature" for both students and practitioners. There are seven chapters (173 pages) which are contributed by authors from the United States, the United Kingdom, and Sweden. The chapters are clearly independent of each other and can be read selectively, in any order.

Carol Stoel-Gammon (Chapter 1) briefly reviews and evaluates six current theories of phonological development grouped according to the child's presumed role (active or passive) in the acquisition process. She reports that, while each theory accounts for some aspects of disordered phonology, none is entirely satisfactory. She suggests a more comprehensive model. Pamela Grunwell (Chapter 2) reviews requirements of clinically applicable assessment procedures. She evaluates five widely used procedures, based on natural phonology, according to a list of clinical prerequisites. Richard Schwartz (Chapter 3) provides an extensive review of the interaction of phonology and

other components of language, primarily syntax and lexicon. He stresses the importance of understanding this interaction for assessment and intervention of phonological disorders. Eva Magnussen (Chapter 4) reviews the literature on the metalinguistic awareness of phonologically disordered children. She discusses differing opinions about the development and functions of linguistic awareness, which suggest a close relationship with either language acquisition, cognitive development, or acquisition of literacy. Included are sections on assessment and intervention. Eeva Leinonen (Chapter 5) addresses communicative or functional (in)adequacy of disordered phonological systems and the implications for management. She presents a detailed description of an index of functional adequacy based on a measure of homonymy in a child's lexical system. Barbara Hodson (Chapter 6) elaborates on the cyclic method of phonological intervention that she has developed for English and Spanish speaking children. Finally, Susanna Evershed-Martin (Chapter 7) presents a multidimensional approach to remediation utilizing an illustrative case study that reflects the importance she places on an interaction between articulation, phonology, and perception.

In summary, the content varies from reviews of the literature to descriptions of specific assessment and therapeutic procedures that have been developed by some of the authors. Potential purchasers must decide if each of these collected works is of sufficient interest to warrant the price of the book.

Dysarthria and Apraxia of Speech: Perspectives on Management

Christopher A. Moore, Kathryn M. Yorkston, and David Beukelman, Eds.

Cost: \$60.95

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

Reviewer: Elizabeth MacLeod, School of Audiology and Speech Sciences, UBC

This volume contains selected proceedings from the Clinical Dysarthria Conference held in San Antonio, Texas in 1990. Previous conferences produced *Clinical Dysarthria* (Berry, Ed., 1983) and *Recent Advances in Clinical Dysarthria* (Yorkston, Beukelman, Eds., 1989). The 1990 conference was broad-

ened to include apraxia of speech, hence the title of the book. Its aim was to present recent research and perspectives in the area of neurologically-based speech disorders.

The book is organized into 5 sections: (1) perspectives on speech assessment, speech production models, and research design; and studies related to (2) intelligibility; (3) dysarthria associated with specific disorders; (4) physiology; and (5) apraxia of speech. While the title suggests that management is a major focus, in fact, only a few chapters deal specifically with therapy approaches and their success. This may be a disappointment to readers who are looking for such information.

Despite the somewhat misleading title, there are several chapters that will be of interest to those working in the area of neurologically-based speech disorders. Of particular interest are the opposing views presented about the usefulness of examining muscle movement to describe and evaluate normal and disordered speech. Weismer and Liss argue convincingly that "reductionism is a dead-end in speech research" and that efforts should be focused at the perceptual/acoustic level to further our understanding of the complexities of normal and disordered speech. The chapters advocating use of standardized measures of oral strength (Luchsei; Robin, Somodi, & Luchsei) beg the question of the relevance of such measures. To their credit, the authors of these chapters make no strong claims about the correlation between oral muscle strength and speech ability.

The section dealing with studies of intelligibility provides the reader with interesting new data regarding the impact of semantic context on intelligibility (Hammen, Yorkston, & Dowden) and the perceptual characteristics of intelligible and unintelligible utterances (Yorkston, Hammen, & Dowden). Both studies have very practical implications for therapy.

The sections on specific disorders and physiology present something of a hodge-podge of unrelated studies. This is a somewhat unavoidable consequence of conference proceedings. Unless one has a particular interest, for example, in speech characteristics of patients with Reye's syndrome, athetoid and spastic cerebral palsy, progressive supranuclear palsy, neurofibromatosis, or motor function in spasmodic dysphonia, it may not prove too enlightening.

Finally, in the section on apraxia of speech, arguments are raised against the traditional taxonomies used in the field. Weismer and Liss provide an example of how research in the area of apraxia and speech might proceed if one is not constrained by assumptions about the disorder. The last chapter by Rosenbek and McNeil suggests that we put aside assumptions about dysarthria and apraxia of speech until we have more data from normal and disordered groups. While not dredging up the old argument of apraxia of speech as a motor programming disorder versus a phoneme selection disorder, the authors do acknowledge that "the labels—dysarthria and apraxia, ... carry with them inadequately tested assumptions borrowed from neurology. These assumptions... have biased the search for significant characters and constant differences."

This volume contains interesting food for thought and some practical application. It would be a useful addition to one's library shelf.

Picture Pairs More Picture Pairs

Margaret Schrader

Cost: *Picture Pairs* \$35.00
More Picture Pairs \$125.00

Publisher: Communication Skill Builders, 3830 E Bellevue, P.O. Box 42050, Tucson, Arizona 85733

Reviewers: *Beverly Collisson and Carolyn Maynes*, Calgary Health Services

Picture Pairs is a compact kit of 50 minimal pair picture cards designed for use in the treatment of common phonological processes. The author's stated goal is to provide practice in recognition, identification, and verbalization of minimal word pairs. The kit consists of a 16 page manual, 216 plastic coated picture cards, 2 games on double sided gameboards, a spinner, and game markers. Each stimulus picture is featured twice. The cards are organized into 4 sets of 54 cards (2 paired decks of cards). The feature contrasts represented include the processes of cluster reduction, liquid simplification, and prevocalic voicing. The intended audience is preschool and young school-age children.

More Picture Pairs is a larger kit designed to offer a variety of picture cards and activi-

ties for use in remediation of phonological processes. According to the author the materials provided can be used in three types of treatment: as a language based approach to phonological treatment, as a sound based approach to phonological processes, or as stimulus cards for traditional articulation therapy. The kit includes an instructional manual, 1004 picture cards (two sets of 502 colored pictures of minimal pairs), eight 8½ x 11 inch posters, 32 reproducible worksheets, and three games on double sided gameboards. These are contained in a cardboard storage case with handle. Although the *More Pictures Pairs* kit is somewhat cumbersome, the cards are organized in such a way that they can be divided easily and distributed across a number of clients. The activities have been designed primarily for children between the ages of three and eight years.

The coloured picture cards found in the *More Picture Pairs* kit are organized into two sets of eight phonological processes. They include final consonant deletion, cluster reduction, devoicing of final consonants, prevocalic voicing, velar fronting, fronting of palatals, stopping, and liquid simplification. The cards are numbered both sequentially and by the target phonological process. A number of reproducible worksheets are offered to support each of the eight phonological processes. Each section includes: eight 8½ x 11 inch posters representing one of the target processes (an annotated poster is included for each to assist in identification of target words), record keeping forms, and a comprehensive list of suggested activities.

The picture cards in both kits are a standard playing card size and lend themselves to a variety of activities. The pictures depicted are clear and colorful. The cards are ideal for cognitively impaired, hearing impaired, and phonologically disordered as well as traditional articulation clients. The supplementary activities found in the manual are clear and easily reproducible. However, a number of the activities can be confusing. The simple narrative stories are of low interest and difficult to sequence. Although the stated intention of each worksheet is to represent several minimal pairs, this can be overwhelming.