

Book Reviews / Évaluation des ressources écrites

Definitions, Protocols and Guidelines in Genetic Hearing Impairment

Alessandro Martini, Manuela Mazzoli, Dafydd Stephens and Andrew Read (Eds.)

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Reviewer:

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The contributors to this publication acknowledge the tremendous increase in genetic information related to a wide variety of genetic hearing impairment. They have also recognized that furthering of our understanding in this area will be aided by a coordinated multidisciplinary approach involving international collaborative efforts. Toward this goal, they have sought to establish common terminology and definitions to help in addressing phenotype/genotype correlations in a standardized fashion. This book is meant to be a practical guide for professionals involved in the treatment, diagnosis, management, and prevention of hearing impairment of genetic origin. The book is divided into four sections: Terminology and Definitions, Protocols, Phenotype/

Genotype Correlation, and Relevant Web Sites.

The first section on terminology and definitions focuses on the generally accepted terms and their meanings in the areas of audiology, vestibular assessment, epidemiology, and genetics. Current terms and definitions are explained well by the individual chapter authors and accompanied by explanations or rationale for their use when required. Individuals with expertise in select areas are unlikely to find disagreement with the material covered. For professionals looking at areas outside of their discipline, the information provided will be helpful for becoming familiar with appropriate terminology and its usage. Acceptance and generalized use of these terms will aid in a standardized approach to correlating clinical phenotype to genetic mechanisms.

The section on protocols describes a variety of suggested approaches involving audiometric, vestibular, epidemiological, and genetic investigations or assessments. The chapters pertaining to audiometric investigation provide recommendations as to the minimum basic hearing tests that should be used in assessing probands, first-degree relatives, and carriers within families with genetic hearing impairment. Comments are also made as to what tests are not likely to contribute useful information to the differentiation between clinical phenotypes. The vestibular protocol was developed by a working group and also nicely details a suggested set of minimal tests while not precluding additional investigations. The chapter describing protocols for epidemiological studies sets forth criteria for consideration of a

hereditary hearing impairment and the minimal requirements for etiological investigations. The authors also suggest that screening for known gene mutations could also be included in the protocol. This strategy will likely contribute to increased availability of molecular genetic testing. In the section regarding genetic syndromic disorders, the focus is on a detailed dysmorphic evaluation for which they have provided a clinical form. The form is admirable in its detail and could be used to standardize information collected. The quality of clinical information obtained is likely to be proportional to the professional's experience and training in dysmorphology, a specialized area of clinical genetics. Individuals with this expertise are likely to be found in academic genetic centres. The following chapter gives some suggestions on how to collaborate with a molecular genetics laboratory. The chapters on syndromal disorders and collaboration with molecular genetics laboratories emphasize the ability to recognize the likelihood of a genetic form of hearing impairment. Referral to a genetics centre is likely to accomplish the goals of establishing a valid clinical description along with the best family history data to help with phenotype/genotype correlations.

The third major section on phenotype/genotype correlations starts off by reviewing our current knowledge regarding the genetic loci that have been associated with non-syndromal hearing impairment. The authors acknowledge that we are at the early stages of applying our information to the understanding of the role of these genes and their related products to clinical

presentation. The chapter on mitochondrial DNA mutations reviews some of the interesting distinct clinical phenotypes delineated to date. This section of the book demonstrates how effective an organized and collaborative approach can be toward furthering our understanding of genetic hearing impairment.

Very importantly, the last chapter deals with relevant Web sites such as the Hereditary Hearing Loss Home Page. The Internet has allowed for rapid information transfer that, along with collaborative cooperation of

professionals and the clients they serve, will dramatically increase our information database.

In summary, this publication successfully sets forth a framework by which professionals in different disciplines can engage in collaborative endeavors. This approach will further our understanding of basic biological and physiological processes involved in genetic hearing impairment which will, hopefully, translate into practically useful information in clinical management. This

publication will appeal to a broad variety of health care professionals involved in hearing impairment. It will enable individuals with expertise in one area to standardize their approach toward data collection and allow them to become familiarized with the information, protocols and definitions used by professionals in other disciplines. This publication successfully formalizes a model for multidisciplinary collaborative efforts, and is a recommended acquisition for those interested in genetic forms of hearing impairment.



Materials Reviews / Évaluation des ressources

Months of Morphemes, A Theme-Based Cycles Approach (2001)

Allison M. Haskill, Ann A. Tyler, & Leslie C. Tolbert

Publisher:

Thinking Publications

Available from:

www.thinkingpublications.com
or www.amazon.ca

Cost:

\$77.00

Reviewer:

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Months of Morphemes, A Theme-Based Cycles Approach was developed following a study funded by the National Institute on Deafness and Other Communication Disorders in the United States. The study focused on preschool-age children who had both language and speech disorders and examined the effects of different strategies of

targeting both language and speech goals. The program was designed for children aged three to six years, with a mean length of utterance of at least two. The program has four goals. The first is to improve the morphosyntactic performance of children who demonstrate both speech and language disorders. Second, the program seeks to provide educators with a structured and comprehensive language program that uses Hodson and Padsens' "cycles" approach and a variety of elicitation and modeling techniques. The third program goal focuses on family involvement with weekly letters included that describe suggested follow-up activities, books to read, and ways for the family to work with their child at home to improve his/her morphological skills. Finally, the fourth goal of the program is to provide thematically related, meaningful activities to facilitate language development while maximizing child participation. The program focuses on pragmatic language skills by providing

numerous opportunities for turn-taking, contingent responding, and topic maintenance.

As noted, the program structure is based on Hodson and Padsens' cycles approach and the morphological goals were chosen and organized within the program according to research findings, areas of vulnerability for children with specific language impairment, and frequency of occurrence within the study group for which the program was originally developed. The material within the book is separated into weekly sessions by theme and morphological goal/target and it includes a parent's letter, a list of activities, and a full outline of the books, songs, and suggested elicitation scripts. The authors provide a rationale for their choices of morphological goals based on research and experience.

Months of Morphemes, a Theme-Based Cycles Approach provides a thorough and very well organized program which can be implemented within small groups or with

individuals. The program is so well defined that a variety of educational professionals, including speech-language pathologists, speech-language pathology students, and preschool teachers, would be able to implement it fully. The lessons are planned, a materials list is provided, and suggested scripts are included to ensure that maximum goal modeling and production are attained. This comprehensive outline facilitates consistent program implementation in a similar manner across clinicians and locations. This is an advantage that accommodates changes in staff, student(s), or settings. The weekly family letters are terrific with the theme and target outlined along with suggestions for related books, songs, and activities.

Overall, *Months of Morphemes, a Theme-Based Cycles Approach* authored by Allison M. Haskill, Ann A. Tyler, and Leslie C. Tolbert is an excellent resource, particularly for educators who manage large caseloads and/or who provide therapy frequently within groups. The program is designed to be used in a variety of settings across a variety of educational professionals. The program appears to meet the goals as outlined by the authors and the resource as a whole would be a nice contribution to a speech and language clinic or preschool library.

Saying One Thing, Meaning Another: Activities for Clarifying Ambiguous Language (1997)

Cecile Cyrul Spector

Publisher:

Thinking Publications

Available from:

www.thinkingpublications.com
or www.amazon.ca

Cost:

\$66.00

Reviewer:

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S*aying One Thing, Meaning Another, Activities for Clarifying Ambiguous Language* was written to provide materials and information to professionals who work with individuals, age 10 through adult, that require help to improve their understanding and use of ambiguous language. The activities provided in this book are designed to address deficits in the comprehension of ambiguities that occur in multiple meaning words, sentences with two meanings, indirect or polite requests, polite evasions, ironic and sarcastic utterances; multiple meaning phrases and changes in stress and/or juncture. The materials are appropriate for individuals with language-learning disorders, hearing impairments, brain injury and individuals from culturally and linguistically diverse groups. The activities may also be used for normally achieving individuals who have difficulties understanding ambiguous language when they move to a different part of the country or change peer groups, jobs or schools.

The materials and information included in this book are intended for use by speech-language pathologists and teachers of a variety of populations such as students in regular classroom settings, ESL students, students with language-learning disorders, and students with impaired hearing.

Saying One Thing, Meaning Another is a collection of hundreds of the twists and multiple meanings found in the English language. The introductory chapters include a description of the skills needed to understand and use ambiguous language as well as strategies to teach clients to facilitate the learning of ambiguous language. Six chapters include the core material. The ambiguities are presented in a variety of forms, such as cartoons, sayings, sentences etc. with questions or exercises following, to facilitate comprehension. Also included is a chapter with material to assist an individual in asking for and providing clarifying information when ambiguous comments are made.

This collection of interesting material is a valuable resource which would be best utilized by speech-language pathologists and teachers. It is a comprehensive collection of ambiguous words and phrases within a variety of forms. The author presents excellent introductory, theoretical and support information to ensure that the therapy provider has the tools to facilitate the comprehension of the ambiguous language for their clients. This work targets a very specific aspect of language development, however, it is useful across several populations for clients from age 10 to adult. This resource is worth acquiring and will be as enjoyable for the clinician to implement as it will be for the client to use.

Working Out with Phonological Awareness

Linda R. Schreiber, Angela Sterling-Orth, Sarah A. Thurs, Nancy L. McKinley

Publisher:

Thinking Publications

Available from:

www.thinkingpublications.com
or www.amazon.ca

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\$41.00

Reviewer:

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Working Out with Phonological Awareness is a resource designed to provide phonological awareness practice in an easy and enjoyable manner. The authors of this resource suggest that this material can be used to supplement both the student's emerging phonological awareness abilities and a more comprehensive phonological awareness program with review and practice. Further, because of the structure of the workouts, the activities can be used as warm-ups or cool-downs for students before or after a phonological awareness lesson or to provide quick and easy phonological awareness practice at home or at school. The authors also suggest this resource can be used to provide an informal measure of the phonological awareness areas that students may be lacking.

This resource is geared toward children between the ages of 5-10 years of age (kindergarten to fourth grade); however, the workouts also would be appropriate for older children who are lacking basic phonological awareness skills. In addition, children who have shown difficulty learning to read and children who have expressive

phonological disorders could benefit from the workouts. The authors state "...the Workouts can be used by elementary teachers, speech-language pathologists, learning disabilities specialists, reading specialists, special educators, and families." (p. 3). This material also can be given to parents or speech aides to work on with children.

Working Out with Phonological Awareness is split up into 50 workouts. Each workout includes six exercises focusing on the following phonological awareness skills: syllable segmentation of two-, three-, four-, and five-syllable words or word combinations and four- to eight-syllable sentences; rhyming; blending of two, three, four, and five syllables and blending of three, four, and five phonemes; phoneme segmentation in words with two, three, four, and five phonemes; phoneme Manipulation including deleting, adding, and substituting phonemes; and blending, segmenting, and manipulating phonemes in clusters

Each of the exercises contains five or six questions to be answered. Also included is a "Think About Challenge" where the children are encouraged to make their own exercise by applying the above phonological awareness skills. An Item Analysis is provided at the beginning of *Working Out with Phonological Awareness* to specifically detail and locate the exercises within each phonological awareness skill (e.g., within "Rhyming" exercise type "Recognition" ("Do these two words rhyme?") Workout Numbers 1, 4, 11, 21, 23, etc.). Within each workout, there is a range of difficulty, thereby, allowing the adult to choose only those activities that are developmentally appropriate for the child/student.

To use this material as an informal assessment, a recording form is included to document the student's responses to various types of exercises

within each phonological awareness skill.

It's vital that the child have the direction of an adult who can act as a connecting link between the child and the exercises: "The concern is not just to have the child respond to the phonological awareness exercises, but to understand the skills and strategies needed to perform the exercise and to recognize when else those skills and strategies are required in academic, social, or vocational situations." (p. 15). In addition, the authors present suggestions to help facilitate the acquisition of the phonological awareness skills.

This material is presented in a user-friendly spiral book binding, which facilitates accessibility of the exercises. The objectives outlined were met in this resource. *Working Out with Phonological Awareness* is a resource that provides ample opportunities for phonological awareness practice in a simple and timely manner. This can also be used informally to probe children's strengths and weaknesses within the area of phonological awareness.

In summary, the workouts are easy to read and follow. A wide variety of phonological awareness skills are targeted. It would be preferable if the instructions for the various tasks were given on the workout sheets themselves, rather than at the beginning. It would be difficult to work on specific phonological awareness skills in developmental order without flipping back and forth through the book. No visuals/pictures are included for children that may have auditory memory limitations; thus it falls to the teacher/therapist to prepare them ahead of time. Further, teachers/therapists need to be familiar with the developmental progression of phonological awareness skills so that they can choose appropriate exercises for students.

Working Out with Syntax

Sarah A. Thurs, Angela Sterling-Orth, Heather Johnson Schmitz, Joyce A. Olsen

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or www.amazon.ca

Cost:

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Reviewer:

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Working Out with Syntax aims to give educators fast and enjoyable activities to use for the practice of syntax skills. The authors define syntax as "...the component of language that pertains to the rules for combining words and word parts into utterances and sentences." (p. 1), thus including both morphology and syntax in the exercises is presented. The authors suggest that this material can be used to provide quick and easy syntax practice at home or at school. Further, this resource can be used as an informal measure of the student's syntax abilities.

According to the authors, the activities found in *Working Out with Syntax* would benefit children between the ages of 5-10 years of age (kindergarten to fourth grade); however, the workouts would be appropriate also for older children who have difficulty understanding and using syntax. The authors suggest that this resource may also be valuable for students who are learning English as a foreign language. This material can be used with groups of students or with individuals. Working Out with Syntax is designed to be used by "elementary school teachers, speech-language pathologists, learning disabilities specialists, reading specialists, special educators, and

families." (p. 2). This material can also be given to parents or speech aides to work on with children; however, it would be helpful for them to be working directly with a teacher or speech language pathologist familiar with the developmental progression of syntactic skills.

Working Out with Syntax is structured into 50 workouts. Each workout includes six exercises focusing on the following syntactic areas: Pronouns: (personal, possessive, reflexive, indefinite, and demonstrative), Regular Verbs, Irregular Verbs, Plurals, Compound and Complex Sentences, and Questions. Each of the areas includes either a comprehension task or an expression task. This also includes a "Think About Challenge" which focuses on more challenging syntactic skills. To target specific skills, an Item Analysis is provided at the beginning of the book. Because there is a range of difficulty within each workout, the adult can choose the exercises that are appropriate for the students' individual needs.

Included in *Working Out with Syntax* is a recording form to gather information about a specific student's strengths and further areas to target. The authors suggest establishing a baseline and measuring change after determined periods of time.

To generalize and apply the learning of the syntactic skills, the authors suggest mediating for the child. "When an adult mediates for a child, he or she focuses the child's attention on the salient characteristics of the task with the intention to go beyond the task at hand." (p. 16). Additionally, the authors present suggestions to help facilitate the acquisition of the syntactic skills. Some suggestions include: ways to cue a child who is struggling, providing visuals (objects and written material), and giving the child multiple-choice answers.

Overall, the strengths of *Working Out with Syntax* can be found in the workouts which are easy to read and follow. The spiral binding on the book enables the user to open the book to specific pages and keep it open. The activities are good to have on hand when you have a few minutes to fill focusing on syntactic skills in a classroom, home, or therapy setting. In contrast, the limitations are related to the fact that the instructions and examples to the various tasks are given at the beginning of the book rather than on the workout sheets themselves.

I would recommend these books to teachers who want to give a little extra practice to their students to supplement the existing program. If specific areas in the workouts are highlighted for parents, these exercises may be helpful for parents to carryover phonological awareness and syntactic work at home. I would have found *Working Out with Phonological Awareness* and *Working Out with Syntax* to be more useful if they were organized into sections for each skill and had the exercises in developmental order. I feel that these resources would be helpful to parents and speech aides. However, it would be important to be assisted by a speech language pathologist or teacher familiar with the developmental progression of either phonological awareness skills or syntax skills. In summary, these two resources are designed to give a little more practice to children in the areas of phonological awareness and syntax in a quick and easy manner and would be helpful and useful for teachers or speech-language pathologists.

