RESOURCE REVIEW

The Supervisory Process in
Speech-Language Pathology and Audiology
Jean L. Anderson

Cost: $37.50

Supervision in Human Communication
Disorders: Perspectives on a Process
Martha B. Crago and Marisue Pickering

Cost: $30.50

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College-Hill Press, Inc.

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The growing recognition of the need for information on clinical supervision has culminated in the publication within the last year of two new books on the supervisory process. While there naturally is some similarity in the information presented, the objectives, format, and content of the two books are quite different.

The Supervisory Process in Speech-Language Pathology and Audiology

In her preface, the author indicates that this book attempts to describe the status of supervision within the profession of speech-language pathology and audiology, and proposes a particular approach to viewing the supervisory process. Her objectives are to provide information to prepare both supervisors and supervisees for supervision, and to encourage study of the process through self-study and research.

The first three chapters set the stage for the approach to supervision discussed in the remainder of the book. An introduction to the topic is provided in the first chapter, which ends with the author's definition of the supervisory process. Chapter 2 presents an overview of the historical development of interest in practicum and supervision. The third chapter discusses styles of supervision by reviewing relevant literature on leadership and supervision from our own field as well as from other disciplines such as business management and education.

In Chapter 4, Dr. Anderson proposes a continuum of supervision along which supervisors and supervisees move as they progress in their careers. This proposed continuum "mandates a change over time in the amount and type of involvement of both supervisor and supervisee in the supervisory process." There are three stages along the continuum and, for each stage, there is an appropriate but different supervisory style. The author identifies the "collaborative style" as the style facilitative of movement along the continuum. The components of this style of supervision (I. Understanding the Supervisory Process; II. Planning; III. Observing; IV. Analyzing; and V. Integrating) are summarized in Chapter 5 and form the basis for Chapters 6 through 10. Each chapter contains a literature review concerning that particular component as well as discussion of procedures for implementation. Throughout, emphasis is placed on the collaborative nature of the supervisory relationship with active participation by both the supervisor and the supervisee. In addition, each component process is related to the competencies listed in the Position Statement on "Clinical Supervision in Speech-Language Pathology and Audiology" published in ASHA in 1985. Chapter 10, "Integrating the Components," focuses on the provision of feedback, with the majority of the chapter devoted to a discussion of the supervisory conference and communication between supervisor and supervisee.

In the chapter on Planning, Anderson emphasizes the need for self-study on the part of the supervisor and suggests that the planning of objectives and procedures for the supervisor should parallel the process established for the supervisee. This proposal is pursued in depth in Chapter 11, in which methods of self-study and of analyzing the supervisory conference in particular are reviewed. The remaining four chapters address issues related to the practice of supervision within the profession. These include preparation for supervisors; accountability; and the supervision of students, practising clinicians, and supportive personnel across various employment settings. The final chapter, contributed by Christine Strike and Ronald Gillam, is devoted to a discussion of the need for practical research in supervision. Three research designs (traditional experimental, single-subject, and ethnographic) are reviewed. Their application to solving problems in supervision is illustrated through "description of actual and hypothetical case studies."

This text provides a detailed, comprehensive review of the literature in supervision in speech-language pathology and audiology and does, as the author intended, "make a statement about where the profession stands." It is clearly written and easy to read, and should be a very useful resource for both beginning and more experienced supervisors as well as for educators preparing students or professionals for the supervisory process. Appendices include examples of supervisory expectations and conference rating scales as well as forms used in observation and analysis, which supervisors should find useful. There is some repetition of the essential features of the approach throughout the book. Strategies and procedures are so clearly described that the reader is well-prepared for engaging in the supervisory process.

Supervision in Human Communication Disorders: Perspectives on a Process

This book, edited by Martha Crago and Marisue Pickering, is presented as a "collection of perspectives on the process of supervision." Rather than providing a broad overview of related literature, it presents an in-depth look at specific issues in supervision. There are eight chapters contributed by professionals in the field of human communication disorders.

The first three chapters are organized into a section entitled "Professional Perspectives." In the first chapter, Sandra Ulrich traces the development of supervision as a specialty within the field of human communication disorders and discusses issues pertinent to the future of supervision, such as, preparation of supervisors, quality assurance, and the impact of technology. Judith Rassi addresses "The Uniqueness of Audiology Supervision." She compares and contrasts audiology supervision with speech-language pathology supervision and argues that since much of the literature on supervision in our field comes from speech-language pathology, audiology supervisors must draw on literature from other fields as well. A model of competency-based instruction is reviewed, and strategies specific to audiology supervision are discussed. Career development for the clinical supervisor is addressed by Elizabeth Gavett in Chapter 3. Career stage models from the field of human resource management are described, and applied to both the academic faculty member and the clinical supervisor. The author includes excellent suggestions for "enhancing the clinical supervisor's career growth."

The second section of the book, "Research Perspectives," includes two chapters. In the first, Donald Doehring surveys the literature on selected topics with the goal of illustrating "the kinds of strategies that have been devised to meet the special problems of supervision research." He summarizes the findings of these studies, evaluates the research methods employed, and makes recommendations for future research. In the next chapter, Marisue Pickering explores supervision as a "person-focused process." She first draws parallels between the clinical process and the supervisory process in this regard. Epistemology or "concern about the nature of knowing" and "understanding reality" within a discipline is discussed. The natural scientific approach is contrasted with the "interpretive-phenomenological approach to knowing," and three themes from the latter are applied to supervision. She suggests that a person-focused field, such as supervision, could benefit from greater attention to methods of inquiry from the human sciences.

The final section of the book includes three chapters dealing with interpersonal perspectives on the supervisory process. The chapter by Martha Crago focuses on the development of self-exploration both in the supervisee and supervisor. A protocol for developing this ability entitled "Student-Super-visor Interactional Self-Exploratory Training" is described. The chapter appendices provide the reader with useful materials for implementing this procedure. Chapter 7 employs a novel approach to address the intrapersonal and interpersonal aspects in supervision. Four scenarios, including dialogue and both the supervisor's and the supervisee's thoughts and feelings, are presented and then replayed following discussion of the dynamics involved. In the final chapter, Marisue Pickering reviews themes from the fields of humanistic-existential thought and interpersonal communication. A case is made for the relevance and application of these principles to the supervisory relationship. Pickering concludes with a discussion of empathic communication in supervision.

The perspectives presented in this book do provide an in-depth discussion of issues relevant to all supervisors. This is not a "how-to-supervise" book, but rather a collection of thought-provoking readings. There is a major emphasis on the interpersonal aspects of the supervisory process, which the field can benefit from. The chapters each make for interesting reading and could serve as discussion topics for supervision interest groups or classes on supervision. Although the editors suggest that "the book provides a starting point for those with a beginning interest in supervision, as well as an in-depth reading for those who are more experienced supervisors," it is my impression that it might be of greater interest to the latter group. The book should be of interest to supervisors either of students or professionals, and to supervisors in other disciplines. Several of the chapters address supervision issues which cross disciplines.

Summary

In summary, these two books on supervision are written with different objectives and complement each other nicely. While Jean Anderson's book provides a broader overview of the literature on the supervisory process, Martha Crago's and Marisue Pickering's book explores particular issues, especially the interpersonal aspect of supervision, in greater depth.

A recurrent theme throughout both books is that, although strides have been made during the past decade, much remains to be done. There continues to be a need for research in this area as the profession has, to quote Sandra Ulrich, been reluctant "to recognize supervision as an area of expertise worthy of specialized study." In the university, there continue to be signs that clinical teaching is not valued as much as other activities, and that the role and status of the clinical supervisor remain nebulous. Clinicians continue to embark on supervision with little or no preparation. These two books challenge the old assumptions: that one should supervise the way one was supervised or that a good clinician is necessarily a good supervisor. Hopefully, their publication signals recognition of the importance of the supervisory process in the education of our future professionals.

Promotion de la santé auditive
chez l'enfant à naître et le jeune enfant

Centre hospitalier universitaire de Sherbrooke
Cost: $10.00

Reviewer:
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Published in 1986, Promotion de la santé auditive was prepared jointly by a working group from the Centre hospitalier universitaire de Sherbrooke and Le comité de recherche en Audiologie communautaire du Québec, Sherbrooke. All members of the working group are audiologists.

The hearing health promotion program which is presented in this publication is designed for use during the prenatal and perinatal periods of a child's life, as well as during the postnatal period up to the age of 18 months.

Three main objectives are proposed:
— to enhance hearing health care through primary prevention;
— to stimulate the development of each child's auditory potential; and
— to promote the early identification of hearing disorder

These objectives are very much in line with those set out in the Health and Welfare report and kit, Childhood Hearing Impairment, and, in fact, the working group recommends this kit as a tool that can be used to enhance auditory health in many of the activities suggested.

The target populations for the various activities are individuals who work with parents and children including, for example, nurses, physicians, day-care personnel, audiologists, and speech-language pathologists. As parents play a major role in a child's auditory development, their active participation in prevention, identification, and management of hearing disorders also is required.

The publication discusses 21 specific activities. These are presented under the following headings: objectives, target populations, professionals and individuals to be involved, specific tasks, recommended procedures, and references. In addition to dealing with the more traditional risk factors, the authors discuss new sources of potential risk including noise in the workplace of expectant mothers, noise in incubators, and noise in day-care centres.

Promotion de la santé auditive offers a comprehensive approach to hearing health care. It is an approach which, if adopted, will go a long way towards ensuring that all individuals involved with children are sensitized to their needs in this area, and that the auditory potential of each child is fulfilled. It is a well-presented document, easy to read, and containing appealing photographs and drawings. Copies are available in French only from the DSC-CHUS, Pièce 1126, 3001-12ième avenue nord, Sherbrooke (Québec) J1H 5N4.

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Adaptive Play for
Special Needs Children
Caroline Ramsey Musselwhite

College-Hill Press, Inc.
Little Brown and Company
Cost: $28.95

Reviewer:
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Musselwhite suggests in this book that there is a need for a single book to summarize "recent advances in using play as a learning tool, developing adaptive play materials, teaching specific skills through play, and supporting the use of play in all settings." This paperback volume is intended for professionals (speech-language pathologists, physiotherapists, occupational therapists, and special educators), paraprofessionals, and parents as a resource for adapting play both for physically and cognitively impaired children.

The book has been divided into four sections. The first describes an overview and rationale for introducing adaptive play. This portion of the book provides a good general background on the importance of play both for disabled and nondisabled children. It provides a model for teaching parents or caregivers to use effective "play sessions" with their children. The use of modelling and brainstorming sessions are described.

The second section provides information on development of play materials with specific information on selection and adaptation of materials. Of particular interest in this section is the specific information available for helping parents select appropriate toys. More importantly, it provides suggestions on how commercially available toys might be adapted to meet the needs of physically or cognitively disabled children. The chapter on adaptive switches provides general training strategies for the use of switches beyond the level of cause and effect training. Resources for purchase of switches or development of "homemade" switches are provided.

The third section deals with the use of play as a facilitator of communication both for speaking and non-speaking children. The suggestions, sample treatment goals, and strategies for facilitating communication, available in this section, will provide the speech-language pathologist with a valuable resource for increasing communicative interaction through play. It does not provide the clinician with a "curriculum" of tasks but

describes a series of skills necessary for interaction (e.g., scanning, decision-making) and gives examples of how they might be assessed and treated. The reader is left with multiple examples of intervention goals and strategies for both speaking and non-speaking children.

The final section gives the reader suggestions for developing "support systems for adaptive play." Support systems are projects such as developing a toy lending service or the incorporation of adaptive play into nondisabled contexts, for example, arts and physical education programming. These chapters reinforce the concept of adaptive play in a wide variety of contexts including school and pre-school settings, and the community at large.

The appendices include an annotated bibliography on adaptive play, a listing of supportive organizations, and addresses of manufactures. Although the book originates in the U.S., several Canadian and British organizations and manufacturers have been included.

In summary, this book is an excellent reference for the speech-language pathologist with a pediatric caseload. It is well written, it provides a strong rationale for the use of adaptive play, and it gives the reader practical suggestions for implementing adaptive play strategies. The author has presented some of the chapters in previous articles and conference presentations, however, this publication makes the information accessible in a single volume.

The interaction between play and communication development is strongly emphasized. Musselwhite does not describe, however, the implementation of adaptive play as the sole domain of the speech-language pathologist, but, instead, encourages a team-based, family-based, and community-based approach. As intended, this book provides an excellent resource for professionals, paraprofessionals, and parents on using play as a teaching tool in a variety of contexts.

The Autistic Behavior
Composite Checklist Profile
Anita Marcott Riley

Communication Skill Builders
P.O. Box 42050, Dept. 70
Tuscon, Arizona, 85733
Cost: $19.95 (US) 20 booklets

Reviewer:
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This checklist contains 148 items that inventory interfering behaviors associated with the syndrome of autistism. These items are divided into eight categories: (1) prerequisite learning behaviors; (2) sensory perceptual skills; (3) motor develop-

ment; (4) prelanguage skills; (5) speech, language, and communication skills; (6) developmental rates and sequences; and (7) relating skills.

Each item on the checklist describes an interfering behavior that the informant is to score as: frequent, intermittent, seldom, or not applicable. The checklist appears to fulfill the stated objectives: (1) to establish and support a diagnosis of autism; (2) to follow a student's behavioral change; (3) to aid in prioritizing problem areas; and (4) to provide a graph representing an overview of behavior and behavior change. This checklist is similar to the ABC (Autism Behavior Checklist) that was developed from previously published checklists and is often cited in the literature. While the checklist was designed to diagnose autism, no criteria are given for the number of behaviors that must occur for a diagnosis of autism to be supported.

Two statements made in this publication may be questionable. The first is that expressive language is often more delayed than reception language in autistic children. Clinical experience suggests that receptive abilities often remain extremely limited even in children with considerable expressive abilities. The second statement says that, ". . . social and relatedness skills often are areas of deficit," but, by definition, these areas are always areas of deficit.

The checklist was compiled using a deficit analysis. Examples of these include: "experience difficulty," "atypical," "fail," and "inappropriate." There are two potential problems with this approach: first, there is the implication that if all behaviors decrease to "seldom," the child is normal; secondly, there is no means for scoring increases in positive behaviors or specific circumstances in which the child can perform a positive behavior.

This checklist/profile is very comprehensive, almost to the risk of providing too much information. One exception to this is the section on Learning Behaviors in which more refined questions would have been useful. The section on Speech, Language, and Communication Skills is complete. It would be useful to include prelanguage skills in this section to provide a progression of development from preverbal to verbal language.

While this checklist does provide detailed information regarding a child's behaviors, it potentially could encourage the assumption that language can be taught using an operant model to develop certain behaviors (a notion that was popular in the 1960's and 1970's as opposed to the current transactional approach that more closely relates form, content, and function, and that would be more productive for facilitating communicative development with this clinical population.