
Resource Reviews

Phonological Remediation Targets— Words and Primary Pictures for Highly Unintelligible Children

Carol Liddiard Buteau and Barbara Williams Hodson

Cost: \$44.75

Published by:

The Interstate Printers and Publishers, Inc.
P.O. Box 50
Danville, IL 61834-0050

Reviewer:

Wendy Dawson
Glenrose Rehabilitation Hospital
Edmonton, AB

The stated purpose of this booklet is to serve as a reference for the selection of optimal phonological target words for highly unintelligible children. The pictures and word lists have been specifically designed to provide facilitative phonetic environments and to target phonological processes appropriate for unintelligible children.

The booklet is in a binder format and contains line drawings that are organized into 19 primary target patterns. Four production practice pictures are provided for each of the primary patterns, with the exception of /sm/ (3 pictures) and prevocalic velars (2 pictures). Each pattern also has an accompanying word list. Words for the picture portion were selected to meet the criteria of familiarity to preschool children, easy representation in picture form, and absence of phonemes that would be likely to have an inhibitory effect on target pattern production.

There are a total of 73 line drawings that are sized for 5 x 8 index cards. These pictures can be used as examples for young children to look at while making their own pictures or can be photocopied/reproduced for clients to color if they are unable to draw satisfactorily. The authors and publishers have granted full permission for clinicians to make copies of the pictures and word lists for their own use.

In addition to the 19 sets of primary pictures and word lists, there are an additional 56 lists of words for less common phonological targets provided in the appendices. There is a brief summary of the phonological treatment approach advocated by Barbara Hodson, a glossary of terms, a description of a sample remediation session, and a few examples of production practice activities for preschool clients.

The primary target patterns include syllables (2 and 3 syllable words), final consonants, posterior consonants (velars), /s/ clusters, and liquids. Word lists for additional early developmental patterns include word-initial singleton consonants, other singleton consonants such as word-final nasals, word-medial consonants, and the CVC word structure. Finally, word lists for secondary target patterns cover voicing and vowel contrasts, voiceless anterior singleton stridents, voiceless palatal stridents, word-initial voiced stridents, glide clusters, word-medial liquids, other liquid clusters, word-final and word-medial consonant sequences of two and three elements, and multisyllabicity.

The drawings are simple and very appropriate for preschool children to color or copy. One potential problem is that a number of the pictures are also items on the Hodson Assessment of Phonological Processes which may lead to biased post-treatment test results. The word lists provide for selection of additional target words, probing, and auditory bombardment. The cost seems somewhat high, but for the clinician who uses a Hodson type approach to phonological treatment on a frequent basis, this booklet would provide an additional source of reference and clinical materials.

BESST Book of Exercises for Successful Semantics Teaching

Rhoda Goldberg and Vicki Rothstein

Cost:

Complete Set: 37.50
Volume I (172 pages): 18.85
Volume II (187 pages): 18.85

Available from:

LinguSystems, Inc.
3100 4th Avenue
P.O. Box 747
East Moline, IL 61244

Reviewer:

Brenda Whittam-Neary
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Edmonton, AB

BESST consists of two workbooks of reproducible worksheets. It has been designed by two speech-language pathologists from the Richmond School District in British Columbia who work with communicatively impaired elementary school-aged children.

The purpose of the BESST program as stated by the authors in the preface is to provide "successful training for

students who demonstrate problems with semantics and verbal reasoning skills." Their second goal is to "coordinate oral language instruction with written language instruction used in the regular classroom and special education setting."

BESST workbooks have been designed for primary and elementary aged children who might present with language impairment as a result of a language delay, a language disorder, a language learning disability, or secondary to ESL. The two workbooks are for use by speech-language pathologists, special education teachers, reading specialists, regular classroom teachers, parents, and other paraprofessionals.

BESST aims to build a semantic knowledge base through eight types of cognitive-language tasks that are thought to be difficult for language impaired children (cognitive-language synonymous with verbal reasoning). Volume I entitled, "Classification and Exclusion," includes the first two tasks of classifying words, first inclusively and then exclusively, based on semantic features like functions, categories, attributes, and combinations of these. Both tasks adhere to a hierarchy of cognitive complexity. Volume II entitled, "Comparison, Antonyms, Synonyms, Definitions, Absurdities, and Analogies," includes six tasks in which the child engages in cognitive manipulation of semantic information in each of these areas (i.e., comparison, antonyms, etc.). Again, each area adheres to a hierarchy of cognitive complexity.

Hierarchies of complexity are considered both within each task and across tasks. Skills acquired in volume I are considered prerequisite for tasks in volume II. Within each major skill area, the progression of task complexity is based on four levels: (1) comprehending-recognizing if an item is correct by indicating orally with a yes/no or true/false answer; (2) choosing answers by selecting the correct oral or written answer from given alternatives; (3) answering an item progressing from one word answers with a given frame to more expressive formulation in an open-ended format; and (4) reasoning or engaging in verbal reasoning tasks of inferential thought.

Within each cognitive-language task, there are worksheets at the primary (k-3) and intermediate (3-6) grade levels. The content has been controlled and is hierarchal in terms of reading vocabulary, concepts, and syntax.

This reviewer is impressed with the philosophy of this approach, that is, facilitating semantic development from a cognitive perspective through cognitive-language tasks. The program has been well thought out. The close adherence to input, elaboration, and output language complexities makes it easy for the clinician to adapt the material and make up new examples. The goals stated by the authors have been met: BESST does provide systematic training for semantics and

verbal reasoning deficiencies, and further, the oral language instruction can be coordinated very easily with written language instruction. Both volumes would be a valuable addition to the library of any speech-language pathologist working with language impaired children. However, the reviewer is concerned that parents and other paraprofessionals may not have the background in language development necessary to work with these materials and to extend goals and objectives to meet the curriculum needs of individual children. For this reason, it is recommended that if these materials are going to be used by parents or other professionals, their use be directly and frequently supervised by a speech-language pathologist.

Diafoods Thick-it Instant Food Thickener

Cost: Approximately \$5.00 per can

Available from:

Milani Foods Inc.
2525 Armitage Avenue
Melrose Park, IL
60160 USA

Reviewer:

Pamela Aikman
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Edmonton, AB

Thick-It is an instant food thickener that may be used with hot or cold, thick or thin liquids for thickening to any desired consistency. This product is valuable for use with the swallowing impaired patient who experiences difficulty swallowing thin liquids but can safely and comfortably swallow thicker consistencies. It also may be helpful in the treatment of feeding problems in infants and children, particularly when a thicker substance facilitates greater oromotor control in drinking and reduces choking (e.g., for some children with cerebral palsy).

Thick-It comes in 8 ounce tins (51 Tbsp/can). This is sufficient to thicken approximately thirteen four-ounce servings to the maximum thickness. The thicknesses one can obtain vary from a fruit nectar consistency to a firm or pudding consistency. Comprehensive charts and instructions for its use are available.

This white powdered material is composed of modified cornstarch and maltodextrin. It dissolves easily without cooking, is low in sodium, and neutral in taste. It can be useful in hydrating patients, as it will not bind with water or fluids. Thick-It is now available in extra strength form, Thick-It 2. This new formula is reported to provide double thickening power.

Thick-It has proven beneficial in the assessment of swallowing impaired patients to determine optimal dietary consistency and in the management of this same population, both in hospital and on discharge home. It allows the patient to drink whatever liquid they choose at the safest consistency for them. With the use of this product, three minor problems have been encountered. Although Thick-It dissolves easily in both hot and cold liquids, it becomes lumpy unless time and care is taken when mixing. For those patients who are diabetic, one tablespoon of this product equals 1/3 of a fruit and vegetable choice. Care must be taken to record the amount of Thick-It used and make the necessary dietary substitutions. Finally, it is difficult for the patient to purchase this product when they leave hospital.

While Thick-It is invaluable in managing a patient with swallowing problems, some recommendations can be implemented to optimize the effectiveness of its use. A dietician should be consulted and involved in the use of Thick-It. This is essential with the diabetic patient. Nursing staff should be inserviced on the use of Thick-It. Finally, it is necessary to establish a retail outlet who will stock Thick-It so patients have access to this product after their discharge home.

***Facilitating Communication in Young
Children with Handicapping Conditions:
A Guide for Special Educators***

*Peter J. Valletutti, Mary McKnight-Taylor, and
Audrey Smith Hoffnung*

Cost: \$25.00

Published by:

College-Hill Press/Little Brown and Company

Available from:

Copp-Clark Pitman Ltd.
2775 Matheson Blvd. East
Mississauga, ON

Reviewer:

Sue Webber
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Saint John, NB

The purpose of this book as stated by the authors is to combine the knowledge of Speech-Language Pathology and Special Education so that teachers may interact more productively with speech-language pathologists, thus providing their students with a school experience that facilitates effective communication. The principle audience is the special education teacher, however the authors suggest that the regular class-

room teacher and speech-language pathologist also would benefit from reading this text.

The text provides a discussion of the role and responsibilities of the special education teacher. Comprehensive information regarding oral and non-verbal communication development and the nature of language is presented. The detail in some sections may be excessive in view of the stated purpose.

For the most part, the book is organized and well written. The authors provide excellent suggestions for organizing the learning experience. Formal and informal testing procedures were reviewed with their strengths and weaknesses. Suggestions for language teaching tended to be too specific given the heterogeneity of the target group. The 0 - 8 year old "handicapped" population was viewed as a whole with little information regarding specific disorders. Facilitation of emerging language was described briefly.

The author's mission, to foster a more productive interaction between these fields, recognizes an historical lack of communication and is a welcomed initiative. Unfortunately, the text presents the fields as two separate domains rather than demonstrating a team approach within the classroom in the assessment and remediation of language delays and disorders.

This text would be a good reference in a university course for special educators. The nature and development of oral language may be overwhelming for some without an introduction to the field.