

BOOK REVIEW

Darley, Frederic L., Aronson, Arnold E., and George R. Brown, **Motor Speech Disorders**, Toronto: W.B. Saunders Co., 1975, 304 pp., \$16.50

— Reviewed by Frank B. Wilson

The authors state in the preface that the text material will be broad based, applicable to speech pathologists, neurologists and other neuro-science professionals concerned with the specific nature of speech disturbances and their associated neuro-lesions. That prophesy was thoroughly fulfilled. They further state that because the book will be read by diverse professional groups, a conscious effort was made to provide information in the specialty areas on an elementary level indicating the premissability of skimming in particular areas, also fulfilled. The authors indicate that the material in the textbook will be greatly enhanced by the student availing himself of the **Audio Seminar in Motor Speech Disorders** which is designed as a companion text to this book. Unfortunately, the reviewer did not have an opportunity to evaluate that material but certainly the concept of having available audio presentations of various disorders would seem to be of substantial advantage.

The text contains twelve chapters and four appendices. The first four chapters are devoted primarily to basic information regarding the speech process, the hierarchy of motor organizations, principals of a neuronal function and the examination process. Chapter 5 through 11 relates specially to disorders and the correlated neuro-lesions. Within those chapters, areas considered are the lower motor neurons, upper motor neurons, cerebellar, and extrapyramidal system. Chapter 10 relates to disorders resulting from multiple motor systems. Chapter 11 presents a treatise on apraxia of speech, defining systematically the clinical features, diverse terminology and basic information about the neurophysiological involvement. Chapter 12 deals with therapy for the motor speech disorders. If the reviewer were to have one criticism of the book, it would be of Chapter 12 which seems to deal with the complex problem of rehabilitation in a fairly cursory fashion. The authors provide extremely worthwhile information potential to the process of diagnosis but fall short in the area of therapy.

The authors obviously have a broad command of the area of neurological deficits and their effects on the communicative process. It is also obvious that the authors have ample opportunity to see a diversity of neurological problems well beyond that of the average speech clinician. The day to day application of the presented information will be limited because of the type of cases most of us see. However, in terms of a base of information, we would consider the text to be invaluable. The book is written in a scholarly fashion and provides excellent examples and illustrations for the student. We would see this text as extremely useful at the graduate level in a course addressed to the neurological disorders. It is unfortunate that the authors have not shared with the reader more information about the process of amelioration which for most speech clinicians constitute their basic effort. It is hoped that at some future date the authors will bring together, not only their obvious competency in the area of diagnosis, but provide us with information that will assist more realistically in the rehabilitation process.

The reviewer recommends the book as a valuable resource for any serious speech pathologist.

Stephanie Stryker, M.A., **Speech After Stroke: A Manual for the Speech Pathologist and the Family Member**. Charles C. Thomas, Publisher. Springfield, Illinois, 1975. 340 pp., 179 il., 33 item bibliography, \$14.95, paper.

—Reviewed by Frederick R. Greenberg, Ph.D.

The author states that the purpose of the book is to "provide the speech pathologist and the untrained family members with structured practice material which can be used in helping the aphasic patient recover language and speech skills impaired due to a brain injury, commonly referred to as a 'stroke'." Additional comments in the preface suggest the materials are intended for use with language impaired adults whose etiology arises from other types of brain damage in addition to "stroke". It is the author's stated intent that the manual be used by family members in conjunction with the speech pathologist and that the clinician should "improvise and expand these materials so as to adapt them to specific need of the individual patient".

The Manual is divided into five sections as follows:

SECTION 1 - COMPREHENSION OF THE SPOKEN WORD (Following Commands; Pointing to Objects, Body Parts and Pictures; Use of Gestures and Nodding the Head 'Yes' and 'No'; Use of 'Communication Board'); SECTION 2 - IMITATIVE ABILITY AND ARTICULATION DRILLS (Strengthening the Oral Musculature-Tongue and Lip Exercises; Repetition Practice - List of Words and Sentences of Increasing Length; Articulation Drills for Individual Consonant Sounds); SECTION 3 - VOCABULARY RECALL, GRAMMAR AND SYNTAX (Fill-in Tasks and Sentence Completion; Illustrated Useful Objects in Categories; Grammar Usage and Proper Word Order Drills; Advanced Fill-in Sentences in Paragraphs); SECTION 4 - READING DEVELOPMENT SKILLS (Comprehension of Written Material; Oral Reading of Words and Useful Phrases, Phonic Drills - Words that Look Similar; Time-telling Practice with Illustrated Clocks; Advanced Oral Reading Selections); SECTION 5 - WRITING DEVELOPMENT SKILLS (Copying; Writing to Dictation; Writing from Memory; Advanced Writing).

In addition to a general introduction to the manual, the author has included an introduction for each major section and a brief summary discussing some parameters of recovery. The manual's index provides further helpful points of entry to the text for the author's narrative information and therapy materials. Although the bibliography is brief and not keyed to the narrative in the manual, a representative sample of literature is provided. Current references (1973 forward) to research from professional journals are notably lacking.

The therapy materials are well executed. The bold-face large, dark print, the well-executed monochromatic drawings, and the size of each page of drills will be useful to the practicing clinician. As the author states, the speech pathologist will want to modify the exercises to suit the individual needs of a patient. Although it is most unlikely that one patient will benefit from all the sections, or all the drills from any one section, the readily available set of materials appear to be worth the cost.

The major fault, if one is to be cited, lies with the narrative portions of the book. If the manual is to be used by a family member **in conjunction with a qualified speech pathologist**, one must question why the author bothered to include the section narratives at all. The therapy rationales are not only non-supported by hard research, but confusing and contradictory as well. Although traditional definitions of aphasia, dysarthria and

apraxia are provided in the general introduction, the manual is presented as a manual for patients with aphasia. Clearly, Section 2 is designed for the patient with dysarthria and/or apraxia, as well as aphasia. Throughout the narratives in the manual are excursions back and forth with the concepts and terminology used to discuss treatment of brain-injured communication impaired adults, that can only baffle and confuse the serious student of speech and language dysfunction in brain damaged adults. It is unfortunate that what is otherwise a helpful collection of therapy aids should be cluttered with an attempt to create a text of some kind out of a set of clinical materials. Nevertheless, the working clinician will find the manual a useful time saving addition to the stock of available therapy materials.

Trantham, Carla Ross and Pedersen, Joan K., **Normal Language Development: The Key to Diagnosis and Therapy for Language Disordered Children.** Baltimore: The Williams and Wilkin Company (1976) 227 pp. \$13.75.

-Reviewed by Gary Holdgrafer

The authors' report their longitudinal observation of language development in seven normal children and one language deficient child from 18 to 36 months. Applications of the findings are made to clinical work in language intervention. The volume is intended as a handbook for practicing clinicians and students interested in language development and disorders.

The Introduction chapter presents a basic rationale that knowledge of the normal language process is a pre-requisite for language clinicians in making prudent decisions about language intervention. They relate their personal gratification as language clinicians for having studied normal language acquisition and for its impact on their clinical approach. Chapter Two contains a description of the methodology of their study including subject descriptions, language sampling procedures and method of analysis. The following nine measures were employed: 1) utterance length, 2) presence of jargon, echoing, verbal playing and gesturing, 3) developmental sentence scoring, 4) mean sentence length, 5) percentage of correct sentences, 6) types of sentences, 7) success and failure of simple, compound and complex sentence structure, 8) verb tense usage and 9) emergence and mastery of various grammatical forms.

Chapter Three provides very general observations and results for each of nine measures. That chapter concludes with tables 1) characterizing the kinds of utterances occurring at 18, 24, 30 and 36 months for the normal children, 2) contrasting the developmental patterns of the normal children with that of the language deficient child and 3) a Diagnostic Guide Sheet providing the upper age limit of the normal range for a variety of language response categories and the contrasting performance, based apparently on the authors' observations, of a clinical population of language deficient children.

Chapters 4-8 provide more detailed information regarding the development of pronouns, verbs, negatives, interrogatives, and conjunctions. Each chapter contains summary tables as listed above. Chapter Nine is a case presentation of the language deficient child and the discussion emphasizes different versus delayed language characteristics as early indicators of a language deficit. In the final chapter, the authors present their philosophy of treatment, general therapeutic procedures and some specific therapy suggestions for a variety of grammatical forms.

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The authors' approach is somewhat limited because it is restricted to syntactic forms. Current semantic and pragmatic approaches to child's early language are not considered. The Developmental Sentence Scoring procedure is the primary measure used by the authors and it has been subject to some criticism (Longhurst and Schrandt, 1973). Chapter Three on general findings does provide some insight on how patterns of normal grammatical development may adversely affect DSS scores.

The summary tables at the end of each chapter on results provide useful information on ages and stages of syntactic development. The Diagnostic Guide Sheets are, however, based on observations of language deficient children rather than systematically collected data. In many instances they do not seem very meaningful because the language impaired group simply shows a consistent absence of most responses listed.

Chapter Ten on therapy is very general and basic. Some possibly helpful suggestions on procedures for specific grammatical forms are provided, however, the descriptions are not extensive and not always very explicit.

Language clinicians might consider this text for the data on syntactical development. The information on approach to treatment is probably too basic and general for an experienced, practicing clinician.

Reference

Longhurst, T.M. and Schrandt, Trudy, A.M., Linguistic analysis of children's speech: A comparison of four procedures. **Journal of Speech and Hearing Disorders**, 1973, 38, 240-249.