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## Book Reviews

### *Évaluation des ouvrages écrits*

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#### **Clinical Administration in Audiology and Speech Language Pathology**

*Rizzo and Trudeau, Eds.*

**Cost:** \$86.50

**Publisher:** Singular Publishing Group

**Reviewer:** Norma Wood, Alberta Children's Hospital, Calgary

According to the authors, this textbook was written for an introductory course in administration and management, or alternatively an audience of "audiologists, speech-language pathologists, department heads and personnel employed in various health care facilities". The authors make the legitimate point that most speech-language pathologists and audiologists stepping into administrative roles have had no academic preparation in the field of management.

Chapters cover basic content areas such as leadership, supervision, human resource and financial management, quality improvement, productivity, marketing, and information services. In addition, the book contains two interesting chapters on planning, designing and organizing an audiology and/or speech-language pathology facility in a health care setting.

The book is well organized and laid out, with summary contents following each chapter heading. As a reference text it is not glamorous: it is a slim volume with relatively few figures and a no-nonsense, black and white appearance. The language is clear and the terminology well explained, although there was a surfeit of acronyms throughout. An excellent reference list and recommended reading list are included at the end of each chapter. It was refreshing to read examples of management practices taken from and applicable to audiology and speech-language pathology.

Now for the drawbacks of the text. Firstly, it could more accurately be described as a handbook, rather than a textbook. Although it covers many topics in administration, it provides insufficient

theory and depth for a beginning manager. Secondly, the authors take a primarily entrepreneurial approach for much of the book, speaking to the professional who plans to purchase space for the purpose of designing and operating a private clinic. For example, a proforma profit and loss statement protocol is included in the section outlining a business plan, but a discussion of planning and monitoring a budget within a larger institution is not included anywhere in the book. Thirdly, the book's relevance to the Canadian professional is also an issue. All examples and citations are American, which does not present a problem for many professional topics raised, but does for the legal, financial, and health system references. Furthermore, the authors assume a health setting for all readers, making no comment about school systems or other community workplaces. Finally, a traditional hierarchical viewpoint dominates the book, despite its initial chapter entitled "Foundations of Leadership". Mentoring receives a one-sentence remark in the closing section of the book, while "Discipline" is elaborated over a series of six pages, one of which presents a sample letter of termination.

*Recommendation:* This book would be most useful for the independent audiologist or speech-language pathologist seeking to establish a free-standing private practice. Because of its heavy bias toward U.S. health-based practice, the text is compatible with, but could not supplant, existing references on clinical administration.

#### **Sharing Communication: Strategies for Communicative Interaction Between Aided and Unaided Speakers (videotape and manual)**

*Christina Moes and Marie-Claude Williams*

**Cost:** \$145.00 for video and manual.  
\$25.00 for manual alone

**Publisher:** B.C. Rehabilitation Society  
**Available from:** B.C. Rehabilitation Education Resource Centre, 4255 Laurel St., Vancouver, BC V5Z 2G9

**Reviewer:** Susan Blockberger, School of Audiology and Speech Sciences, UBC

This 23-minute videotape and accompanying manual illustrate and discuss various strategies that a speaking person can use in order to make conversations with an alternate and augmentative communication (AAC) user both more comfortable and more successful. The intended audience is described as family and friends of people who use AAC, professional care givers, staff at hospitals and rehabilitation centres, and any member of the public who communicates on a social or professional basis with people who use AAC. In tone and content it is clearly aimed at an adult audience, although it would also be appropriate for older teenagers.

The videotape discusses the importance of the person using AAC sharing equally in the communication process, and suggests strategies to encourage more equal participation, enhance the rate of communication (and deal with the fact that communication will be slower), and avoid or repair communication breakdowns. Scenes of adults using AAC systems during recreational activities, in conversations with family and friends, at university, and in the workplace are used to illustrate these points, and for the most part these vignettes appear very natural and unstaged. Frequent quotes from AAC users are also highly effective at both presenting information and giving the viewer insight into common experiences facing a person using an AAC system.

One particularly nice aspect of the video is the sensitive acknowledgement and discussion of the feelings that people often experience when first interacting with a person using AAC. Friends, family members, and professionals discuss how they initially felt "nervous", thought the

AAC system was "scary", or felt that the conversation was "out of control". They then go on to assert and demonstrate that these feelings have passed as they have gained familiarity with the person, the AAC system, and strategies for enhancing communicative interactions.

The 50-page manual reiterates and briefly expands on the information in the videotape. It also includes a suggested outline for a workshop, the format of which is: introductory comments, watch and discuss video, role play activity, and a final wrap-up discussion. There is also a brief list of resources and a selected bibliography.

This video and manual are very professional products, presenting information in a clear, thoughtful, and non-condescending manner. At 23 minutes in length, the video is a little bit long to be used during an introductory talk on AAC in a typical 50-minute class. However, it would be very suitable for workshops or longer talks aimed at individuals who will be interacting with adults who use AAC systems. It could also be used as a starting point for discussion with friends and family members of adults who are just acquiring an AAC system.

Only one child is seen using AAC in this video—a preschooler using manual signs. Although many of the strategies are applicable to children, there are no scenes in elementary schools, and no specific discussion of AAC use in the classroom. For this reason the information in the video may be less accessible for teachers or others whose interests are to learn to interact with young children using AAC.

### Research in Audiological Rehabilitation: Current Trends and Future Directions

*J. P. Gagné and N. Tye-Murray, Eds.*

**Cost:** \$25.00 (US) - soft cover. \$35.00 (US) - hard cover

**Publisher:** Academy of Rehabilitative Audiology

**Available from:** JARA, Temple, TX

**Reviewer:** Rachel Caissie, Dalhousie University, Halifax

This monograph outlines future research directions related to several clinical issues in audiological rehabilitation, while also reviewing current intervention approaches. In the preface of the book, the editors state that the contributing authors, several of whom are international leading experts in the field, "...were asked to describe how the type of clinical services presently provided should evolve in order to ensure relevant, valid, and cost-effective audiological rehabilitation services in the next decade..." (p.7) and to identify issues that require further investigation. The result is an extensive review of research goals for a broad range of topics pertaining to clinical issues in audiological rehabilitation. The focus of the monograph is on adults with acquired hearing losses, with brief discussion of paediatric issues in some chapters.

The monograph has eighteen chapters organized into four sections. Section 1 provides a general overview of future research directions. An excellent feature of this section is the inclusion of a chapter presenting the consumer's perspective. This chapter describes the position of Self-Help for Hard of Hearing People, Inc., on how research in audiological rehabilitation should be approached for various subgroups of the population.

The two chapters in Section 2 address the topic of assessment for the purpose of identifying the need for and the planning of audiological rehabilitation services. A wealth of creative ideas are provided on how auditory and visual speech perception tests may be applied to hearing aid selection and speech reading training. Pertinent issues concerning the construction of self-assessment measures, the need for normative data for various populations, and the interpretation of the client's responses are raised.

Section 3 is the most comprehensive section of the monograph, offering a review of current clinical services and a thorough discussion of research goals for specific intervention procedures. Several topics are covered in 10 chapters. These include a critical review of current and innovative approaches to hearing aid fitting, performance measurements of assistive listening devices, visual and audiovisual speech perception training, auditory training for adults, communication strategies training for people with a hearing loss and their

frequent communication partners, personal adjustment needs and counselling services, assessment of speech intelligibility and use of digital devices for speech intervention, and conversation management.

Finally, Section 4 includes four chapters on methodological issues related to both research and clinical practice in audiological rehabilitation. Various research methodologies are reviewed with emphasis on bridging research and clinical endeavours. This section also addresses the measurement of treatment efficacy, program evaluation, decision analysis, and the application of theoretical models to research issues related to seeking help and complying with audiological recommendations.

This monograph represents a welcome addition to audiological rehabilitation and should be a valuable resource to researchers, graduate students, as well as clinicians, particularly those interested in the measurement of treatment effectiveness. Many researchers in audiological rehabilitation tend to focus their efforts on hearing aid fitting and evaluation. However, there exists an important need for further research in other aspects of audiological rehabilitation as highlighted by Gagné and Tye-Murray. This excellent monograph has the potential to make a significant contribution to the way research is carried out in every aspect of audiological rehabilitation over the next decade. One can only hope that the thought-provoking ideas brought forward in this book will undergo systematic investigation by those interested in the pursuit of knowledge advancement and ultimately lead to improved quality of audiological rehabilitation services.

### The Management of Voice Disorders

*Murray Morrison and Linda Rammage*

**Cost:** \$79.95

**Publisher:** Singular Publishing Group

**Available from:** Login Brothers, Mississauga, ON

**Reviewer:** Pam Maser, Ottawa Civic Hospital

This text of approximately 250 pages provides an overall perspective of the voice disordered client from evaluation through

treatment strategies. What makes this book unique is the multidisciplinary input which is a reflection of the make-up of the Vancouver voice clinic team of which Morrison and Rammage are leading forces. To quote from the preface, "This is not simply a laryngology text for laryngologists. Neither is it a speech pathology text exclusively for speech pathologists". It is intended to "fill in the gaps between professions that must work together for the benefit of the voice disordered patient. It should expand the understanding of medical and surgical laryngology for the singing teacher, and should help to demystify the art of vocal pedagogy for both the laryngologist and the speech pathologist. It should help the psychiatrist appreciate the ways in which the muscle misuses lead to dysphonia, and provide some extra tools to the speech pathologist embarking on a therapy program with a psychologically unbalanced patient."

*The Management of Voice Disorders* is organized into eleven chapters. Evaluation of the Voice Disordered Patient provides a comprehensive review of the assessment process from history taking to use of current instrumentation. Morrison and Rammage are well known for their classification of muscle misuse dysphonias which are reviewed in Chapter 2. Medical Aspects of Voice Disorders is introduced with a decision tree to assist in the evaluative process, and this is expanded upon in the subsequent pages. Approaches to Voice Therapy reviews symptomatic treatments and comprehensive voice management involving interdisciplinary program coordination. Special voice disordered populations are addressed. Chapter 5 focuses on the psychological management of the voice disordered patient with interesting case studies provided. Psychological and Neurological Interaction in Dysphonia offers the comment that there may be a number of patients with principally psychogenic dysphonias who are being maintained in good voice by regular injections of botulinum toxin. There is recognition of the 'puzzling factorial mosaic' in some of the dysphonic clients which are seen in a voice clinic. Clinical examples illustrate this. Chapters concerning special considerations in the paediatric voice disordered and voice disorders in the elderly offer brief overviews. Anatomy and Physiology of

Voice Production provides a comprehensive discussion of the topic which perhaps could have been positioned earlier in the text.

The chapters described provide a fresh perspective on dysphonia which is not uncommonly discussed in many of the existing voice disorders texts. A welcome inclusion underlines the value of the singing teacher as a member of the voice care team assisting in the detection of errors of vocal production and provision of techniques to reduce vocal misuse and rebuild the voice. The final chapter discusses the art and science of training of the singing voice from a more direct pedagogical approach with attention to posture, breathing, onset and release of vocal tone, resonance, and vocal registers and range.

The final pages of *The Management of Voice Disorders* provide useful appendices outlining an antireflux protocol, vocal hygiene instructions, and also a lengthier section on general and specific relaxation and body alignment exercises.

Overall, I was pleased to have the opportunity to both read and review this book which follows numerous journal publications from Morrison and Rammage over the years. It is considered a recommended addition to the professional library of those involved in the diagnosis and management of the voice disordered client.

## Literacy and Language Analysis

Robert J. Scholes, Ed.

**Cost:** \$49.95 (US)

**Publisher:** Lawrence Erlbaum Associates

**Reviewer:** Patricia L. Cleave, Dalhousie University, Halifax

*Literacy and Language Analysis* is a collection of chapters which share the central theme that written language is not merely a transcription of oral language, but rather a related yet distinct system. Furthermore, it is argued by the various authors that literacy enhances language awareness and affects how an individual analyzes oral language. Thus, literacy is seen as an important, but often ignored, factor in the development of linguistic theories. This book is intended for people

who are interested in the relationship between oral and written language and the impact that written language has had on linguistic theory.

The book is organized into sections dealing with literacy and various aspects of language: the phoneme, morphology, and the sentence. There is also a section entitled "Literacy and the context of language" in addition to an introductory chapter.

There are three chapters devoted to the relationship between literacy and the phoneme, which demonstrate that learning to read makes a person aware of the fact that sentences are made up of words and that words are made up of sounds. This is a familiar area for speech-language pathologists who work on emergent literacy or literacy skills. In the first chapter, Linnea Ehri reviews her research on reading and spelling development and how familiarity with English orthography influences phonological awareness and even pronunciation. Ehri's position on sight vocabulary is the most provocative one in her chapter. She states: "Contrary to traditional views that sight words are learned as non-phonological, visual, rote forms, my theory and evidence suggests that sight words are learned by the application of systematic knowledge about grapheme-phoneme correspondences" (p. 21). The evidence she cites comes from her work with children which suggests that sight words as learned by determining the correspondence between the letters in the written form of a word and the sounds of the spoken form. She then discusses stages in learning to read and spell as documentation of the development of the grapheme-phoneme correspondence rules in young children. The second chapter, by the book's editor, Scholes, reports on his studies with English-speaking college students which demonstrate that the phonic analysis of a word is affected by the written form. The final chapter in the phoneme section reviews work done with speakers of two different Indian languages involving both literate and non-literate speakers. Given that the Indian writing system is "semisyllabi" rather than alphabetic like English, the results help clarify the influence of an alphabetic system in phonological awareness. The authors conclude that sensitivity to rhyme and syllables develops more naturally than

sensitivity to phonemes and does not require experience with an alphabetic system.

The influence of literacy on morphology and syntax are less familiar areas for speech-language pathologists. In the chapter entitled "On the orthographic basis of morphology", Scholes argues that "consciousness of words and word structure is one (of many) consequences of literacy" (p. 73). Citing work from historical linguistics and current work with children and non-literate adults, Scholes argues that people's concepts of words and inflections are the result of their exposure to written language. The chapters in the section on "Literacy and the sentence" present evidence from English and Indian languages which suggests that literacy affects grammaticality judgements. Many of the tests which speech-language pathologists use with school-age children involve grammaticality judgements. Thus, the influence of literacy on the ability to make grammaticality judgements has particular relevance for our field. There is also a chapter by Jim Miller which outlines the syntactic differences between spoken and written language. The pragmatic differences between oral and written language is the focus of a chapter by Paul George Meyer.

*Literacy and Language Analysis* presents an interesting view on the influence of written language on oral language that goes beyond phonological awareness. The inclusion of cross-linguistic research involving non-alphabetic languages and evidence from historical linguistics is a strong feature of this book. For anyone concerned about the theoretical relationship between oral and written language, this book is interesting reading.

## Videostroboscopic Examination of the Larynx

Minoru Hirano and Diane M. Bless

**Cost:** \$94.25

**Publisher:** Singular Publishing Group, Inc.

**Available from:** Login Brothers, Mississauga, Ontario

**Reviewer:** H.A. Leeper, University of Western Ontario, London

This text represents the results of many years of medical and applied behavioural observation and research by the two authors and their colleagues. It brings together the scientific presentations and research articles published by the two investigators dealing with the bases of vocal fold vibration, instrumentation for visualization of the superiorly viewed waveform of vocal fold vibration. It also deals with practical observational methods for assessing and evaluating vocal fold vibratory activities of individuals with a variety of vocal fold abnormalities.

The authors state in the preface that they have developed this text to "gradually and logically develop a comprehensive view of what constitutes vocal fold vibration, to ensure that all clinicians (are) able to make meaningful interpretations of vibratory characteristics, and to make meaningful interpretations of videostroboscopic observations of the larynx." To develop each of these areas fully, the text is designed to explore each of these areas and to build on a present section with information gained on the preceding chapter.

The text develops (Chapter 1) a historical view of stroboscopy and the visual-neurological bases for visual illusion-fusion of images. The initial portions of the book are designed to allow the clinician to understand the principles underlying the technique of stroboscopy and to relate this conceptually to "real-time" image visualization available with other techniques. To enable learning to be facilitated, each chapter has "study questions" at the end to be completed by the reader.

In the next section of the book (Chapter 2), the authors provide a succinct conceptualization of vocal fold vibration from anatomical and histological views. The direct photo plates and diagrammatic views with text are excellent and lead the reader from one stage to another and describe the structures underlying the vibratory process of phonation. Descriptions of the various phases of vocal fold opening and closing are related to other potential methods (i.e., ultra high-speed photography, glottography, etc.) employed for visualization of vocal fold vibration.

Describing stroboscopy as a clinically viable tool in Chapter 2, the authors provide

(in Chapter 3) a description of a variety of commercially available instruments for stroboscopically observing vocal fold vibration. In addition, the authors illustrate a detailed description of the operation of the stroboscope, the knowledge bases necessary to make good recordings, and the artifacts that might seriously alter the physical and perceptual processing of the image. Illustrations and text accompanying the pictures are explicit, concise, and informative.

Chapter 4 provides another detailed account of procedures for placing the laryngoscope to obtain the optimal views of the superior segment of the larynx, as well as suggestions for a recording protocol, methods of reducing reactions to the procedures and interpretation of the obtained visual data. In addition, the authors have provided examples of a record keeping system, "returns on investment", and comments on fees and reimbursement for the procedures (Canadian readers will have to relate these comments to medical fee schedules within their own province's health care system). Four excellent appendices accompanying this chapter and relating these to the sections noted above will allow the reader a sample of "how to provide justification" for each.

The information contained in Chapter 5 introduces well written and documented examples of how to judge and interpret the vibratory patterns from stroboscopic images. Given the protocol presented in the previous chapter, the authors provide a detailed description of the various measures of the vibratory pattern (e.g., mucosal wave, supraglottal activity). Examples of degrees or categories of each description, which are provided by graphic illustrations, will enable the reader to transform the chapter into practice in their own clinics.

Chapter 6 provides a clinically relevant and practical guide to the review of stroboscopic material from a variety of classical vocal fold pathologies (i.e., acute catarrhal laryngitis, recurrent laryngeal nerve paralysis). Each disorder is described medically, histologically, anatomically, and videostroboscopically (from protocol descriptions) from prints of actual vocal folds and written descriptions accompanying each print. These materials will allow the clinician to compare a particular patient's stroboscopic pattern with those

“typical” patterns described by Hirano and Bless.

The information in Chapter 7 provides a rationale and literature support for the relationships between other laboratory assessment tools (e.g., acoustical and aerodynamic) and stroboscopic results. In addition, the authors make a strong case for integrated assessment of each patient based on gender, age, and other physical-psychological aspects of behaviour. Further,

Hirano and Bless provide a treatment probe list that focuses the clinician’s attention as to how the voice (or laryngeal vibratory patterns) changes (visually, acoustically, aerodynamically) during a variety of activities (i.e., increasing pitch, loudness, relaxation) designed to alter vocal output.

In summary, this text is necessary reading for any clinician who wishes to employ videostroboscopy for voice assessment purposes. It is well written, well

documented, with excellent illustrations and numerous examples of “how to do” videostroboscopy. The large reference section at the end of the text will allow the conscientious reader to further research the background information contained in the text. The book is an excellent teaching manual whose authors provide a written example of the blending of research and clinical practice, an activity which both Drs. Hirano and Bless practice daily.