

Book Reviews

Évaluation des ouvrages écrits

Introductory Phonetics and Phonology: A Workbook Approach (1998)

Author: Linda House

Publisher: Lawrence Erlbaum

Available from: www.erlbaum.com,
1-800-9books9 or www.lb.com,
1-800-665-1148

Reviewer: Barbara Bernhardt, PhD,
Associate Professor, School of Audio-
logy and Speech Sciences, University
of British Columbia

Cost: \$37.95

A key skill for practitioners in communication disorders is the comprehension of a wide range of speakers with a variety of speech differences. To this end, training programs need to ensure that students have both theoretical knowledge in articulatory and acoustic phonetics and sufficient practice in comprehension and transcription of both normal and disordered speech samples. How does this workbook fare as a possible text for courses in phonetics?

The workbook is designed as a course text for American speech-language pathology students in articulatory phonetics, developmental phonology or phonological disorders, where English (primarily General American Phonetics, or "GAP") is the focus of training (see comments below).

The workbook is divided into two basic sections, the first called "Understanding phonetics and phonology", and the second called "Stress and Theory". Six appendices, a reference list, and an index follow. No tapes or CD-ROMs appear to complement the book.

Within each chapter there are many small subsections, with outlines and

question sets for summary and review, and a large number of (adult) English words provided for transcription practice (double-spaced for practical convenience). No answers are given to any of the questions or exercises, however.

Section 1: Understanding Phonetics and Phonology

Chapter 1, *The basics of phonetics and phonology.*

Introduces the International Phonetic Alphabet, Chomsky and Halle's (1968) phonetic features, and gives general definitions in phonetics and phonology.

Chapter 2, *Anatomical and physiological correlates.*

Provides a very basic overview of anatomy and physiology of the speech mechanism, with diagrams.

Chapters 3, 4, *Vowels, Diphthongs.*

Description of English vowels and diphthongs with the following organizational headings:

Parameters - Vowels in terms of height, frontness, rounding

Spellings - alternative spellings for the particular speech sound

Comments - a variety of concurrent and historical notes

Monosyllabic practice - English words to transcribe, plus a few questions to answer

Reading practice - English phonetic sequences to read aloud, and for which to give alternative spellings. Additionally, a few spectrograms of English vowels are provided.

Chapter 5, *Consonants.*

The same format is used as for vowels, but with the following differences in focus and headings:

Parameters - Voicing, place, and manner of articulation

Production - Position of the various articulators (vocal folds, velopharyngeal

port, mandible, lips, tongue)

Description - A general description of the speech sound

There are five major subsections: plosives, nasals, fricatives, approximants, other.

Chapter 6, *Single phoneme and phonological development.*

A very brief (seven-page) overview of phonological development, with a brief commentary on phonological processes and phonotactics of English.

Section 2: Stress and Theory

Chapter 7, *Coarticulation.*

A brief look at contextual differences for /r/, /N/, and /l/, with transcription exercises.

Chapter 8, *Syllable stress.*

Practice in identifying stressed and unstressed syllables in bisyllabic and multisyllabic words. Notes that stress is variable and can be speaker-dependent to some extent.

Chapter 9, *Narrow transcription and factors influencing pronunciation.*

Presents commonly used symbols, including those for nasalization, dentalization, velarization, (de)voicing, suprasegmentals, syllabic markers. Notes some factors increasing difficulty of pronunciation (and/or of transcription) - clusters, abutting consonants, use of glottals, assimilations.

Chapter 10, *Sentence stress.*

A brief discussion of intonation patterns in English.

Chapter 11, *Standards of pronunciation and dialects.*

Short (six-page) overview of three major US dialects, and African-American English.

Appendices A-F

A 40-page history of the pronunciation of English.



This book is a basic level primer in phonetics of English, and does not really assume much prior knowledge.

It might be useful for a single-term undergraduate introductory course in English phonetics for teachers, or communication disorder specialists who have an opportunity for more advanced courses. The level is low enough that it might also be useful for an American Grade 12 English course. Practising clinicians who have no other phonetics book on hand may find the notes on production and parameters for vowels and consonants of English a useful summary.

It is not a self-help manual, because there are no answers in the book or tapes or CDs that come along with it. It requires an instructor with knowledge of English phonetics, who can evaluate the answers, and who either does not use tapes or is willing to make her or his own.

The major content limitation is the focus only on GAP — see the next section. Although the sections on vowels and consonants of English are reasonably comprehensive, there are many very short chapters in the book, that give very brief overviews of specific areas (such as stress or dialect), especially in the second section. Yet there are 40 pages of appendix outlining the history of English. Rather than introduce a number of topics in a cursory fashion, it might have been better to spend more time looking at clinical phonetics, dialects of English, and typical ESL pronunciation issues, while reducing the history section or omitting it. The limited space and low level result often in presentation of material without commentary on the various theoretical perspectives on that topic, thus leaving the reader with a skewed and often outdated perspective (particularly in stress, language development, but also in the longer chapters, where the outdated Chomsky and Halle [1968] features are used).

Many students in Canadian master's programs in Communication Disorders have excellent undergraduate preparation in phonetics provided by linguistics

departments. In such courses, students learn to transcribe samples from a variety of languages with phonetic inventories that cover the range of symbols and diacritics in the International Phonetic Alphabet (IPA). Knowing more than English is particularly important in the current Canadian context, which is an officially bilingual country, and has a large number of speakers of English as a second or third language, some of whom have language backgrounds very different from English. To understand how to assist nonnative speakers of English change their pronunciation, it is helpful to have a practice knowledge of the entire IPA, not the part that refers only to English. Students need practice to hear and identify variations in stress, voicing, and articulatory placement that differ notably from those factors in English. Furthermore, it is important to be able to use the wide range of diacritics and symbols in the IPA and Extensions to the IPA for Disordered Speech in order to describe the speech of those with more than the typical developmental substitution patterns. This is particularly important for describing the speech of persons with profound hearing loss, orofacial anomalies, or neurologically based speech disorders. The ability to describe precisely the phonetics of the speech of persons with such disorders cannot be gained without extensive practice in the IPA and its extensions. The focus on GAP in this book leaves many gaps, unfortunately, for the Canadian context at least.

Wired for Sound: A Journey Into Hearing (1998)

Author: Beverly Biderman

Publisher: Trifolium Books

Available from:

www.pubcouncil.ca/trifolium or 1-800-387-0141 (Ontario and Québec), 1-800-387-0172 (rest of Canada)

Cost: \$24.95

Reviewer: Mary Beth Jennings, MCISc, Aural Rehabilitation Services, Guelph, Ontario

Wired for sound is the first-hand account of the experiences of a woman who received a cochlear implant after 46 years with a progressive hearing loss. The author of the book identified a need for people to understand the experiences of an individual who has obtained a cochlear implant. The book was written for the general public, potential cochlear implant candidates, individuals who use cochlear implants, and professionals who work in the area of hearing loss.

The book is organized into seven chapters, and includes sections devoted to resources and recommended readings. The first and second chapters describe the author's experiences when the cochlear implant was first turned on. It takes us into the audiologist's office and describes the programming of the speech processor. The author describes her experiences with the sounds in her environment, her initial expectations and the reality of her first experiences using a cochlear implant. The author describes her early disappointments, changes in expectations, the efforts made to benefit from use of this technology, and changes in her experiences over time. The third and fourth chapters take us back in time and describe the life of the author growing up with a hearing loss. She describes the difficulties associated with not only communication, but also coping a progressive hearing loss, and the effects on the family. The fifth chapter describes that author's decision to pursue a cochlear



implant, the assessment for candidacy and the author's investigation of the available literature related to cochlear implantation in adults and in children. We are given a glimpse of the difficult decision-making process and reactions of others to the decision to pursue a cochlear implant. The author also provides information from presentations and scientific articles regarding cochlear implant technology and current investigations regarding outcomes for children and adults. We are provided with a clear description of cochlear implant technology, surgery and outcomes. The sixth chapter is devoted to a description of the controversy surrounding the cochlear implant and the views of Deaf culture regarding the use of this technology. The author provides us with a better understanding of this community and why it views the cochlear implant as being objectionable. Chapter seven describes the advances and future developments in implant technology, including behind-the-ear processors, combination hearing aids and processors, and auditory brainstem implants. The author discusses the impact of the American with Disabilities Act, which has increased the awareness of the needs and rights of individuals with disabilities. One result of this is that attitudes about individuals with hearing loss are gradually changing and that hearing loss and the use of assistive technology is becoming more accepted by society. Another result is that there has been an increase in accessible environments for individuals with hearing loss.

The final sections of the book provide a comprehensive outline of resources for the cochlear implant user, cochlear implant candidate and professional. Resources listed include support groups, research centres, companies that manufacture cochlear implants, education and rehabilitation organizations, newsletters and journals, audio-visual resources, and resources that can be accessed via the Internet. A list of books regarding cochlear implants in adults and children as well as books related to hearing loss and

Deaf culture is also provided.

Throughout this book, the author incorporates quotations from individuals who have experienced the impact of hearing loss or a cochlear implant. These include individuals who are deaf, deafened, and hard of hearing, as well as parents of children with hearing loss and other family members. This adds a valuable perspective to the author's discussion of the impact of hearing loss, the experience of obtaining a cochlear implant and the issues related to cochlear implantation.

Also mentioned throughout the book is the fact that professionals do not presently have the tools to accurately predict a candidate's performance with a cochlear implant prior to implantation. This is important information when considering cochlear implantation. It would be interesting to see a variety of case studies included to illustrate in detail how individuals use assistive listening devices in conjunction with their cochlear implant. This information would be useful for cochlear implant users who would like further information about the use of assistive devices in the home, at work and in public places.

The author provides some discussion of rehabilitation programs for children who use cochlear implants. This information, unfortunately, centres around a limited number of methodologies. Expanded information that would include information on all oral options for training would make this section more complete. It would also be interesting to see an expanded discussion related to rehabilitation for adult cochlear implant users, as this has become a topic of presentations at both consumer and professional conferences.

In general, this book is comprehensive, easy to read, and provides valuable information for concerning cochlear implants. The author has achieved her goal for this book. Readers are provided with a first-hand account of the her odyssey in obtaining and using her cochlear im-

plant. The book is suitable for professionals, individuals who are considering a cochlear implant, individuals who use cochlear implants, family members, and friends. It has the potential to assist individuals in making an informed decision regarding obtaining a cochlear implant. It also provides professionals with information that will assist them in making appropriate referrals to cochlear implant centres and provides centres with a valuable resource to recommend to potential cochlear implant-users and current implantees. Hearing health care professionals should consider this book as a general overview that should be augmented by other sources of information.

Hearing in Aging (1996)

Authors: Raymond H. Hull

Publisher: Singular Press

Available from: www.singpub.com or www.lb.com, 1-800-665-1148

Cost: \$63.95

Reviewers: Erica F. Wong and Margaret F. Cheesman, School of Communication Sciences and Disorders, University of Western Ontario.

This book is intended primarily for those serving, or caring for, individuals with hearing impairments in the older adult population. Some parts of the book contain detailed information and specific research results, written with the audiology or speech-language pathology professional audience in mind. However, most topics are prefaced with introductory information and are written without much jargon, rendering this book readable to allied health care professionals and non-professionals. At the University of Western Ontario, this book has served as a primary resource for a graduate seminar in hearing and aging; it provides an excellent, broad overview that can easily be supplemented with original research reports.



This book covers topics such as the use and orientation of hearing aids, services for hearing-impaired older adults in health care facilities, techniques for effective aural rehabilitation, and methods of evaluating communicative function, in addition to the general physical, physiological, and psychosocial aspects of hearing loss in older adults. Because of the broad range of topics addressed, *Hearing in Aging* provides information about aging that benefits persons with little or no knowledge of basic aging processes. Thus, this book would be helpful for audiologists and speech-language pathologists who do not have experience working with hearing-impaired older adults in addition to students who are about to encounter their first older person in a clinical environment.

The first two chapters guide the reader through the possible causes of presbycusis and its impact on hearing in older adults. Special auditory tests (e.g., SISI, CAPD) and electrophysiological measures (ABR, P300) used to determine the functioning of the aging auditory system are plainly described along with common results obtained from research studies of the elderly. In addition, a brief discussion of recruitment and the effects of reverberation are included.

The typical reactions of the older adult to hearing impairment are depicted in the form of pretreatment interviews. This is particularly helpful for health care professionals in gaining an understanding of how the older adult feels and what behaviours to expect when they encounter an older adult with a hearing loss. Knowledge of how family members may react to behavioural changes that result from hearing loss is also useful for counselling. Tips on improving communication with adults with hearing impairments, tips for maximizing the effectiveness of a case history, and modifications in assessment procedures to adapt to the older adult are also suggested.

Of particular interest is the chapter called "Hearing Aids: Considerations for Older Adults". Factors affecting successful use of a hearing aid by an older adult, assessment of the potential success of hearing aid use, and modifications of the assessment based on the individual's level of independence are outlined. As well, the use of alternative assistive listening devices (infrared, FM, AM, and hardwired systems) is discussed. Tips for the provision of adequate orientation to an older adult's hearing aid(s) are given. This chapter provides a cogent view that hearing aids are not a panacea; personal amplification may be useful for some, but definitely not all clients, and can be expected to be useful only if the clients are willing to use them and are trained to use them properly.

Hearing in Aging may also be a useful resource for audiologists, speech-language pathologists, and other professionals. The appendices contain materials and scales for assessing communicative abilities (e.g., CPHI, HHIE, Denver Scale), which can serve as a reference. Sample case studies included in this book can also be of great assistance to the clinic-based professional. Hull has provided a description of suggested protocols that are written in a step-by-step format which can be adapted easily for a reader's use in clinical practice.

In summary, *Hearing in Aging* is geared toward a broad range of readers, professionals and lay persons. The clearly laid out, systematic, and broad scope of the text provides a needed resource for teaching, research, and clinical use.

Adult ESL: Politics, Pedagogy, and Participation in Classrooms and Community Programs (1998)

Author: Trudy Smoke

Publisher: Lawrence Erlbaum

Available from: www.erlbaum.com,
1-800-9books9

Cost: \$34.50 (US)

Reviewer: John Sivell, Department of Applied Language Studies, Brock University

The title of this book is a very good description of its content; there are major sections on the three topics of politics, pedagogy, and participation, in that order. The one clarification that might possibly be required is that here the term 'Participation' refers not only to participatory educational methods – which many readers would expect – but also to participation by learners in the out-of-class community. Throughout, the emphasis is on the political dimension of ESL pedagogy, with a clear focus on social factors in the determination of an appropriate teaching and learning environment for adult students of ESL, adult basic education, community college, and university settings. Most of the contributors work in the United States but one is a Canadian: Professor Bonny Norton of the University of British Columbia, who offers a very interesting account of her research into journal writing by adult newcomers to Canada learning and using ESL both inside and outside the classroom.

Generally, the six chapters in the section on Politics examine various ways in which broader power structures influence not only access to and funding of education for newcomers (ESL instruction as well as other forms of education and training), but also the hidden as well as overt social and economic curricula of courses directed to ESL learners. In part, the goal is to expose certain recurrent patterns of neglect or even discrimination: poor

communication between schools and families, curricular content with an assumption (or reinforcement) of newcomer helplessness, failure to recognize genuine student needs, management of in-class discussions at a demeaningly trivial level, and ignorance of the personal conflicts that adult ESL learners commonly must work their way through as their evolving language identity changes in various ways. This part of the book works well to underline the logic of placing social and political factors at the centre of thinking about adult ESL pedagogy. However, the section on Politics does more than paint a bleak portrait of attitudes and practices in many adult ESL programs – even though that wake-up call is an important element in the message. These chapters also propose solutions with the potential to create far better circumstances for learning and teaching. Some of the work here is more theoretical – as with Stephanie Vandrick's reflections on the conceptual links between ESL pedagogy and feminist pedagogy – while others are highly concrete and practical: for instance, Judy Manton's description of how to build learner needs into the adult ESL curriculum, or Pamela Ferguson's account of how student activism contributed to successful efforts to increase funding for adult ESL.

The section on Pedagogy contains seven chapters that deal with curricular and methodological issues in adult ESL instruction, with contributions ranging from the teaching of pronunciation, to the use of literary texts, to the development of critical viewpoints on social issues. I was particularly interested to note that not one but two chapters focus on the use of literature, which is a theme that has waxed and waned in importance for ESL pedagogy over the decades; in recent years, it has enjoyed a slight increase in prominence, and it is informative to consider why it has attracted such attention here. Kate Mangelsdorf emphasizes the value of literature – both traditional, main-line texts, and

multicultural literature – as a vehicle to encourage students to come to grips with cultural differences and frictions. Based on the energy aroused through that process, literature also becomes the vehicle for developing communicative skills for many personally important purposes. Somewhat differently, Loretta Kasper's chapter takes a more academically oriented view, stressing the effectiveness of literature study as a means of helping students acquire reading and writing skills that will specifically be useful to them if they continue in formal education. Both chapters make convincing, well-documented arguments, and the contrast between them highlights a key motif in the book as a whole: adult ESL learners are a rich and diverse group whose needs and aspirations vary widely, and whose individual plans must be recognized and then taken seriously when designing the different types of educational experience that will be most appropriate for them. No matter how convenient it might be for various influential groups to think otherwise, one size very definitely does *not* fit all.

The final section of the book, on Participation, is the most varied, with chapters on projects to link the classroom to the community. Suggestions include helping newcomers become ESL teachers and first-language literacy instructors in their own communities, or the establishment of a joint program both for adult ESL students and for English speakers training as ESL teachers. Classroom techniques that promote students' sense of self-worth and membership as participants in the teaching/learning process are described, such as using students' own first-language texts alongside ESL texts so that everyone has something on which they can speak with experience and authority. Two chapters seem particularly interesting, especially when considered as a pair. Keming Liu advises on the use of e-mail and the World Wide Web as tools that adult ESL students can use not only for communication but also for

research. She presents specific classroom routines to make both resources accessible to learners through informative and language-intensive activities, and she encourages teachers to engage in such initiatives by providing a simple outline of Internet terms and concepts so as to reassure any who are not yet comfortable with the medium. Trudy Smoke contributes an introduction to ways in which teachers of adult ESL can do research and can join on-line communities so as to participate most fully in the profession. The congruence of these two final chapters in the book – treating introductory Internet issues first from the perspective of adult ESL learners and then of ESL teachers – is eloquently emblematic, stressing as it does the ever-wider community of those with a common interest in teaching and learning.

This is not, on the whole, a book for beginners in the field of adult ESL education. It deals with the issues according to a well-documented but quite specific focus that presupposes a good deal of general familiarity with classroom methods, materials design, and applied linguistics for ESL. In that sense it is a demanding read. On the other hand, however, its effective combination of theoretical and practical material makes this a very powerful collection for those interested in the political dimension of adult ESL education. The book presents compelling evidence in support of its underlying thesis that adoption of a political perspective on pedagogical concerns is both justified and in fact essential.



Clinical Phonetics and Linguistics (1997)

Editors: Wolfram Ziegler and Karin Deger

Publisher: Whurr Publishers

Available from: Taylor & Francis, (215) 785-5800 or www.chapters.ca

Cost: \$100.45

Reviewer: Susan Rvachew, PhD, S-LP(C), Speech-Language Department, Alberta Children's Hospital, Edmonton Alberta

This book is a collection of 55 papers that were presented at the Fifth Annual Meeting of the International Clinical Phonetics and Linguistics Association, held in Munich in 1996. This was a truly international conference with presenters coming from most parts of the world including Africa, Asia, Europe, and North America. Three quarters of the contributors are affiliated with universities while the remainder are affiliated with hospital or clinic settings.

The book is organized into two main subsections, Disorders of Speech and Language Acquisition, and Speech and Language Disorders in Adults. Even within these subsections the chapters cover diverse topics. The 23 papers in the paediatric subsection are further divided into subsections covering different aspects of language development: grammar and lexicon, phonology, articulation and nonlinguistic aspects. The topics covered include infant babbling, the use of certain morphemes by children with specific language impairment, cross-language comparisons of phonological process use, craniofacial disorders, pragmatic disorders, and dyscalculia. However, common and familiar themes run through this section, in particular, universality versus individual differences in language development and disorders and the ongoing debate regarding the Chomskyan view of language

development versus various information processing accounts. I strongly recommend the first chapter by Paul Fletcher, "Perspectives on Grammatical Impairment in Children." In addition to highlighting these common themes, Fletcher provides a cogent argument in favour of the use of experimental research paradigms, and reminds us not to lose sight of the link between research and clinical practice.

The adult section includes papers on normal language processing, aphasia and dementia, phonology, prosody, neuromotor speech processes, and peripheral processes. Most of the papers describe the language behavior of a specific patient group, including descriptions of phonemic paraphasias, dysarthrias, apraxia, dysprosody, agraphia, processing of both visual and auditory emotional information, phonatory dysfunctions, and stuttering. There are also several papers that describe new technologies for diagnosing or treating speech disorders.

At this point you are likely asking yourself the question posed by the editors in the preface: "What sense does it make to collect manuscripts from such profoundly different research areas within a single volume (p. xxi)?" They make two statements in response to this question. First, they suggest that research paradigms applied in one context "may also turn out to be transferable to new clinical or research applications. Readers may therefore profit from the multitude of approaches, finding an opportunity to look beyond the horizon of their own fields, and learning from the many paths that may be followed in the study of disordered communication (p. xxi)." This argument is well-supported by the contents of this book. My own area of research interest and clinical specialization is developmental phonological disorders. I found many sections of this book stimulated and informed my thinking on this topic. An excellent chapter by Hulstijn and van

Lieshout on the motor skill approach to stuttering would also be of interest to anyone working with apraxia of speech, either developmental or acquired. The many chapters on dysprosody and pragmatic disorders in adults have clinical relevance for the treatment of children with these disorders. A number of technological approaches to assessing and treating speech disorders are described that could be used with adults or children. Nespoulos' description of errors produced by aphasic patients from the perspective of nonlinear theories of phonological organization was particularly exciting to me. This chapter certainly renewed my conviction that the nonlinear approach offers significant opportunities to advance our treatment of pediatric phonological disorders. This book provides an excellent opportunity to step outside of one's own area of clinical or academic specialization.

The editors also justify this diverse collection by stating that the "common denominator of all contributions to this book is their intention to increase our understanding of communication disorders and to improve the methodologies for diagnosing and treating these disorders (p. xxi)." This point is highlighted on the book jacket and in the title. However, in this case the preface is somewhat misleading. The majority of papers are "clinical" in so far as they deal with specific patient groups. It is also true that the content of the papers should be of interest to clinicians. However, few of the papers have direct clinical relevance. Approximately a third of the papers have either indirect or very limited clinical relevance (e.g., descriptions of normal functioning in adults, descriptions of singing, descriptions of speech produced by clinical populations in an effort to support some minor point of linguistic theory). Of the remaining papers the vast majority include detailed descriptions of the speech or language behavior of a specific patient population. These

papers are of definite interest to clinicians working with these populations and may have direct relevance for differential diagnosis. Three of the papers describe a new assessment procedure. Seven papers describe a treatment approach or treatment outcomes but none use an experimental design. We need to be cautious when attempting to extrapolate clinical practice from papers that describe a client population or propose new theories. We need to be even more cautious about accepting the results of nonexperimental treatment studies. I can give an example of the dangers inherent in making such an extrapolation without the benefit of experimental evidence. During the late seventies and early eighties, the growing support for Stampe's theory of "natural phonology" among clinicians led to the notion that we should encourage children to "suppress the process" rather than correctly articulate the target segment. Thus, a child who stopped fricatives would be rewarded for producing "feet" as [sit] rather than "feet" as [tit]. This advice followed logically from the theory but proved to be disastrous in practice (e.g., see Saben & Costello Ingham, 1991). Unfortunately, more than a decade intervened between theory and evidence in this case (although I have a strong suspicion that no individual clinician actually persisted with this practice for more than a few weeks). My point is that any group of researchers that strives to "improve the methodologies for diagnosing and treating these disorders" needs to be more comfortable with experimental methodologies and needs to produce more experimental treatment efficacy studies.

This is not to say that the book would not be of interest to practicing clinicians. A particular strength is the focus on pragmatic disorders and disorders of prosody. Perkins provides a useful taxonomy for differentiating primary and secondary pragmatic disability among children. There are five papers that examine the neurological basis of

prosodic disorders in adults. When treating children with right-hemisphere lesions I have been frustrated by the paucity of information so I think that these chapters may provide new and useful information to clinicians who treat acquired language disorders in adults or children. They may also have relevance for children diagnosed with "Developmental Coordination Disorder" or "Nonverbal Learning Disability". The research on patients with right-hemisphere lesions suggests that children with these developmental disorders will need remediation for deficits in the area of motor planning for speech, productive prosody, and pragmatics.

Furthermore, clinicians may be interested to learn about technologies that have been used primarily for research but which may become available for clinical application. Some of the technologies described in this book include functional magnetic resonance imaging, magnetoencephalography, palatometry, spectrographic feedback, digital kymography, and surgical mapping.

This book should be of interest to both researchers and clinicians. However, it is a moderately difficult read for both groups due to the breadth of the topics covered. Clinicians will find that it stimulates their thinking about the nature of speech and language disorders but it will not provide any direct solutions to clinical problems.

Reference

Saben, C.B., & Costello Ingham, J. (1991). The effects of minimal pairs treatment on the speech-sound production of two children with phonologic disorders. *Journal of Speech and Hearing Research, 34*, 1023-1040.

My Turn To Learn: A Communication Guide for Parents of Deaf or Hard of Hearing Children (1997)

Authors: Susan Lane, Lori Bell, and Terry Parson-Tylka

Publisher: The Elks Family Hearing Resource Centre

Available from: The Elks Family Resource Centre

Cost: \$29.95

Reviewer: Kathryn Ritter-Brinton, PhD, Department of Communication Disorders, Glenrose Rehabilitation Hospital, Edmonton, Alberta

This guide is, overall, an excellent resource for both parents and professionals. It has several great strengths. These include a current research basis for the developmental progression of listening, speech, and language and the communication strategies that support development. This information is beautifully supported by a wealth of specific, practical examples about how to apply the strategies discussed in everyday situations. Its principle weakness is that cochlear implantation is underrepresented, given the increasing use of this amplification option, and also, in my opinion, somewhat misrepresented.

The book is organized into five major sections, including *Getting Started*, *Becoming Partners*, *Moving Forward in Conversations*, *Ideas for Home, Play and Away*, and *Appendices*. The full index appearing at the beginning of the book, and the specific indices at the beginning of each section and of each chapter, are clear and detailed, making it easy to find specific sections. The authors intend this to be a guide where readers can choose the sections that interest them most, as opposed to a textbook requiring reading from beginning to end. The organization, along with a considerable amount of appropriate repetition within the chapters, supports their purpose well. Quotes from



parents representing a wide variety of perspectives on the subject matter of each chapter are presented in the margins. This is a powerful tool for welcoming and engaging parents, and for sensitizing professionals.

In twelve chapters, section one (*Getting Started*) does a generally admirable job of describing the basic information with which parents of children with newly diagnosed hearing losses need to be familiar. It is a great deal of information, covering grieving and coping processes, types of hearing loss, interpretation of audiograms, communication options, amplification options, developmental information about speech and language, and beginning strategies to develop speech, language, visual and auditory attention and sign. It is presented in clear, easily digestible language. Professionals new to working with families of children with hearing loss will benefit from this section as much as will parents. In fact, if I were to recommend one resource for busy speech-language pathologists to assist them with this population, it would be this one.

In this first section, the authors succeed admirably in striking a balance between breadth and depth of necessary information, with a few exceptions. Their discussion of grieving in Chapter One presents a primarily linear model, where the grieving process eventually comes to an end. A more applicable model of grieving has been proposed by Martin and Elder (1993). In this model, grieving is described as a closed system in the form of a figure eight. The top of the figure represents positive aspects including investment, hope, and exploration. The bottom of the figure represents negative aspects including detachment, despair, and protest. Parents' position in the cycle depends upon the meanings they assign to events, and mothers and fathers may be in opposite ends of the cycle at the same time. The cycle does not reach completion. Parents may be

in the positive phase for protracted periods and then suddenly move into the negative phase, particularly at major junctures in the child's life. In my experience, this model more accurately reflects parents' grieving process.

Chapter Three contains the only major problem in the book. In their otherwise excellent discussion of amplification and hearing aids, cochlear implants receive a brief paragraph, beginning with the alarmist statement: "The child undergoes major surgery under anaesthesia to have a wire electrode placed in the inner ear" (p. 53). A functional description of how the implant works follows, along with an illustration. Unlike their descriptions of standard amplification, vibrotactile amplification, and FM systems, the authors provide no rationale for the use of cochlear implants, nor is there any discussion of their potential benefits and drawbacks. Frequent reference is made to the use of visual strategies for children who cannot benefit from standard amplification throughout the rest of the book, but cochlear implantation is never offered as an alternative for these children. Professionals using this book as a support for families of children with severe to profound hearing losses will certainly need to expand upon this representation if they are to give families the information they require about available options.

The discussion of *Beginning to Sign* (Chapter 10) contains what I believe to be an unfortunate misstep that compromises an otherwise balanced treatment of the subject. On page 165, the authors state: "Some families choose to emphasize the importance of both sign language and speech because they want their children to have the opportunity to communicate in a variety of ways in order to achieve their maximum potential". This might be taken by vulnerable readers (as are many parents of newly diagnosed children) to imply that parents who choose not to sign with their children do not wish their children to achieve their maximum potential.

Otherwise, this first section presents a balanced, thorough, comprehensible treatment of admittedly difficult subject matter. Their discussion of prelinguistic communication and strategies to develop turntaking is superb, as are the many examples they provide for implementing all of the strategies they discuss to support the development of listening, speech, and language. Their emphasis on visual attention is particularly helpful in orienting hearing people to the requirements of visual communication. The examples provide excellent supports for programming intervention with young children and their families. Many would serve as well for hearing children with language delays.

The next two sections are virtually flawless. In *Becoming Partners*, the authors do a clear, thorough, creative job in their chapters on following the child's lead, modifying length and complexity of messages, the necessary balance between comments, questions, commands, and modelling strategies. For front to back readers, the chapter on modelling might have been better placed earlier in this section. The wealth of specific, practical examples continues throughout. *Moving Forward in Conversations* admirably covers expansion, prompting, repair of conversational breakdown, and further development of signing skills. The authors' attention to the social consequences of conversational breakdown is particularly strong, and characteristic of the attention to the connection between communication and self esteem that is stressed throughout the book. Again, much of this information would serve well for language delayed children without hearing losses.

The fourth section, *Ideas for Home, Play and Away*, provides specific suggestions for vocabulary development within a variety of common activities, and reviews the strategies presented throughout the book with more examples and reminders. This kind of review is exquisitely interwoven in chapters

throughout the book, so that parents who browse get the supporting information they need in each chapter, and those who read from beginning to end do not get a feeling of unnatural redundancy.

The first Appendix on parent resources lacks a good reference for Manually Coded English, such as *The Comprehensive Signed English Dictionary* (Bornstein, Saulnier & Hamilton, 1983). Otherwise, this list is nicely balanced, without being overwhelming. References are annotated, and divided into books, sign language resources, and videotapes. The Videotape section does provide a reference to support Manually

Coded English. The final two Appendices provide specific information on services offered by The Elks Family Hearing Resource Centre to families residing in British Columbia.

With the cautions previously discussed, this is a book that should be on the shelf of every professional working with families of children who have hearing losses. Professionals working with children with language delay could also make use of much of the material. Nowhere else have I found the wealth of appropriate examples provided in this reference. As such, it provides an excellent model for how we might most

effectively present this kind of information to parents.

References

Bornstein, H., Saulnier, K., & Hamilton, L. (1983). *The comprehensive signed english dictionary*. Washington, DC: Gallaudet University Press.

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