

Book Review / Évaluation de ressource écrit

Asperger Syndrome: Strategies for solving the social puzzle

Nancy J. Kaufman and Vicki Lord Larson
(2005)

Overall, this book provides a welcome summary of strategies being used in the area. It will be most helpful for professionals with limited experience with students with Asperger Syndrome or for students learning about Asperger Syndrome.

Publisher: Thinking Publications, Eau Claire, Wisconsin

Cost: \$29.95 (US)

Reviewer: Joyce Magill-Evans, PhD

Affiliation: Department of Occupational Therapy, University of Alberta, Edmonton, Alberta



Written by a speech language-pathologist and a special educator with experience within the United States system, this book is a well laid out, easy to read compilation of current knowledge and best practices related to students with Asperger Syndrome. It is intended for S-LPs, educators, and parents.

It offers well-referenced, current information covering an overview of Asperger Syndrome, identification and assessment considerations, general intervention strategies, social competence intervention strategies, academic and classroom strategies, sensory and motor intervention strategies, and behavior management strategies. Controversies in each area are mentioned but do not distract from the intent of each chapter. Including some current evidence related to difficulties in attention-related processing of complex stimuli such as social interactions would have enhanced the overview chapter. A chapter summarizing the content and suggestions for future research related to the evidence base for the strategies described would have provided a nice ending. The evidence base for many strategies comes primarily from descriptive work.

Each chapter describes the strategies in enough detail to allow application in a variety of contexts, yet avoids providing a recipe for intervention. Next there are case studies with questions to guide analysis, example IEP goals, and interventions to achieve the goals. Each chapter ends with discussion points for further exploration of the topic. A CD with assessment forms and some graphics for use in intervention is included. There is some repetition across chapters but this is useful for readers who only read the chapter of most relevance to their concerns. There are only a few suggestions focused on making the interactional environment for the students easier to understand (e.g., encouraging others to label their emotions rather than assuming the student will understand nonverbal communications). There were several references to the teasing and bullying these students may experience with strategies focused primarily on the student with the deficit. Broader school based proactive strategies that address teasing and bullying of any child should also be considered. One case study would have been enhanced by a better understanding of the differences between sensory integration and sensory processing/modulation difficulties.

Voice and Communication Therapy for the Transgender/Transsexual Client: A Comprehensive Clinical Guide

Sandy Hirsch, Michelle Mordaunt, and Richard Kenneth Adler (Editors) - (2006)

Publisher: Plural Publishing Inc., San Diego, California

Cost: \$89.95 (US)

Reviewer: Meghann Grawburg, M.Sc., S-LP(C)

Affiliation: Private practice, Ottawa, Ontario

The authors' goal in the writing of this book was to develop a comprehensive guide for voice and communication therapy with the transgender/transsexual (TG/TS) population. Specifically, they aimed to guide clinicians in answering the question, "What kind of therapy do I implement to work with a TG/TS client who has been referred to the clinic?" In *Voice and Communication Therapy for the Transgender/Transsexual Client: A Comprehensive Clinical Guide*, the authors have provided the necessary background information about many of the issues that can impact upon treatment for voice and communication disorders that are unique to the TG/TS client, as well as many voice and communication goals and techniques that can be used with this population.

The scope of the book includes psychological, social, voice and communication considerations specific to the TG/TS population. Chapters 1 to 6 outline relevant background information required for making knowledgeable clinical judgments with TG/TS clients, as well as including unique terminology, the phases or steps in gender/sex transition, ethical considerations, and information about hormonal changes. In addition, Chapter 3 is devoted to the discussion of evidence-based practice through clinical critical appraisal.

Chapters 7 to 20 form the core therapeutic content, including information regarding assessment, goal setting, treatment methods, and maintenance. The topics addressed include vocal hygiene, pitch, intonation, volume, rate, articulation, language, resonance, generalization of treatment goals, and non-verbal communication. In addition, there are chapters focusing on group therapy and the TG/TS singing voice. One chapter is devoted to considerations for the female-to-male TG/TS client, while the rest of the book focuses on male-to-female TG/TS clients.

Throughout the book, an emphasis on individualization of the treatment program is prevalent. The authors' frequent references to psychosocial and medical considerations and their implications for voice and communication highlight the need to treat clients while considering their unique history and process.

In terms of clinical applicability, the wide range of resources contained in this book represent its greatest strength. Each chapter closes with a list of recommended readings. Many chapters provide specific examples of

therapeutic exercises that may be implemented in working towards the treatment goals of the TG/TS client. Clinicians will find information in the appendices to be useful. Particularly helpful are The Harry Benjamin Standards of Care document, the treatment plan checklist, and a TG/TS self-evaluation. Also included is a compact disc with pre- and post-therapy samples of TG/TS voices.

The book is very well organized and easy to use. Though the chapters are made up of contributions from several authors, the authors make reference to information in other chapters, ensuring ease of reference. The individual philosophies shared by each of the authors throughout the book allow for increased insight into the treatment of the TG/TS client from the perspective of the experienced clinician. The information and links to further resources provided regarding the psychological, social, and medical concerns of the TG/TS client would prove valuable to both the new and seasoned clinician in striving for therapeutic success. The depth of the clinical information provided is useful for the experienced clinician in voice and communication therapy, but relatively new to the TG/TS client. A clinician more familiar with the TG/TS client desiring a thorough review or new therapeutic ideas will also find these sections useful. The suggested therapy activities give clinicians a base resource for starting out and options for individualization for treatment. In future editions, handouts available in portable document format would be a useful clinical addition.

Hirsch, Mordaunt, and Adler have successfully developed the first textbook devoted to the topic of TG/TS voice and communication therapy. This type of resource is an important and useful reference for clinicians working with the TG/TS population with unique and complex case histories, reassignment and therapeutic experiences, and a high quantity of self-education. Due to the specificity of the topic, it is not likely to be suitable for use as a course textbook, but would be a useful addition to a school library. Clinicians both new to and familiar with the TG/TS client, particularly the male-to-female client, will likely benefit from accessing this book as a reference guide.

