Big Book Maker: Favorite Fairy Tales and Nursery Rhymes

Produced by: Pelican Software, 388 Commerce Drive, Fairfield, CT 06435

Cost: $49.95 US (School version)

Reviewers: Speech-Language Pathology Department, Constance-Lethbridge Rehabilitation Centre, Montreal, PQ

Description of the program: A publishing program intended to combine graphics and text to create books, activity sheets, bulletin boards, and the like using a variety of graphics and typestyles.

Program effectiveness: The program is effective in achieving its stated goals. It is logical and flexible.

User friendliness: This program is user friendly, however, it would be difficult for a child who is not familiar with the keyboard to use. It is more appropriate for an older child or an adult (teacher).

Support and documentation: Instructions are well documented with clear and concise organization of material in a logical and easy to follow manual.

Primary strengths: (1) Graphics are of excellent quality. (2) The variety of type and size of print make it appropriate for all ages of children, as well as special populations such as the visually impaired. (3) It has a good variety of choices of themes which make it interesting to a wider range of children.

Primary weaknesses: (1) It is not indicated as means of remediation, and approach that uses metaphonological theories. (2) The process is lengthy and may not appeal to younger children with limited attention spans.

Overall impression: This program seems to be worthwhile for educators and therapists in preparation of materials for or young children who are ready to experiment with the earliest form of desktop publishing. It could be used in preparing materials for regular classrooms, as well as for learning disabled populations.

Rating: 4 = excellent; 3 = good; 2 = fair; 1 = poor. Program description: 3; Program effectiveness: 3; User friendliness: 3; Support/documentation: 3; Overall rating: 3 (keep in mind the restrictions discussed).

Books

Biomedical Concerns in Persons with Down Syndrome

Siegfried M. Zwischen & Jeannette K. Parashar

Publisher: Paul H. Brookes Publishing Co., Baltimore, Maryland

Cost: $43.00 (US)

Reviewer: Patricia K. Speech-Language Pathologist, Moosomin, ON

The main theme of this book is to increase people's knowledge related to the care of persons with Down Syndrome. The authors believe that persons with Down Syndrome are good health, they may enjoy life more fully and participate to the best of their abilities. Therefore, the book provides a thorough discussion of the various biomedical concerns in a forum that would be meaningful for professionals who are pursuing investigative work as well as for those who are providing care for individuals with Down Syndrome. It does not touch on developmental, educational, behavioral, psychological, social, or environmental issues.

The book is made up of 24 chapters by different contributing international authors including two Canadians. Chapter 1 outlines various symptoms that characterize Down Syndrome. Chapters 2 through 5 discuss the various organ systems. Chapter 6 discusses features of Alzheimer's Disease as they relate to adults with Down Syndrome. Chapter 7 is related to Nystagmus and Therapeutic Approaches. It outlines regular healthcare treatment as well as teaching on several unconventional treatments.

Each chapter contains an extensive list of references, which makes this a useful resource for students or clinicians working with individuals with Down Syndrome. While the book does not deal with treatment aspects, it does provide an extensive amount of information gathered into one place about the physical aspects of Down Syndrome.

Treating Phonological Disorders in Children: Metaphon - Theory to Practice

Janet Howell and Elizabeth Dean

Publisher: Singular Publishing Group, San Diego, CA

Cost: $49.50 (US) (funds)

Reviewer: Iwutha Bernhardt, Ph.D., University of British Columbia, Vancouver, BC

This small volume sets out to provide an overview of phonological disorders as a linguistic disorder and presents a philosophy and approach that uses metaphonological awareness and natural parallel containment as means of remediation.

The book is intended for clinicians working with children with phonological disorders. The volume provides a sufficient introduction to the philosophy and program for clinicians who might want to experiment with the approaches offered.

Overall, the topics are clearly presented and easy to follow, with many concrete examples provided. Some of the controversial theoretical claims are presented over quickly, however, the book begins with a description of phonological disorders as a linguistic rather than phonetically-based disorder. Next, phonological analysis is presented for these children. An introduction to the construct of meta-

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phonological awareness is followed by a description of the therapeutic approach and some case study examples. The approach has two phases: (1) awareness of the target con-

trast introduced, and (2) production practice with a maximum of three contrast approaches. In the production phase (2), this approach is not actually different from hears. A minimum pair context production approaches. Where it differs from some current approaches is in the first phase on awareness. This part of the approach could be a useful clinical addi-

tion to those remediation programs that do not already have it. Overall, the major current is that many children with phonological dis-

orders also have articulatory-phonetic diffic-

ulties, and therefore will need more variety and time to production existing methods. The second caveat is that performance on meta-

phonological tasks and phonological change after treatment were not significantly corre-

lated in the efficacy study presented.

Materials for Therapy

CID Phonetic Inventory: A Speech Rating Form for Hearing Impaired Children

Cathy Newman, Edmonton Board of Health, Edmonton, AB

The CID Phonetic Inventory was developed to evaluate severely and profoundly hearing-impaired children's speech ability at the pho-

netic level. The Inventory is divided into six sections: suprasegmentals, vowels and diph-

thongs, initial consonants, initial consonants with alternating vowels, final consonants, and alternating initial consonants. It can usu-

ally be administered in approximately thirty minutes. A separate score sheet can be ob-

tained for each section as well as an overall average score. The syllable is used for rating

mass items; however, single phoneme rating is allowed for consonant production when the

child is unable to produce that consonant in a syllable unit.

The suprasegmental subset was designed to evaluate the ability to vocalize, control breath
during speech, and vary duration and pitch. The syllable is used to evaluate these skills in

order to provide a standard contrast. The five sections of the test are arranged to rate the articulation of speech sounds. Phoneme produc-

tion is rated at the syllable level as

single syllables, repetitive syllables, and alter-

nating syllables.

Included in the kit are: a manual, which gives information related to administration, assess-

ment, and scoring; one cards with the items pinn

ed for visual reference; and a package of 25 score forms.

This test would be more useful to assess the speech production of hearing-impaired chil-

dren with a low level of intelligibility because the test assess the fundamentals of speech

production. The use of the cue cards tension, the child is understanding the task, and be-

cause the responses are imitative in nature. Thus, the cues results should indicate the child's best

performance.

The test follows the general sequence of speech develop-

ment that was described by Ling (1976) in Speech and the Hearing-Impaired Child. How-

ever, the consonant blends have been deleted. The author states that the CID Pho-

netic Inventory was designed to provide a quantitative measurement of the hearing impaired child's speech development and therefore can be used to quantify progress. The absence of reporting guidelines may re-

sult in misinterpretation of the scores.

This test could be used as one part of a total speech evaluation. In addition to looking at the production of speech sounds in syllables, sound production in words, sentences—

and phrases, and overall intelligibility of sponta-

neous speech, should be evaluated.

Communicate Junior: An Educational Activity to Reinforce Social Skills in Elementary-Age Children

Fatty Mayo, Polly Hirn, Nancy

Gajewski, and Judy Kafka

The test follows the general sequence of speech produc-

tion, order to provide a standard context. The other

five sections of the test are arranged to rate the articulation of speech sounds. Phoneme produc-

tion is rated at the syllable level as

This is a multiple outcome story

with 2 to 4 players and can be adapted for

larger groups. The suggested age range is 3

through 10 years. Materials are written at a

grade two level. The object of Communicate

Junior is for each player to work their way to

a party at the centre of the game board by
correctly answering the social skill questions

provided and by working cooperatively with

all players. Thus, there is no "winner." To encour-

age cooperation each player listens when another's turn and gives help to the

other players. An advantage of this game is that

it is designed to be modified to suit the skill level of the children playing. For exam-

ple, for younger, inexperienced children, only

one skill category may be used or for older

children with experience playing the game,

four or more skills may be used. When all

players have reached the centre of the game

board it is suggested that they work as a group

in "process how-well they cooperated during

the game." For example, they did listen to

each other or did they make positive com-

ments to each other? A group processing form

is provided for duplicating. The educator may

use these forms to take place during the party. Several variations of the

game are provided in the kit.

Another valuable aspect of this game is that it

not only focuses on social skill develop-

ment, but also encourages development of verbal production skills. The child must listen
to the question, process the information pre-

sented, ask for assistance or clarification if

necessary, and then respond. A disadvantage

of the game is the time required to read the

game. For children with experience playing the

game, it not only focuses on social skill develop-

A disadvantage of the game is the time required to read the

textbook and prepare the materials for use in

the game (e.g., phonocopying, colori-

nating). However, only occurs during initial use as the rules are easily understood and

retained, and many of the materials may be

reused.

Included also with this game, but separate from it, is a book called Super Speech Adven-

tures. Volume No. 1, The Birthday Party

Adventure. This is a multiple outcome story

that provides opportunities for practice of a

variety of communication skills. It is written at a grade 1-2 reading level. For children with

articulation difficulties, the phonemes A, S, Z, C,

were incorporated into the story in all word

positions, providing many opportunities for

practice. Opportunities exist for spontaneous

generation of target sounds. There are also

several valuable applications to language
ever, words are printed on the cards for those children enjoy playing the game and appear familiar with the list of words in each set but is unaware of the order presented by the child. The examiner is familiar with the vocabulary of young hearing impaired children, and contains phonemic contrasts which allow an in-depth analysis of previously identified areas of concern and provides an overview of the child's phonological processes and evaluate the effectiveness of the intervention. Process Analysis is used to analyze the data collected. The Metaphon Resource Pack (MRP) consists of a manual, record forms, two assessment picture books, and a set of monitoring pictures. The MRP manual provides a therapy outline and many excellent suggestions for implementing Metaphon Therapy, it is not intended as a "pre-packaged therapy procedure." Metaphon is better described as a philosophy or approach to therapy that readily lends itself to adaptation by individual therapists using their own creativity and expertise. This reviewer found the MRP to be very effective in meeting the stated objectives and in giving children confidence in their communication abilities by helping them to acquire the knowledge and skills needed to improve communication effectiveness and use strategies to repair communication breakdown. Although the MRP may provide a therapy outline and many excellent suggestions for implementing Metaphon Therapy, it is not intended as a "pre-packaged therapy procedure." Metaphon is better described as a philosophy or approach to therapy that readily lends itself to adaptation by individual therapists using their own creativity and expertise. This reviewer found the MRP to be very effective in meeting the stated objectives and in giving children confidence in their communication abilities by helping them to acquire the knowledge and skills needed to improve communication effectiveness and use strategies to repair communication breakdown. Although the MRP may provide a therapy outline and many excellent suggestions for implementing Metaphon Therapy, it is not intended as a "pre-packaged therapy procedure."