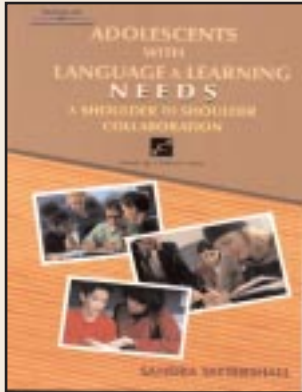


Adolescents With Language & Learning Needs A Shoulder To Shoulder Collaboration



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In her book *Adolescents with Language & Learning Needs: A Shoulder to Shoulder Collaboration*, author Sandra Tattershall, PhD, identifies the challenge presented by adolescents in their resistance to adult control and provides examples of how to work “shoulder to shoulder” with this population. Dr. Tattershall discusses the role of the adult in this relationship, as well as that of the student.

The author provides functional suggestions throughout the book, as well as many case examples, so readers can identify with the adolescents on their own caseloads. The case examples also can be read in therapy sessions with students so they can relate their own experiences and apply the strategies and principles to themselves.

The first three chapters of the book focus primarily on establishing the shoulder-to-shoulder approach. This involves engaging the adolescent in active problem-solving and modeling and discussing active learning. The implicit process of learning needs to become explicit for the students so they eventually can understand, verbalize and implement the learning strategies that work best for them.

Dr. Tattershall reviews both informal and formal measures that may be used to learn about the language and learning of adolescents. The various interviews and inventories described can provide valuable information and insights from different perspectives to help the clinician get a more complete picture of how the student functions. She also explains what to look for beyond test scores.

Learning principles and strategies for extended discourse are presented. Students need to be more aware of themselves as learners so they can become independent in using the principles described. Strategies for students who need assistance in managing higher level language processing challenges are described.

The concluding chapters discuss how the shoulder-to-shoulder approach can be used with other populations and the importance of transitioning students effectively to post-secondary schools or employment. As the students transition, they take on more responsibility to ensure appropriate accommodations are put in place.

This book is well organized and provides examples of how to identify learning problems and implement strategies effectively. Dr. Tattershall also discusses effective transitioning after high school, increasing the potential for using strategies successfully and independently

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