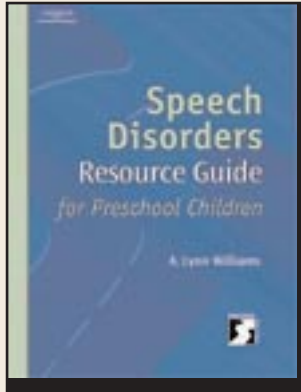


Speech Disorders: Resource Guide for Preschool Children



0-7693-0080-4
(C) 2003
214 pp, 8 1/2" x 11"
Softcover

By Williams, A. Lynn, PhD

This is a resource guide for the assessment and management of disordered phonological systems in preschool-aged children. It is written as a functional tool for assessing and analyzing delayed and disordered speech patterns and providing appropriate therapeutic intervention.

The author intends to provide a comprehensive resource guide for working with young children who have disordered sound systems. It can also be used to work with children up to eight years old. It is important to provide this type of resource guide for therapy for this young population because of the amount of literature on the subject of phonological impairments. A resource guide such as this is a handy tool for busy clinicians. The author has met her objectives.

This book is clearly written and vividly illustrated for practicing clinicians and students in preparation for a career in speech pathology. It would also be extremely helpful as an additional teaching tool in an articulation and phonology course at the university level. The author is a professor at East

Tennessee University and has an extensive clinical background with children with phonological impairments. She has developed a method for phonological intervention called multiple oppositions and presents on this method.

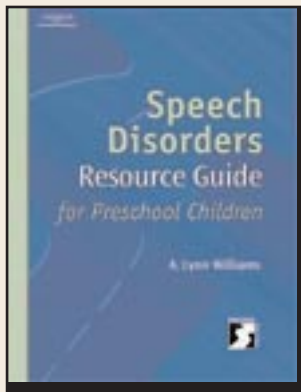
The guide uses tables, illustrations, case studies, and appendixes to provide a literature review of current studies in the area of speech disorders. The book provides a core knowledge section which covers characteristics of a speech disorder, prevalence and significance, terminology, classifications, normal phonological development, and delayed versus deviant patterns. The core knowledge section is thorough and informative and prepares the reader to better understand assessment and treatment. The book is equipped with an extensive reference section, an index, a glossary, and an Internet resource section. The appendixes are composed of helpful checklists, an informal assessment, and a phonological protocol.

This book is definitely a useful guide for practitioners written in an easy to follow format with assessment and intervention material in sufficient detail. It can be picked up and referenced quickly to provide research-oriented information to a parent or to use a quick checklist during an assessment. It is recommended for any clinician working with children with disordered speech systems.

- Doody's Review

REVIEWED BY:
Catherine Baer Coleman, MS
George Washington University

Speech Disorders: Resource Guide for Preschool Children



By Williams, A. Lynn, PhD

One of the first objectives of the Speech Disorders Resource Guide for Preschool Children, written by A. Lynn Williams, Ph.D., is to provide a foundation for understanding disordered speech. To accomplish this task the author provides a brief review of phonetic transcription that includes the two major classification systems of vowels and consonants.

The concise, reader-friendly presentation of normal phonological development, discussion of late talkers, features of various dialects, and provision of intervention activities makes this guide a beginning clinician's dream come true. The author often addresses the who, what, why and how of the topic being discussed, thus making the relationship between theory and practice highly salient.

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Of particular value in this guide is the distinction between assessment and analysis. Dr. Williams explains that the assessment identifies whether a speech disorder exists, while an analysis provides information vital in outlining specific treatment goals or intervention plans. The assessment section provides information about speech screening, speech sampling, intelligibility rating and stimulability testing.

The analysis section tackles independent and relational analyses, non-linear phonology and includes a case study comparing three phonological analyses. The text also includes reproducible worksheets for the analysis of place-voice-manner errors, a non-standardized phonological process analysis summary sheet, and a format for systematic phonological analysis of child speech.

Additionally, the author addresses the treatment efficacy of phonological treatment outcomes, and the use of single-subject designs in clinical practice. As the profession continues to collect outcomes measures and encourage evidence-based practice, Dr. Williams' discussion of the three "E's" – efficiency, effects and effectiveness – is very timely and necessary.

Hodson (1992) is cited as claiming that only 10 percent of speech-language pathologists incorporate phonological principles into their assessment and intervention practices because of a lack of training in phonetic transcription and classification. Hopefully, the Speech Disorders Resource Guide for Preschool Children will encourage clinicians to utilize more current and efficient practices.

- Doody's Review

REVIEWED BY:
Iris A. Johnson, Ph.D.,
CCC-SLP, Tennessee State University