Big Book Maker: Favorite Fairy Tales and Nursery Rhymes

Produced by: Pelican Software, 398 Concourse Drive, Fairfield, CT 06430

Cost: $49.95 US (School version)

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.

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 large 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) There is a good variety of choices of themes which make it interesting to a wider range of children; (4) Ideas for how to use the printed material are useful; and (5) It can be adapted to French, Spanish, Italian, and other languages.

Primary weaknesses: (1) It is not indicated for which population this program is intended; it does not seem to be appropriate for a preschool population, except perhaps for teacher or therapist for presentation of materials; and (2) The process is lengthy and may not appeal to younger children with limited attention spans.

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

Cost: $43.00 (US)

Reviewer: Patricia N. Zwicker & Jeanette K. Parshut

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

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 form 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 phenotypic characteristics that have been described by investigators with emphasis on the skull, eyes, nose, ears, lips, tongue, neck, chest, abdomen, and extremities. Chapter 2 discusses feeding, speech, and deglutition. Chapter 3 discusses the speech problems of children with Down Syndrome. Chapter 4 discusses the communication of children with Down Syndrome. Chapter 5 discusses studies that have dealt with life expectancy of individuals with Down Syndrome, Chapter 6 to 16 inclusive and 19 to 23 inclusive discuss specific systems in which underlying pathology may be present. Or these, Chapter 7 is related to auditory and otorhinolaryngologic Concerns. In this chapter there is some discussion of things to consider when performing audiological assessments. Chapter 17 discusses different of Alzheimer's Disease as they relate to adults with Down Syndrome. Chapter 18 reviews information available, related to psychiatric conditions. Chapter 24 is on the use of pharmacological and psychotherapeutic Approaches. It outlines regular healthcare routines with regards to long-term and short-term care. Each chapter contains an extensive list of references, which makes this a useful reference for students or clinicians working with individuals with Down Syndrome. While the book does address with treatment aspects, it does provide an extensive amount of information gathered into one place about the physical aspects of Down Syndrome.
The syllable is used to evaluate these skills in a syllable unit.

The test follows the general sequence of speech development that was described by Ling (1976) in Speech and the Hearing-Impaired Child. However, the consonant blends have been deleted. The author states that the CDPHNTIC 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 result in misrepresentation 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 spontaneous speech, should be evaluated.

Material of Therapy

CIPHNTIC Inventory: A Speech Rating Form for Hearing Impaired Children

Jean S. Moog

Publisher: Central Institute for the Deaf.

818 South Euclid, St. Louis, MS 63110

Cost: $35.00 (US)

Reviewer: Kathy Newman, Edmonton Board of Health, Edmonton, AB

The CDPHNTIC Inventory was developed to evaluate severity and profoundly hearing impaired children's speech ability at the phonetic level. The Inventory is divided into six sections: suprasegmentals, vowels and diphthongs, initial consonants, initial consonants alternating vowels, final consonants, and alternating initial consonants. It can usually be administered in approximately thirty minutes. A separate score sheet can be obtained 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 a syllable unit. Where it differs from some current approaches is in the first phase focus on awareness. This part of the approach could be a useful clinical addition to those remediation programs that do notalready have it. Overall, the major caveat is that many children with phonological disorders also have articulation-phonetic difficulties, and therefore will need more variety and time in production training methods.

The second caveat is that performance on met phonological tasks and phonological change after treatment were not significantly correlated in the efficacy study presented.

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

Fatty May, Polly Hirs, Nancy Gajewski, and Judy Kafka

Publisher: Teaching Publications, Tau Clar, WI

Cost: $35.00 (US)

Reviewer: Joan Sullivan, Glenrose Reha bilitation Hospital, Edmonton, AB

This game was developed to fulfill the need for social acquisition at the elementary school level. It is intended for use with both regular and special education students in grades one through four. Comprehension as part of the social behavior skills is targeted. These include: hygiene, body language, facial expressions, voice (tone and volume), following rules, manners, listening, eye contact, grooming, conversations, starting, maintaining, and ending, time and place, and finally sharing and taking turns. The authors stress that this game is not intended to teach initial knowledge about social skills, but rather to reinforce skills previously taught in the classroom.

They discuss the emphasis on the whole language approach currently popular in education. This use of naturalistic language opportunities throughout the game.

Communicate Junior is intended to be used 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 center 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 encourage cooperation each player listens as 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 example, 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 center 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 comments to each other. A group processing form is provided for duplication. The educator may use this group processing activity to take place during the party. Several variations of the game are provided in the rule book.

Another valuable aspect of this game is that it not only focuses on social skill development, but also encourages development of verbal processing skills. The child must listen to the question, process the information presented, ask for assistance or clarification if necessary, and then respond. A disadvantage of the game is the time required to read the rules book and prepare the materials for use in the game (e.g., photocopying, coloring, laminating). This however, only occurs during initial use as the rules are easily understood and retained, and many of the materials may be provided and by working cooperatively with all players. Thus, there is no "winner." To encourage cooperation each player listens as 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 example, 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 center 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 comments to each other. A group processing form is provided for duplication. The educator may use this group processing activity to take place during the party. Several variations of the game are provided in the rule book.

Also included with this game, but separate frontis, is a book called Super Speech Adventures, Volume No. 1, The Birthday Party Activity. 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 /b, /s, /z/ were incorporated into the story in all word positions, providing, auditory 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 and adolescents. It was designed to help children and adolescents. It was designed to

Testing materials include a manual, response cards, a set of Metaphon Therapy, it is not intended to measure production of specific speech sounds. Speech intelligibility, as defined for this test, is "the degree to which a speaker is understood in the absence of verbal context." Toxifying materials include a manual, resource forms, and a box of picture cards. The 90 picture cards are organized into four sets of phonetically confusable words with a picture deck for each set. The words were chosen because they were easily pictureable, within the vocabulary of young hearing impaired children, and contained phonemic contrasts that contribute to the overall intelligibility of deaf speech. Some of these phonemic contrasts are voiceless sounds in clusters, tongue height, and small changes in formant frequencies. Pictures are used to allow its use with young children and also to separate waiting skills from speech production skills. However, we have used the cards for those who can read.

The child is required to look at and name the picture without the examiner seeing the card. The examiner is familiar with the list of words in each set is unaware of the order of presentation by the child. The examiner is not required to evaluate how well a word was spoken, only whether or not the word was understandable. Depending on the vocabulary level of the child and the amount of rehearsal time needed, the test requires approximately 20 to 30 minutes to administer and 40 minutes to score.

The manual is clear and easy to read and contains a good explanation of the unique characteristics of hearing impaired speech and factors influencing intelligibility. This reviewer believes that the test has some advantages over other intelligibility tests: (1) it can be administered by someone with limited experience in phonetics; (2) outside items are not required; (3) it is a good pre-post measure and can be used to quantify progress; and (4) young children enjoy the pictures and the seeming reversal of the teacher/student role.

The reviewer's experience with single-word intelligibility suggests that scores obtained are an overestimate of intelligibility compared with the intelligibility of spontaneous speech. Therefore caution in reporting scores is necessary to avoid possible misrepresentation of speech ability. Some illustrative examples of goal setting and intervention are provided, but the experienced clinician will use judgement and creativity to expand on these.

The Metaphon Resource Pack consists of a manual, 90 cards, two assessment picture books, and a set of monitoring picture cards. There are three assessment procedures in the MRP: (1) The Screening Assessment, which provides an overview of the child's phonological development and identifies areas for further intervention; (2) The Process Specific Probe, which allows as in depth analysis of previously identified areas of concern and provides a direction for intervention; and (3) The Monitoring Procedure, which enables the clinician to monitor change in phonological processes and evaluate the effectiveness of the intervention. Process Analysis is used to analyze the data collected. Nine systemic (speech sound) and four structural (vocalic) simplifications are featured, but there is opportunity on the record form to describe other processes.

The overall aim of Metaphon Therapy is to effect a change in the central organization of the phonological system rather than to produce changes at the vocal level. This is carried out through two interrelated phases. In Phase One the aim is to motivate the child to become interested in speech sounds and to make discoveries about the sound system. These discoveries are used in Phase Two in which the aim is for the child to judge communication effectiveness and use strategies to improve communication breakdown. Although 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 seen 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 its stated objectives and in giving children confidence in their communication edge and skills needed to improve communication effectiveness. The MRP also was very effective in getting children above the intended age range over 7 years of age seemed to benefit from the in depth exploration of sound properties in both their spoken and written communication.

The MRP's published in the UK and consequently has some British idiosyncrasies in vocabulary and terminology. However, these do not detract from the value of the MRP as an assessment tool and framework for therapy. It certainly would be a most useful addition to a clinician's assessment battery as a source of fresh ideas in therapy. The therapy approach fits well with the current trend in education towards social, emotional, and cognitive development of children, and could be of significant benefit in the school as well as the clinical setting.

30 JSLP Vol. 17, No. 1, March 1993 / BOA Vol. 17, No. 1, March 1993
Resource: Review. JSON representation. Comment. The content of the comment, i.e. review body. In some cases users have been able to write a review with separate title and body; in those cases the title and body are concatenated and separated by a tab character.

lastModified. object (Timestamp). Study Resource Review. We will help you spend your time intelligently. Posts. I will be reviewing it once finished. #python #fluentpython #studying #hustle. python fluentpython studying hustle. Mar 2nd, 2017. Review collection is not rocket science. After all, all we do is help you collect video, photo & text reviews from your customers. We then display these reviews on Your Site, on Google and on your Social Media platforms. By displaying genuine reviews most of our clients see an uplift in conversion within a few weeks. Hannah Boxall reviews Management of Natural Resources, Sustainable Development and Ecological Hazards IV, edited by C.A Brebbia. Environmental Change and the Worldâ€™s Futures: Ecologies, ontologies and mythologies. By. Readers of Resource will be more than aware of the problems that the world is currently facing: overpopulation, unsustainable growth, inequality, species extinction, global warming, peak oil Recycling Reconsidered. By Resource |. 6 June 2012 |. Add a Comment. Filter 71 reviews by the users' company size, role or industry to find out how Resource Guru works for a business like yours. Resource Guru is the fast, simple way to schedule people, equipment, and other resources online!