

BOOK REVIEWS

FOR PARENTS OF DEAF CHILDREN

Doris W. Naiman and Jerome D. Schein
Silver Spring, Md.: National Association of the Deaf, 1978. 57 pp., \$5.95 (Soft cover).

This short book, written by two professionals who have many years of experience with deaf children, their parents, and with deaf adults, provides much sensitive, practical and insightful information and advice for parents of deaf children. This information is presented in simple terms for persons who are relatively unfamiliar with deafness. The topics are not discussed in great depth, because the presentations are brief, but the book provides an excellent introduction for parents who are just embarking on the new experience of incorporating a deaf child into the fabric of their family's life.

In their introduction, the authors state, "We hope to provide you . . . the background to sort through the plethora of opinions, the opposing suggestions, the bewildering arguments, and to arrive at the decisions most beneficial for **you** and **your child**." To achieve this goal, the material is divided into six chapters: "Being the Parent of a Deaf Child," "Feelings," "Expectations: High, Wide and Deep," "A Practical Approach to Communication," "Social Relations," and "Some Particular Situations." These brief chapters (34 pages of text including numerous photographs of deaf children and their parents) are followed by lists of organizational and printed resources for parents, and by 18 charming "Picture Stories" that had been written by Dr. Naiman for her own children when they were small.

The following brief excerpts give some sense of the "flavor" and focus of the material:

"We do not suggest alternatives on at least two issues: your deaf child's need

for your love and for communication with you. We find no substitutes for these two principles, though we have tried to suggest the multitudinous ways in which you can love and communicate with your deaf child" (p. ii).

"As the parent of a deaf child, you are primarily mother or father and not primarily teacher . . . do not let all the directives to 'do this' and 'teach that' destroy your feelings of adequacy as a parent . . ." (p. 1).

"Basically parents benefit from two kinds of assistance. One is in the area of feelings and attitudes, and the other is in the area of knowledge about deafness . . . Parents can help each other a lot by sharing their feelings" (p. 7).

"Having two-way communication with your child so that he understands you and you understand him is so central to your life together that you need to start from there instead of from any doctrinaire point of view. Do not rigidly decide that any one way is the only right way . . ." (p. 19).

We might wish that the authors had expanded on their ideas and had covered their topics in more depth. With this minor reservation, this reviewer is happy to recommend the book, not only for parents of deaf children but also for professionals who work with them.

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COMMUNITY COMPETENCIES FOR THE HANDICAPPED

Jim Stewart, Gay Bauman, Ruth Falco, Wayne Hanson and Judy LaWanna.
Springfield, Illinois: Thomas Books, 1978. 198 pp., no price (soft, spiral-bound).

The teacher or administrator who is familiar with instructional goal setting and the diagnosis of individual achievement levels will find this work very useful as a resource in developing IEP's and implementing instructional sequences for handicapped students. The format for presenting the goals, competencies, and performance indicators can also be used as a model for curriculum planning and development because of the simple, straight-forward representation of scope and sequence.

Educators and other professionals working with hearing impaired students or clients will find this work useful. Rehabilitation counselors, who form the terminal link in the chain of organized educational and social services provided to deaf individuals, will find the focus in this work on community competencies of particular interest. Educators of the hearing impaired will want to add to and revise the competencies to suit the needs of that population.

The competencies prescribed in this work purport that the student achieving them will be equipped to function as an independent citizen in the community. In fact, this is the principle upon which the work is based. Without being too critical, one must question to what extent these competencies have been verified as accurate predictors of future success, or to what degree they have predictive validity.

The authors recognize that handicapped individuals demonstrate a wide range of skill levels determined by the nature and severity of the handicap. Regardless, they present the

competencies in a non-categorical fashion with minimal attention to the unique requirements of particular handicapping conditions (e.g., Braille, prosthetic devices, total communication). What of the profoundly handicapped child for whom the goal of "toilet training" is the curriculum? This child would find himself or herself below the lowest competency level.

In spite of the criticisms presented in this review, the authors must be heartily applauded because this represents a pioneer effort in attempting to reconcile problems that have arisen from current legislation and policies governing special education. It is also one of the first formal attempts to relate community competencies and minimal competency testing to the handicapped. One question the authors do not address fully is whether, and under what conditions, diplomas should be denied handicapped students based on competency testing. However, one would not expect an answer to this question from them since general educators and the public are grappling with the same question as it applies to non-handicapped students. Perhaps a period of experience with the community competencies in this work will lead us to some reasonable solutions.

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TOTAL COMMUNICATION; THE MEANING BEHIND THE MOVEMENT TO EXPAND EDUCATIONAL OPPORTUNITIES FOR DEAF CHILDREN

James Pahz and Cheryl Pahz.

Illinois: Charles C. Thomas Publisher, 1978. 115 pp., no price (hard-bound).

The authors have done a notable job of reviewing a great deal of the literature and data concerning the history and development of Total Communication and, in writing this book, have attempted to summarize all of the research in to a brief one-stop reference for the reader — a formidable task! It is hard to believe that all of the pain and agony of the last one-hundred years, and especially the last ten, could be consolidated into 100 pages of text; nonetheless, the authors have done just that.

The book provides a fairly thorough coverage of the history of deaf education and of sign language, a brief look at the major issues surrounding the “oral-manual” controversy, and a discussion of the emergence of Total Communication itself. The fifth of the

six chapters, written by Glenn T. Lloyd, Ed.D., focuses on the implementation of Total Communication in educational settings.

This book would probably be most worthwhile to students just entering the field of deafness and certainly could be used as a reference for a number of important articles and books written on the subject. Those professionals who have been around for the last eight to ten years may enjoy reading it just to refresh their memories. Finally, the most delightful parts of the book are the great cartoons from the “Deaf Spectrum” of Oregon.

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HANDICAPPING AMERICA: BARRIERS TO DISABLED PEOPLE

Frank B. Bowe

New York: Harper & Rowe, 1978. 219 pp., \$10.00 (Hard bound).

Writing in a high-interest holding sequential style, Bowe has presented a vivid narrative of the past and current struggle of the nation's handicapped citizens toward the elusive goal of social equality.

From a brief historical perspective of the plight of handicapped people in ancient times,

Bowe moves rapidly into the 20th century with examples of society's meager response to the needs of such people — and the submissive attitudes of the handicapped that have perpetuated this gross neglect.

The often ridiculous constraints against the handicapped that are built into the “system”

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are cited, yet there is obviously no intent to focus on the negatives. Rather, Bowe seems to be throwing down the gauntlet to each of us by saying, in effect, this is the problem and handicapped people can help resolve it; when do we begin?

In view of his own hearing loss and professional background in the deafness field, there is an understanding tendency for Bowe to cite deafness related examples somewhat more frequently than for other categorical handicaps. However, this is not a book about the problems of deaf people, or blind people, or paraplegics, but rather, a book with many facets of the problem faced by all handicapped people. For, perhaps more than anything else, Bowe focuses not on what differentiates various segments of our nation's handicapped population, but rather on the strong commonalities of our social prejudices that limit their contributions to the world of man.

This is not a book based on emotions. While Bowe's personal commitment to the handicapped comes through clearly, his points

are hard and factual. A thorough familiarity with, and analysis of, the myriad of rules, standards, policies and laws governing the rights of the handicapped are reflected again and again throughout the book.

Through Bowe's pen comes not a bewildered plea from the country's handicapped, but an angry bellow for their equal rights under Constitutional law. Woven into the presentation of social situations, paradoxical plights, and bureaucratic blunders is a constant thread of challenge to the reader, the government, and to society in general to get their collective houses in order.

Although obviously written for a broad audience, this book should be required reading for everyone in the helping professions, for parents of handicapped children and for local, state, and federal policy makers.

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THE HARD-TO-TEACH CHILD: A DIAGNOSTIC-REMEDIAL APPROACH

Denis Stott

Baltimore: University Park Press, 1978. 181 pp., \$8.95 (paper-back).

As a result of the Toronto Project, a remedial education program, and skillfully applied theoretical knowledge, the author proposes several practical steps in the assessment and instruction of children exhibiting various types of learning problems. The concept of evaluation and instruction based on standardized tests and "intelligence" scores is dismissed in favor of identifying the individual child's learning and motivation characteristics. Labels for deficits are replaced by a major emphasis on the individual's reaction to and interaction with the learning environment and the demands of the curriculum.

While this book does not directly address the hearing-impaired child, it does provide several practical approaches that can be applied to the assessment and instructional programs for the deaf child. Of significant impact are the interdisciplinary roles of the school psychologist, the teacher and the child in determining the most effective and efficient means of interaction. Generally, Dr. Stott presents excellent rational and practical means for planning educational programs from the identification of the individual child's assets rather than his/her deficits.

Several chapters include "how-to" infor-

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mation regarding the alteration of the learning environment and the remediation of inappropriate learning habits. The appendices exhibit several specimens of materials that may be adapted for use with the hearing impaired child including the "Guide to the Child's Learning Skills" and "Flying Start" materials. The information is presented in format and content appropriate for teachers, psychologists,

administrators, and special education consultants working with hearing impaired children.

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INTRODUCTION TO THE PSYCHOLOGY OF HEARING

Brian C. J. Moore

Baltimore: University Park Press, 1977. 311 pp., \$12.50 (soft cover).

Dr. Moore has presented an excellent text on the functioning of the auditory system. The reader may be slightly misled by the title of the text, but anyone who reads beyond the introduction will soon become aware of the intent of the text.

Moore intends for this book to be used, "... as an undergraduate textbook to accompany courses in auditory perception or hearing." He undertook the preparation of this text since there was no other single book that contained the breadth and depth of information needed for such a course. In this regard, Moore has succeeded admirably. My only complaint, and this deals not with the book but with the purpose of the book, is that it may well be beyond the scope of many beginning undergraduates. He has presented a massive volume of material in this text and frequently he appears to assume a sophistication on the part of the reader that may not exist with beginning undergraduates. I personally feel it is an outstanding textbook, but those who wish to employ it for a course in auditory perception or hearing might well review it carefully before assigning it to beginning undergrad-

uates.

Moore has included seven content chapters. These are: (I) The nature of sound and the structure of the auditory system, (II) Loudness, adaptation and fatigue, (III) Frequency analysis, masking and the critical band, (IV) Pitch perception and auditory pattern perception, (V) Space perception, (VI) Speech perception, and (VII) New developments, practical application and future outlook. The remarkable fact is that Moore has covered all of these topics with significant detail within the confines of this single text. In addition, he provides a comprehensive and exceedingly thorough list of references for all of the material referred to in the text.

I most strongly recommend this textbook. It will be extremely valuable as a course text, and will be equally valuable as a reference text. Moore is to be congratulated for an outstanding new addition to the literature in audition.

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INTERDISCIPLINARY APPROACHES TO HUMAN SERVICES

Edited by Peter Valletutti and Florence Christoplos

Baltimore, Maryland: University Park Press, 1977. 442 pp., \$16.50 (paperback).

The editors' purpose for collecting this information was to describe and clarify various

professional approaches to services for people in need. Each area of professional expertise is

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described in a chapter which presents the theory of the profession, training requirements, and scope and nature of the services. The information can help various disciplines to work together in serving the same client, benefiting from the others' strengths and eliminating duplication of services. Among the disciplines represented are dance therapy, dentistry, law, physical medicine, speech and language pathology, nutrition, and psychiatry, to mention but a few.

This information can aid members of an interdisciplinary team or community professionals who wish to understand the services that are available and needed by their clients. Educated consumers can better understand the approach and services possible through various professionals and how to receive such services.

There are some specific articles which could be more applicable to the area of deafness,

e.g., Law, Rehabilitation, Education, Speech and Hearing, and Language Pathology. The other professional services described might not be directly related, but the information could be of value to consumers such as in the case of Nutrition, Psychology, and Therapeutic Recreation.

A professional dealing with clients with multiple disabilities could also profit from the information presented.

Most of the articles were stimulating and thought provoking; all were informative. This book would be an excellent reference for consumers and professionals alike.

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PIAGETIAN THEORY AND THE HELPING PROFESSIONS

J. F. Margary, et. al., Eds.

Los Angeles: University of Southern California, 1977, 461 pp., \$10.00 (Paperback, available only through Special Order Department, University of Southern California, Los Angeles, CA 90007).

Piagetian Theory and the Helping Professions is a publication which resulted from the proceedings of the Sixth Annual Interdisciplinary Conference on Piagetian Theory and Its Implications for the Helping Professions. Inherent in such publications are all of the difficulties of making printed text of verbal (oral) presentations. As one reads the various chapters, one is quite aware of the fact that this book represents a conference summary rather than a precisely conceived, closely connected set of ideas which is reorganized as a book on a discrete subject. The fifty or so segments are not segregated into any specific topic of categorical classification. Most segments do focus upon the application of Piagetian principles to the problems of the handicapped child. Some are quite specific, for

example, the use of the concept of conservation of weight in the deaf child, while other selections are much more general and deal with more generalized issues such as language acquisition in preschool children.

Piagetian theory, particularly those aspects related to cognition and language acquisition, are very salient in relationship to the issues of education and understanding of educational problems of deaf individuals. There are thirteen segments which would be of direct interest to professionals in the area of deafness and five other areas which may be helpful as a comparative baseline for paralleling deafness and other handicapping conditions under the broad framework of Piaget.

This book is interesting in that it spreads Piaget across a wide area and demonstrates

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some practical and, in some ways, important applications of some very complex theoretical perspectives on the acquisition of knowledge. It is not, however, a book that is very useful. For those who have a limited knowledge of Piaget, it is too incomplete for any benefit. For those individuals with a more sophisticated understanding, it is merely interesting in pass-

ing and not really worth the investment.

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