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**Conferences – Congresses 1996**

May 17-18	Paris France	Explorations fonctionnelles appliquées à la phonation
June 5-8	Nijmegen The Netherlands	3rd International Conference on Speech Motor Production and Fluency Disorders
June 6-8	Hannover Germany	3rd European Symposium on Paediatric Cochlear Implantation
June 9-14	Budapest Hungary	3rd European Congress of the Federation of ORL Societies (EUFOS)
June 16-20	Bari Italy	International Congress of Audiology
August 3-10	Graz Austria	5th International Congress of Hard of Hearing People (IFHOH)
August 7-12	Vancouver Canada	7th International Conference of the Society for Augmentative and Alternative Communication (ISAAC)
August 18-20	Salsomaggiore Italy	21st International Congress of the Collegium Medicorum Theatri
September 19-22	Stuttgart Germany	1. Stuttgarter Stimmstage
October 9-10	Paris France	52e Congrès de la Société Française de Phonatrie
November 21-25	Seattle USA	ASHA Annual Convention

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## **40th Anniversary of the Japan Society of Logopedics and Phoniatics**

The Japan Society of Logopedics and Phoniatics (JSLP) was established in 1956 and celebrated its 40th anniversary this year. A special issue of the Journal of the JSLP was published and the history of JSLP was widely reviewed. JSLP was established by the efforts of Prof. C. Satta and Prof. I. Kirikae, both of whom were leading members of IALP, aiming for the nationwide development of this field of academic sciences. JSLP now has over 1,500 members including 3 honorary members: Dr. A. Muller, Prof. E. Loebell and Prof. I. Hiroto, and holds its national convention every year where more than 120 scientific papers are presented. A special issue reviewed not only the history of JSLP, but also the present status of phoniatics and logopedics in the world. The special issue also recollected our nice memory of the 20th IALP Congress held in 1986 in Tokyo where many of our friends got together.

*Hajime Hirose*

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## **21st International Annual Congress of the Collegium Medicorum Theatri**

Salsomaggiore Terme (Italy), August 18–20, 1996

This Congress is under the auspices of: CIFT (Gruppo Italiano Foniatri Teatro), University of Torino (Chair of Phoniatics), Teatro La Scala, Milano, Teatro Regio, Torino, Arena di Verona and Teatro Regio, Parma.

Organization and information:

Nicoletta Storchio Brunetti, Meeting executive  
via Vallotti, 32, Vercelli (Italy)  
Tel./Fax: ++39-161-250.666

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## **Ultraschall in der Phoniatrie und Pädaudiologie: 1. Aachener Kurs**

Aachen, 14. September 1996

Klinikum des RWTH Aachen (Deutschland)  
Anmeldung bis zum 30. Juni 1996 bei

Dr. Wolfgang Angerstein  
Fax 49 241 8888457

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*C.W. Starkweather, H.F.M. Peters (eds)*

## **Proceedings of the 1st World Congress on Fluency Disorders**

Nijmegen, International Fluency Disorders, 1995  
2 vol., 662 + 31 pp.

The editors collected the 170 communications presented at the Congress in Munich in August 1994. They produced two impressive volumes covering all aspects of dysphemia in depth.

This meeting, attended by phoniaticians, logopedists and patients from 39 countries, permitted a productive exchange of ideas.

*J. Perelló, Barcelona*

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## **3rd International Conference on Speech Motor Production and Fluency Disorders**

Nijmegen, June 5–8, 1996

As with the first and second conferences of 1985 and 1990, the purpose of the conference is to gather the results of the last 5 years in research and theory of fundamental speech science and to combine these with data obtained from research on fluency disorders. The conference has three aims: (1) to present the state of the art of basic science on speech production, (2) to give a detailed account of speech motor research on fluency disorders and (3), and most importantly, to arrange a dialogue between the two fields.

The theme of the 3rd conference, inspired by the 'decade of the brain', is research on the brain's role in speech production. A variety of neuromotor models of speech production and stuttering will be presented.

Themes of the sessions are the following:

Neurophysiology and brain imaging in speech production  
Research on brain imaging in stuttering  
Models of speech production  
Speech motor production in dysfluent speech  
Developmental aspects of speech motor production  
Measurement in pathological speech

For information, please contact:

Conference Agency University of Nijmegen  
c/o Mrs. Mary Bluysen  
PO Box 9111  
NL-6500 HN Nijmegen (The Netherlands)  
Tel. +31 24 361 21 84  
Fax +31 24 356 79 56

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*Sheila Wirz* (ed.)

**Perceptual Approaches to  
Communication Disorders**

Whurr, London 1995  
161 pp.; £19.50

This book is one in the series on disorders of speech and language communication edited by Crystal, Lesser and Snowling. The theme of this volume, edited by Wirz, is 'how specialist clinicians draw on their core skills as a basis for their work' (p. vii). Authors of the eight chapters cover most of the specialist areas in the field of communication disorders each underlining the fact that 'skilled intervention is built upon a base of observation and listening to clients' (p. vii). It discusses 'ways in which the therapist uses her perceptual skills with different client groups' (p. 2).

Those of us who have been in clinical practice for a relatively long period can remember a time when we had few clinical tools available, either for assessment or remediation, other than our own ability to observe and listen. We then moved into a exciting period of development of standardized tests and technological advances to help us in our clinical work. Some of us have been concerned that such *aids* were in danger of taking over with too much reliance placed on technology. It is therefore very exciting to see a book published which takes us back to the original attributes of a 'good therapist' whilst in no way undermining the technology which can aid us in the task of providing the best possible service to the individual with a communication disorder. Throughout the book it is stressed that for the therapist the client is 'at the centre of her practice not the disordered communication' (p. viii).

In chapter 1 Wirz develops the general theme of the book; in it she highlights the perception of the client in any therapeutic interaction stating the 'speech and language therapy is about *people* with communication disorders, not disorders *per se*' (p. 4). She provides a historical overview in which the roots of the profession, especially in the UK, are explored. This leads to a consideration of today's practices and an introduction to the chapters which follow.

Morgan Barrie, in the 2nd chapter, 'Observing and Assessing Auditory Skills in Children', looks at the assessments and remediation involved in the areas of auditory attention, discrimination and memory giving many practical suggestions. In an appendix to the chapter she presents, for the first time, a work-in-progress version of her Auditory Skills Battery.

Chapter 3 by Wirz and MacKenzie Beck examines 'Assessment of Voice Quality'. Voice is an area where we have seen 'major advances in the development of instrumental techniques', however the authors of this chapter hold that 'it is unlikely that they will ever obviate the need for systematic perceptual assessment of voice quality' (p. 39). This theme is developed throughout the chapter leading to a description of the Vocal Profile Analysis Scheme (VPAS), a perceptual assessment of voice quality.

This chapter is followed by Parker and Irlam's contribution titled 'Speech Intelligibility and Deafness: The Skills of Listener and Speaker'. This chapter is timely with the increased involvement of speech and language therapists in work with the hearing-impaired both with congenital and acquired disorders. Three specific perceptual issues are discussed: 'the deaf person's own perceptual basis for speech production patterns: the perceptions of the interlocutor, and the perceptual skills of the speech and language therapist, teacher of the deaf, or other specialist' (p. 56). These authors stress the importance of assessing speech production within the context of a more general communication assessment. Throughout the chapter we are reminded of the importance of considering the needs and views of the client and not to focus merely on a count of articulation errors. The inter- and overlapping relationship between signed language and speech is discussed and we are reminded that the communication profile of the client is the sum of the various means used to communicate and in this context the limitation of the audio-tape in recording 'deaf speech' is stressed and the importance of the visual emphasised. Many practical suggestions are given with regard to transcription of deaf speech.

Dean and Skinner, in chapter 5, deal with the 'Perceptual Assessment in Aphasia', once again emphasis is placed on the importance of assessing the communi-

cating ability of the client – the totality of the communicative performance and not merely results of a linguistic assessment. The authors state that ‘it is the argument of this chapter that when the therapist profiles the communicative performance of clients (in addition to results from standardized assessments) there will be a more balanced base from which to plan remediation’ (p. 87). The chapter elaborates on this statement and includes a review of profiling language performance.

Winyard, in chapter 6, discusses ‘The Interactive Skills of the Young Communication Aid Users’. She reminds us that, even in this area of high technology, the perceptual skills of the therapist are essential, not only in establishing the specific needs, frustrations, etc. of the client but also of the carers. Assessment by the multidisciplinary team is outlined and the Wolfson Centre Communication Aid Centre project detailed.

The perceptual skills required by the therapist in assessing clients with ‘Profound Intellectual and Multiple Disabilities’ are presented by Edmonson, as with the previous chapter attention is focused towards ‘the assessment of both partners in the interaction’ (p. 120), a much neglected aspect of most publications on this client group.

In the final chapter, ‘Self-Perception: The Therapist in the Process of Change’, Leahy focuses on the therapist. She points out that ‘the context of therapy is of two people acting together to bring about change’ (p. 131). The various roles of the therapist in this context are examined, models of intervention reviewed. Some interesting and challenging views are expressed with regard to communication interchanges between the client and the therapist. Too often emphasis is placed on the changes that therapy effects on the client. In this chapter the changes effected in the therapist, through the therapeutic procedure, are explored.

This book can be highly recommended for all who work with individuals with communication disorders. It should be essential reading for the student clinician.

*Marie de Montford*  
Trinity College, Dublin, Ireland

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*Sue Stevens, Kate Swinburn, Mandy Le May,  
Rosemary Gravell*

**Working with Elderly People:  
Communication Workshops; 2nd ed.**

Whurr, London 1995  
(available in the USA from Singular Press)  
65 pp.: £ 75.00  
ISBN 1-897635-91-5

This package of communication workshops will be welcomed by therapists in a wide variety of settings. Although specifically aimed at those running groups for carers of the elderly, it most certainly will be applicable to other client groups.

The package consists of a series of 12 workshops, aimed at those with limited prior knowledge of communication difficulties. Each workshop is designed to last approximately 20 min. A wide range of topics is covered, beginning with an excellent general overview of what is communication and the wide variety of factors which may affect performance. Further workshops discuss the influence of the environment, cultural considerations and the effects of hearing and visual deficits on communication in the elderly. Specific disorders are presented (i.e. dysphasia, dysarthria, dysphagia and dementia) in a simple and accessible manner. The remaining workshops discuss communication aids, emotional aspects of communication disorders and practical ideas on how to help.

Each workshop consists of a set of therapist notes, which give guidelines on materials needed, suggestions for activities and discussions and outline the main points to be covered. These are complemented by overheads and photocopiable hand-outs which once again emphasize key issues and are illustrated with amusing cartoons. The hand-outs could perhaps contain a little more detailed information, particularly those on ‘what is communication’, dysphasia and dysphagia, as these are something the carers may wish to refer to again and again.

The package as a whole is attractive, easy to use and jargon free! It will be of value to all therapists involved in running in-service training programmes, parent/carer groups or communication workshops. As emphasized by the authors, the workshops are not designed to be prescriptive but should change and adapt according to group needs. Evaluation sheets and reading lists for both therapists and participants ensure that the workshops can be developed, adapted and supplemented as necessary.

*Deirdre Gilchrist, Dublin*