

BOOK REVIEWS / REVUE DE LIVRES

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Learning to Listen, Pat Vaughan (ed.), Don Mills, Ontario: General Publishing Company, 1976, 155 pp.

Reviewed by:

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Written by mothers for mothers of hearing-impaired children, *Learning to Listen* is a personal account of Auditory Training as a method for teaching communication skills. The mothers describe their roles as constant tutors in structured and unstructured verbal stimulation of their children. By offering examples of children who, despite severe or profound hearing deficit, have developed language and speech skills, the mothers offer hope and encouragement to all mothers of hearing-deficient preschoolers.

The Auditory Training method is designed to maximize the residual hearing which most, if not all, hearing-impaired children have. Once the child has been fitted with hearing aids, he is trained to listen to the sounds in his environment, including speech.

Children with normal hearing attend to sound "naturally" but children with severe hearing loss must be taken through the sequence of sound discrimination and language development step by step, day by day, in constant, repetitive "lessons". The emotional drain on the mothers is great, but so is the joy with even the smallest success.

In addition to revealing their personal reactions to deafness and to the Auditory Training method, the six mothers describe physical activities, games, story books, materials, vocabulary exercises and conceptual exercises which have worked with their children. The interesting thing about the instructional suggestions

they give however, is that these exercises can probably be used profitably with any language-deficient preschooler, not just the hearing-impaired.

In *Learning to Listen*, teachers can find many exercises to teach auditory discrimination as well as vocabulary and simple concepts. Included in the book are two sample lessons on auditory discrimination and vocabulary development by Louise Crawford, a teacher of hearing-impaired children.

Additional topics covered which may be useful to individuals in contact with hearing-impaired children include: meaning of audiograms, care and testing of hearing aids, services available to parents, bibliography of related readings and glossary of terms.

Fathers who wish to take an active role in the training of their hearing-impaired children will find little to guide or encourage their interest in this book. Although it is implied throughout that the child's training is a family responsibility, only three pages are explicitly devoted to "how father fits in".

Parents or educators who seek a theoretical understanding of Auditory Training as an instructional procedure for the hearing-impaired will likewise be disappointed. While many practical hints are given throughout, there is only minimal reference to the psychological basis for the methods used.

Although the book skirts the emotional impact of deafness on the child's personal development, it does affirm the child's need to be treated as "normal" in all aspects except his hearing. In a society where social ignorance continues to plague individuals who are "different", it is important that books like *Learning to Listen* be written. The better informed we as a society are about the needs and aspirations of individuals coping with handicapping conditions, the more likely we are to accept the normality of disability.

Evaluating Correctional and Community Settings,
Rudolph H. Moos, Toronto: John Wiley & Sons,
1975, 377 pp.

Reviewed by:

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This book discusses the development and use of new methods for evaluating social environments, particularly those within correctional and community settings. It is an extension of an earlier publication, *Evaluating Treatment Environments: A Social Ecological Approach*, produced in the Social Ecology Laboratory at Stanford University and the Palo Alto Veterans' Administration Hospital.

Part I, an overview, provides the basic concepts whereby all types of social environments can be evaluated. Moos has developed instruments to measure the social environments of educational institutions, hospitals and community programs, correctional institutions, families, social, task oriented and therapeutic groups, work milieus and the military.

Part II considers the theoretical rationale and methodology involved in constructing the Correctional Institutions Environmental Scale (CIES) which contains nine subscales, namely: Involvement, Support, Expressiveness, Autonomy, Practical Orientation, Personal Problem Orientation, Order and Organization, Clarity, and Staff Control.

Part III illustrates the use of the social ecological evaluation approach in program comparison and evaluation. Various treatment approaches such as the behaviour modification and the transactional analysis approaches are compared on such variables as impact

on resident morale, modes of adaptation and coping. Examined also are congruence and incongruence in correctional environments and related to job satisfaction, resident-staff communication and rule breaking.

In Part IV, Moos applies his work to community settings such as, community-based correctional programs, families and military companies. Of particular interest is the analysis of delinquency and family environments and a description of the Family Environment Scale which identifies ten dimensions of family environments, namely: Cohesion, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active Recreational Orientation, Moral-Religious Emphasis, Organization and Control.

The ecological approach developed by Moos to measure and describe social environments offers a stimulating, practical and highly objective approach to practitioners involved in a variety of helping services. Counsellors, teachers, administrators, social workers, psychiatrists and parole and probation officers would find this book to be of immense importance. Researchers in the behavioural sciences could similarly benefit from an understanding of the theory and methodology developed by Moos and his associates. In fact, all those concerned with finding ways of evaluating and improving social environments would find this volume useful.

Perhaps the most outstanding aspect of the work presented by Moos is the fact that it rests on strong theoretical and empirical foundations. Moos is not an armchair philosopher, although he has an excellent grasp of theory, but rather he has a unique capacity to translate theoretical issues into measurable constructs and the energy needed to conduct numerous studies in the community attempt to empirically validate his hunches.

Counselling Strategies and Objectives, Harold Hackney
and Sherilyn Nye, Englewood Cliffs, New Jersey:
Prentice-Hall, 1973, 161 pp.

Reviewed by:

Ray Henjum
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One of the useful paperbacks I have read on basic counselling is that entitled, *Counselling Strategies and Objectives*, by Hackney and Nye. I recommend the book to beginning counsellors, and to others who wish to read about counselling, because it deals with

several important elements: helping counselees establish goals for their own behaviour, discriminating between cognitive and affective behaviours and goals, use of silence, starting and ending interviews, as well as counsellor "attitudes" while carrying on counselling activities.

The book, however, is only one of the "basics" one would peruse in order to get an overview of the field. It deals not at all with many of the larger activities school counsellors typically pursue in their daily or yearly service to students. Nothing is mentioned about guidance "programs" in the larger sense. Applied areas such as career topics, currently the rage in many schools, receive no coverage. It is