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Educational Audiology: Hearing and Speech Management

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EDUCATIONAL AUDIOLOGY: HEARING AND SPEECH MANAGEMENT

Frederick S. Berg

New York: Grune and Stratton, 1976. 312 pp., price not given (hard-bound).

Educational Audiology is a relatively new term applied to the training of audiologists in order to enable them to deal more effectively with the hearing-impaired person. Unfortunately, most professionals are not aware of the term, and those who are would no doubt offer a variety of definitions.

Dr. Berg has attempted (with some success) to compile a book which addresses one aspect of Educational Audiology, that being, the auditory management of hearing and speech of hearing-impaired children. This is accomplished in eight chapters: Hearing Impairment, *The Hard of Hearing Child and Educational Audiology*; *Audiology, Spectrography, and Communication*; *Auditory Trainers and Hearing Aids for children*; *Programming Beginning During Infancy*; *Communication Training in Special Classes*; *A New Speech Technology*; *Technology In Listening Training*; and *Supportive Services for the Hearing Impaired*.

Chapter I, *The Hard of Hearing Child and Educational Audiology*, serves as a general overview. The major strengths of this chapter are the incidence figures and the Utah State model.

The second chapter, *Audiology, Spectrography, and Communication*, briefly explains an audiogram and then relates speech formants to various hearing levels. A short section is given to audition and vision, but omits many important studies relating the two. A goodly amount of space is given to Cued Speech while signed systems are mentioned in only the most general terms.

The third chapter, *Auditory Trainers and Hearing Aids for Children*, is quite comprehensive and should provide the beginning student with a clear explanation of the various systems currently available.

Chapter IV, *Programming Beginning During Infancy*, offers many suggestions for establishing early listening skills.

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Project SKI-HI, Wedenberg's auditory approach, and the Institute of Logopedics program are well described. The emphasis is auditory and provides well defined steps in implementation of such a program.

Communication Training In Special Classes, Chapter V, covers auditory training, the Verbotonal method, speech-reading, various phonetic systems, and speech production. One chapter cannot do justice to so many topics and thus leaves the reader with only a cursory overview.

Chapter VI, *A New Speech Technology*, is excellent and probably the strongest chapter in the book. A number of speech projects are explained and most of the recent sensory aids are described.

Chapter VII, *Technology in Listening Training*, has some valuable information regarding listening. Many different programs are described in enough detail that a clinician could use them effectively. Conditioning paradigms and the recording of results are well documented.

The last chapter, *Supportive Services for the Hearing Impaired*, is a rather general overview of a number of different models and programs. Once again an attempt has been made to incorporate too many topics in one chapter with the result of only skimming the surface.

The first part of the title employs the term, "Educational", and on p. 34 Dr. Berg refers to one of six categories as being . . . "Education evaluation, design, and training in written language and basic substantive areas concern development and/or remediation in reading, writing, mathematics, science, and social studies." There is scant evidence of the incorporation of this area in his book.

The major emphasis of this book is certainly an auditory-oral approach. Token acknowledgement is given to "Total Communication" even though on p. 115 he reports that "during the past decade total communication has replaced the oral method as the most frequently used communicative approach of the special classroom". It seems a weakness to ignore such a statement in the overall content of the text.

If an alternative text is needed in aural habilitation you will no doubt be satisfied. If you are seeking a text with curriculum and academic strategies for the hearing impaired to assist you in implementing Public Law 94-142, you might be disappointed.

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