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It was a pleasure to review Joan L. Green’s book entitled, “Technology for Communication and Cognitive Treatment: The Clinician’s Guide.” The author provides a comprehensive resource manual for both novice and experienced speech-language pathologists (SLPs) who work with clients in a variety of clinical settings. Throughout the book, the author stresses the benefits and necessity of computers as an essential part of therapy. Various technology products, Web sites, and other tools for clients exhibiting different communication impairments and cognitive disorders are presented. This 19-chapter edition also contains three appendices that list vendor names; technology products; and a glossary of technology, education, and rehabilitation terminology.

Purpose and Objectives
The author states and justifies her purpose for writing this resource manual for SLPs in the introduction. In Chapter 1, she cites the shortage of communication and cognitive specialists, limited funds that decrease the number of therapy sessions, reimbursement difficulties, length of time and cost required to independently research different technology products available, and too few places that provide training for using the available technology as evidence for the importance of this guide.

Audience
This reviewer agrees with the author’s stance that this book will be beneficial for graduate students in master’s programs, novice clinicians, and/or experienced SLPs who have limited time to research various technology products for their clients presenting with varied speech-language-based disorders. The author serves as a credible informant in that she mentioned that she has solely written about technology products that she has used in therapy. The information in almost all of the chapters is cohesively presented in a formal yet easily readable manner. The table of contents is well organized by topic.

Similar Publications
According to this reviewer, there has not been any other book published that explores using different types of technology products in intervention as extensively as Green’s book. Although there are some publications that list suggested Web sites for therapy materials, discuss the importance of using computers, discuss how computers can serve as a tool for clinicians during assessment and intervention sessions, and discuss the intent and goals of assistive technology, no book to date has explored the basic elements of computer usage and different technology products all in the same manual.

Features of the Book
The book’s introduction presents terms used to label SLPs and their work settings in order to lay the foundation for
understanding who can use technology and in what settings. The author discusses the importance of using technology in therapy and how this “will help us deliver the best treatment possible” (p. xviii). The author states the purpose of the book in this section, which is to make the task of learning about technology easier. She relates that using technology and strategies could be good, and this resource manual includes a variety of settings, which is nice. She indicates that she consulted with professionals from other disciplines (e.g., neuropsychologists, occupational therapists) in order to learn about their experiences using technology and asked them to review chapters and provide resources that would be useful across different disciplines. She also suggests an approach one could take when reading this book, which I agree with 100%. One should not read the book cover to cover, but instead should read the beginning chapters and then skip to the information required for one’s particular clients. Most importantly, Green does not just list different technology products without knowledge or awareness of how the product works; she indicated that she used many of the products in this guide.

Chapter 1, “Why Use Technology?” describes the purpose of computer use and how therapy has started to incorporate “email, websites for reading practice, research and promotion of self-advocacy” (p. 1). The author indicates how years ago, computers were used as word processors; however, now they are a great source of information and communication between people. She discusses the benefits of computer use as being interesting, practical, and fun; offering the ability to control tasks; providing independent, nonjudgmental, and immediate feedback; providing effective independent practice; and providing solutions to increase clients’ quality of life. Because technology and software are part of everyone’s daily activities, the use of it in remediation activities in addition to traditional approaches is likely to be more effective. She strongly asserts throughout the book that professionals who want to provide optimal intervention should implement computers in therapy programs. This reviewer posits that the most noteworthy point Green makes in this chapter is that there “is a lack of experienced clinicians who use technology and clinical judgment is a critical component of individual assessment and effective program intervention” (p. 5).

In Chapter 2, “Getting Started,” the author is redundant and overstates her case for the importance and use of technology in the therapy session. The information in this chapter could have been incorporated into future chapters in this book.

In Chapter 3, “Treatment Settings,” the author provides an overview of some different technology products, which are elaborated on in Chapters 9–17, for clients who have been diagnosed with different disorders and in different settings, including acute care, skilled nursing facilities, and schools. She includes a nice list of resources for people entering the workforce, which is not published elsewhere.

In Chapter 4, “10 Scenarios and Technology Treatment Tops,” the author presents 10 case scenarios with computer applications for therapy. There are very few case study books on the market to date to the reviewer’s knowledge. There are not resources to date that have case studies with computer applications. These case studies are a great learning tool for both the graduate clinician, novice SLP, and SLP who has not used technology products in therapy.

In Chapter 5, “Software Selection,” the author addresses specific factors that are important for choosing software to implement in intervention, including ease of use, number of stimuli, visual presentation of stimuli, cost of software, language and cognitive skills required to use the stimuli, recording data, and the clarity of instructions for the task.

In Chapter 6, “Computer Access, Customization, and Hardware Selection,” and Chapter 7, “Computer Set-Up Considerations,” the author describes different methods of computer access that are appropriate; different types of operating systems; and various monitors, keyboards, headsets, and microphones. This is essential information for clinicians who are just starting to use technology within their clinical setting.

In Chapter 8, “Supportive Research,” the author provides the names of Web sites, treatment practice, evidence-based practice, and efficacy studies that are essential in building evidence-based practice for our different treatment approaches.

In Chapters 9–14, the author indicates the names of Web sites and technology products for clients with deficits in verbal expression, auditory comprehension, written expression, cognition, and memory. Future editions would benefit from discussing the target skills with the technology available to assist in the remediation of that skill. This would enhance an already helpful guide in our profession. In addition, because prices are variable, maybe a range instead of an exact price could be cited.

In Chapter 15, “Adapted Email, Search Engines and Web Browsers,” the author discusses how to adapt e-mail for clients with cognitive deficits and suggests different search engines and browsers. Green mentions types of software and browsers that could help clients with disabilities relate, interact, and communicate with people in their environment.

In Chapter 16, “Multi-Media Programs and Generating Printed Treatment Materials,” the author mentions the resources available to create custom materials. This is a great resource for graduate clinicians and novice clinicians working with clients with a variety of communication disorders.

In Chapter 17, “Games and Free, Online, Interactive Activities,” the author suggests certain communication goal areas that can be addressed using a variety of traditional interactive and noninteractive programs (including EdHelper, Therasimplyc, and Boardmaker) and gaming software. This is a great resource given that many children and adolescents in today’s society enjoy playing interactive and noninteractive computer games. Green states that with all materials used in a therapy session, the clinician must account for “the goals of therapy, (the client’s) visual impairments, fine motor abilities, communication strengths and weaknesses, and interaction (level) of the client” (p. 298).

In Chapter 18, “Internet Communication Tools,” the author lists and describes communication tools, including chat rooms, e-mail, text messaging, video Web, and podcasts.
In Chapter 19, “Online Support, Information, and Discussion Groups,” the author discusses the importance of online support and discussion groups. She lists sites about disability support groups. The sites are characterized by the different disorder.

Additionally, the author provides an index of vendor names, an index of technology products, and a glossary of key technological terms, which are a great addition to this book.

Assessment

This book provides a valuable resource for both novice and experienced SLPs. The author does an excellent job providing information about different technology products used in different clinical settings. In summary, this book would be an excellent addition to anyone’s library.

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