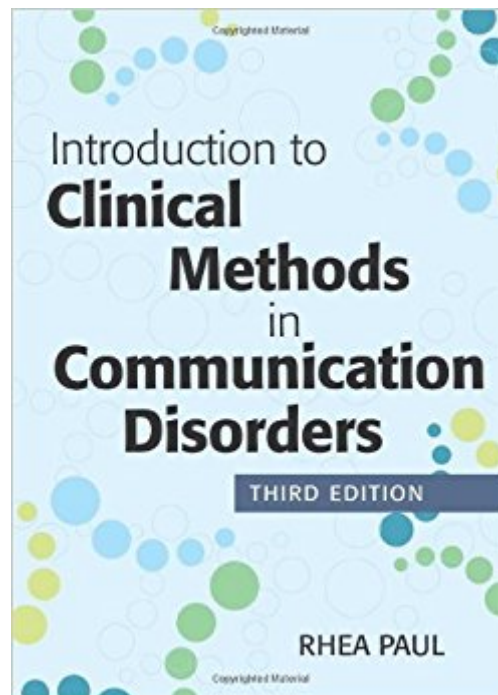




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# Introduction To Clinical Methods In Communication Disorders, Third Edition



## Synopsis

The bestselling core textbook on communication disorders is better than ever with this new third edition, thoroughly revised and based on updated ASHA standards. Covering a broad range of disorders and developmental levels, this text gives future professionals up-to-date guidance on evidence-based practice from more than 20 academics and working clinicians. Preservice SLPs and audiologists will get a comprehensive guide to contemporary clinical practice—one they'll use for the rest of their careers to provide the best possible services for people with communication disorders. An essential text for all students in clinical methods courses and a reliable reference for practicing professionals! Access the NEW ONLINE COMPANION MATERIALS now! ALL THE LATEST ON implementing evidence-based practice to improve client outcomes aligning everyday practice with the ASHA Code of Ethics collecting communication samples conducting effective assessment and implementing interventions understanding public policies that affect clinical practice ensuring sensitive and efficient clinical communications, including counseling clients, documenting findings, and recording treatment outcomes delivering services skillfully across settings, including homes, hospitals, and schools working with families from diverse cultural and linguistic backgrounds providing successful family-centered services making sound decisions about assistive technology WHAT'S NEW: New chapters on assessment, the role of research in clinical practice, communication sampling procedures, and cultural diversity Updated ASHA standards Coverage of new legislation and regulations New bases of evidence for the intervention chapter Updated clinical communication chapter with more coverage of electronic records and HIPAA compliance Expanded service delivery chapter that discusses the emerging roles of SLPs and AUDs.

## Book Information

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## Customer Reviews

a An up-to-date, valuable resource. From start to finish, this text serves as a thorough, easily accessible guide for successfully navigating a wide variety of clinical experiences.a --Shari L. DeVeney, Ph.D., CCC-SLP"

James J. Dempsey, Ph.D., is chairperson of the Department of Communication Disorders at Southern Connecticut State University. Dr. Dempsey received his doctorate from the University of Connecticut. His research interests include hearing aid fitting strategies as well as measures of functional and communicative benefits derived from hearing aid use.

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Dr. Marc E. Fey is Professor of Hearing and Speech at the University of Kansas Medical Center. He received his Ph.D. from the Department of Audiology and Speech Sciences at Purdue University in 1981. Along with his articles, chapters, and software programs, Dr. Fey has published three books on language intervention. He holds distinguished alumnus status from the University of Georgia, Purdue University, and Wichita State University, as well as the Honors of the American Speech-Language-Hearing Association.

Rhea Paul, Ph.D., received her bachelor's degree from Brandeis University in Waltham, Massachusetts, in 1971, her master's degree from Harvard Graduate School of Education in 1975, and her doctorate in communication disorders from the University of Wisconsin-Madison in 1981. Dr. Paul has published more than 90 journal articles, 40 book chapters, and 8 books. Her research on language development in toddlers with delayed language acquisition was funded by the National Institutes of Health. She has also held grants from the Meyer Memorial Trust, the American Speech-Language-Hearing Association (ASHA) Foundation, the Medical Research Foundation, and the National Association for Autism Research. Â Dr. Paul has been a fellow of ASHA since 1991 and received the 1996 Editor's Award from the American Journal of Speech-Language Pathology. In September 1997, she accepted a joint appointment in the Communication Disorders Department at Southern Connecticut State University and the Child Study Center at Yale University. She spent the summer of 1998 as a visiting professor at the University of Sydney in Australia. Dr. Paul received a Yale Mellon Fellowship for 1998-1999 and the Southern Connecticut State

University Faculty Scholar Award for 1999. She was recently awarded an Erskine Fellowship to spend a semester as a visiting scholar at Canterbury University in Christchurch, New Zealand. The second edition of her textbook, *Language Disorders from Infancy Through Adolescence: Assessment and Intervention*, was published in 2001 by Mosby in St. Louis, Missouri. Dr. Paul has been teaching child language development and disorders courses for 20 years.

Michele A. Anderson, Ph.D., CCC-SLP, is a senior research associate at Western Michigan University. Her research interests include topics ranging from child language and literacy to working memory and adult traumatic brain injury. Currently she is Project Coordinator for an Institution of Education Sciencesâ grant funded national multiyear collaboration to validate a new test of child language and literacy.

Michelle S. Bourgeois, Ph.D., CCC-SLP, is a professor in the Department of Communication Sciences and Disorders at the University of South Florida and a Fellow of the American Speech Language Hearing Association at Hunter College. A clinical researcher, she investigates interventions designed to improve the quality and quantity of cognitive-communication outcomes for persons with dementia, traumatic brain injury, or aphasia and their spouses and caregivers.

Paul W. Cascella received his bachelor's degree from Marquette University in Milwaukee, Wisconsin; his master's degree from the State University of New York at Buffalo; and his doctoral degree in special education from the University of Connecticut. Dr. Cascella is a speech-language pathologist whose primary interests are communication services and supports for individuals with severe and low-incidence disabilities. He has published more than 20 journal articles and book chapters, and his research specifically focuses on functional assessment and intervention strategies for individuals with intellectual disability and autism spectrum disorders. Dr. Cascella also has clinical expertise in pediatric phonology and fluency, and he is an active clinician who routinely collaborates with public school districts throughout Connecticut. Dr. Cascella is the speech-language pathologist for the Hamden Transition Academy, a high school program on the campus of Southern Connecticut State University aimed at meeting the educational needs of older high school students as they make the transition to adult living and employment. Dr. Cascella was a Mellon Fellow at the Yale Child Study Center (2000-2001) and is an editorial consultant for Mosby's Medical, Nursing, & Allied Health Dictionary, Seventh Edition (Mosby Harcourt, in press). He currently serves on the Board of Directors for Vantage, Inc., a community agency providing residential and vocational supports to adults with disabilities.

Elizabeth E. Galletta, Ph.D., is a speech-language pathologist and assistant professor at Hunter College, CUNY. Her research and clinical interests include fluency disorders and adult neurogenic disorders, with a focus on functional improvement poststroke. She is a visiting research scientist in the Stroke

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Ohio University under the mentorship of Dr. Ezell. Michelle MacRoy-Higgins, Ph.D., Assistant Professor, Hunter College, The City University of New York, Brookdale Campus, 425 East 25th Street, Mailbox #727, New York, NY 10010 Michelle MacRoy-Higgins is Speech-Language Pathologist and Assistant Professor at Hunter College, The City University of New York. Her research and clinical interests include language and phonological development and disorders in children and children with autism spectrum disorders. Kevin M. McNamara, M.A., is the director of the Center for Communication Disorders at Southern Connecticut State University, where he also serves as a clinical educator. He has presented workshops and published in the areas of communication supports for children and adults with intellectual disability and clinical education in speech-language pathology and audiology. Gladys Millman, M.A., CCC-SLP, CAGS, is a speech-language pathologist (SLP) who also holds a degree in assistive technology and augmentative communication. She views augmentative and alternative communication (AAC) as a natural extension of her life's work because it broadens her ability to facilitate language and communication skills in others. She practices as an SLP, AAC evaluator, staff trainer, adjunct lecturer (AAC), and clinical supervisor. Nickola Wolf Nelson, Ph.D., CCC-SLP, Professor, Department of Speech Pathology and Audiology, Associate Dean for Research in the College of Health and Human Services, 1903 West Michigan Avenue, Western Michigan University, Kalamazoo, MI 49008. Dr. Nelson received her bachelor's, master's and doctoral degrees from Wichita State University. She is the author of *Childhood Language Disorders in Context: Infancy Through Adolescence*, Second Edition (1998 Allyn & Bacon), and *Planning Individualized Speech and Language Intervention Programs*, Second Edition (1989, PRO-ED), as well as numerous articles and chapters on classroom-based language intervention and related topics. Dr. Nelson began her professional career as a school clinician in Kansas and also served as a speech-language consultant specialist for Berrien County Intermediate School District in Michigan. She has been a member of the faculty at Western Michigan University since 1981. Dr. Nelson and her husband live on a lake in Three Rivers, Michigan. They enjoy gardening, boating, and entertaining their children, grandchildren, and extended families on the lake. Mary H. Purdy, Ph.D., is a professor at Southern Connecticut State University. Her research interests are in the cognitive processes underlying aphasia and their influence on management of communication difficulty, family education and training, and interdisciplinary collaboration. She is board certified by the Academy of Neurologic Communication Disorders and Sciences. Denise LaPrade Rini, M.A., has been a practicing clinician in pediatrics with a particular interest in children ages birth to 5 who exhibit significant communication impairments. As a member of the Department of Communication

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Mary Beth Schmitt, M.S., CCC-SLP, is a doctoral student at The Ohio State University. She has worked as a speech-language pathologist in the Texas public school system and as a clinical instructor at Texas Tech University and the University of Texas at Dallas. She is interested in evidenced-based research for preschoolers and early elementary students with language disorders.

Elizabeth Schoen Simmons, M.S., CCC-SLP, is a speech-language pathologist at the Yale Child Study Center, where she works as part of a multidisciplinary team to diagnosis and treat children with autism spectrum disorders. In addition to her clinical work, she has participated in and published research on early communication development in toddlers with autism spectrum disorder.

Geralyn R. Timler, Ph.D., Assistant Professor in the Department of Speech and Language Pathology and Audiology at Miami University, focuses on social communication disorders in preschoolers, school-age children, and adolescents.

Donald A. Vogel, Au.D., has directed the Hunter College, CUNY, Center for Communication Disorders since 2003. Bridging both audiology and speech-language pathology in tasks related to the center's mission of training and service, Dr. Vogel utilizes clinical, administrative, and leadership skills learned in his years working at hospitals and clinics. He collaborates with colleagues to facilitate research on areas relating to technology and communication.

Patrick R. Walden, Ph.D., CCC-SLP, is an assistant professor in the Department of Communication Sciences and Disorders at St. John's University. His research and scholarship have focused on speech-language pathologists' workplace learning behaviors, leadership and administration in the professions, and language characteristics in children and adult clinical populations.

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