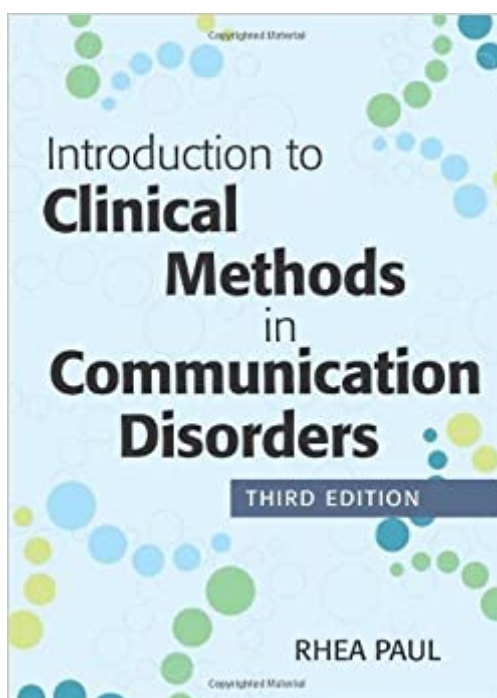


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Introduction To Clinical Methods In Communication Disorders, Third Edition



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.

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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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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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