

1. Record Nr.	UNINA9910678179303321
Titolo	The handbook of language and speech disorders / / edited Jack S. Damico, Nicole Muller, and Martin J. Ball
Pubbl/distr/stampa	Hoboken, New Jersey ; ; West Sussex, England : , : Wiley Blackwell, , [2021] ©2021
ISBN	1-119-60697-7 1-119-60698-5
Edizione	[Second edition.]
Descrizione fisica	1 online resource (701 pages)
Collana	Blackwell Handbooks in Linguistics
Disciplina	616.855
Soggetti	Speech disorders
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Cover -- Title Page -- Copyright Page -- Contents -- List of Figures -- Notes on Contributors -- Introduction -- Part I Foundations -- Chapter 1 Labeling as a Sociocultural Process in Communicative Disorders -- 1.1 Introduction -- 1.2 Labeling Theory -- 1.3 Labeling within a Diagnostic Process -- 1.4 The Impact of Labeling -- 1.5 Concerns with the Process of Diagnostic Labeling -- 1.6 Implications and Conclusion -- References -- Chapter 2 Diversity Considerations in Speech and Language Disorders: A Focus on Training -- 2.1 Introduction -- 2.2 Some Facts -- 2.3 What is There and What is Missing -- 2.4 Identifying an MMI Curriculum -- 2.5 Relevant Theory -- 2.6 Relevant Applications -- 2.7 Issues in Cultural Competence -- 2.8 Concluding Statements -- References -- Chapter 3 Hearing Loss and Cochlear Implants -- 3.1 Introduction -- 3.2 Hearing Loss -- 3.3 Cochlear Implants -- 3.4 Auditory Brainstem Implants -- 3.5 Conclusions and Perspectives -- Acknowledgments -- References -- Chapter 4 Intelligibility Impairment -- 4.1 Introduction -- 4.2 Intelligibility Defined -- 4.3 Measurement of Intelligibility -- 4.4 Intelligibility from a Developmental Perspective -- 4.5 Perceptual Learning -- 4.6 Individual Differences -- 4.7 Summary -- References -- Chapter 5 Genetic Syndromes and Communication Disorders -- 5.1 Why Study Genetic Syndromes? -- 5.2 Language and Communication in

Williams Syndrome (WS) -- 5.3 Language and Communication in Down Syndrome (DS) -- 5.4 Conclusions -- References -- Chapter 6  
Principles of Assessment and Intervention -- 6.1 Introduction -- 6.2  
Principles of Assessment and Intervention -- 6.3 Principles in Practice  
-- References -- Part II Language Disorders -- Chapter 7 Autism  
Spectrum Disorders -- 7.1 Introduction -- 7.2 Diagnostic Criteria --  
7.3 Early Markers of Autism Spectrum Disorder.  
7.4 Gold Standards for Comprehensive Assessment of Autism -- 7.5  
Principles for Intervention Decision-making -- 7.6 Established  
Evidence-Based Interventions -- 7.7 Summary -- References --  
Chapter 8 Language Acquisition and Language Delay -- 8.1  
Introduction -- 8.2 Individual Differences -- 8.3 From Individual  
Differences to Individual Profiles -- 8.4 Tracking Grammatical  
Development in Detail -- 8.5 Envoi -- Acknowledgment -- References  
-- Chapter 9 Developmental Language Disorder -- 9.1 Introduction --  
9.2 Defining and Identifying Children with Language Disorders -- 9.3  
Subtyping and Classification of Children with DLD -- 9.4 Implications  
of Subtyping Research for Clinical Practice -- 9.5 General Outcomes  
and Long-term Stability for DLD -- 9.6 Causal Explanations for DLD --  
9.7 Intervention Outcomes -- 9.8 Summary and Conclusions --  
Acknowledgment -- References -- Chapter 10 Pragmatic Impairment  
-- 10.1 Introduction -- 10.2 Mental State Attribution During  
Communication -- 10.3 Scope of Pragmatic Impairment -- 10.4  
Language in Pragmatic Impairment -- 10.5 Pragmatic Language  
Assessment and Intervention -- 10.6 Summary -- References --  
Chapter 11 Learning Disabilities -- 11.1 Introduction -- 11.2 Historical  
Context and Definition -- 11.3 Types of Learning Disabilities -- 11.4  
"Specific" Disabilities in Language and Reading -- 11.5 Theories  
of Learning Disabilities -- 11.6 Etiology of Learning Disabilities -- 11.7  
Identification and Intervention -- 11.8 Impact of LD in Adulthood --  
11.9 Summary -- References -- Chapter 12 Literacy and Literacy  
Impairments -- 12.1 Introduction -- 12.2 Conceptualizations  
of Literacy -- 12.3 Literacy as Social Practice -- 12.4 Literacy  
as Personal Skill -- 12.5 Solutions and Conclusions -- References --  
Chapter 13 Language and Literacy in the Context of Early Life Adversity  
-- 13.1 Introduction.  
13.2 A Strong Start to Life Promotes Prosocial Interpersonal Skills  
in the Preschool Years -- 13.3 Developmental Language Disorder --  
13.4 Language and Culture -- 13.5 Threats to Optimal Child  
and Adolescent Language Development -- 13.6 Language Disorder:  
Diagnosis and Assessment in Vulnerable Populations -- 13.7  
Assessment Processes and Considerations -- 13.8 Summary  
and Conclusions -- Notes -- References -- Chapter 14 Aphasia --  
14.1 What is Aphasia? -- 14.2 The Incidence and Prevalence of Aphasia  
-- 14.3 Some History -- 14.4 The Features of Aphasia -- 14.5  
Recovery and Treatment -- 14.6 Psychosocial and Emotional Response  
to Aphasia -- References -- Part III Speech Disorders -- Chapter 15  
Children with Speech Sound Disorders -- 15.1 Introduction -- 15.2  
Normal Speech Development -- 15.3 Nature of Speech Sound Disorders  
-- 15.4 Clinical Management of Speech Sound Disorders -- 15.5  
Conclusion -- References -- Chapter 16 Dysarthria -- 16.1 The Brain  
Network of Speech Motor Control in Typical Adult Speakers -- 16.2  
Dysarthria: Classification and Taxonomy -- 16.3 Dysarthric Deficits  
in Neurological Disorders -- 16.4 Auditory-Perceptual and  
Instrumental Analysis of Motor Speech Disorders -- 16.5 Therapeutic  
Approaches in Dysarthria -- References -- Chapter 17 Apraxia of  
Speech -- 17.1 Introduction -- 17.2 Etiologies of AOS -- 17.3 Features  
and Differential Diagnosis -- 17.4 Assessment -- 17.5 Treatment --

17.6 Summary -- References -- Chapter 18 Augmentative and Alternative Communication: An Introduction -- 18.1 Introduction -- 18.2 AAC Systems -- 18.3 Components of Aided AAC Systems -- 18.4 Assessment -- 18.5 AAC Intervention -- 18.6 Summary -- References -- Chapter 19 Fluency and Fluency Disorders -- 19.1 Introduction -- 19.2 Stuttering Evaluation and Assessment -- 19.3 Epidemiological Issues Related to Stuttering Based on Longitudinal Studies. 19.4 Causes of Stuttering -- 19.5 Treatment Techniques and Efficacy -- 19.6 Developmental Trends in Stuttering and Stuttering Theory: Yesterday and Today -- 19.7 Summary -- References -- Chapter 20 Describing, Assessing, and Treating Voice Disorders -- 20.1 Introduction -- 20.2 Prevalence of Voice Disorders -- 20.3 Recent Developments in Voice and Voice Disorders -- 20.4 Voice Evaluations -- 20.5 Voice Therapy -- References -- Chapter 21 Speech Disorders Related to Cleft Palate and Velopharyngeal Dysfunction -- 21.1 Introduction -- 21.2 Cleft Lip and Palate and Non-cleft Velopharyngeal Dysfunction -- 21.3 Speech Development in Children Born with Cleft Palate -- 21.4 Intervention -- 21.5 Types of Intervention -- 21.6 Language Development in Children Born with Cleft Palate -- 21.7 Impact on Academic Achievement -- 21.8 The ICF-CY, HRQoL and PROMs -- 21.9 Clinical Audit and Research -- 21.10 Conclusion -- References -- Chapter 22 Speech Disorders Related to Head and Neck Cancer: Laryngectomy, Glossectomy, and Velopharyngeal and Maxillofacial Defects -- 22.1 Introduction -- 22.2 Total Laryngectomy -- 22.3 Partial Laryngectomies -- 22.4 Glossectomy -- 22.5 Velopharyngeal Defects -- 22.6 Maxillofacial and Facial Defects -- Acknowledgment -- References -- Part IV Cognitive and Intellectual Disorders -- Chapter 23 ADHD and Communication Disorders -- 23.1 Introduction -- 23.2 What is ADHD? -- 23.3 The Nature of ADHD -- 23.4 ADHD and Language Learning Disabilities -- 23.5 Implications for Assessment and Intervention -- 23.6 Conclusion -- References -- Chapter 24 Communication Deficits Associated with Right Hemisphere Brain Damage -- 24.1 Introduction -- 24.2 Overview of Disorders of Communication -- 24.3 Themes Underlying Comprehension Disorders -- 24.4 Discourse Production Deficits -- 24.5 Assessment -- 24.6 Conclusions -- References. Chapter 25 Traumatic Brain Injury -- 25.1 Introduction -- 25.2 Overview -- 25.3 Cognitive-Communication Disorders Following TBI and their Assessment -- 25.4 Potential Cognitive Explanations for Communication Deficits Following TBI -- 25.5 Management of Cognitive Communicative Disorders Following TBI -- 25.6 Conclusion -- References -- Chapter 26 Dementia -- 26.1 Introduction -- 26.2 Conditions Leading to Dementia -- 26.3 Risk Factors for Dementia and Conditions Leading to Dementia -- 26.4 Diagnosis and Assessment -- 26.5 Intervention for Communication and Cognition in Dementia -- 26.6 Dementia and Bilingualism -- 26.7 Interactional Approaches to Dementia and Cognition -- References -- Author Index -- Subject Index -- EULA.

---