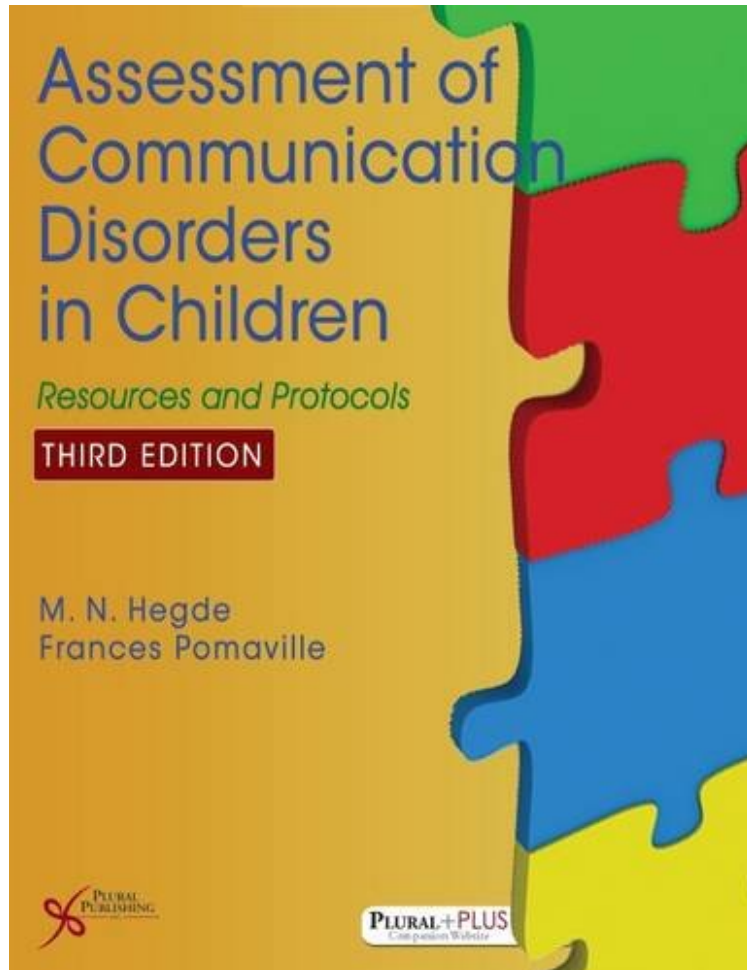


Assessment of Communication Disorders in Children: Resources and Protocols, Third Edition

M.N. Hegde, Frances Pomaville
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Assessment of Communication Disorders in Children: Resources and Protocols, Third Edition offers a unique combination of scholarly information, invaluable resources, and time-saving protocols on assessment of communication disorders in children. Most resource books offer limited research and scholarly information, thus making them unsuitable as textbooks for academic courses on assessment and diagnosis. Similarly, most traditional textbooks do not include practical, easy-to-use, and time-saving resources and protocols that the practicing clinicians can readily use during assessment sessions. By combining the strengths of traditional textbooks with newer assessment resources and protocols, this one of a kind book offers a single, comprehensive source that is suitable as a textbook and useful as a practical clinical resource. This bestselling and trusted text: Covers the full range of communication disorders in children, including nonverbal or minimally verbal children Includes an extensive discussion of issues in using standardized tests along with detailed information on psychometric principles and offers a detailed discussion of alternative assessment approaches that minimize the problems inherent to standardized tests Describes a new, comprehensive, and integrated assessment approach that derives its strengths from the traditional as well as several alternative approaches Addresses the multicultural issues in assessing communication disorders in children and integrates multicultural assessment procedures into the assessment protocols offered for all communication disorders Contains two chapters for each disorder: one on resources that offers scholarly and research background on the disorder and one on resources that describe practical procedures and protocols that save preparation time and effort for the clinician New to the Third Edition A PluralPlus companion website allows clinicians to view, modify, and print the assessment protocols for their personal use All Resources chapters reflect current research and assessment principles and procedures Includes updated listings and descriptions of published, standardized tests that are commonly used in the assessment of communication disorders in children Includes revisions of several assessment procedures and protocols, based on recent research A single streamlined chapter combines research and practical information on assessing ethnoculturally diverse children with alternative and integrated assessment approaches Each chapter contains a summary and sample study questions *NOTE:* This book comes with supplementary content on a PluralPlus companion website. If you purchase or rent a used copy of the printed book, the code to access the website printed inside the book may have been previously redeemed/used or be incorrect and you will not be able to use it. To guarantee access to the website, it is recommended you purchase a new copy of this book directly from Amazon or the publisher, Plural Publishing.

...A comprehensive collection of scholarly and background information... Proposes a fresh perspective on multifaceted issues, such as culturally and linguistically diverse populations. [refers to First Edition]--Rachel Saffo, MS, CCC-SLP, Florida State University College of Communication, Doody's Service, (Winter 2011) --Doody's Service"Named to Doody's Core Titles in the Health Sciences 2013 list" Doody's (2013) --Doody's"Named to Doody's Core Titles in the Health Sciences 2013 list" Doody's (2013) --Doody'sAbout the AuthorM.N. Hegde, PhD is Professor of Speech-Language Pathology in the Department of Communicative Disorders at California State University, Fresno. A highly regarded author in speech-language pathology, his books include leading texts in academic courses and valuable resources for clinicians. His books have been used in worldwide in speech-language pathology programs. He holds a masters degree in experimental psychology from the University of Mysore, India, a post masters diploma in Medical (Clinical) Psychology from Bangalore University, India, and a doctoral degree in Speech-Language Pathology from Southern Illinois University at Carbondale. Dr. Hegde is a specialist in fluency disorders, language disorders, research methods, and treatment procedures in communicative Disorders. He has made numerous presentations to national and international audiences on various basic and applied topics in communicative disorders and experimental and applied behavior analysis. With his deep as well as wide scholarship, Dr. Hegde has authored several highly regarded and widely used scientific and professional books, including Treatment Procedures in Communicative Disorders, Clinical Research in Communicative Disorders, Introduction to Communicative Disorders, A Coursebook on Aphasia and Other Neurogenic Language Disorders, A Coursebook on Scientific and Professional Writing in Speech-language Pathology, A Coursebook on Language Disorders in Children, Hegde's PocketGuide to Treatment in Speech-Language Pathology, and Hegde's PocketGuide to Assessment in Speech-language Pathology. He also has served on the editorial boards of scientific and professional journals and continues to serve as an editorial consultant to Journal of Fluency Disorders and the American Journal of Speech-Language Pathology.A speech-language pathologist for over 20 years, Frances Pomaville, MA, is a lecturer in the Communicative Disorders and Deaf Studies Department at California State University, Fresno. She teaches undergraduate and graduate level courses in the areas of diagnostic procedures, anatomy and physiology, fluency, voice, craniofacial anomalies, traumatic brain injury, and dysphagia. She also provides supervision to graduate students completing their clinical practicum. Prior to accepting a faculty position at California State University, Fresno, Ms. Pomaville was the Director of Clinical Services at San Joaquin Valley Rehabilitation Hospital. Prior to that she had extensive experience as a speech-language pathologist in private practice,

acute care settings, and inpatient and outpatient rehabilitation settings. Ms. Pomaville has also worked with children in the public school setting as an itinerant speech-language pathologist, and she spent several years working with students in a special education program for deaf and hard of hearing children.