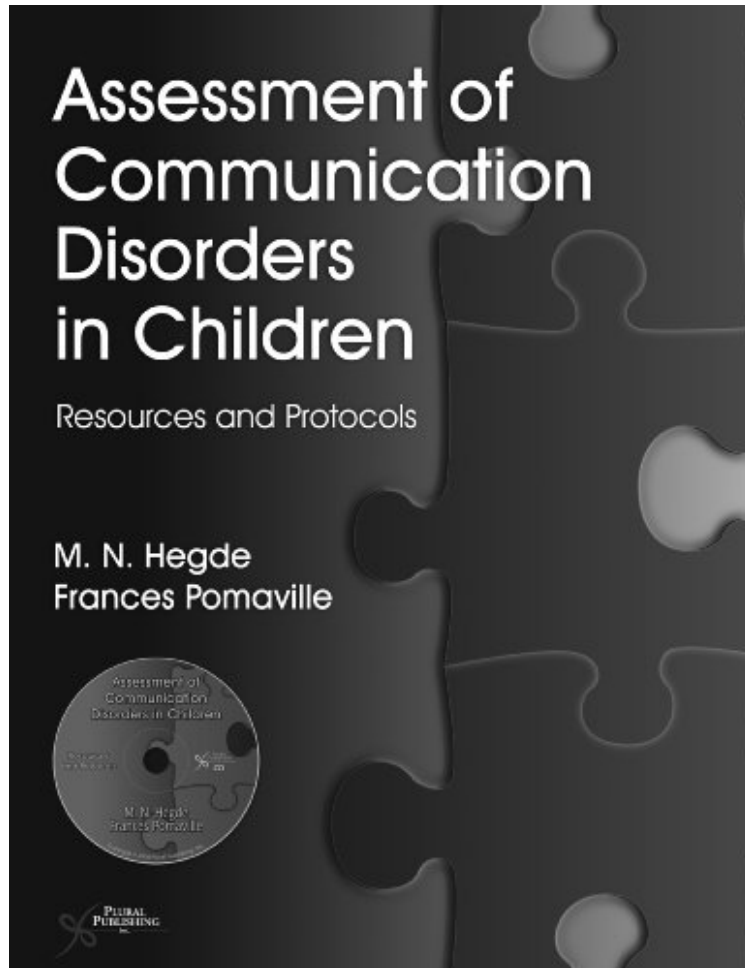


Assessment of Communication Disorders in Children: Resources and Protocols

M. N. Hegde, Frances Pomaville
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M. N. Hegde, Frances Pomaville : Assessment of Communication Disorders in Children: Resources and Protocols before purchasing it in order to gauge whether or not it would be worth my time, and all praised Assessment of Communication Disorders in Children: Resources and Protocols:

6 of 6 people found the following review helpful. Great SLP Assessment Resource! By H. Guger "Assessment of Communication Disorders in Children" is a superb all-around assessment resource for speech pathologists! It has a case history form and a protocol for each area of evaluation (speech, language, fluency, voice [yes, resonance is lumped in with voice], and assessment of nonverbal and minimally verbal children). The authors also include a literacy primer. Hegde and Pomaville explain and discuss the limits of standardized and non-standardized assessments and give clear, practical advice for assessing "ethnoculturally diverse children" (a major reason for their preference of non-standardized assessment methods for ALL children, regardless of background). Take note that, for reimbursement

purposes, their strong inclination toward non-standardized assessment is not necessarily practical, but their advocacy is strengthened by reason and research, and they do offer lists and brief descriptions of many standardized and non-standardized materials that are available. In areas of disagreement (e.g., quantitative analysis of stuttering), the authors explain their reasons for their own interpretations as well as opposing views, and they interpret the research in what seems to be a balanced light. Unlike many other assessment resources, this one doesn't gloss over the non- and minimally-verbal kids. It provides a solid chapter on best practices for their assessment and includes an explanation of the evolution of AAC. The authors avoid chapter titles like, "Evaluating a Child with Autism" or "How to Assess a Child Who Has an Intellectual Disability". Instead, they categorize assessment from a communication perspective (e.g., language, voice, fluency) and then mention other behaviors or disabilities that are often concomitant. Each chapter also has a differential diagnosis section to help you distinguish between the subcategories within a communication area (e.g., straight artic. vs. phonology vs. dysarthria vs. artic. secondary to structural anomalies). Included with this resource is a CD with fully customizable protocols and forms. You can easily add your own letterhead and the client's information and then incorporate these forms into your own report. All in all, this book is well worth the money you will shell out for it. I highly recommend it.

This new book 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 and 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.

About the Author Dr. Hegde is Professor of Speech-Language Pathology in the Department of Communicative Disorders at California State University, Fresno. A specialist in fluency disorders, language disorders, research methods, and treatment procedures in communicative disorders, Dr. Hegde enjoys world renown as a presenter, contributor of original articles in learned journals, and as a prolific author of many best-selling scientific and professional books. He is on the editorial board of several scientific journals. Frances Pomaville, M.A., is a lecturer at the Communicative Disorders and Deaf Studies Department at California State University-Fresno. She teaches diagnostic procedures, anatomy and physiology, fluency, voice, craniofacial anomalies, traumatic brain injury, and dysphagia. She also supervises graduate students in their clinical practicum. Formerly, Director of Clinical Services at San Joaquin Valley Rehabilitation Hospital, Frances has served with distinction in private practice, acute care facilities, inpatient and outpatient rehabilitation settings, as well as in the public schools. She has unique expertise in cochlear implants and speech-language development because of her work with deaf and hard of hearing students.