

Adult aphasia: assessment and treatment

Eisenson, Jon

Note: This is not the actual book cover

Adult Aphasia Assessment And Treatment

Raymond D. Kent



Adult Aphasia Assessment And Treatment:

Adult Aphasia: Assessment and Treatment Jon Eisenson, 1973 The Handbook of Adult Language Disorders Argye E. Hillis, 2013-05-13 This distinctive handbook is a key reference for both clinicians and researchers working in the scientific investigation of aphasia. The focus is on how the study of acquired language disorders has contributed to our understanding of normal language and its neural substrates and to the clinical management of language disorders. The handbook is unique in that it reviews studies from the major disciplines in which aphasia research is conducted: cognitive neuropsychology, linguistics, neurology, neuroimaging, and speech language pathology, as they apply to each topic of language. For each language domain such as reading, there is a chapter devoted to theory and models of the language task, a chapter devoted to the neural basis of the language task focusing on recent neuroimaging studies, and a chapter devoted to clinical diagnosis and treatment of impairments in that domain. *The MIT Encyclopedia of Communication Disorders* Raymond D. Kent, 2004 A major new reference work with entries covering the entire field of communication and speech disorders. **Language and Motor Speech Disorders in Adults** Harvey Halpern, Robert M. Goldfarb, 2013 Rev ed of *Language and motor speech disorder in adults* Harvey Halpern 2nd ed c2000 *Assessment of Communication Disorders in Adults* M.N. Hegde, Don Freed, 2020-10-02 *Assessment of Communication Disorders in Adults: Resources and Protocols* Third Edition offers a unique combination of scholarly information, invaluable resources, and time-saving protocols on assessment of communication disorders in adults. 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 adults, from aphasia to voice disorders. It gives a comprehensive outline of basic assessment procedures, provides a set of protocols that are necessary to assess any communication disorder in adults, addresses the multicultural issues in assessing communication disorders in adults, and offers an integrated assessment approach that includes the most desirable features of the traditional and several alternative approaches. Contains two chapters for each disorder: one on resources that offers scholarly and research background on the disorder, and one on resources that describes practical procedures and protocols that save preparation time and effort for the clinician. New to the Third Edition: Expanded emphasis and specific guidelines on making a correct differential diagnosis. Latest research on the characteristics of communication disorders in adults. Review of recent trends on diagnostic assessment with critical recommendations for students and clinicians. Updated epidemiological research on communication disorders. Revised text to offer more succinct information on assessment tools and diagnostic criteria. The latest standardized

and informal assessment instruments Student friendly step by step instructions on how to conduct initial interviews and share final assessment results with patients in each protocol chapter

Behavioral Assessment and Rehabilitation of the Traumatically Brain-Damaged Barry A. Edelstein, Eugene T. Couture, 2013-11-22 This book developed out of the editors longstanding interest in the retraining of traumatically brain damaged adults and the management of their behavior by family members A search for relevant experimental evidence to support the clinical use of behavioral principles for retraining which began in 1977 turned up little empirical support Moreover the literature on retraining was dispersed among a variety of journals published in various countries Nowhere was there a compendium of literature that addressed issues of assessment and retraining There was no place to turn if one wanted to move from a standard neuropsychological evaluation to the retraining of skill deficits revealed in the evaluation We have attempted to edit a book that represents what we had hoped to find in the literature and could be used by professionals in clinical psychology clinical neuropsychology rehabilitation medicine physical therapy speech therapy and other disciplines that address rehabilitation of brain damaged adults a book that addresses assessment and rehabilitation issues and is sufficiently detailed to offer the reader a starting point in developing behavioral assessment and rehabilitation programs The book contains conceptual foundations reviews of research descriptions of successful rehabilitation programs and relatively detailed approaches to the retraining of specific skills A shift from an assessment based practice to one encompassing both prescriptive assessment and treatment has become a recognized transition in the neuropsychological literature and was best articulated in an article by Gerald Goldstein in March of 1979

Adult Neurogenic Language Disorders Joan C. Payne, 2014-02-25

Assessment in Speech and Language Therapy John R. Beech, Leonora Harding, 2018-10-31 What assessment tests are available to speech therapists How are they best used Originally published in 1993 Assessment in Speech and Language Therapy was designed to guide speech therapists in choosing the most appropriate assessments for evaluation monitoring and intervention at the time By providing guidance on defining the issues in assessment it shows how to make sure that the process will produce a result relevant to the therapist's own needs and those of his or her clients The major issues involved are discussed in detail in particular how to make sure that assessments are relevant to individual needs This title will be invaluable to all speech therapists and clinical psychologists working in this area

Group Treatment of Neurogenic Communication Disorders: the Expert Clinician's Approach, Second Edition Roberta J. Elman, 2006-11 This book is the definitive reference guide to clinical models as well as specific clinical techniques for providing client centered group treatment for aphasia and other neurogenic communication disorders It provides a wealth of insight and global perspective in the provision of care in aphasia and related conditions for students clinicians and professionals in other health related disciplines

Key Features The book is designed for day to day use for busy practitioners Expert clinicians are the authors of each of the chapters giving the reader authoritative guidance Each chapter follows the same basic outline for quick and accessible reference Tables charts and summaries

enhance the text *Speech and Language Disorders in Bilinguals* Alfredo Ardila, Eliane Ramos, 2007 During the last years a significant number of papers books and monographs devoted to speech and language impairments in bilingual children have been published Different aspects and questions have been approached and today we have a relatively good understanding of the specific characteristics of the speech and language difficulties potentially observed in bilingual and multilingual children This interest has been significantly resulted from the potential developmental and educational consequences of bilingualism Our understanding of the communication disorders in adult populations is notoriously more limited even though over 50% of the adult population can speak at least another language in addition to his her native language That simply means that over 50% of the communication disorders observed in adults are bilingual speech and language disorders bilingual aphasias bilingual dementias bilingual stuttering etc This book was written with the specific purpose of filling this gap The major purpose of this book has been to integrate the state of the art on the different aspects of the communication disorders observed in adult bilinguals The book is organised in such a way that an integrated perspective of bilingualism is presented from the normal conditions to the pathology from the clinical descriptions to the rehabilitation issues from the biological factors to the cultural variables

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