

The Communication Disorders Workbook

Designed to help those studying speech–language pathology, this highly useful workbook is both an introduction to the basic concepts and a teaching tool to develop and test students’ knowledge. Frequently encountered communication disorders are included, as are conditions less commonly found in speech–language pathology curricula, but which feature increasingly in clinical caseloads.

Features:

- 330 short-answer questions help students to develop knowledge of the causes and features of communication disorders.
- 60 data analysis exercises give students practice in analysing clinical linguistic data.
- Full answers to the exercises are provided, saving the lecturer time in devising responses; students can use the responses to test their own knowledge and understanding.
- A detailed glossary of terms makes the text self-contained, avoiding the need to consult other sources for explanations.
- Suggestions for further reading are provided for each chapter.

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The Communication Disorders
Workbook

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Preface

The clinical education of students in speech and language therapy (SLT) involves a demanding curriculum encompassing knowledge of linguistic and medical disciplines alongside the development of more practically oriented skills. Within this curriculum, there is often little time to develop the analytical skills which SLT students must possess in order to characterize communication disorders. These skills include the ability to characterize the phonetic and phonological processes which underlie disordered speech in cleft palate, the errors in morphosyntax of children with specific language impairment, the impairments in lexical semantics in adults with aphasia, and the pragmatic and discourse anomalies of clients with schizophrenia. The development of these skills is often only possible after many hours of practice in working with actual clinical data. However, the time constraints of most SLT curricula limit the extent to which this level of practical experience can be achieved. It is with a view to resolving this dilemma for clinical educators that this volume has been devised.

This workbook aims to give SLT students extensive practice in identifying and characterizing the full range of communication disorders which are part of the clinical caseload of speech and language therapists. No communication disorder or clinical population is omitted from consideration. Also, impairment or breakdown at each level of linguistic analysis is included, from phonetics, phonology and morphology to syntax, semantics, pragmatics and discourse. Spoken and written language disorders are examined as are aspects of non-verbal communication. Students will learn to characterize expressive and receptive impairments of communication, the clinical features of a range of pathologies with implications for communication and also develop their knowledge of the aetiology of communication disorders. The volume contains 330 short-answer questions and 60 data analysis exercises, each of which poses five questions. So, in total, there are over 600 questions which challenge students on different aspects of communication disorders. All questions are accompanied by answers so that students can check their understanding and monitor their performance. A glossary and suggestions for further reading are additional features of the text which will also facilitate student learning. The glossary is particularly detailed and contains not just communication disorders terminology, but also a range of related clinical terms and expressions.

The titles included in the suggestions for further reading are intended to give the reader a comprehensive background to the various communication disorders which are examined in this workbook. High-level research books and articles have been avoided in preference for material that is suitable for student readers of all stages. Where a specific chapter, section or part is relevant, it is indicated in brackets.

The exercises in this volume have arisen in large part from my teaching of communication disorders and clinical linguistics to university students. In these courses, I have found the short-answer questions to be particularly valuable when used as weekly homework tasks, quizzes in class, and questions for use in examinations. The data analysis exercises are especially effective in small group work in class or in instructor-facilitated classroom discussion. These exercises are also useful when employed as the basis of extended assignments. Students will find the additional practice afforded by these questions and exercises

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to be excellent preparation for formal assessments. Of course, these uses of the material in this workbook are by no means exhaustive. Instructors and students will no doubt find other ways to use the contents of this volume to good effect in developing knowledge of communication disorders, and the practical skills of linguistic analysis that are needed to characterize those disorders.

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