Clinical Phonetics
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Clinical Phonetics had its provenance in the classroom and clinic. The authors of the first edition (Shriberg and Kent) wanted a phonetics text that provided knowledge and skills training that was clinically oriented. There were many general phonetics texts to choose from, but none of them delivered the information and exposure we thought our students should have as preparation for clinical coursework and clinical practica. Therefore, we undertook to write our own text based on our experience in teaching and clinical research. The first edition, published in 1982, was followed by updated editions in 1995, 2003, and 2013. Each new edition was a significant revision as we took into account the opinions and advice we received from students, book reviewers, and professional colleagues. We are grateful for the continuing adoptions of our book, which in its various editions has spanned the decades since 1982 and generations of students.

The fifth edition of Clinical Phonetics is still another major revision, which we hope retains the strengths of the previous editions but offers updated knowledge and increased convenience to the reader. The most important and exciting change is the addition of two new authors, Tara McAllister and Jonathan Preston, both of whom have valuable teaching experience and a keen interest in the application of phonetics to clinical education and research. Our quartet of authors worked together in a substantial reworking of Clinical Phonetics. In doing so, we drew on our collective experience of applying the principles and methods of phonetics to speech development, speech sound disorders in children, speech disorders associated with craniofacial anomalies, and neurogenic speech disorders in children and adults.

We coined the book title Clinical Phonetics in 1982 in part because it seemed like an appropriate way to distinguish our book from the raft of other phonetics texts. Since that time, clinical phonetics as a specialty has matured along with its sibling, clinical linguistics, to become a highly productive field. The inaugural issue of the journal Clinical Linguistics & Phonetics was published in 1987. A few years later, in 1991, the International Clinical Phonetics and Linguistics Association (ICPLA) was founded in Cardiff, Wales, at the symposium Advances in Clinical Phonetics. In 2015, ICPLA published an extended set of symbols for the transcription of disordered speech (extIPA Symbols for Disordered Speech).

Numerous articles on clinical phonetics have appeared in a number of scholarly journals, including those published by the American Speech-Language-Hearing Association.

All of which is to say that “clinical phonetics” is a vibrant and growing field of knowledge and practice. One of the essential tools of this field is the representation of disordered speech using phonetic transcription, which is the process of putting speech sounds in written or printed form using a standard alphabet (the International Phonetic Alphabet supplemented by a set of special marks called diacritics). A primary goal in the clinical application of phonetics is to transcribe the modifications of speech sounds that are encountered in speech disorders and the variants (dialects) of English. Clinical Phonetics, including this fifth edition, was written for this purpose.

WHAT’S NEW IN THIS EDITION?

We now take a look at the major changes in this new edition.

The text is rich with multimedia materials that highlight various aspects of speech production. Videos are provided to enhance students’ understanding of speech production using modern technologies, including ultrasound imaging of the tongue, electropalatography, and spectrograms. Authentic audio examples of speech errors are embedded within several chapters to highlight the use of phonetic symbols and clinically relevant diacritics.

Every chapter was revised to some degree, some chapters were retitled, and several chapters underwent significant revision to provide new content and better flow. There is new or expanded content on topics such as:

• Instrumental methods in phonetics that supplement listening skills
• Acoustic aspects of phonetics, with many new illustrations
• Clinical directions in describing prosody
• Diversity and multicultural issues
• Articulatory features of vowels and consonants, with many new illustrations
We have added new opportunities for skills training with transcription experiences related to:

- Diversity
- Persistent distortions of sibilants and rhotics (the s and r sounds)
- Motor speech disorders in children
- Nonwords
- A full standardized test of articulation/phonology: Hodson Assessment of Phonological Patterns–third edition (HAPP-3)
- Subtopics within each chapter to provide an integrated learning experience

To enhance the reader experience and learning efficiency, we have woven several changes throughout the text and online materials:

- Increased use of bulleted text; less dense prose
- Improved organizational structure with new sidebars for supplementary content
- Reorganized chapters for maximal clarity and ease of learning
- Audio samples linked to the text, accessible in the eText
- Videos on selected topics that illustrate speech production imaging and analysis

In this edition, as in its predecessors, we emphasize authenticity. Illustrations of the formation of speech sounds were derived from methods such as cinefluorography and ultrasound to ensure accuracy of representation. Sound files used for clinical skill training were recorded from children and adults who have speech disorders or who use different dialects to ensure that users of the text have experience that is suited to clinical needs. Transcriptions by experts are given as standards for instruction, and various tips are offered on how to make the process of transcription effective and efficient. Clinical Phonetics is about both the what and how to in applying phonetics to clinical needs.

The structure and basic content of this new edition can be seen in the following brief chapter summaries. The chapters proceed from basic information on phonetics to clinical applications.

2. Linguistic Phonetics. A discussion of how phonetics fits into the general study of language, along with basic terminology used in linguistics and phonetics.
6. Suprasegmentals and Prosody. Discussion of the melody and rhythm of speech, which extend beyond segments (vowels and consonants) and are therefore called suprasegmentals. Clinically relevant examples are provided.
7. Narrow Transcription. Definitions and phonetic symbols for speech sound modifications, with audio exemplars.
8. Practicing Broad and Narrow Transcription of Children’s Speech. Experience in applying phonetics to the speech of children.
9. Preparing to Collect and Transcribe Clinical Speech Samples. Advice on (a) eliciting and recording speech samples and (b) scoring and transcription for clinical purposes.

THE eTEXT ADVANTAGE

The eText is an affordable, interactive version of the print text. Publication of Clinical Phonetics in an eText format allows for a variety of advantages over a traditional print format, including a search function allowing the reader to efficiently locate coverage of concepts. Boldface key terms are clickable and take the reader directly to the glossary definition. Index entries are also hyperlinked and take the reader directly to the relevant page of the text. Navigation to particular sections of the book is also possible by clicking on desired sections within the expanded table of contents. Finally, sections of text may be highlighted, and reader notes can be typed onto the page for enhanced review at a later date.

To further enhance assimilation of new information, video clips are interspersed throughout chapters to demonstrate text concepts in action. At the end of most chapters, readers can access multiple-choice Check Your Understanding questions to assess comprehension of text concepts. Immediate feedback is provided on the appropriateness of responses. Transcription training allows readers to listen to examples of speech patterns and to practice transcribing what they hear, while additional audio examples demonstrate real-life speech errors.

To learn more about the enhanced Pearson eText, go to www.pearsonhighered.com/etextbooks.

We hope that you’ll agree with us that this is a more user-friendly and informative text than the previous editions. Please feel free to contact us with suggestions for further strengthening our work.
ACKNOWLEDGEMENTS

Through the various editions, many people have given advice, support, and assistance. We would like to acknowledge them all, but the list has simply become too large. For that reason, we mention here only those individuals who were most helpful to us in preparing this fifth edition, but we have by no means forgotten those who helped in the earlier editions. We are grateful to the following for their individual contributions to the new edition: Sayumi Chico, Leah Fabiano-Smith, Peter Flipsen Jr., Jane McSweeny, Francesca Spinelli, Mialy Wells, David Wilson, Ferenc Bunta, William R. Culbertson, Michelle Flippin, Steven Long, Anna Schmidt, and Juliet Weinhold. We are grateful for the many ways in which the team at Pearson worked with us to make this edition a reality. They always stood ready to answer questions and resolve problems. Our discussions with Julie Peters helped us to frame the revised edition and to understand how we could incorporate eText. Once the work on revising and updating was underway, we received support from Faraz Sharique Ali, Jesika Bethea, Johanna Burke, Maria Feliberty, Precious Yora A. Jacalan, Carolyn Schweitzer, and Billu Suresh.