

**SIXTH
EDITION**

Introduction to Communication Disorders

A LIFESPAN EVIDENCE-BASED PERSPECTIVE

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To Our Many Friends with Communication Disorders



PREFACE

Introducing a new edition is always exciting and exhausting. We have taken great pains to reach a balance that we hope will please our various readers, from professors to students. We hope that those of you who are familiar with the previous editions will agree with us that this edition is a worthy introduction to the field of speech pathology and audiology and one that contributes meaningfully to the education of speech-language pathologists and audiologists.

Within each chapter, we have attempted to describe a specific type of disorder and related assessment and intervention methods. In addition, we have included lifespan issues and evidence-based practice to provide the reader with added insights. Each type of disorder is illustrated by personal stories of individuals with that disorder. Further knowledge can be gained through the suggested readings provided at the conclusion of each chapter.

NEW TO THIS EDITION

This sixth edition of *Introduction to Communication Disorders* has many new features that strengthen the existing material in the previous edition. These include the following:

- Chapters have been reorganized and rewritten to help conceptualize the information differently so as to conform more to current clinical and educational categories. Several chapters have been reworked entirely, specifically Chapters 5, 8, 9, and 11.
- As always, the material in each chapter has been updated to reflect the current state of clinical research. Special attention has been paid to the growing body of evidence-based research and literature. A quick perusal of the references will verify the addition of hundreds of new professional articles.
- As in the past, we have worked to improve readability throughout the book and to provide the right mix of information for those getting their first taste of this field. Several professors and students have commented favorably on our attempt in previous editions to speak directly to the reader, and we have continued and expanded this practice.
- We have continued to provide evidence-based practices in concise, easy-to-read boxes within each chapter. This demonstrates our commitment to this practice begun in the previous edition. As with all the rest of the text, these boxes have been updated to reflect our best knowledge to date.
- Users of previous editions may be pleased to find that we have attempted in the Augmentative and Alternative Communication (AAC) chapter to shift the focus. In the past, this chapter has been primarily one that explains AAC rather than approaching the topic from the disorder orientation found in the other chapters. Some explanation is inherent in the topic, but it has been softened in the current edition.

- Each chapter has been reorganized so that chapter Learning Objectives are reflected in the organization of the chapter.
- In our ever-changing field, terminology is constantly in flux. We have updated each chapter to use the most up-to-date terms.
- Anatomy figures are now in color, and new medical photographs were added to Chapter 9.
- Along with new video examples that outline careers in the field of communication disorders, show how different disorders affect speech, and explain speech development, in this edition new Video Exercises provide opportunities for students to watch a video, answer questions about it, and read feedback to gain a greater understanding of the content.
- Thought Questions have been updated and appear in both the print and eText versions to generate critical thinking on a variety of concepts and techniques.
- Chapters structured around Learning Outcomes include assessment items for each major section so that students can check their understanding of the content they've just read about.
- Case studies were rewritten, and clinical application questions pertaining to each case study can be accessed in the "Check Your Understanding" assessment, with comprehensive feedback to each question provided.

The eText Advantage

The eText is an affordable, interactive version of the print text. Publication of *Introduction to Communication Disorders* 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 Examples* are interspersed throughout chapters to demonstrate text concepts in action. *Video Exercises* pose clinical application questions and provide comprehensive feedback to deepen understanding of key ideas. At the end of major sections, readers can access multiple-choice or true/false *Check Your Understanding* questions to assess comprehension of text concepts. Immediate feedback is provided on the appropriateness of responses. *Thought Questions* are placed in the margins, fostering reflection and building connections between text concepts.

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.

ACKNOWLEDGMENTS

Robert Owens

I am most deeply indebted to my co-author Kim Farinella, Ph.D., who is a dedicated professional and a tireless worker. Despite being a new mom and a fulltime faculty member, she has put in a herculean effort on this new edition. I am truly blessed to have had such an indefatigable co-author through this sometimes very trying task of producing a new edition. I can never acknowledge her contribution enough, but—from the bottom of my heart—thanks, Kim.

I would like to thank the faculty of the Department of Communication Sciences and Disorders and the entire faculty and administration at the College of St. Rose in Albany, New York. What a wonderful place to work and to call home. The college places a premium on scholarship, student education, professionalism, and a friendly and supportive workplace environment, and recognizes the importance of our field. I am indebted to all for making my new academic home welcoming and comfortable. I am especially thankful to President Carolyn Stefanco, School of Education Dean Margaret McLane, my chair Jim Feeney, and my colleagues in my department, fellow faculty members Dave DeBonis, Dierdre Muldoon, Jack Pickering, Anne Rowley, and Julia Unger, and fellow clinical faculty members Director of Clinical Education Jackie Klein, Robin Anderson, Elizabeth Baird, Nina Benway, Marisa Bryant, Sarah Coons, Jessica Evans, Colleen Fluman, Elaine Galbraith, Julie Hart, Barbara Hoffman, Melissa Spring, and Lynn Stephens. You have all made me feel welcomed and valued.

I would be remiss if I did not acknowledge the continuing love and support I receive from my best buddy Addie Haas. She was with us in the first and second editions and continues to be a source of inspiration.

Finally, my most personal thanks and love goes to my spouse and partner, who supported and encouraged me and truly makes my life fulfilling and happy. I'm looking forward to our life together.

Kimberly Farinella

I want to thank Dr. Bob Owens for continuing to include me as a co-author on this textbook. It is an honor to work alongside one of my favorite former professors and mentors. His course was my first introduction to the field of speech-language pathology over 20 years ago. I continue to be inspired by this great man, and hope to have the same positive influence on my students.

I want to thank my former student, Niki Knight, for recruiting her dad, Steven R. Knight, CRNA APRN to take medical photographs for us for over a year, which he provided for use in the current edition of this textbook. I am forever grateful for the amount of time and effort that Mr. Knight devoted to helping us make this edition more clinically useful.

I would also like to thank my dear friend, Margo Zelenski, and the Mayo Clinic in Scottsdale, Arizona for contributing the swallowing videos to us for use in this edition. I'm also grateful to the clients and their families who were willing to share their audio and video samples with us so that students can learn from them.

I want to thank the Pearson editorial management team, specifically, Julie Peters, Carolyn Schweitzer, Shiela Quisel, and Faraz Sharique Ali, who worked closely with us to make this edition stellar. Thank you also to Jon Theiss for editing the audio and video samples.

Finally, I want to thank my husband, Tom, for his love and support of me and our family, and his willingness to be a full-time daddy so that I could work and complete this project. It has been quite an experience and I'm enjoying every minute.

The following reviewers offered many fine suggestions for improving the manuscript: Tausha Beardsley, Wayne State University; Wendy Bower, State University of New York at New Paltz; Louise Eitelberg, William Paterson University; Adrienne B. Hancock, The George Washington University; Susan McDonald, Cerritos College. Their efforts are sincerely acknowledged.

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