

Functional Communication Profile Manual

This revised text provides coverage of research and clinical practice in neuropsychology. The 4th edition contains new material on tests, assessment techniques, neurobehavioral disorders, and treatment effects.

With chapters containing up to 50 percent new coverage, this book provides a thorough update of the latest research and development in the area of acquired aphasia. Coverage includes the symptoms of aphasia, assessment, neuropsychology, the specific linguistic deficits associated with aphasia, related disorders, recovery, and rehabilitation. This comprehensive compilation, written by some of the most knowledgeable workers in the field, provides an authoritative text and reference for graduate students, clinicians, and researchers. Chapters include up to 50 percent new coverage Provides update of latest research in the field Includes writings by the most knowledgeable workers in the field Comprehensive, exhaustive reference tool

Originally published in 1993, the previous decade had seen considerable development in the field of neuropsychological rehabilitation following brain damage, and the use of computerized methods attracted attention and stimulated controversy. This practically-oriented text reviews representative examples from the literature at the time relating to the training of cognitive systems with the emphasis on studies describing the use of computerized methods. The topic is discussed in context and the contents include sections on cognitive change in neurological disorders, assessment techniques, the interaction between cognition and behaviour and the advantages and disadvantages of the use of microcomputers. The authors describe the evaluation of a computerized cognitive retraining programme run at the Regional Neurological Centre in Newcastle-upon-Tyne and draw on their experience of running such programmes to give practical guidance to those wishing to set up cognitive retraining programmes.

Milestones in the History of Aphasia surveys the history of aphasia from its earliest mentions in ancient times, to the turn of the new millennium in 2000. The book takes a predominantly chronological approach starting with an examination of the earliest medical documents and medieval attempts to understand aphasia, to the momentous events of the Nineteenth and Twentieth Centuries, up to the development of modern cognitive neuroscience in recent years. It traces the development of theory about and understanding of aphasia, and the role of significant individuals in this history. The result is a well illustrated introduction to the main events and personalities in the rich history of aphasia. This accessible book provides a unique insight into the fascinating development of research in aphasia. It will be of great interest to undergraduates and postgraduates, researchers, teachers and clinicians in psychology, speech and language pathology and therapy, neurology and linguistics.

Clinical neuropsychology has become a field of major prominence during the past several years, as well as a field of great complexity. As a result of the extensive amount of activity that neuropsychology has experienced recently, two major developments have emerged. First, several approaches have evolved regarding comprehensive neuropsychological assessment. There are presently several standard test batteries in common use, as well as an approach to assessment that does not make use of standard batteries, but rather fits the evaluation accomplished to the particular diagnostic problems presented by the individual patient. Second, a great deal of specialization has emerged, with assessment procedures developed for evaluation of specific types of neuropsychological deficit. The purpose of this volume is to review these developments, particularly with reference to their implications for application in clinical settings. The history of this book's development is of particular interest. Some years ago, the Veterans Administration became concerned with developing an optimal method of neuropsychological assessment for its many health-care related facilities. Initially, the problem was conceptualized in terms of whether the VA should encourage wider use of the long-established Halstead-Reitan Neuropsychological Test Battery (HRB) or promote more extensive use of the recently developed Luria Nebraska Neuropsychological Test Battery (LNNB). A conference was funded to bring together authorities in clinical neuropsychology to discuss this matter and present a series of papers to invited psychologists from various VA facilities.

For the practicing neuropsychologist or researcher, keeping up with the sheer number of newly published or updated tests is a challenge, as is evaluating the utility and psychometric properties of neuropsychological tests in a clinical context. The goal of the third edition of *A Compendium of Neuropsychological Tests*, a well-established neuropsychology reference text, is twofold. First, the Compendium is intended to serve as a guidebook that provides a comprehensive overview of the essential aspects of neuropsychological assessment practice. Second, it is intended as a comprehensive sourcebook of critical reviews of major neuropsychological assessment tools for the use by practicing clinicians and researchers. Written in a comprehensive, easy-to-read reference format, and based on exhaustive review of research literature in neuropsychology, neurology, psychology, and related disciplines, the book covers topics such as basic aspects of neuropsychological assessment as well as the theoretical background, norms, and the utility, reliability, and validity of neuropsychological tests. For this third edition, all chapters have been extensively revised and updated. The text has been considerably expanded to provide a comprehensive yet practical overview of the state of the field. Two new chapters have been added: "Psychometrics in Neuropsychological Assessment" and "Norms in Psychological Assessment." The first two chapters present basic psychometric concepts and principles. Chapters three and four consider practical aspects of the history-taking interview and the assessment process itself. Chapter five provides

guidelines on report-writing and chapters six through sixteen consist of detailed, critical reviews of neuropsychological tests, and address the topics of intelligence, achievement, executive function, attention, memory, language, visual perception, somatosensory olfactory function, mood/personality, and response bias. A unique feature is the inclusion of tables that summarize salient features of tests within each domain so that readers can easily compare measures. Additional tables within each test review summarize important features of each test, highlight aspects of each normative dataset, and provide an overview of psychometric properties. Of interest to neuropsychologists, neurologists, psychiatrists, and educational and clinical psychologists working with adults as well as pediatric populations, this volume will aid practitioners in selecting appropriate testing measures for their patients, and will provide them with the knowledge needed to make empirically supported interpretations of test results.

There are very few books available which are concerned with the unique communication problems that can come with traumatic brain injury (TBI). In recent years there has emerged a realisation that these difficulties in communication are closely tied to the cognitive, behavioural and social problems observed following traumatic brain injury. This is changing the way people with TBI are assessed and is generating new approaches to rehabilitation. This volume will be of interest to psychologists, speech pathologists and therapists and linguists. Clinicians and researchers working with people with traumatic brain injury, and their students, will find it a comprehensive source of contemporary approaches to characterising the communication problems of people with TBI and for planning rehabilitation.

This book is the first to fully define and describe the functional approach to neurogenic communication and swallowing disorders. Featuring contributions from leading experts and researchers worldwide, this volume outlines diverse treatment and assessment strategies using the functional approach, also examining them from a consumer and payer perspective. These strategies are designed to improve the day-to-day life of patients, while providing third parties with the practical outcomes they seek. This outstanding book is ideal for SLPs and graduate students in speech-language pathology programs.

The Handbooks of Applied Linguistics provide a state-of-the-art description of established and emerging areas of Applied Linguistics. Each volume gives an overview of the field, explains the most important traditions and their findings, identifies the gaps in current research, and gives perspectives for future directions.

The Functional Communication Profile Manual of Directions Early Functional Communication Profile Manual A Dynamic Assessment for Social Communication Disorders Functional Communication Profile Assessing Communicative Effectiveness in Clients with Developmental Delays

Neurological Rehabilitation is the latest volume in the definitive Handbook of Clinical Neurology series. It is the first time

that this increasingly important subject has been included in the series and this reflects the growing interest and quality of scientific data on topics around neural recovery and the practical applications of new research. The volume will appeal to clinicians from both neurological and rehabilitation backgrounds and contains topics of interest to all members of the multidisciplinary clinical team as well as the neuroscience community. The volume is divided into five key sections. The first is a summary of current research on neural repair, recovery and plasticity. The authors have kept the topics readable for a non-scientific audience and focused on the aspects of basic neuroscience that should be most relevant to clinical practice. The next section covers the basic principles of neurorehabilitation, including excellent chapters on learning and skill acquisition, outcome measurement and functional neuroimaging. The key clinical section comes next and includes updates and reviews on the management of the main neurological disabling physical problems, such as spasticity, pain, sexual functioning and dysphagia. Cognitive, emotional and behavioural problems are just as important and are covered in the next section, with excellent chapters, for example, on memory and management of executive dysfunction. The final part draws the sections on symptom management together by discussing the individual diseases that are most commonly seen in neurorehabilitation and providing an overview of the management of the disability associated with those disorders. The volume is a definitive review of current neurorehabilitation practice and will be valuable to a wide range of clinicians and scientists working in this rapidly developing field. A volume in the Handbook of Clinical Neurology series, which has an unparalleled reputation as the world's most comprehensive source of information in neurology International list of contributors including the leading workers in the field Describes the advances which have occurred in clinical neurology and the neurosciences, their impact on the understanding of neurological disorders and on patient care "Aphasia and Related Neurogenic Communication Disorders is designed for the graduate course on Aphasia. Part 1 of the textbook covers aphasiology, while part 2 addresses related disorders. Overall, the textbook offers an overview of aphasia and related neurogenic communication disorders by presenting important recent advances and clinically relevant information. It emphasizes Evidence Based Practice by critically reviewing the pertinent literature and its relevance for best clinical practices. Case studies in all clinical chapters illustrate key topics, and a "Future Directions" section in each chapter provides insight on where the field may be headed. The WHO ICF Framework is introduced in the beginning of the text and then reinforced and infused throughout"--

Speakers tend to compose their utterances in such a way that the message they want to get across is hardly ever fully encoded by the meanings of the words and the grammar they use. Instead speakers rely on hearers adding conceptual and emotive content while interpreting the contextually appropriate meanings and intentions behind utterances. This insight, which is of course particularly relevant in all kinds of indirect, figurative or humorous talk, lies at the heart of the

linguistic discipline of pragmatics. If pragmatics is the study of meaning-in-context, then cognitive pragmatics can be broadly defined as encompassing the study of the cognitive principles and processes involved in the construal of meaning-in-context. While it would seem only natural that pragmatics as such should have addressed such cognitive issues anyway, it has mainly been due to the historical rooting of this discipline in the philosophy of language that psychological aspects have not been in the pragmatic limelight to date. Being part of the 9-volume-series Handbooks of Pragmatics, this volume is the first to systematically survey this terrain from a wide range of perspectives. It collects state-of-the-art contributions by leading experts from the fields of pragmatics, psycholinguistics, cognitive linguistics, clinical linguistics and historical linguistics. The volume is divided into four parts which tackle the following questions: Part I: The cognitive principles of pragmatic competence What are the general cognitive principles underlying pragmatic competence, i.e. the skill to arrive at context-dependent meanings of utterances? What are the cognitive underpinnings of language users' ability to compute or infer intended meanings in the role of hearers and to give hints as to how to decode intended meanings in the role of speakers? Part II: The psychology of pragmatics What are the actual cognitive processes taking place during online construal of meaning-in-context on the basis of encoded messages? How is pragmatic competence acquired in childhood? What are the types, sources and effects of pragmatic disorders, i.e. impairments of pragmatic competence? Part III: The construal of non-explicit and non-literal meaning-in-context What are the cognitive principles and processes involved in the construal of meanings of non-explicit and indirect utterances? How do we process figurative meanings, humour and gestures? Part IV: The emergence of linguistic structures from meaning-in-context What are the repercussions of the (repeated) construal of context-dependent meanings on linguistic structures and the linguistic system? How does the system change under the influence of the construal of meanings in social situations? Reduced series price (print) available! degruyter@de.rhenus.com.

Bridges the gap between aphasia research and the rehabilitation of patients with this language disorder. Studies of the deficits underlying aphasia and the practice of aphasia rehabilitation have often diverged, and the relationship between theory and practice in aphasiology is loose. The goal of this book is to help close this gap by making explicit the relationship between what is to be rehabilitated and how to rehabilitate it.

This series of HANDBOOKS OF LINGUISTICS AND COMMUNICATION SCIENCE is designed to illuminate a field which not only includes general linguistics and the study of linguistics as applied to specific languages, but also covers those more recent areas which have developed from the increasing body of research into the manifold forms of communicative action and interaction. For "classic" linguistics there appears to be a need for a review of the state of the art which will provide a reference base for the rapid advances in research undertaken from a variety of theoretical standpoints, while in

the more recent branches of communication science the handbooks will give researchers both an overview and orientation. To attain these objectives, the series will aim for a standard comparable to that of the leading handbooks in other disciplines, and to this end will strive for comprehensiveness, theoretical explicitness, reliable documentation of data and findings, and up-to-date methodology. The editors, both of the series and of the individual volumes, and the individual contributors, are committed to this aim. The languages of publication are English, German, and French. The main aim of the series is to provide an appropriate account of the state of the art in the various areas of linguistics and communication science covered by each of the various handbooks; however no inflexible pre-set limits will be imposed on the scope of each volume. The series is open-ended, and can thus take account of further developments in the field. This conception, coupled with the necessity of allowing adequate time for each volume to be prepared with the necessary care, means that there is no set time-table for the publication of the whole series. Each volume will be a self-contained work, complete in itself. The order in which the handbooks are published does not imply any rank ordering, but is determined by the way in which the series is organized; the editor of the whole series enlist a competent editor for each individual volume. Once the principal editor for a volume has been found, he or she then has a completely free hand in the choice of co-editors and contributors. The editors plan each volume independently of the others, being governed only by general formal principles. The series editor only intervene where questions of delineation between individual volumes are concerned. It is felt that this (*modus operandi*) is best suited to achieving the objectives of the series, namely to give a competent account of the present state of knowledge and of the perception of the problems in the area covered by each volume.

Psychological Management of Stroke presents a review and synthesis of the current theory and data relating to the assessment, treatment, and psychological aspects of stroke. Provides comprehensive reviews of evidence based practice relating to stroke Written by clinical psychologists working in stroke services Covers a broad range of psychological aspects, including fitness to drive, decision making, prevention of stroke, and involvement of carers and families Reviews and synthesizes new data across a wide range of areas relevant to stroke and the assessment, treatment, and care of stroke survivors and their families Represents a novel approach to the application of psychological theory and principles in the stroke field

The Oxford Handbook of Aphasia and Language Disorders integrates neural and cognitive perspectives, providing a comprehensive overview of the complex language and communication impairments that arise in individuals with acquired brain damage.

Practical and unique, this is the only book to cover the instruments used by all rehabilitation disciplines. And better yet,

it's the only book to describe and/or display instruments -- more than 40 that are used in general rehabilitation. A leading-edge resource, *Functional Assessment and Outcome Measures for the Rehabilitation Health Professional* helps you select the best outcomes measurement instruments; assess and measure function in physical, social, emotional, and vocational areas; and plan targeted interventions to promote independent living. Readers learn how to choose the best of current functional assessment measures and recognize the advantages and disadvantages of functional assessment, disease-specific, and general health measures.

This volume offers almost 200 detailed entries covering the entire range of communication and speech disorders in children and adults, from basic science to clinical diagnosis. It is divided into four sections that reflect the standard categories with the field: voice, speech, language and hearing.

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.

This dictionary provides clear and concise explanations of terms used in the field of speech, therapy pathology and relevant terms in related fields including augmentative, alternative communication, hearing, linguistic, medicine, phonetics/phonology and psychology/psychiatry. Those working with people who have communication disorders and those who may be returning to this field will find the explanation easy to understand. Terms include assessments, therapy programmes and current theories in these fields. This edition has been thoroughly updated. It includes useful website addresses for manufacturers and suppliers of communication aids and publishers of assessments, and where to find useful information on the internet for various conditions.

The *Dictionary of Neuropsychology* is a cross-referenced, alphabetical listing of terms, common medical abbreviations, diseases, symptoms, syndromes, brain structures and locations, and test instruments used in neuropsychology and their neuropsychological interpretations. Neuropsychological concepts and tests are defined and described as to applications in evaluation and treatment. Common medical terms and abbreviations are defined to assist hospital therapists. Most topics are referenced to their original sources to ease the job of researchers. This book is a compendium of current findings and knowledge from the burgeoning field of neuropsychology. It will probably be most useful to practicing neuropsychologists, but professionals in other disciplines such as neurology, psychiatry, rehabilitation therapy, and other related

fields will find quick referencing to specific topics quite helpful. To keep pace with the tremendous advances in the field, the book has been updated for this revised second printing.

Challenging Aphasia Therapies presents an entirely new approach to thinking on the subject of aphasia therapy by liberating it from traditional models. This is achieved through a process of reflection in which many assumptions previously taken for granted are challenged and reassessed. Internationally renowned experts successfully demonstrate the benefits of learning about aphasia therapy through the process of engaging in it. Topics covered include: * the role of context, culture and conversation in shaping and directing aphasia therapy * the ethical issues that arise from the current tensions between market driven health care industries and the moral commitment to their client welfare * the value of therapy. Contributors challenge the common notion of successful therapy as solely performance related. * the potential and competent use of humour in aphasia therapy. The identification of the strengths and limitations of clinical models and the focus on relevant directions for therapy will be of interest to practising clinicians as well as anyone involved in study or research in speech and language therapy.

An evidence-based guide for clinicians caring for stroke patients, with advice for best practice in prevention, treatment and recovery. This work brings together a selection of Clinical Forum features from the journal "Aphasiology". The fora are designed to cover issues in clinical aphasiology which are central, topical and controversial. Each forum concerns a main article and a number of commentaries. The profile is the result of a more than twenty-year project to develop a sensible and organized method of evaluating communication skills in individuals with developmental delays.

This volume represents a comprehensive overview of the neuropsychology of emotion and the neural mechanisms underlying emotional processing. It draws on recent studies utilizing behavioral paradigms with normal subjects, the brain lesion approach, clinical evaluations of patients with neurological and psychiatric disorders, and neuroimaging techniques. The book opens with an introduction summarizing each chapter and pointing to directions for future research. The first section is on history, the neuroanatomy and neurophysiology of emotion, and techniques that have been widely used to examine emotional processing- neuropsychological assessment and neuroimaging. Theoretical perspectives on emotion are offered next, including psychological, social-cognitive, neurobiological, and neuropsychological models. A set of chapters on the neural substrates of emotion deals with a spectrum of emotional conditions: elation and mania, sadness and depression, anxiety and stress, anger and impulsivity, and apathy and flat affect. The book concludes with clinical implications, including a description of emotional deficits in neurological and psychiatric disorders (e.g., stroke, head injury, depression, and schizophrenia). Highlighted in this section is an overview of rehabilitative treatments and brain interventions for emotional processing deficits. This authoritative volume will be an important resource and text for neuropsychologists, clinical psychologists, speech-language pathologists, neuroscientists, psychiatrists, neurologists, rehabilitation specialists, and their students and trainees.

Ecological validity, the functional and predictive relationship between a patient's performance on a set of neuropsychological tests and their behavior in a variety of real-world settings, is emerging as a powerful tool. Since neuropsychological data were not designed to be ecologically valid, attempts to use the data in such a manner have been filled with pitfalls. The authors present a strong argument for reevaluating existing tests and/or developing new measurements. Special attention is given to specific functions such as the cognitive constructs of attention, perception, working memory, language, and executive function. Additional consideration is given to the assessment of special populations: children, minorities, substance abusers, elderly, and emotionally disturbed neurological populations. One area in which

neuropsychology can lend tremendous assistance is in predicting a client's ability to resume activities of daily living, but more important, when a client can return to work. Ecological Validity of Neuropsychological Testing covers this issue extensively and details the role of vocational rehabilitation and the lack of exposure many within neuropsychology have to these specific needs of their clients.

Originally published in 1992, this is a wide-ranging text concerned with the principles and practice of neuropsychological assessment in adults. It combines a flexible hypothesis testing approach to assessment with information on specialised test batteries. The book covers the major areas of memory, language, perception, attention, and executive dysfunctions, and includes chapters on dementia, alcohol, drug and toxic conditions, stroke and closed head injury. Assessment of dysfunction in cases involving claims for compensation and chapters on specialised assessment techniques, including automated test procedures, are provided. The book presents a sound introduction to this complex area and gives guidelines for the clinician who may need concise information on a specialised topic.

Stroke is one of the major causes of disability in the world. Consequently, an effective rehabilitation regimen is the goal of specialists working in the field worldwide. The implementation of rehabilitation programs for the stroke patient is broad in scope and requires, first of all, an objective scientific evaluation method. In 1980 the World Health Organization developed the International Classification of Impairments, Disabilities, and Handicaps. It categorized impairments and disabilities on the basis of functional evaluation but took into account cultural and socioeconomic factors when defining handicaps, thus making it difficult to use the same functional evaluation instrument for the three phenomena. In this monograph, experts in the treatment of stroke from Japan, the United States, and Europe share their ideas presented during the 31st Annual Convention of the Japanese Association of Rehabilitation Medicine held in June 1994. All the participants freely contributed their views on the functional assessment and prognosis of stroke patients. Indeed, their contributions shed light on possible breakthroughs in the future for the development of rehabilitation regimens for stroke patients.

Psychological Well-being and Acquired Communication Impairments is an essential resource for all health professionals working with this complex client group. It offers a unique multi-disciplinary approach to the subject, looking at the evidence base as well as clinical practice. The book covers both the assessment of people with acquired communication impairments as well as reviewing the available interventional approaches. Chapters cover such key topics as approaches to the assessment of anxiety and depression, the impact of brain injury, the role of an assessment of mood and the role of self esteem.

The Life Participation Approach to Aphasia (LPAA) is an evolutionary change in the way practitioners view aphasia intervention. By focusing on meeting the needs of individuals affected by aphasia, LPAA can produce real, meaningful enhancement to the quality of life. Neurogenic Communication Disorders and the Life Participation Approach: The Social Imperative in Supporting Individuals and Families breaks down the past, present, and future of the LPAA movement with contributions from a range of new and experienced practitioners. In addition, this text provides a roadmap for professionals interested in incorporating person-centered intervention for aphasia and other neurogenic communication disorders, including primary progressive aphasia, dementia, and traumatic brain injury. Within this book, clinicians will find tips, tools, and guidance for integrating a life participation approach into their practice, as well as first-hand descriptions of the positive benefits this approach can have for those living with neurogenic communication disorders.

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