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An abstract painting featuring two faces. The face on the left is rendered in warm, earthy tones of orange, red, and brown, with a large, dark, circular eye. The face on the right is rendered in cooler tones of blue, green, and grey, also with a large, dark, circular eye. The background is a mix of these colors, creating a textured, layered effect.

HUMAN COMMUNICATION DISORDERS

A N I N T R O D U C T I O N

FIFTH EDITION

Fifth Edition

Human Communication Disorders

An Introduction

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Human Communication Disorders

Preface

The purpose of the fifth edition of *Human Communication Disorders: An Introduction*, like the prior editions, is to lead you gradually into the world of the person who has problems communicating with other people. As guides for this journey, leading authorities in the fields of speech, language and hearing science, speech-language pathology, and audiology have contributed chapters that focus on individual facets of this multidimensional topic.

As this book enters its fifteenth year of publication, this particular edition continues in its mission to remain exciting and current with the most recent information and developments in the field. In the fourth edition, where appropriate, we encouraged the authors to acquire co-authors. Now, in the fifth edition, we are encouraging these co-authors to assume greater responsibility for their chapters. The intention is to complement, broaden, and incorporate all perspectives, as a way of accurately reflecting the rich diversity of ideas being generated in the field. In keeping with this spirit of broadening our base, Dr. Frederick Spahr, the Executive Secretary of ASHA, and Russell Malone, consultant to ASHA, have become the authors of the chapter on the professions of speech-language pathology and audiology. Also, several of the co-authors have become senior authors of their chapters.

In this way, we have tried to blend the parts into a cohesive picture of a complex profession. A common thread is our interest in serving people with communication problems. This book is for the beginner, for whom it may well be the first venture into a rewarding career as a speech-language pathologist, audiologist, special educator, or classroom teacher. The editors have sustained the depth of scholarship of the contributors while maintaining the overall introductory level of the text. We hope the textbook will also help readers become informed citizens, whatever their profession.

The text is divided into five major parts. Part One, Introduction, develops a view of the profession—its history, philosophy, and ethics, as well as its career opportunities, and legal and legislative foundations in our society. Part Two, Bases of Human Communication, provides basic information that underlies our understanding of communication problems and how they are

studied and managed. Theoretical and scientific principles that help us to understand human communication problems are reviewed. Separate chapters describe the communication process and what language is and the physical aspects of the act of speaking.

The first chapter in Part Three, *Differences and Disorders of Language*, considers the types of language differences encountered in our society and how these differences can contribute to special types of communication problems, including problems of self-esteem. It underscores the need to consider multicultural and multilingual issues as a part of the overall management of these problems. The next chapters turn to developmental language disorders in preschool and school-age children and adolescents. For each age level, the authors discuss basic characteristics and types, theories of causation, and approaches to language assessment and language therapy.

Part Four, *Disorders of Articulation, Voice, and Fluency*, considers each of the major categories of disorders of speech. Each chapter places the disorder in perspective, discusses basic theories of causation, introduces identifying characteristics, and presents special procedures for evaluation and treatment.

Part Five, *Disorders of Special Populations*, focuses on children and adults who have certain unique, physical characteristics that are associated with or contribute to communication disorders. This section, like those preceding, focuses on the events that can facilitate your task of helping persons with communication handicaps. You are introduced to the philosophies of the clinician and how those philosophies mesh with the problems of the client.

Each chapter opens with personal perspectives of the authors in which they discuss how and why they became interested in pursuing a career in communication disorders. Each chapter then presents a concrete, real-life case history to help you better understand some of the human, social, and emotional aspects of the content of that chapter. To augment your understanding and for easy reference and review, a glossary at the end of the book defines key terms, which are boldfaced in the text. Additionally, each chapter provides study questions for your review, as well as a list of related special readings. Because people's speech and language problems cannot be easily categorized into chapters in a book, we have also included numerous cross-references from chapter to chapter.

Human communication and its disorders are part of the overall human experience. Each of us exists as a uniquely synthesized unit. We express ourselves to one another, not as a mouth or a tongue or an ear, but as an individual, thoughtful, caring person. The momentary focus on separate aspects of human communication in separate chapters reflects our own attempts to analyze a complex process to try to understand it. But when we communicate, the body and mind respond together as a unit; it is this synthesis that we are concerned with in this text.

The production of a fifth edition of a text requires constructive feedback from professionals who have used the prior editions in their teaching. We were very fortunate to receive valuable suggestions from both survey respon-

dents and reviewers among our colleagues.

The following reviewers receive our gratitude for their in-depth evaluations of this edition: Susan Felsenfeld, University of Pittsburgh; Jim Case, Arizona State University; Robert Manzella, SUNY College-Fredonia; Lynn Chapman, University of Wyoming.

When we are children we learn to understand the nature of the world we live in and to accept love and caring from those around us.

When we are adults we learn to share those understandings and to care for those who are in need.

The mission of this book is to promote a special kind of understanding and caring for those children and adults and their families who live with communication problems.

It is to the achievement of this mission that the editors humbly dedicate this book.

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The Professions of Speech- Language Pathology and Audiology

chapter

1

Fred Spahr Russ Malone



perspective**Fred Spahr**

Hotel and restaurant management? A profession that provides services to persons with disabilities? Teaching English in a secondary school? These were my career questions when I received my bachelor's degree in liberal arts (chemistry, to be precise). The answer to my career dilemma came from the most rewarding job I'd ever had—being a counselor in an Easter Seals camp in Southern Indiana. This camp gave children with special needs an opportunity to experience recreational opportunities away from home, often for the first time. It was a wonderful opportunity for me to grow personally as I had had little contact with persons who had disabilities. From that experience, I learned that a career in service to persons with disabilities would be challenging for me, one in which I could make a contribution and one that would provide an opportunity for lifelong growth.

Becoming a speech-language pathologist is a decision I have never regretted. During my career I've had a variety of job responsibilities—providing clinical services, teaching in a university, conducting research, and serving as an administrator. Indeed, I wake each morning expectantly looking forward to the day, as I have each day for the past thirty-five years. I look forward to what the day will bring in new challenges and growth for me and new ways that my contributions may make a difference. The discipline of communication sciences and disorders has opened these pathways for me.

perspective**Russ Malone**

I was looking forward to the beginning of my second year as a public speaking major at the University of Pittsburgh. But for one thing. This was the semester I was required to take a survey course in "Speech Correction." Why speech correction? "Theater," sure. And "Advanced Public Speaking," certainly. Even "Parliamentary Procedure" made some sense. But why "speech correction"? Yet, eight years later, following a career involving journalism, public relations, radio, and advertising, I still remembered my speech correction course. I continued to be intrigued and mystified by two well-dressed, intelligent, educated women—one couldn't name the animal in a picture of a cat; the other said "hat" when pointing to her shoe. It was a language disorder called aphasia. I decided to find out more about aphasia by enrolling in night school at Washington University. Despite the fact that I ultimately earned a master's and doctor's degree in speech-language pathology, did my thesis and dissertation in areas related to aphasia, worked for a number of years with persons who had aphasia,

and taught about aphasia at several universities, today I remain fascinated by aphasia. Along the way I also developed an interest in a wide range of communication disorders, sufficiently so that after eighteen years as communications director for the American Speech-Language-Hearing Association, I've returned to clinical work.



ARE AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY PROFESSIONS?

What are the characteristics of a profession? Why are education, medicine, and law considered to be professions, whereas plumbing, carpentry, and mining are not? Stanley Ainsworth (1960), 24th president of the American Speech-Language-Hearing Association (ASHA), offered the following comments on the nature of a profession:

- A profession cuts across a comprehensive, complex aspect of living, but has a basic centralizing unit.

The speech-language pathology and audiology professions deal with one of the most basic functions of humanity—communication. It is a primary need throughout the life cycle. Just ask a stroke patient who is hemiplegic, has some reduction in vision, can no longer drive, and has an impairment in his ability to talk and understand. Invariably, he will reply that his greatest incapacitation is not being able to communicate. Speech-language pathologists and audiologists help people of all ages. Clinicians help individuals to develop language; for the child who does not develop speech and language by the appropriate age to modify the way they communicate; for the person who stutters to relearn to communicate; for the individual who has had a stroke or had vocal folds removed; and for the person with a hearing loss to develop compensatory means for better understanding speech.

- A profession has several aspects that can be ordered or organized.

Much of the content for the professions of audiology and speech-language pathology is organized according to disorders. Conferences, university offerings, and publications reflect this.

- A profession draws from other fields, but has a distinct body of information—a body of research, theory, and experience uniquely its own.

The student of the speech-language pathology and audiology professions must master a prescribed body of knowledge. This curriculum includes material related to normal and disordered communication as researched by speech-language pathologists and audiologists, augmented by information from the

allied professions of education, medicine, and psychology. In addition, to become an ASHA-certified clinician, one must demonstrate the necessary knowledge and skills by achieving a graduate degree in speech-language pathology or audiology, passing a national examination, and successfully completing a supervised year of clinical practice.

Further, Ainsworth wrote that a profession “create[s] a status for its members which allows them to function in dignity and with reasonable security.” This status is achieved because:

- A profession delineates its areas of function.

Through the American Speech-Language-Hearing Association’s Code of Ethics and Certification program plus licensing in 47 states, the communication professions identify their scope of practice.

- A profession determines and continues to raise standards of competence for its members.

The Council on Professional Standards in Audiology and Speech-Language Pathology is a semi-autonomous body supported by the American Speech-Language-Hearing Association but is autonomous in making decisions concerning the knowledge and skills that are required to perform clinical services for purposes of ASHA certification. The Council consists of representatives from speech-language pathology, audiology, speech-language-hearing science, and the public. The Council determines the standards by which an individual demonstrates the necessary skills and knowledge: course requirements, degree, level, clinical experience, and a national examination. In 1965 degree requirements were raised from a bachelor’s to a master’s degree. In 1993 ASHA determined that effective in 2002 a doctorate will be the entry-level degree for audiologists who provide clinical services.

- A profession describes and enforces a code of ethics.

ASHA maintains a Code of Ethics for its members and a committee to enforce the code. The American Academy of Audiology also has a Code of Ethics to which its members adhere.

- A profession systematically informs the public.

The American Speech-Language-Hearing Association maintains a staff of communication specialists who are charged with providing the general public with information about communication disorders and the services available. Consumers can obtain free brochures and information packets by calling a Customer Service Unit on a toll-free line. Communication specialists maintain contact with the media and participate in periodic conferences with representatives of consumer groups relating to communication disorders. Other associations also, such as the American Academy of Audiology and state and