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Treatment Resource Manual

for Speech-Language Pathology

3rd Edition

Froma P. Roth
Colleen K. Worthington

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Treatment Resource Manual for Speech-Language Pathology, 3rd Edition
by Froma P. Roth, PhD and Colleen K. Worthington, MS

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DEDICATION

*For **Ilana** and **Eli**, each unique and extraordinary, who continue to fill my life with light and infinite delight.*

FPR

*For **Leigh-Anne**, the small miracle who remains the heart of my heart.*

CKW

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	220	220	221	222
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	95	95	95	99
	97	97	97	99
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PREFACE

The original purpose of this manual was to provide beginning speech-language pathology graduate students with a practical introductory guide to intervention. It also provided practicing clinicians with a single resource that contains specific therapy techniques and materials for a wide variety of communication disorders. This new edition continues to fulfill these aims and also reflects the changing information and recent advances in the field of speech-language pathology that are essential to address in a text of this kind. Examples include: (a) increased focus on treatment efficacy and evidence-based practice; (b) technological advances such as cochlear implants; (c) the growing diversity of cultural and linguistic backgrounds represented in our client populations; (d) increased responsibility for serving clients with dysphagia; and (e) clearer recognition of the link between oral language and literacy. We have carefully updated each chapter to ensure that the book reflects the most current thinking in research and clinical practice.

Two main factors created the need for a resource of this kind for students. First, speech-language pathology programs across the country are rapidly adopting a preprofessional model of education that eliminates clinical practicum experience at the undergraduate level. Thus, even students with undergraduate degrees in communication disorders are entering graduate school with very little direct knowledge of basic therapy approaches, techniques, and materials. Second, master's programs in speech-language pathology are attracting an increasing number of students with bachelor's degrees in areas other than the hearing and speech sciences. These students enter clinical training without any supporting background. As a result, a genuine need exists for a user-friendly and comprehensive source of effective, practical suggestions to guide beginning clinicians through their first therapy experiences.

Another primary use of this manual is as a textbook for undergraduate and graduate level courses in clinical methods. Traditional textbooks for such courses tend to be largely theoretical in nature and lack practical information on how to do therapy. Thus, instructors are often faced with the task of assembling their own clinical materials to complement the text. One of the aims of this manual is to provide such supplementary information in a single source.

This manual also was written with the practicing clinician in mind. Speech-language pathologists are handling caseloads with a broader spectrum of communication disorders than ever before. This trend is occurring in all clinical settings from hospitals to public schools. Moreover, there has been a dramatic increase in private practice as a service delivery model in the field of speech-language pathology. Many practitioners work independently and may not be able to consult readily with colleagues about the management of communication disorders that are outside their main areas of expertise. This

manual can serve as an accessible and reliable source of basic treatment information and techniques for a wide range of speech and language disorders.

The information in this manual is based on existing knowledge about communication disorders and available empirical data, as well as the combined clinical experiences of the authors. It is not intended as a cookbook approach to intervention. The complexities of communication disorders preclude such a parochial approach. The therapy targets and activities we have included are meant to serve as illustrations of basic intervention practice, and only as starting points in the therapeutic process. By their very nature, therapy programs for communication disorders should be designed to accommodate each client's unique strengths and weaknesses as well as individual learning styles.

TEXT ORGANIZATION

The manual is organized into two main sections. The first section covers basic principles of speech-language intervention and information reporting systems. The second section comprises six chapters devoted to therapy strategies for specific communication disorders. Each of these chapters includes a brief description of the disorder, example case profiles, specific suggestions for the selection of therapy targets, and sample therapy activities. These have been designed to illustrate the most common characteristics of a given disorder as well as typical approaches to treatment. Each chapter concludes with a set of helpful hints on intervention and a selected list of commercially available therapy materials. The final chapter offers practical suggestions for beginning clinicians regarding effective client and family counseling skills. Reference tables, charts, and reproducible forms are included throughout the manual.

The focus of this manual is on the most common characteristics and treatment approaches for a given disorder. Unusual or atypical populations are beyond the scope of this book. It is important to remember that a communication difference does not necessarily constitute a communication disorder. Clinicians must give due consideration to cultural variations when determining the communicative status of any individual. This book is written from the perspective of standard American English. The information, procedures, and activities contained in each chapter should be adapted in a culturally appropriate manner.

NEW TO THIS EDITION

This third edition of our book features many changes that serve two main purposes: (a) update material from the previous edition to reflect current knowledge and practices in the field; and (b) respond to feedback and suggestions received from instructors, practitioners, and students. Highlights of the new material contained in this edition include the following:

- Introductory information on legislative issues relevant to speech-language pathology
- Updated ASHA Code of Ethics
- Expanded information on goal selection strategies for articulation and phonological intervention
- Expanded discussion of the efficacy of oral-motor intervention

- Additional information on the characteristics of developmental verbal dyspraxia
- New section on speech-language skills in children with cochlear implants
- Separate chapter on language disorders in children from birth-to-five years includes extensive information on the development of emergent literacy, the roles of the speech-language pathologist, and specific strategies for intervention
- Separate chapter on language disorders in school-age children/adolescents presents new information on the development of reading and writing skills
- New section on swallowing disorders
- Expanded discussion on theories/models of stuttering, approaches to fluency intervention, and recovery issues
- Expanded section on spasmodic dysphonia
- New information on family-centered approaches to counseling
- Expanded coverage of issues relevant to individuals with culturally and linguistically diverse backgrounds
- Updated information on treatment efficacy issues throughout the disorder chapters
- Updated and expanded helpful hints, resources, and recommended readings for each chapter

We hope that the students and clinicians who use this text find it a valuable resource for up-to-date knowledge in the field and for guiding their delivery of evidence-based clinical services.

ACKNOWLEDGMENTS

We thank the many people who have contributed their time, efforts, and talents to the preparation of this revised edition. Enormous appreciation is extended to our colleagues who generously shared with us their insights, expertise, and libraries: Kim Sabourin, Kate Skinker, and Vivian Sisskin. We also want to recognize Jennifer Caruso, Allison MacFarland, and Heidi Corwin, who provided technical support and valuable editorial input. Finally, we thank our husbands, Eddie and Joe, for their support and encouragement, which never wavers throughout the lengthy revision process.

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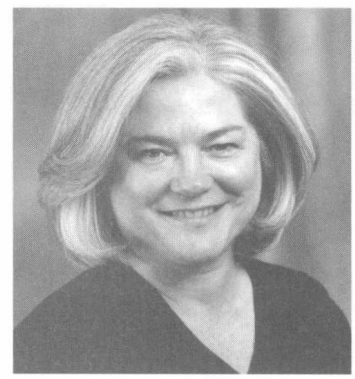

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