

Contents

<i>List of Tables</i>	<i>xv</i>
<i>List of Forms</i>	<i>xvii</i>
<i>List of Figures</i>	<i>xix</i>
<i>Preface</i>	<i>xxi</i>
<i>Acknowledgments</i>	<i>xxiii</i>

Part I Preparatory Considerations

Chapter 1	Foundational Information for Assessment in Speech-Language Pathology	3
	Overview of Assessment	4
	Professional Expectations for Clinicians	4
	Code of Ethics	5
	Code of Fair Testing Practices in Education	11
	Health Insurance Portability and Accountability Act (HIPAA)	14
	Psychometric Principles	15
	Validity	15
	Reliability	16
	Standardization	16
	Sensitivity and Specificity	17
	Freedom From Bias	17
	Assessment Methods	18
	Information From Clients and Others	18
	Observation	19
	Speech-Language Sample Analysis	20
	Dynamic Assessment	21
	Standardized Tests	22
	Administering and Interpreting Standardized Tests	23
	Accommodations and Modifications	23
	Determining Chronological Age	24
	Basals and Ceilings	24
	Obtaining a Raw Score	24
	Normative Data	25
	Understanding Normed Scores	25
	Confidence Intervals	26

Concluding Comments	27
Sources of Additional Information	27
Print Sources	27
Electronic Sources	27
Chapter 1 Form	29
Chapter 2 Overview of a Complete Assessment	35
Elements of a Complete Assessment	36
Obtain a Case History	36
Allergy Awareness	37
Information From Other Professionals	37
Conduct an Intake Interview	37
Consider Internal and External Influences	38
Directly Assess the Client	39
Play-Based Assessment	39
Assimilate and Analyze Findings	40
Make a Diagnosis and Recommendations	40
Write a Diagnostic Report	41
IFSPs and IEPs	42
Writing SOAP Notes	44
Share Assessment Findings	48
Information-Sharing Meeting	48
Sharing Information Electronically	48
Assessment via Telepractice	49
Assessment Considerations Specific to Telepractice	50
Concluding Comments	51
Sources of Additional Information	52
Print Sources	52
Electronic Source	52
Chapter 2 Forms	53
Appendix 2–A Three Sample Clinical Reports	65
Appendix 2–B Sample IFSP and IEP	74
Chapter 3 Multicultural Considerations	81
Cultural-Linguistic Knowledge	82
Cultural Communication Differences	82
Speech-Language Differences	84
Ethnographic Research	85
Cultural Competence	85
Assessment of CLD Clients	86
Language History	87
Direct Assessment	88
Disorder Versus Difference	89
Collaboration With Interpreters and Translators	90
Preassessment Preparation	90

Concluding Comments	91
Sources of Additional Information	91
Print Sources	91
Electronic Sources	92
Chapter 3 Forms	93
Appendix 3–A Speech and Language Characteristics of African American English	101
Appendix 3–B Speech and Language Characteristics of Spanish	108
Appendix 3–C Speech and Language Characteristics of Asian Languages	116
Chapter 4 Hearing Considerations	119
Overview of Common Hearing Disorders	120
Audiograms	122
Standard Classification of Hearing Loss	122
Effects of Hearing Loss on Communication	123
The Speech Banana	124
Environmental Noise Levels	125
Hearing Aids	125
Troubleshooting Hearing Aid Problems	128
Hearing Screening as Part of a Speech-Language Assessment	128
Concluding Comments	129
Sources of Additional Information	130
Print Source	130
Electronic Sources	130
Chapter 5 Medical and Psychiatric Conditions Associated With Communicative Disorders	131
Overview of Medical Conditions, Psychological Conditions, and Syndromes	132
Diagnoses, Descriptions, and Clinical Significance	132
Acoustic Neuroma	132
Adenoidectomy	133
Allergy	133
Amyotrophic Lateral Sclerosis (ALS)	133
Angelman Syndrome	133
Ankyloglossia	134
Apert Syndrome	134
Aspiration Pneumonia	134
Attention-Deficit/Hyperactivity Disorder (ADHD)	135
Branchiootorenal Syndrome	135
Central Auditory Processing Disorder (CAPD)	135
Cerebral Palsy (CP)	136
CHARGE Syndrome	136
Congenital Rubella Syndrome (CRS)	137
Cornelia de Lange Syndrome	137
Cerebrovascular Accident (CVA)	138

Coronavirus Disease 2019 (COVID-19)	138
Cri-du-Chat Syndrome	138
Crouzon Syndrome	138
DiGeorge Syndrome	139
Down Syndrome, Trisomy 21	139
Executive Function Deficit	139
Fetal Alcohol Spectrum Disorders (FASD)	140
Fragile X Syndrome (FXS)	140
Frontotemporal Dementia (FTD)	140
Huntington's Disease (HD)	141
Learning Disability or Learning Disorder	141
Lewy Body Dementia (LBD)	141
Lou Gehrig's Disease	142
Mastoiditis	142
Measles (Rubeola)	142
Ménière's Disease	142
Meningitis	142
Myasthenia Gravis (MG)	143
Neurofibromatosis Type 2 (NF2)	143
Otitis Media	144
Parkinson's Disease	144
Pierre Robin Sequence (PRS)	144
Polymicrogyria	144
Rubeola	145
Selective Mutism	145
Sotos Syndrome	145
Specific Learning Disorder (SLD)	146
Stickler Syndrome	146
Stroke	146
Tongue-Tie	147
Townes-Brocks Syndrome (TBS)	147
Transient Ischemic Attack (TIA)	147
Treacher Collins Syndrome	147
Trisomy 21 Syndrome	148
22q11.2 Deletion Syndrome	148
Usher Syndrome	148
Van der Woude Syndrome	148
Velocardiofacial Syndrome (VCFS)	149
Vestibular Schwannoma	149
Williams Syndrome	149
Concluding Comments	149
Sources of Additional Information	149
Print Sources	149
Electronic Sources	150

Part II

Resources for Assessing Communicative Disorders

Chapter 6	Common Assessment Procedures for Most Communicative Disorders	153
	Standard Precautions	154
	Common Intake Interview Questions	154
	Orofacial Examination	155
	Interpreting the Orofacial Examination	156
	Assessing Diadochokinetic Syllable Rate	157
	Speech-Language Sampling	158
	Conversation Starters for Eliciting a Speech-Language Sample	159
	Pictures	160
	Narratives	160
	Reading Passages	160
	Evaluating Rate of Speech	161
	Determining Speech Rate	162
	Determining Intelligibility	162
	Syllable-by-Syllable Stimulus Phrases	163
	Charting Behaviors	166
	Concluding Comments	166
	Sources of Additional Information	167
	Print Sources	167
	Electronic Sources	167
	Chapter 6 Forms	169
	Appendix 6–A Pictures and Narratives With Pictures	185
	Appendix 6–B Reading Passages	198
Chapter 7	Assessment of Speech Sound Disorders	207
	Overview of Assessment	208
	Sounds in the English Language	209
	Distinctive Features of Consonants	209
	Phonological Processes	209
	Developmental Norms for Phonemes and Consonant Clusters	216
	Frequency of Occurrence of Consonants	218
	Screening	218
	Intake Interview Questions	219
	Comprehensive Speech Sound Inventory	219
	Formal Tests	220
	Speech Sample Analysis	221
	Intelligibility	222
	Stimulability	223
	Considerations for Diagnosis	224

Childhood Apraxia of Speech	225
Assessment Procedures for Childhood Apraxia of Speech	225
Concluding Comments	227
Sources of Additional Information	227
Print Sources	227
Electronic Sources	227
Chapter 7 Forms	229
Chapter 8 Assessment of Spoken Language in Children	237
Overview of Assessment	238
Five Language Domains	239
Typical Language Development	239
Piaget's Stages of Early Cognitive Development	240
Development of Play	243
Language Disorder Descriptions	243
Screening	246
Intake Interview Questions	246
Comprehensive Language Assessment	247
Formal Assessment	248
Informal Assessment	248
Assessment for Early Intervention	253
Partnering With Parents	254
Late Talker Versus Language Disordered	255
Assessment of School-Age Children	256
Language Sample Analysis	257
Assessment of Morphologic Skills	258
Determine Mean Length of Utterance	259
Assessment of Semantic Skills	263
Assessment of Syntactic Skills	265
Assessment of Pragmatic Skills	268
Assessment of Narrative Skills	268
Considerations for Diagnosis	269
Concluding Comments	269
Sources of Additional Information	269
Print Sources	269
Electronic Sources	270
Chapter 8 Forms	271
Appendix 8–A Motor and Communication Skills Sequence of Development	303
Chapter 9 Assessment of Written Language	309
Overview of Assessment	310
Role of the Speech-Language Pathologist	311
Multicultural Considerations	312
Typical Reading and Writing Development	312

Written Language Disability Characteristics and Types	313
Screening	316
Assessment of Reading	317
Phonological and Phonemic Awareness	317
Word Fluency	319
Reading Fluency	319
Informal Reading Inventories	321
Narrative Schema Knowledge	322
Assessment of Writing	324
Narrative Writing	325
Expository Writing	326
Persuasive Writing	326
Assessment of Spelling	327
Concluding Comments	328
Sources of Additional Information	328
Print Sources	328
Electronic Sources	328
Chapter 9 Forms	329
Chapter 10 Assessment for Autism Spectrum Disorder and Social Communication Disorder	353
Overview of Assessment	354
Definitions According to the <i>DSM-5</i>	355
Definition of Autism Spectrum Disorder	355
Definition of Social (Pragmatic) Communication Disorder	357
Role of the Speech-Language Pathologist	357
Typical Development of Social Language Skills	358
Early Indicators of a Pragmatic Language Disorder	358
Screening	361
Formal and Informal Assessment	362
Speech-Language Assessment	362
Standardized Language Assessment	363
Feeding Assessment	364
Considerations for Diagnosis	364
Concluding Comments	365
Sources of Additional Information	365
Print Sources	365
Electronic Sources	365
Chapter 10 Forms	367
Chapter 11 Assessment for Augmentative and Alternative Communication (AAC)	381
Overview of Assessment	382
Candidates for AAC	383

Types of AAC	383
Apps for AAC	384
Formal and Informal Assessment	385
Assess Sensory and Motor Capabilities	385
Assess Language and Cognitive Skills	386
Determine Communicative Needs	387
Select an Appropriate AAC System	388
Concluding Comments	388
Sources of Additional Information	388
Print Sources	388
Electronic Sources	389
Chapter 11 Forms	391
Chapter 12 Assessment of Fluency Disorders	397
Overview of Assessment	398
Types of Fluency Disorders	399
Stuttering	399
Cluttering	400
Screening	401
Intake Interview Questions	401
Speech Sampling	402
Disfluency Indexes	403
Secondary Behaviors	404
Associated Motor Behaviors	404
Physiologic Responses	404
Avoidance	404
Feelings and Attitudes	405
Speech Rate	405
Published Fluency Assessments	405
Considerations for Diagnosis	406
Diagnosing Stuttering	406
Diagnosing Cluttering	407
Stimulability	407
Concluding Comments	408
Sources of Additional Information	408
Print Sources	408
Electronic Sources	409
Chapter 12 Forms	411
Chapter 13 Assessment of Voice and Resonance	429
Overview of Assessment	430
Defining Voice and Resonance	431
Categories of Voice Disorders	431
The Multidisciplinary Team	433

Screening	434
Case History and Intake Interview Questions	434
Perceptual and Instrumental Examination of Voice	436
Assessment of Pitch	436
Assessment of Vocal Intensity	438
Assessment of Vocal Quality	438
Assessment of Respiratory Support for Speech	439
Maximum Phonation Time	440
The S/Z Ratio	441
Assessment of Resonance	441
Auditory-Perceptual Assessment	442
Compensatory Articulation	444
Hardware and Software for Assessment of Voice and Resonance	445
Assessment of Alaryngeal Clients	446
Alaryngeal Communication Options	449
Assessment of Clients With Cleft Lip and/or Palate	449
Assessment of Transgender Clients	452
Concluding Comments	455
Sources of Additional Information	455
Print Sources	455
Electronic Sources	456
Chapter 13 Forms	457
Chapter 14 Assessment of Acquired Neurogenic Language Disorders	481
Overview of Assessment	482
The Brain	483
Setting-Specific Assessments	484
Outcome and Assessment Information Set (OASIS)	485
Minimum Data Set (MDS)	485
Functional Independence Measure (FIM®)	486
Assessment of Clients With Aphasia	486
Assessment of Clients With Right Hemisphere Damage	490
Assessment of Clients With Traumatic Brain Injury	493
Assessment of Clients With Dementia	497
Concluding Comments	501
Sources of Additional Information	501
Print Sources	501
Electronic Sources	501
Chapter 14 Forms	503
Chapter 15 Assessment of Acquired Neurogenic Speech Disorders	535
Overview of Assessment	536

The Cranial Nerves	537
Assessment of Dysarthria	537
Assessment of Apraxia of Speech (AOS)	541
Differential Characteristics of Dysarthria and Apraxia of Speech	543
Concluding Comments	543
Sources of Additional Information	543
Print Sources	543
Electronic Sources	545
Chapter 15 Forms	547
Chapter 16 Assessment of Dysphagia	555
Overview of Assessment	556
Overview of a Normal Swallow	557
Typical Development of Feeding and Swallowing	559
Clinical Assessment of Pediatric Feeding and Swallowing	567
Case History	568
Alertness	568
Physiologic Status	569
Sucking Ability	570
Infantile Reflexes	570
Orofacial Structures and Function	572
Chewing and Swallowing Ability	573
Clinical Assessment of Adult Dysphagia	574
Case History	575
Orofacial Structures and Function	575
Chewing and Swallowing Ability	576
Graphic Imaging	577
Videofluoroscopy	577
Videoendoscopy	578
Concluding Comments	578
Sources of Additional Information	578
Print Sources	578
Electronic Sources	579
Chapter 16 Forms	581
<i>References</i>	611
<i>Glossary</i>	621
<i>Index</i>	629