



PREFACE

Our social behavior is essentially communicative behavior. To communicate is to care, share, and connect with each other. Human life is as rich and varied as it is because of our ability to communicate with our fellow human beings. An individual whose communicative ability is hampered is socially and emotionally isolated. Communicative impairments in modern societies create serious personal, social, educational, and occupational difficulties for an individual. Therefore, human communication and its disorders is an important discipline that touches all of us.

This book is an introduction to both the science of communication and the profession of communicative disorders. It is written for the student who wishes to find out if the science and disorders of communication is his or her field, as well as for the student who has decided that it is. The profession of communicative disorders is based on the science of hearing, speech, language, and other forms of communication. This book shows how the field has evolved into a major scientific discipline and a health care profession.

Communicative disorders is a rapidly growing science and profession. Being interdisciplinary, it draws from such diverse fields as physics, biology, psychology, linguistics, medicine, sociology, and philosophy. This is part of the reason why it is an exciting field.

The field is exciting also because the speech–language pathologist or the audiologist helps restore a vital link of existence that may be broken in some individuals: the ability to communicate. It is a profession that is simultaneously challenging and immensely rewarding. If this book is able to give the beginning student a flavor for this engrossing science and helping profession, it will have served its purpose. I will be especially pleased if the book also prompts the student to seriously consider majoring in communicative disorders.

Since the first edition of this book was published in 1991, the second edition in 1995, and the third edition in 2001, many instructors have offered extensive

comments about its coverage and writing style. The feedback has been overwhelmingly positive and has come from numerous instructors across the country. Instructors have repeatedly stated that the book reflects current knowledge and that its coverage is both extensive and uniform across issues and topics. They have found the book an effective teaching tool because of its organization and simple writing style that avoids jargon. The feedback suggests that these characteristics have prompted the instructors to use the book as the primary text in their courses. This fourth edition retains and enhances these characteristics.

I have revised all chapters for this fourth edition to improve or refine the coverage and update information as needed. A new chapter on literacy skills in children and the role of the speech–language pathologists in literacy intervention has been added to reflect recent changes in the scope of practice. The extensively revised chapter on medical speech–language pathology includes an extended discussion of swallowing and its disorders. The coverage of audiology and audiologic rehabilitation has been significantly increased; the single chapter in the third edition has been expanded into two chapters.

This edition includes several supplemental resources to enhance teaching and learning: the Student DVD, the Student Coursebook (print format), and the Instructor’s Manual (on DVD). The Student DVD features a host of rich learning opportunities through videos, audio clips, sample documents, Web links, and Student Interactive Tests that provide students with an opportunity to assess their understanding of concepts learned. The Student DVD is divided into chapters corresponding to those in the textbook, with each chapter offering a wealth of supplemental information. Each chapter on the Student DVD has an interactive test. The student can answer the questions on the computer and immediately receive scores. The student can also review and print out the answers. The Student DVD also includes speech samples from real clients with various communication disorders and brief demonstrations of treatment procedures with real clinicians and clients. Readers are directed to the Student DVD by means of icons in the textbook margins that indicate related videos, audio clips, pictures, and sample documents on the DVD (though it should be noted that the DVD contains many more examples in addition to those indicated by the icons). Students can print the images or insert them into Microsoft Word documents to help them learn the concepts. Web links are also available on the Student DVD so that students can actively learn concepts and view animations, diagrams, anatomical illustrations, and movies on the Web. During class lectures, students who have laptops can save the class notes on a disk or flash drive and type their own notes in Microsoft Word during the lecture. Another useful feature of the Student DVD is the search function. Students and professors can access any slide, video, diagram, animation, or Web link by entering a search category (e.g., stuttering, aphasia, neuroanatomy).

The Student Coursebook (print format) is available separately from PRO-ED and contains typical test questions and their answers. In addition, it features out-

lines of the textbook chapters, definitions of basic terms, summaries of important information, and clinical procedures. The right half of each page is blank so students can take class notes. This format makes it possible for students to integrate information from the text, instructor's lectures, and outside reading materials into a single, coherent source.

Finally, the Instructor's Manual (DVD) contains everything on the Student DVD except for the Student Interactive Tests. In addition, the Instructor's Manual contains complete examinations and answer keys. Because the Instructor's Manual includes most of the contents of the Student DVD, professors can use it to give lectures, displaying videos, audio clips, pictures, and sample documents during class.

I extend my thanks to Dr. Glen Tellis, professor of speech–language pathology at Misericordia University, who has provided expert help with the preparation of this new edition. He has helped design all aspects of the Student and Instructor DVDs. I extend my thanks also to Dr. Cari Tellis, assistant professor of speech–language pathology, Misericordia University, for her help with various photographs included in this book. I would also like to thank the anonymous reviewers of the manuscript and Dr. Cynthia Cavazos, clinical audiologist and lecturer at California State University–Fresno, for her review of Chapters 13 and 14 and her suggestions for improvement. My special thanks go to Dolly Jackson for her excellent copyediting, as well as to PRO-ED senior editor Beth Rowan and managing editor Sue Carter for their courteous, competent, and prompt help with various aspects of revision and production of this new edition. As always, I am thankful to my wife Prema for her continued support and encouragement for my commitment to scientific and professional writing.

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