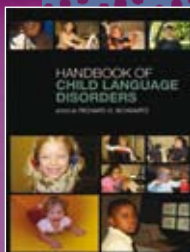


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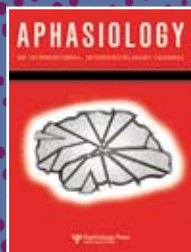
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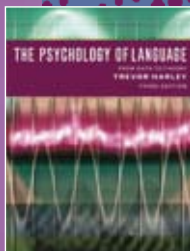
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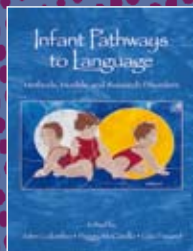
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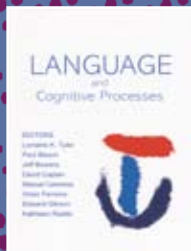
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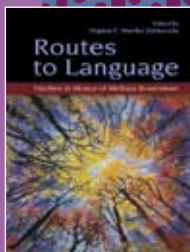
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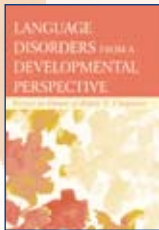
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This series seeks to publish scholarly volumes that describe cutting edge, crossdisciplinary research in disorders affecting language and communication. The significance of this series is that it will present work by scholars from a variety of academic fields, whose work addresses development and disorders of communication and presents fresh perspectives on approaches to intervention. These volumes will be of interest to working scholars as well as to graduate students from the many disciplines that are concerned with the study of developmental disabilities and their effects on communicative competence. This series takes an integrative approach to help academics and professionals who are concerned with the development and disorders of communication acquire new knowledge and approaches from a broader range of sources than is typically available within one field. Dr. Rhea Paul will serve as advisory editor, will solicit authored and edited volumes, and will assist the authors and editors in delivering manuscripts to Psychology Press. Please contact: Dr. Rhea Paul, Ph.D., CCC-SLP, Department of Communications Disorders, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515, USA. Email: paul@scsu.ctstateu.edu

Psycholinguistics

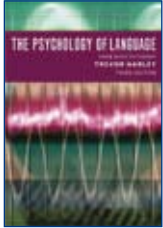
Textbook!

The Psychology of Language

From Data to Theory, Third Edition

Trevor A. Harley

University of Dundee, UK



"I want this book for me, not just for my students. For the student, it's an exceptionally thorough, but lively, introduction to language in a wider context. For me, it's a valuable reminder of psycholinguistics's evolution from its concerns with the psychological reality of grammar, to its current spot at the center of modern cognitive neuroscience." - **Gary S. Dell, University of Illinois at Urbana-Champaign**

"Trevor Harley provides a systematic and lucid introduction to the scientific study of human language. He traverses a complex range of topics from foundational theory and experiment to practical matters of pedagogy and pathology. It's a winning combination delivered with wit, balanced accuracy, and admirable directness of style." - **Merrill Garrett, University of Arizona**

"I have been using Harley's text in my 3rd year undergraduate 'Psychology of Language' course since the first edition came out because I believe its coverage of the important issues is comprehensive and scholarly while being highly accessible and intellectually stimulating. My students have always found it to be a very useful resource in helping them understand language processing." - **Marcus Taft, University of New South Wales**

The Psychology of Language, Third Edition is a thorough revision and update of the popular second edition. It contains everything the student needs to know about the psychology of language, including how we acquire, understand, produce, and store language. The new edition contains new chapters on how children learn to read, and how language is used in everyday settings. It also describes recent research on the impact of new techniques of brain imaging.

The text is comprehensive and written in a lively and accessible style. It covers all the main topics in this complex field, focusing on reading, writing, speaking, and listening in both adult and child language. There is an emphasis on language processing as well as language production and coverage of the social basis of language. The text covers recent connectionist models of language, describing

complex ideas in a clear and approachable manner.

Following a strong developmental theme, it describes how children acquire language (sometimes more than one), and also how they learn to read. *The Psychology of Language* also demonstrates how language is related to the brain and to other aspects of cognition.

For the first time, online supplementary materials are available to accompany the textbook. They include:

- Chapter-by-chapter lecture slides
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The Psychology of Language assumes no prior knowledge other than a grounding in the basic concepts of cognitive psychology. This third edition of this best-selling textbook will be essential reading for any student of cognition, psycholinguistics or the psychology of language. It will also be useful for those on speech and language therapy courses.

Contents

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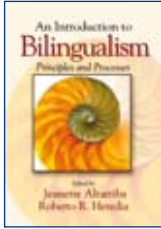
Textbook!

An Introduction to Bilingualism

Principles and Processes

Jeanette Altarriba, State University of New York at Albany, USA

Roberto R. Heredia, Texas A&M International University, USA (Eds.)



"Excellent book! It covers the field to some of its remotest corners ... In my opinion the chapters are well organized, very well written, very accessible, and very informative. Key concepts are very well explained. There are detailed discussions of research designs, and the effects these can have on research outcomes, statistical methods, and the meaning of the outcomes. This is the perfect textbook for undergraduate and

graduate students across the world. The book offers a wide overview of the field, but it is clearly geared towards students of psychology." - Jean-Marc Dewaele, Birkbeck, University of London

This important text provides a general overview of the methods and theories used in the broad domain of bilingualism. The unique interdisciplinary approach, which is reflected in the various topics covered, gives students a global picture of the field. Topics range from early childhood intellectual development to educational

and social-cognitive challenges to the maturing bilingual brain. Important developing areas such as cognitive aging, creativity, the social and cultural context perspective, communication disorders and sentence processing are also covered within the volume. This text is aimed towards undergraduate courses and graduate courses in psycholinguistics, especially those with an emphasis on bilingualism or second language learning.

Contents

Preface. **Section 1. Theoretical and Methodological Background.** J. Altarriba, R.R. Heredia, Introduction. V. Marian, Bilingual Research Methods. R.R. Heredia, Mental Models of Bilingual Memory. **Section 2. Cognitive and Neurological Mechanisms.** J.L. Gianico, J. Altarriba, The Psycholinguistics of Bilingualism. R.W. Schrauf, Bilingualism and Aging. J. Vaid, The Bilingual Brain: What is Right and What is Left? **Section 3. Creativity and Developmental Principles.** D.K. Simonton, Bilingualism and Creativity. E. Nicoladis, Bilingualism and Language Cognitive Development. **Section 4. Social and Socio-Cultural Processes.** L.A. Vega, Social Psychological Approaches to Bilingualism. F.C. Perea, C.G. Coll, The Social and Cultural Contexts of Bilingualism. **Section 5. Linguistic Principles and Applied Perspectives.** V. Cook, Linguistic Contributions to Bilingualism. S. Gass, M. Glew, Second Language Acquisition and Bilingualism. K. Kohnert, Primary Language Impairments in Bilingual Children and Adults. E.E. Garcia, Bilingual Education in the United States.

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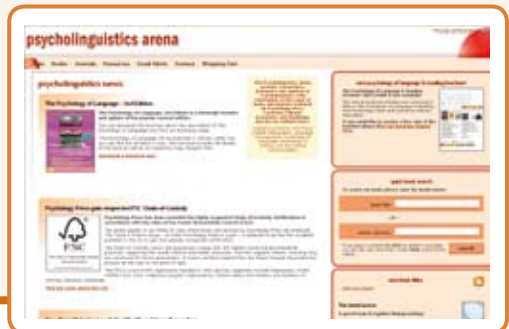
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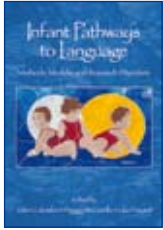


New!

Infant Pathways to Language

Methods, Models, and Research Directions

John Colombo, University of Kansas, USA; **Peggy McCordle, Lisa Freund**, National Institute of Child Health & Human Development, Maryland, USA (Eds.)



The behavioral and brain sciences are faced with important new challenges at the beginning of the new millennium. The enormous progress in cognitive neuroscience, and the importance of genetic factors and gene-environment interactions in shaping behavioral functions in early childhood, have both underscored the primacy of early experience and development on brain development and function.

The contributors to this volume discuss different paradigms and approaches in infant language and cognition, pushing the frontiers of research by innovatively combining methods, introducing new measures, and demonstrating the use of technologies and measurement approaches that can inform the study of word learning and categorization, gaze, attention, gesture, and physiological functions. The volume offers a blend of theories and empirical evidence to support, refute, or modify them. Most chapters examine the link between theory and methodology, and their appearance together in a single volume serves to inform and engage multiple disciplines, to engage everyone to think across disciplines and paradigms, to embrace the integration of creativity and science as the field continues

to study in greater depth and with innovative measures and approaches, the infant pathways to language.

This volume is derived from presentations and discussions from a workshop, sponsored jointly by the Merrill Advanced Studies Center, University of Kansas, and the National Institute of Child Health and Human Development, Bethesda, Maryland.

Contents

Introduction. *P. McCordle, J. Colombo, L. Freund*, Measuring Infant Language. **Part 1. Recognizing Patterns.** *R.N. Aslin, E.I. Newport*, What Statistical Learning Can and Can't Tell Us About Language Acquisition. *J.R. Saffran*, Acquiring Grammatical Patterns: Constraints on Learning. *L. Gerken*, Are Infants Constrained in Their Linguistic Generalizations? Some Theoretical and Methodological Observations. *M. Rice*, How Different is Disordered Language? **Part 2. From Patterns to Meaning.** *J.F. Werker, C.T. Fennell*, Infant Speech Perception and Later Language Acquisition: Methodological Underpinnings. *S. Waxman*, How Infants Discover Distinct Word Types and Map Them to Distinct Meanings. *J.S. DeLoache, P.A. Ganea, V.K. Jaswal*, Early Learning Through Language. **Part 3. Predictors of Language Emergence.** *J. Colombo, D.J. Shaddy, O.M. Blaga, C.J. Anderson, K.N. Kannass, W.A. Richman*, Early Attentional Predictors of Vocabulary in Childhood. *A.N. Meltzoff, R. Brooks*, Social Cognition and Language: The Role of Gaze Following in Early Word Learning. *S. Goldin-Meadow*, Using the Hands to Study How Children Learn Language. **Part 4. Models and Methods to Study Infant Language.** *P.K. Kuhl*, Linking Infant Speech Perception to Language Acquisition: Phonetic Learning Predicts Language Growth. *L.B. Cohen, J. Brunet*, Early Word Learning and Categorization: Methodological Issues and Recent Empirical Evidence. *G. Marcus, H. Rabagliatti*, Language Acquisition, Domain Specificity, and Descent with Modification. *L. Freund*, Neuroimaging Tools for Language Study. **Finale.** *P. McCordle, L. Freund, G. Marcus*, Pathways to Infant Language Research: Commentary and Future Directions.

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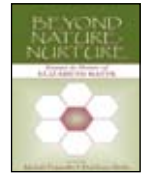


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Automaticity and Control in Language Processing

Antje S. Meyer, Linda Wheeldon & Andrea Krott (Eds.)

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New!

Crosslinguistic Approaches to the Study of Language

Research in the Tradition of Dan Isaac Slobin

Jiansheng Guo, California State University, East Bay, USA; **Elena Lieven**, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany; **Nancy Budwig**, Clark University, USA; **Susan Ervin-Tripp**, University of California at Berkeley, USA; **Kei Nakamura**, Yale University, USA; **Şeyda Özçalışkan**, University of Chicago, USA (Eds.)

Dan Isaac Slobin has been a major intellectual and creative force in the field of child language development, linguistics and psycholinguistics for the past forty years. It is impossible to over-estimate the importance of his contribution. In this volume, conceived as a tribute to Slobin's enormous intellectual contribution, researchers take up the challenge of language differences to forward research in the major areas with which Slobin has been concerned throughout his career:

- Language learning from a crosslinguistic perspective (spoken and sign languages)
- The integration of language-specific factors in narrative skill
- Theoretical issues in typology, language development and language change
- The relationship between language and cognition.

Contents

J. Guo, E. Lieven, Introduction. **Section 1. Language Learning in Crosslinguistic Perspective.** *N. Budwig, S. Ervin-Tripp*, Introduction. *J.B. Gleason, B. Phillips, R. Ely, E. Zaretsky*, Alligators All Around: The Acquisition of Animal Terms in English and Russian. *S. Goldin-Meadow, A. Özyürek, B. Sancar, C. Mylander*, Making Language Around the Globe: A Cross-linguistic Study of Homesign in the United States, China, and Turkey. *A. Kyratzis*, "He take one my tools!" vs. "I'm building": Transitivity and the Grammar of Accusing, Commanding, and Perspective-sharing in Toddler's Peer Disputes. *H. Behrens*, Direction and Perspective in German Child Language. *R.M. Weist*, One-to-one Mapping of Temporal and Spatial Relations. *A.C. Küntay, D. Koçbaş*, Effects of Lexical Items and Construction Types in English and Turkish Character Introductions in Elicited Narrative. *K. Demuth, D. Ellis*, Revisiting the Acquisition of Sesotho Noun Class Prefixes. *P.M. Clancy*, Dialogic Priming and the Acquisition of Argument Marking in Korean. **Section 2. Narratives and Their Development: Linguistic, Cognitive, and Pragmatic Perspectives.** *R.A. Berman*, Introduction. *M. Bamberg*, Sequencing Events in Time or Sequencing Events in Storytelling? From Cognition to Discourse – With Frogs Paving the Way. *E.L. Bavin*, Plot and Evaluation: Warlpiri Children's Frog Stories. *R.A. Berman, B. Nir-Sagiv*, Clause Packaging in Narratives: A Crosslinguistic Developmental Study. *R. Berthele*, The Many

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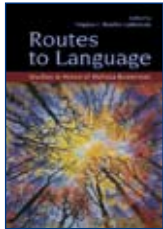
New!

Routes to Language

Studies in Honor of Melissa Bowerman

Virginia C. Mueller Gathercole (Ed.)

University of Wales at Bangor, UK



This volume contains contributions from leaders in the field of child language in honor of one of the lights, Melissa Bowerman, who has had a profound, widespread, and enduring influence on research conducted for nearly forty years.

In Section 1, on Learning Words, Dedre Gentner and Lera Boroditsky lay out their latest theorizing – and new data from Navajo – on the status

of their complementary hypotheses, the Natural Partitions hypothesis and the Relational Relativity hypothesis. Esther Dromi provides a rich review of theories of word meaning and re-examines her own data from her daughter Keren's acquisition of Hebrew to uncover the best components of theories that have evolved from early categorical views of children's word meanings to more current dynamic systems and emergentist perspectives.

In Section 2, on Crosslinguistic Patterning and Acquisition of Lexical Semantics, Lourdes de León explores children's early sensitivity to language-specific verb meaning, through an examination of children's acquisition of verbs for 'fall' and 'eat' in the Mayan language Tzotzil, and argues for early influence of both the input and cognition. Bhuvana Narasimhan and Penelope Brown further examine a 'Semantic Specificity Hypothesis' by comparing children's acquisition of Hindi and the Mayan language Tzeltal, and find that the data are not consistent with the hypothesis.

In Section 3, Crosslinguistic Patterning and Events, Paths, and Causes, William Croft addresses the nature of the causal-aspectual structure of events and proposes that a proper treatment requires two major components – aspectual structure and force-dynamic structure – as well as incorporation of multiple subevents. Soonja Choi explores speakers' expression of PATH and CAUSE in Verb-framed and Satellite-framed languages and argues from English, Spanish, Korean, and Japanese data that PATH must be broken into two sub-types, "endpoint" paths and "trajectory" paths, as languages differ in their treatment of these two sub-types. Dan Slobin further examines whether PATH expression in motion verbs relates to paths of vision and argues, from English, Russian, Spanish, and Turkish data, that just as the structure of the language directs "thinking for speaking" about physical paths, it by extension also influences conceptualizations regarding paths of vision.

In Section 4, Influences on Development, Eve Clark argues that adults "shape the way children speak" by offering terms

and elaborations in the input and by providing feedback when children make errors. Ping Li examines the acquisition of meaning from a connectionist-emergentist perspective and argues that the child's discovery of meaning emerges as a natural outgrowth of the processing of statistical probabilities – the frequency of co-occurrence of form-to-form, form-to-meaning, and meaning-to-meaning mappings. Mabel Rice focuses on children with Specific Language Impairment and provides a rich analysis of the research while trying to solve a conundrum: how is that children with SLI can demonstrate deficits in learning some aspects of language, and yet show robust abilities in other areas of linguistic development? Virginia Mueller Gathercole traces the protracted development of a wide range of 'scalar predicates' in English and argues that cognitive abilities and linguistic input work together to 'invite' the child to move from rudimentary lexical-specific usage to complex usage.

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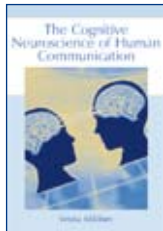
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The Cognitive Neuroscience of Human Communication

Vesna Mildner

University of Zagreb, Croatia



"The Cognitive Neuroscience of Human Communication ... provides a comprehensive meta-analysis of the current findings in the areas of cognitive neuroscience and communication. ... For those interested in developing novel neuroscience methods and advancing speech and language research, this book serves as a foundation for understanding the present literature."
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This is a book about speech and language. It is primarily intended for those interested in speech and its neurophysiological bases: phoneticians, linguists, educators, speech therapists, psychologists, and neuroscientists. Although speech and language are its central topics, it provides information about related topics as well (e.g., structure and functioning of the central nervous system, research methods in neuroscience, theories and models of speech production and perception, learning, and memory). Data on clinical populations are given in parallel with studies of healthy subjects because such comparisons can give a better understanding of intact and disordered speech and language functions.

There is a review of literature (more than 600 sources) and research results covering areas such as neuroanatomy, neurophysiology, development of the nervous system, sex differences, history of neurolinguistics, behavioral, neuroimaging and other research methods in neuroscience, linguistics and psychology, theories and models of the nervous system function including speech and language processing, kinds of memory and learning and their neural substrates, critical periods, various aspects of normal speech and language processes (e.g., phonetics, phonology, syntax, semantics, reading), bilingualism, speech and language disorders, and many others.

Newcomers to the field of neurolinguistics will find it as readable as professionals will because it is organized in a way that gives the readers flexibility and an individual approach to the text. The language is simple but all the technical terms are provided, explained, and illustrated. A comprehensive glossary provides additional information.

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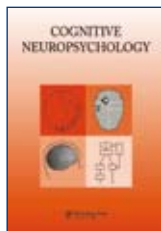
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Michele Miozzo (Ed.)

University of Cambridge, UK



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Child & Adolescent Language Disorders

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Understanding Developmental Language Disorders

From Theory to Practice

Courtenay Frazier Norbury, Speech-Language Pathologist, UK; **J. Bruce Tomblin**, University of Iowa, USA; **Dorothy V.M. Bishop**, University of Oxford, UK (Eds.)



"This is a book that should be obligatory reading for everyone working in the field of developmental language disorders. There are contributions by many of the top experts in the field of DLD – from those involved in diagnostic and intervention research to those working in the field of genetics and imaging. Together the individual contributors and the three editors have produced a clearly written, tightly structured and

comprehensive volume that should become a true classic." -

Patricia Howlin, King's College London

"This is a terrific text for anyone who is interested in developmental language disorder and reading disability. With contributions by renowned experts in the field, the text provides an interesting blend of basic research spanning behavioral, neuroimaging, and genetic investigations, along with a strong focus on evidence-based intervention." - **Susan Ellis-Weismer, University of Wisconsin-Madison**

"This volume is almost certainly the best overview of the literature in the last twenty years and needs to be on the curriculum of neurologists, psychologists, speech and language therapists, linguistics, geneticists and all the other groups who truly want to understand DLD as it affects children across childhood and into adulthood." - **James Law, Queen Margaret University, Edinburgh**

Developmental language disorders (DLDs) occur when a child fails to develop his or her native language often for no apparent reason. Delayed development of speech and/or language is one of the most common reasons for parents of preschool children to seek the advice of their family doctor. Although some children rapidly improve, others have more persistent language difficulties. These long-term deficits can adversely affect academic progress, social relationships and mental well-being.

Although DLDs are common, we are still a long way from understanding what causes them and how best to intervene. *Understanding Developmental Language Disorders* summarises the recent research developments in genetics and neuroimaging studies, assessment techniques and treatment studies to provide an overview of all aspects of DLD. The book investigates the possible genetic and biological causes of the disorder, how best to assess children's language skills to identify when and where communication breakdown occurs, what the long-term outcomes are for children who grow up with DLD, overlaps between DLD and other childhood disorders such as dyslexia and autism and how best to treat children with the disorder. Each chapter is written by a leading authority in the field in a format accessible to researchers, clinicians and families alike.

This book, with its focus on both theory and practice, will be invaluable to students and researchers of speech-language pathology, psychology, psychiatry, linguistics and education. It will also be of interest to practicing speech-language pathologists, clinical psychologists, psychiatrists, educational psychologists, and teachers and parents of children with developmental language disorders.

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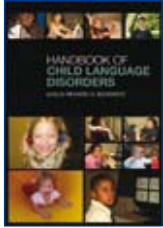
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New!

Handbook of Child Language Disorders

Richard G. Schwartz (Ed.)
City University of New York, USA



"The Handbook of Child Language Disorders provides an exceptionally broad and comprehensive review of the state of research in children's communication problems. It provides an accessible review of the major research approaches currently used to understand language development and its disorders in a wide range of syndromes and conditions. Authors from backgrounds including linguistics,

cognitive and neuropsychology, genetics, and neuroscience contribute unique perspectives. This volume provides students, scholars, and practitioners with a readable compendium of information that will serve as an indispensable resource in understanding and managing children's language disorders."
- Rhea Paul, Southern Connecticut State University

"This creatively conceived volume not only provides a cutting-edge exploration of our current understanding of language disorders in children, it also points to likely future developments through its description of emerging methods and theories. The impressive group of contributors cogently represents the wide range of disciplines with interests in this population. Their writing is provocative, yet accessible to readers at many levels of expertise and from many disciplines. In short, this is a book that I will buy for my own library, then thrust upon colleagues, students, and anyone else who studies or treats children with language disorders. It seems destined to become a classic." - Rebecca McCauley, University of Vermont

"The Handbook of Child Language Disorders provides a 'must have' resource for both researchers and clinicians on a crucial range of contemporary issues underlying research and clinical practice in the field of communication sciences and disorders. The authors in this volume are producing the seminal work that drives our field forward in their respective sub-areas of child language research. As such, each chapter in this compendium represents cutting edge understanding of the diverse components within the broad area of child language disorders. Richard Schwartz has produced a stellar reference work that will provide an asset of continuing service to our field." - Barbara L. Davis, The University of Texas at Austin

The *Handbook of Child Language Disorders* provides an in-depth, comprehensive, and state-of-the-art review of current research concerning the nature, assessment, and remediation of language disorders in children. The book includes chapters focusing on specific groups of childhood disorders (SLI, autism, genetic syndromes,

dyslexia, hearing impairment); the linguistic, perceptual, genetic, neurobiological, and cognitive bases of these disorders; and the context of language disorders (bilingual, across dialects, and across languages). To examine the nature of deficits, their assessment and remediation across populations, chapters address the main components of language (morphology, syntax, semantics, and pragmatics) and related areas (processing, memory, attention, executive function such as reading and writing). Finally, even though there is extensive information regarding research and clinical methods in each chapter, there are individual chapters that focus directly on research methods.

This handbook is a comprehensive reference source for clinicians and researchers and can be used as a textbook for undergraduate, Masters, and doctoral students in speech-language pathology, developmental psychology, special education, disabilities studies, neuropsychology and in other fields interested in children's language disorders.

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A Festschrift for Uta Frith

Dorothy Bishop, University of Oxford, UK; **Margaret J. Snowling**, University of York, UK; **Sarah-Jayne Blakemore**, University College London, UK (Eds.)



This Festschrift is a tribute to Uta Frith from the many collaborators who have benefited from her influence. Topics include behavioural and neuroimaging studies of autism, dyslexia, psychopathy, and theoretical and experimental accounts of normal and abnormal development of intelligence, reading and social cognition.

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January 2008: 7½x10: 188pp

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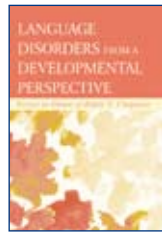
Language Disorders From a Developmental Perspective

Essays in Honor of Robin S. Chapman

Rhea Paul (Ed.)

Southern Connecticut State University, USA

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"Language Disorders From a Developmental Perspective is an essential book for people in the field. It is certain to become a classic, bringing the latest material on research and development of language in both typically developing and language-impaired children to researchers, scholars, and speech therapists, as well as to confused families and caretakers.

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The last twenty-five years have witnessed an explosion of research at the intersection of typical language development and child language disorders. A pioneer in bringing these fields of study together is Robin S. Chapman, Emerita, University of Wisconsin. This contributed volume honors her with chapters written by former students and colleagues, who track in their own research the theme of psycholinguistic contributions to our understanding of the nature and remediation of child language disorders.

In this volume, such renowned researchers in child language development as Dorothy Bishop, Judith Johnston, and Ray Kent, among others, discuss their research in certain populations in the context of the significance of, limits of, and alternatives to Robin Chapman's developmental interactionist perspective. Studies of disordered language in Down's Syndrome and Specific Language Impairment, in particular, attribute much progress in our understanding of the pragmatic and comprehension skills in these populations to the developmental perspective.

Language Disorders From a Developmental Perspective opens with a reprint of Robin Chapman's seminal 2001 article from *The Journal of Child Psychiatry and Psychology*. It concludes with a new chapter from Dr. Chapman summarizing what we know and what we don't know about language disorders within the developmental framework, and pointing to future areas of research and intervention.

Clinicians as well as scholars will benefit from this book, as will students in programs of developmental psycholinguistics, child language disorders, and learning disabilities.

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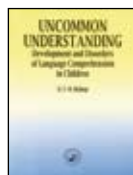
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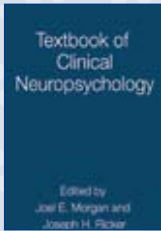


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Speech Production Disorders

New Textbook!

Phonology for Communication Disorders

Martin J. Ball, Nicole Müller, University of Louisiana at Lafayette, USA; **Ben Rutter**, University of Oklahoma Health Sciences Center, USA

This book is a companion volume to the authors' *Phonetics for Communication Disorders* (p.18). Just as that text aimed to introduce all the relevant areas of phonetics to the student and practitioner of speech-language pathology, so this book aims to describe those approaches to phonology that the authors have deemed most relevant to communication disorders. The book examines schools of thought in theoretical phonology, and their relevance to description, explanation and remediation in the clinical context.

A recurring theme throughout the book is the distinction between phonological theories that attempt elegant, parsimonious descriptions of phonological data, and those that attempt to provide a psycholinguistic model of speech production and perception. Clearly, if we are confronted with speech data from a highly unintelligible client, then an analysis that sorts the data into clear patterns will be extremely useful. Such an analysis may not explain why such patterns arose, or how best to remediate them. Analyses derived from more phonetically concrete or psycholinguistically valid phonologies may well provide just that extra information.

Contents

Introduction. 1. Introduction and Background. 2. Sonority Theory. 3. Distinctive Features. 4. Early Generative Phonology. 5. Developments with Features. 6. Developments with Derivations: Lexical and Prosodic Phonology. 7. Autosegmental Phonology. 8. Metrical Phonology. 9. Prosodic Analysis. 10. Natural Phonology. 11. Optimality Theory. 12. Articulatory Phonology. 13. Government Phonology. 14. Cognitive, Systemic and Grounded Phonologies. 15 Clinical Phonology. Answers to Exercises. Charts.

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The Syllable in Speech Production

Perspectives on the Frame Content Theory

Barbara L. Davis, University of Texas at Austin, USA
Krisztina Zajdo, University of Wyoming, USA (Eds.)



As a testament to the scope of Peter MacNeilage's scholarly work across his forty-year career, contributions to this tribute volume represent a broad spectrum of the seminal issues addressed by phonetic and evolutionary science over a number of years. Approaches to the problems raised by attempting to understand these fundamental topics are

illustrated in the broad diversity of paradigms represented in the volume. This diversity in itself is a tribute to the breadth of scholarly questions pursued by MacNeilage across his career.

Chapters are arranged around five thematic areas. Two themes, Evolutionary Perspectives on Speech Production and Acquisition of Speech, reflect the major thrust of Peter's scholarly career over the past twenty-five years. The other themes are reflective of the broad implications of MacNeilage's work for scholars in disparate scientific domains. One of the strengths of this volume is the unitary focus of contributions by scientists from diverse scientific backgrounds in considering the applicability of the Frame Content Theory within their own scholarly perspectives. Thematic strands in the volume include:

- Evolutionary perspectives on speech production
- Neurobiological aspects of speech
- Perception/action relationships
- Acquisition of speech production skill
- Modeling and movement
- Alternative perspectives on the syllable.

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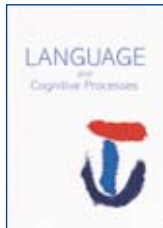
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Language Production

Third International Workshop on Language Production

Matthew Goldrick, Northwestern University, USA; **Albert Costa**, Universitat Barcelona, Spain; **Niels O. Schiller**, Leiden University, The Netherlands (Eds.)



This issue focuses on selected contributions to the 2006 Third International Workshop on Language Production. A hallmark of this series of workshops is to bring together researchers utilizing a variety of methodologies across a wide range of processing domains to address critical issues in models of language production. Echoing this diverse range of research interests and techniques, the contributions to this issue aim to integrate findings and models across domains and methodologies.

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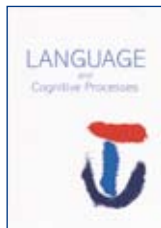
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Language Production

Second International Workshop on Language Production

Niels O. Schiller, Leiden University, The Netherlands; **Victor Ferreira**, University of California, San Diego, USA; **F. Xavier Alario**, Université de Provence, France (Eds.)



This special issue is based on a selection of contributions to the 2005 Second International Workshop on Language Production.

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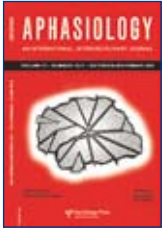
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Jacqueline Ann Stark (Ed.)
Austrian Academy of Sciences



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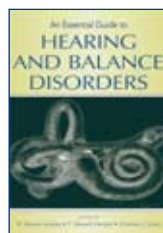
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An Essential Guide to Hearing and Balance Disorders

R. Steven Ackley, Gallaudet University, USA; **T. Newell Decker**, University of Nebraska at Lincoln, USA; **Charles J. Limb**, Johns Hopkins University, USA (Eds.)



"The quintessential reference source for professionals and students working in the hearing and vestibular sciences. Readers will find this text to be an immediately useful and practical guide to the diagnosis, treatment and management of patients with hearing and balance disorders." - **Jerry L. Northern, University of Colorado School of Medicine**

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As its title implies, this book is critically important for all students and professionals in hearing/balance related disciplines, including audiology, otolaryngology, general medicine, and rehabilitation oriented allied health care occupations.

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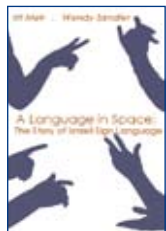
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A Language in Space

The Story of Israeli Sign Language

Irit Meir & Wendy Sandler

University of Haifa, Israel



This English version of *A Language in Space: The Story of Israeli Sign Language*, which received the Bahat Award for most outstanding book for a general audience in its Hebrew edition, is an introduction to sign language using Israeli Sign Language (ISL) as a model. The authors offer a glimpse into a number of fascinating descriptions of the ISL community to which linguists and other researchers

may not have access. An underlying premise of the book is that language is a mental system with universal properties, and that language lives through people.

A clear and engaging read, *A Language in Space* addresses relevant aspects of sign language, including the most abstract questions and matters related to society and community. Divided into three parts, the book covers:

- The linguistic structure of Israeli Sign Language
- The language and its community
- A broad depiction of ISL and the contribution of sign language research to linguistic theory.

This book is intended for linguists (with or without a background in sign language), psychologists, sociologists, educators, students, and anyone with an interest in the human capacity for language.

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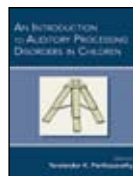
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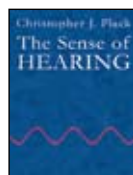
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Elena L. Grigorenko & Adam J. Naples (Eds.)

Yale University, New Haven, USA

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As the first title in the series *New Directions in Communication Disorders Research*, this volume discusses a unique phenomenon in cognitive science, single-word reading, which is an essential element in successful reading competence. Single-word reading is an interdisciplinary area of research that incorporates phonological, orthographic, graphemic, and semantic information

in the representations suitable for the task demands of reading. Editors Elena L. Grigorenko and Adam J. Naples have organized a collection of essays written by an outstanding group of scholars in order to systematically sample research on this important topic, as well as to describe the research within different experimental paradigms.

Single-Word Reading provides an introduction to unfamiliar areas of research, and is an inspiration for future study. The introductory chapter sets up a contextual stage for connections between spoken and written word processing, the stage-based nature of their development, and the role of education. Succeeding chapters address visual word processing; the role of morphology in word recognition; the role of lexical representation; the biological bases of single-word reading and related processes; and more.

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Reading Acquisition and Developmental Dyslexia

Liliane Sprenger-Charolles, The French National Scientific Research Centre, France; Pascale Colé, University of Savoy, France; Willy Serniclaes, The French National Scientific Research Centre, France

Series: Essays in Developmental Psychology



"Offers exciting new insights and thought-provoking perspectives on well-established issues in dyslexia research for researchers and students alike. This book is a milestone in the last decade of publishing on dyslexia." - Leo Blomert, University of Maastricht

"Reading Acquisition and Developmental Dyslexia is very well-written, current and comprehensive. It

presents an excellent balance and tight coordination between theoretical issues and experimental research." - José Morais, Universitè Libre de Bruxelles

Most studies on reading have been conducted with English-speaking subjects. It is crucial to also examine studies conducted in different languages, in order to highlight which aspects of reading acquisition and dyslexia appear to be language-specific, and which are universal.

Reading Acquisition and Developmental Dyslexia sheds new light on dyslexia and its relationship with reading acquisition, presenting two unique advancements in this area. Looking at studies conducted in different languages, the prerequisites of reading acquisition are examined, and the findings from studies of skilled adult readers are

presented. The manifestations of developmental dyslexia and the main contemporary explanations for it are outlined, providing an in-depth, well researched discussion of the topic. The authors conclude by offering a new framework which could explain both reading acquisition and developmental dyslexia.

A fascinating book offering a unique insight into the topic of dyslexia, it will be of great interest to students and lecturers in cognitive psychology, educational psychology, and psycholinguistics, as well as those with a more everyday involvement with the disorder such as speech and language therapists.

Contents

Introduction. 1. What Have We Learned from Studies with Skilled Adult Readers? 2. Reading Acquisition in Deep and Shallow Orthographies. 3. Reliability and Prevalence of Dyslexic Reading Deficits. 4. Perceptual Explanations of Dyslexia. 5. A Plausible Framework for Explaining Reading Acquisition and Developmental Dyslexia.

October 2006: 6x9: 256pp
Hb: 978-1-84169-592-1: \$53.95
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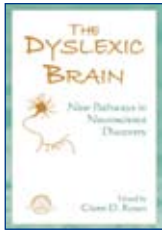
The Dyslexic Brain

New Pathways in Neuroscience Discovery

Glenn D. Rosen (Ed.)

Harvard University Medical School, USA

Series: Extraordinary Brain



This book offers a state-of-the-art examination of the neural components and functions involved in reading and in the possible sources of breakdown. Suggestions for intervention are introduced throughout the book.

The book is based on presentations at a Summer 2004 symposium, which was part of an ongoing symposia

series titled *The Extraordinary Brain*, convened by The Dyslexia Foundation. The participants are top scholars in the multidisciplinary research programs related to the neuroscience of brain development in general and reading disorders specifically.

The Dyslexic Brain will be important to researchers and scholars interested in dyslexia, as well as those interested in issues involving the cognitive consequences of unusual brain development. Graduate students looking at reading and reading disorders in schools of education and communication disorders will also find substantial new information.

Contents

Preface. *P. McCardle*, Foreword. **Part 1. The Phenotype of Dyslexia.** Introduction. *M. Wolf, B. O'Brien*, From the Sumerians to Images of the Reading Brain: Insights for Reading Theory and

Intervention. *K.R. Pugh, R. Sandak, S.J. Frost, D. Moore, J.G. Rueckl, W.E. Mencl*, Neurobiological Studies of Skilled and Impaired Reading: A Work in Progress. *P. Tallal*, Process Faster, Talk Earlier, Read Better. *F. Ramus*, A Neurological Model of Dyslexia and Other Domain-specific Developmental Disorders With an Associated Sensorimotor Syndrome. **Part 2. The Genetics of Dyslexia and Cortical Development.** Introduction. *C. Marina, M. Molteni*, Chromosome 15 and Developmental Dyslexia. *J.J. LoTurco, Y. Wang, M. Paramasivam*, Neuronal Migration and Dyslexia Susceptibility. *J. Gleason*, Genetic Disorders of Neuronal Migration and Brain Wiring. *F. Burgaya, C. García-Frigola, R. Andrés, N. Viturêira, G. López-Domènech, L. de Lecea, E. Soriano*, New Genes Involved in Cortical Development. *R.W. Williams*, Genomics and Dyslexia: Bridging the Gap. **Part 3. Animal Models of Cortical Development.** Introduction. *P. Crino*, Focal Malformations of Cortical Development. *F. Plaisant, R.H. Fontaine, B. Mespîès, P. Gressens*, Excitotoxic Lesions of the Developing Brain. *A. Zombok, K.M. Jacobs*, What a Difference a Day Makes: Linking Timing to Mechanisms in Epileptogenic Microgyri. *K.S. Lee, M.J. Anzivino, M.G. Machizawa, F. Zhang, C. Williams, F. Schottler, S. Tsuchitani, J. Drummond, C.L. Kinard, E. Bertram, S. Trotter, J. Kapur, Z.F. Chen*, Structural and Functional Deficits in a Rat Model of Cortical Heterotopia. *R.H. Fitch, A.M. Peiffer*, Behavioral Consequences of Focal Anomalies in the Cerebral Cortex. **Part 4. Brain Plasticity.** Introduction. *D.N. Kennedy*, MRI-Based Morphometry in Human Developmental Disorders: Looking Back in Time. *H. Théoret, A. Pascual-Leone*, Cortical Plasticity: The Effects of Sensory Deprivation. *A.M. Galaburda*, Dyslexia: Advances in Cross-Level Research.

January 2006: 6x9: 384pp
Hb: 978-0-8058-5889-1: \$115.00

Also Available

Dyslexia, Reading and the Brain

A Sourcebook of Psychological and Biological Research

Alan Beaton

2004: 7½x10: 360pp
Hb: 978-1-84169-506-8: \$90.00



The Connections Between Language and Reading Disabilities

Hugh W. Catts & Alan G. Kamhi (Eds.)

2005: 6x9: 248pp
Hb: 978-0-8058-5001-7: \$69.95
Pb: 978-0-8058-5002-4: \$34.50



Adult & Acquired Language Disorders

New Edition!

Rehabilitation of Neuropsychological Disorders

A Practical Guide for Rehabilitation Professionals, Second Edition

Brick Johnstone, University of Missouri-Columbia, USA
Henry H. Stonnington, Retired (Eds.)

Many contemporary neuropsychology texts focus on neuropathology, the description of specific tests, and the differential diagnosis of central nervous system disorders. However, increasingly sophisticated neuroradiological techniques, managed care factors, and the growth of rehabilitation necessitates that rehabilitation professionals provide more functionally (versus diagnostically) useful evaluations to improve the neuropsychological functioning and community integration of persons with brain injuries or diseases. This book aims to fill this gap and to provide an overview of standard neuropsychological treatment strategies for specific cognitive impairments that are identified on testing. The new edition enhances this goal with three chapters outlining important recommendations, services, and issues for rehabilitation professionals.

Written by a team of experienced scientists and professionals, the volume provides a universal taxonomy of neuropsychological abilities (emphasizing relatively simple terms), with a list of basic rehabilitation strategies to improve impairments identified in general cognitive domains. Specific chapters are included on the neuropsychological remediation of memory, attention, language, visual-spatial skills, and executive function impairments. Each chapter proposes a taxonomy of relatively unitary cognitive constructs (e.g., divided attention, sustained attention, focused attention), lists tests which may be used to assess each cognitive construct, and provides specific rehabilitation strategies to improve or accommodate the identified neuropsychological impairments. The final chapters cover basic resources and

issues of which the rehabilitation professional needs to be aware (vocational rehabilitation, disability determination, and guardianship issues).

This new edition provides a wealth of useful information for family members, rehabilitation professionals, and others who work with persons with brain injury in improving the community functioning for those with brain dysfunction. An accompanying website facilitates access to the resources and strategies from the book, allowing the practitioner to cut and paste these recommendations into their clinical reports.

Contents

B. Johnstone, H.H. Stonnington, Introduction. *T. Levitt, B. Johnstone*, The Assessment and Rehabilitation of Attention Disorders. *R.L. Skeel, S. Edwards*, The Assessment and Rehabilitation of Memory Impairments. *C.D. Callahan*, The Assessment and Rehabilitation of Executive Function Disorders. *J. Shaw*, The Assessment and Rehabilitation of Visual-Spatial Disorders. *D. Holland, C. Larimore*, The Assessment and Rehabilitation of Language Disorders. **National and Community Resources for Neuropsychological Disorders.** *K.L. Franklin, J. Harper*, State Vocational Rehabilitation Programs. *S. Enck, T.A. Martin*, Disability Determinations. *C.L. Shigaki, M.L. Smith*, Resources for Individuals with Neuropsychological Disorders. *S.A. Reid-Arndt, G. Evans*, Understanding Guardianship Issues: An Overview for Rehabilitation Professionals.

March 2009: 6x9: 312pp

Hb: 978-1-84872-800-4: \$80.00

Pb: 978-1-84872-801-1: \$37.50

www.psypress.com/neuropsychological-disorders

Adult Learning Disorders Contemporary Issues

Lorraine Wolf, City University of New York, USA; **Hope E. Schreiber**, Tufts, New England Medical Center, Boston, USA; **Jeanette Wasserstein**, private practice, Mount Sinai Medical Center, USA (Eds.)



Recent advances in neuroimaging and genetics technologies have enhanced our understanding of neurodevelopmental disorders in adults. The authors in this volume not only discuss such advances as they apply to adults with learning disorders, but also address their translation into clinical practice.

One cluster of chapters addresses developmental concerns as children and adolescents with learning disorders approach young adulthood. Experts discuss dyslexia, language-based and writing disorders, perhaps the most widely studied group of learning disorders, from the point of view of neuroimaging and genetic underpinnings. Chapters on the neuroscience of nonverbal, math and executive function disorders are also included.

Clinically-oriented chapters with case studies, recommendations for accommodation, and considerations for evaluation follow. Study of specialized populations – such as late high school students, college, medical and law students – further demonstrate how our expanded knowledge base may be applicable to clinical practice. The heterogeneity of adults with learning disorders, the complexity of their clinical presentation and co-existing disorders are addressed from both a scientific and clinical point of view demonstrating how empirical research and clinical practice inform each other.

This volume will enhance the practice of clinicians and educators working with adults with neurodevelopmental disorders, as well as providing essential current information for researchers of adults with learning disorders.

Contents

A.F. Mirsky, Introduction. **Section 1. Development.** J. Cohen Sherman, Normal and LD Development of Academic Skills. K. Kniele, R. Gur, Sex Differences in Brain Development and Learning Disability. J.W. Gilger, B.J. Kaplan, The Concept of Atypical Brain Development as Applied to Developmental Learning Disorders. **Section 2. Neurobiology and Specific Learning Disorders.** E.L. Grigorenko, Developmental Dyslexia in Adults: Implications for Studies of Its Etiology. A. Daniels, Reading Fluency in Adults. H. Tager-Flusberg, K. Lindgren, M. Mody, Structural and Functional Neuroimaging in Language Disorders: Specific Language Impairment and Autism Spectrum Disorders. K.D. Tsatsanis, B.P. Rourke, Syndrome of Nonverbal Learning Disabilities in Adults. F. Krueger, J. Grafman, Disorders of Mathematics: Implications for Adult Functioning. L.E. Wolf, E. Kaplan, Executive Functioning and Disorders of Self-regulation in Young Adults. **Section 3. Diagnosis and Assessment.** R. Mapou, Comprehensive Evaluation of Adults with Learning Disabilities. L. Siegel, K. Stanovich, N. Gregg, C. Coleman, J. Hartwig, Assessment of Written Expression in the Adult Population. H. Schreiber, Co-existing Psychiatric Disorders in Post-secondary Students Referred for Neuropsychological Evaluation for LD or ADHD. **Section 4. Life Outcomes.** C. Rey-Casserly, J. Holmes Bernstein, Making the Transition to Adulthood for Individuals with Learning Disorders. N. Gregg, D. Morgan, J. Hartwig, Accommodations: Research to Practice. A.H. Macurdy, E. Geetter, Legal Issues for Adults with Learning Disabilities in Higher Education and Employment. C. Weinstein, L.E. Wolf, H. Schreiber, The Professional Student with a Learning Disorder: Focus on Medicine and Law. J. Wasserstein, N.P. Vadhan, G.A. Stefanotis, K. Barboza, Outcome of NLD Adults: A Naturalistic Study. H. Schreiber, L.E. Wolf, J. Wasserstein, Concluding Thoughts and Future Directions.

June 2008: 6x9: 544pp

Hb: 978-1-84169-419-1: \$99.00

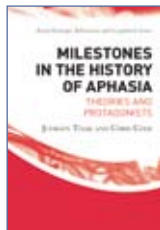
Milestones in the History of Aphasia

Theories and Protagonists

Juergen Tesak (deceased)

Chris Code, University of Exeter, UK

Series: Brain Damage, Behavior and Cognition



“Milestones in the History of Aphasia will be the definitive text in this area for many years to come: it is itself an important milestone in our understanding of aphasia.” - Professor John C. Marshall & Dr Jennifer M. Gurd, Oxford University

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, examining the earliest medical documents and medieval attempts to understand aphasia, the momentous events of the Nineteenth and Twentieth Centuries, and 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.

Contents

Part 1. The Older History of Aphasia. 1. Aphasia in Antiquity and the Middle Ages. 2. From the Renaissance to the Eighteenth Century. 3. The Nineteenth Century until 1880: The Birth of a Science. 4. Wernicke and the Later Nineteenth Century. 5. The Twentieth Century until the Second World War. 6. From the Second World War to Geschwind: Neoclassicism and the Return to Localisation. Part 2. Aphasia to the Millennium. 7. The Rise of Linguistic Aphasia. 8. Cognitive Neuropsychology of Language and the Rise of Cognitive Neuroscience. 9. Broca's Aphasia and Broca's Area: The Journey from 1861 to 2005. 10. Beyond the Left Peri-Sylvian Language Area.

February 2008: 6x9: 312pp

Hb: 978-1-84169-513-6: \$70.00

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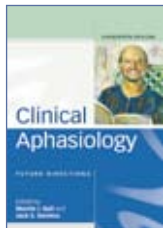
Clinical Aphasiology

Future Directions

A Festschrift for Chris Code

Martin Ball & Jack S. Damico (Eds.)

University of Louisiana at Lafayette, USA



"Ball and Damico have compiled a set of papers addressing topics and concepts rarely included in basic aphasia texts.

Clinical Aphasiology: Future Directions is an excellent supplemental text for graduate level students of aphasia." -

Gail Ramsberger, University of Colorado

This book presents a collection of cutting-edge work from leading

researchers and clinicians around the world on a range of topics within Clinical Aphasiology. However, more than this, the volume is also a tribute to Chris Code, one of the foremost scholars in the field. Professor Code has made a galvanizing impact on the field: as a savant, a motivator and an impresario of trends which have resulted in several significant developments in the field. In the first chapter of this book the editors outline the considerable contributions Chris Code has made to the area.

The remaining contents have been divided into three main approaches to the study of aphasia, reflecting Professor Code's own interests. First are the contributions that fall under the heading of Conceptual Considerations. These are mainly interdisciplinary in nature, spanning linguistics, phonetics, psychology and neurology, as well as social aspects of communication disorders. The second section of the book deals with Research Considerations, with chapters ranging from how the study of disrupted communication can inform models of normal language processing, through tone production and processing in speakers with aphasia, to anomia and progressive multifocal leukoencephalopathy. Each of these chapters explores different aspects of research methodology, including quantitative and qualitative research. The final section of the collection deals with Clinical Considerations; the chapters here cover counselling, computerized training, cultural and linguistic diversity in aphasia, right hemisphere disorders, and communication problems in the dementias.

Clinical Aphasiology will be an invaluable tool for both students and practitioners in speech and language pathology, psychology, neurology, and related fields.

Contents

M.J. Ball, J.S. Damico, Preface: Chris Code's Contribution to Aphasiology. **Part 1. Conceptual Considerations.** M. Herrmann, T. Fehr, Investigations in Speech and Language and Related Disorders: Crossing the Boundaries between Disciplines – A Tribute to Chris Code. H.W. Buckingham, S.S. Christman, Independent Evidence for the Unification of Explanatory Paradigms in the Neurosciences. S. McDonald, The Social and Neuropsychological Underpinnings of Communication Disorders after Severe Traumatic Brain Injury. L.L. LaPointe, K.L. Lenius,

Social Validation of Recovery in Aphasia. J.S. Damico, M.J. Ball, N.N. Simmons-Mackie, N. Müller, Interactional Aphasia: Principles and Practices Oriented to Social Intervention. **Part 2. Research Considerations.** J.L. Nespoulous, J. Virbel, From the Study of Language Dysfunction and Handicap to a Better Understanding of Linguistic Processing in Normality. I. Moen, Production and Perception of Word Tones in Patients with Brain Damage. B.E. Murdoch, Subcortical Aphasia: Historical Perspective and Contemporary Thinking. T. Bormann, G. Blanken, C.W. Wallesch, Mechanisms of Lexical Selection and the Anomias. N. Müller, A. Kozlowski, P. Doody, Repetitive Verbal Behaviours in PML: An Exploratory Study of Conversation. A. Ferguson, Multiparty Interactions in Aphasia. E. Armstrong, H. K. Ulatowska, Stroke Stories: Conveying Emotive Experiences in Aphasia. **Part 3. Clinical Considerations.** A.L. Holland, Counseling Families and Adults with Speech and Language Disorders: The View from a Wellness Perspective. C. Penn, Cultural Dimensions of Aphasia: Adding Diversity and Flexibility to the Equation. S. Edwards, R. Bastiaanse, Assessment of Aphasia in a Multi-lingual World. R.C. Katz, R.T. Wertz, Computerized Aphasia Treatment Outcomes Research: The Past and a Proposal. L. Togher, Traumatic Brain Injury Rehabilitation: Advanced Communication Training Perspectives. Y. Joannette, M. Champagne-Lavau, K. Kahlaoui, B. Ska, The Future of our Knowledge about Communication Impairments Following a Right-hemisphere Lesion. M. Pachalska, Progressive Language and Speech Disorders in Dementia. Author Index. Subject Index.

May 2007: 6x9: 376pp

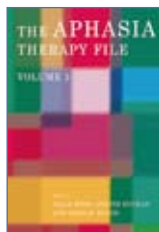
Hb: 978-1-84169-670-6: \$80.00

The Aphasia Therapy File

Volume 2

Sally Byng, Judith Felson Duchan & Carole Pound (Eds.)

Connect Communication Disability Network, UK



"Another excellent volume in what will hopefully be an ongoing series related to clinical aphasiology, the book presents an eclectic mix of aphasia treatment programs, with an over-arching and obvious interest in matching treatments to the individual needs of people with aphasia. The case based nature of the content provides a rare perspective in an aphasia text. It is informative and

current, utilizing both impairment and social approaches to aphasia therapy." - **Elizabeth Armstrong, Macquarie University**

The *Aphasia Therapy Files* represent a practical resource for people who work with individuals with aphasia, either as therapists or as researchers. An overview of issues associated with current practices is combined with a study of the practicalities of determining, designing and implementing therapies.

This second volume continues to explore the possibility of bridging the gap between therapy in a clinical setting and the practical issues faced by the person living with aphasia. Each author presents one or more of their clinical practices

in order to share their therapy experiences and reasoning with others. These contributions provide an insight into the complex issues that face both the practitioner and the person with aphasia, including discussion of subjects such as:

- Revealing competence and rethinking identity for people with severe aphasia using drawing and a communication book
- Respecting the rights of a person with aphasia to their own life choices: a longitudinal therapy study
- A group approach to the long-term rehabilitation of people with acquired head injury within the community
- Lexical and functionally based treatment: effects on word retrieval and conversation.

While each of the chapters is of considerable interest on its own, the final chapter offers readers a method of describing and capturing what happens in therapy and why, to enable comparisons between therapies and application by readers themselves.

Written by speech and language therapists working in clinical practice, the studies included in this unique resource reflect the realities of everyday practice and will appeal to therapists, students and researchers in aphasia.

Contents

S. Byng, J. Duchan, Describing Therapies for Aphasia. D. Cairns, Controlling Language and Life: Therapy for Communication and Identity in a Bilingual Speaker. C. Gatehouse, L. Clark, Re-assembling Language and Identity: A Longitudinal Programme Involving Psycholinguistic and Social Approaches in the Life of a Young Man with Aphasia. D. Graham, Beyond the Simple Sentence Level: A Case Study of a Client with High Level Aphasia. J. Hickin, R. Herbert, W. Best, D. Howard, F. Osborne, Lexical and Functionally Based Treatment: Effects on Word Retrieval and Conversation. S. Mcvicker, L. Winstanley, A Group Approach to the Long-term Rehabilitation of People with Acquired Head Injury within the Community. A. Montagu, J. Marshall, What's in a Name? Improving Proper Name Retrieval through Therapy. L. Perkins, F. Hinshelwood, Symptom-based Versus Theoretically Motivated Therapy for Anomia: A Case Study. C. Pound, Therapy for Life: Challenging the Boundaries of Aphasia Therapy. J. Robson, S. Horton, Replicating Therapy – More than Just More of the Same? C. Sacchetti, J. Lindsay, Revealing Competence and Rethinking Identity in Severe Aphasia Using Drawing and a Communication Book. S. Simpson, Respecting the Rights of a Person with Aphasia to Follow His Own Life Choices: A Longitudinal Therapy Study. A. Stirling, A Case Study of a Client with Mild Language Problems. J. Webster, A. Whitworth, AI: Accessing the Predicate Argument Structure. S. Byng, J. Duchan, A Framework for Describing Therapies and Discovering Their Whys and Wherefores.

November 2006: 7½x10: 296pp

Hb: 978-1-84169-270-8: \$53.95

Bestseller!

A Cognitive Neuropsychological Approach to Assessment and Intervention in Aphasia

A Clinician's Guide

Anne Whitworth, Janet Webster, David Howard

University of Newcastle, UK



"This is an excellent and much needed book. Understanding the nature of a person with aphasia's impairment is an important component of the clinical management of aphasia. It is essential that the nature of impairment is interpreted within a theoretical framework and yet until now there has been no accessible literature to assist in this process – this volume fills the void. It provides the vital link between theory,

research and practice, for both assessment and treatment. It will be essential reading for students and support evidence based clinical practice." – **Lyndsey Nickels, Macquarie University, Sydney**

"All things considered, this is an excellent book. It makes cognitive neuropsychological studies more accessible and easier to understand, especially for clinicians and graduate students. It provides an excellent teaching resource ... This is not simply a collection of therapy studies. The authors have given the studies a context, and rooted them in a principled and learnable approach to treating the problem of aphasia." – **Charlotte C. Mitchum, University of Maryland, in Aphasiology**

This book provides both a theoretical and practical reference to cognitive neuropsychological approaches to speech and language therapists working with people with aphasia. Having evolved from the activity of a group of clinicians working with people with aphasia, it is a highly practical guide that aims to interpret the theoretical literature as it relates to aphasia and link it directly to available assessment tools and therapy techniques.

The opening section of the book provides an overview of the theory underpinning the approach and how it can be applied to the assessment and interpretation of language-processing impairments. The second section offers a working explanation of different components of language processing, outlining the deficits that may arise from impairment to each component. In addition, the clinician is guided to available assessments to test out clinical hypotheses and offered interpretations of performance patterns. The final section provides a comprehensive

overview of the therapy literature with systematic summaries of the therapies undertaken and a synthesis of the findings to date.

This book has been written by clinicians with hands-on experience. It is an invaluable resource for clinicians and students of speech and language therapy and related disciplines.

Contents

Part 1. Theory and Principles. 1. A Cognitive Neuropsychological Approach: Theories and Models. 2. Identifying and Characterizing Impairments: Principles and Evidence. **Part 2. Deficits and Assessment.** 3. Introduction to Assessment. 4. Auditory Comprehension of Spoken Words. 5. Spoken Word Production. 6. Written Comprehension and Reading. 7. Written Word Production. 8. Object and Picture Recognition. **Part 3. Therapy.** 9. Introduction to Therapy. 10. Therapy for Auditory Comprehension. 11. Therapy for Word Retrieval and Production. 12. Therapy for Reading. 13. Therapy for Writing.

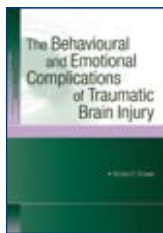
April 2005: 6x9: 304pp
Hb: 978-1-84169-345-3: \$53.95

The Behavioural and Emotional Complications of Traumatic Brain Injury

Simon F. Crowe

La Trobe University, Australia

Series: Studies on Neuropsychology, Neurology and Cognition



"This is an excellent text that will cross disciplines with respect to adult providers and researchers. It truly has the potential to be one of the outstanding texts in TBI, and it should serve clinicians and researchers as an evidence-based reference text for years to come." - **Stephen R. Hooper, University of North Carolina School of Medicine**

This book presents the current state of our knowledge of the behavioural and emotional effects which can occur as sequelae of Traumatic Brain Injury, and addresses issues associated with their differential diagnosis and the neurobiological mechanisms by which these might occur.

It will prove an excellent resource not only for clinicians who practice as psychiatrists, behavioural neurologists, clinical neuropsychologists and clinical psychologists, but also for psychologists in advanced training and for any individual who is involved in caring for or working with individuals with TBI.

Contents

1. Introduction. 2. The Post-concussional Syndrome. 3. Anxiety Disorders. 4. Mood Disorders. 5. Reality Distortion:

Psychosis, Denial and Deficits in the Social Perception of Emotion. 6. Abnormal Illness Behavior: The Factitious Disorders, Somatization and Malingering. 7. Organic Personality Change. 8. Neurovegetative Disorders. 9. Disturbances of Sexual Functioning. 10. Synthesis and Conclusion.

February 2008: 6x9: 288pp
Hb: 978-1-84169-441-2: \$90.00
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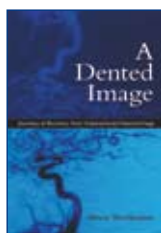
New!

A Dented Image

Journeys of Recovery from Subarachnoid Haemorrhage

Alison Wertheimer

Writer, Researcher and Counsellor, UK



"This book not only provides very practical accounts of the experiences of those who have suffered from SAH, but it is written with compassion and insight. It effectively provides a very useful guide through the difficulties that might be encountered by those who have experienced SAH, and so ought to be essential reading not only for the survivors of SAH but also professionals, friends and families who are involved."

- **David W. Jones, University of East London**

Every year, 8,500 people in the UK will have a subarachnoid haemorrhage, of whom about fifty per cent will survive this traumatic brain injury which often occurs without warning. Survivors can make a 'good' neurological recovery but the psychosocial impact can be longer lasting. Drawing from her own experience of surviving a subarachnoid haemorrhage, together with other people's journeys of recovery and recent research findings, Alison Wertheimer covers:

- Themes of recovery
- Leaving neurocare and early days of recovery
- Looking for help
- Physical, sensory and cognitive effects
- The emotional impact of subarachnoid haemorrhage
- The survivor's relationship with family and friends
- Returning to work
- What helped the survivors with their recovery
- Subarachnoid haemorrhage as a life-changing event.

A Dented Image will be of interest to a wide-ranging audience: survivors and their families and friends; health professionals working with people recovering from acute brain injury in hospital and community-based services including doctors, nurses, psychologists, physiotherapists, occupational therapists and other members of rehabilitation teams.

Contents

Preface. The Dented Image. **Part 1. Setting the Scene.** 1. Background. 2. Subarachnoid Haemorrhage: An Introduction. 3. Personal Experiences of Subarachnoid Haemorrhage. 4. Aspects of Recovery. **Part 2. Recovery.** 5. Leaving Hospital. 6. Looking for Help. 7. Physical and Sensory Effects. 8. Cognitive Functioning. 9. The Emotional Impact of Subarachnoid Haemorrhage. **Part 3. Family, Friends and Work.** 10. Family and Friends. 11. Social Life and Leisure Activities. 12. Employment: Changes and Alternatives. **Part 4. Making Sense of It All.** 13. Finding Ways Through Recovery: What Helped. 14. Changed Lives. Appendices.

July 2008: 5½x8½: 272pp
Hb: 978-0-415-38671-5: \$90.00
Pb: 978-0-415-38672-2: \$26.95

New!

Dementia

From Diagnosis to Management - A Functional Approach

Michelle S. Bourgeois, Florida State University, USA
Ellen Hickey, Dalhousie University, Canada

Clinicians from many disciplines have been challenged to provide appropriate and effective interventions for the diverse behavioral symptoms that define the neurologically degenerative condition, dementia. From the mid 1980s, when behavioral treatments for the language and cognitive deficits of persons with dementia began to appear, thoughts about therapeutic intervention began to shift from futile to possible. The field of dementia management is no longer in its infancy. As the evidence accumulates to justify the involvement of SLPs in the identification, diagnosis, and treatment of persons with cognitive-communication disorders, documents have been updated in the areas of the knowledge and skills needed by SLPs (ASHA, 2005) and their roles in addressing the needs of this population (ASHA, 2005). In addition, leaders in the field have spearheaded efforts to review systematically the published treatment research in order to develop evidence-based practice guidelines for clinicians to manage the cognitive-communication disorders of persons with neurological disorders, including dementia. This timely volume aims to serve as a reference manual and the starting point for those who want to provide life-enhancing services to persons with dementia, and to inspire the continued generation of quality research to demonstrate the value of cognitive-communication intervention. Students, researchers, and practitioners in communication sciences and disorders will find this book immensely important.

Contents

1. Introduction: History and Philosophy of Treatment in Dementia. 2. Diagnosis of Dementia: Clinical and Pathophysiological Signs of Various Etiologies. 3. Cognitive, Language, and Behavioral Characteristics across the Stages

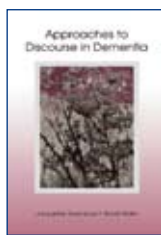
of Dementia. 4. Assessment: Cognitive, Communicative and Behavioral Characteristics. 5. Treatment: Solutions to Cognitive and Communication-based Problems. 6. Management: A Multidisciplinary Focus. 7. Management of Eating and Swallowing Challenges. 8. Quality of Life Issues. 9. Caregiver and Family Issues. 10. Impact on Staff: Training and Supervision Issues. 11. Treatment Settings, Goals, and Documentation Issues.

April 2009: 6x9: 422pp
Hb: 978-0-8058-5606-4: \$75.00

Approaches to Discourse in Dementia

Jacqueline A. Guendouzi, University of South Alabama, USA

Nicole Müller, University of Louisiana at Lafayette, USA



The qualitative analysis of naturally occurring discourse in neurogenic communication disorders, specifically in dementia studies, has experienced recent burgeoning interest from wide-ranging disciplines. This multidisciplinary has been exciting, but has added contextual confusion. This book advances the study of discourse in dementia by systematically exploring and applying

different approaches to the same free conversational data sets, collected and transcribed by the authors. The applied methodologies and theories comprise a useful sourcebook for students, researchers, and practitioners alike.

Contents

1. Dementia and Its Discourses. 2. Data Collection, Transcription, and Presentation. 3. Ethnography of Communication in Dementia and Alzheimer's Disease. 4. Interactional Approaches. 5. Conversation Analysis. 6. Speaker's Meaning and Listener's Understanding: Cooperation and Doing Things With Words. 7. Critical Approaches to Discourse. 8. Repetitiveness in Conversations With Dementia. 9. Intelligibility and Mutual Understanding in Dementia Discourse. 10. Epilogue: Future Directions. Appendices.

November 2005: 6x9: 320pp
Hb: 978-0-8058-4594-5: \$99.95

Textbook!

Counseling the Communicatively Disabled and Their Families

A Manual for Clinicians, Second Edition

George H. Shames

University of Pittsburgh, USA



This book emphasizes the development of specific interviewing and counseling skills for speech-language pathologists and audiologists, which is a requirement of ASHA's clinical certification standards. The book offers a clear, basic definition of counseling, then builds a picture of the multidimensional role of counseling in speech-language pathology and audiology using

anecdotal references to clinical cases.

Dr. Shames, a licensed speech-language pathologist as well as a licensed clinical psychologist, has expanded the theoretical overviews that ground the "learning by doing" skill-development feature of this updated edition.

Practicing clinicians and students in communication disorders programs, in addition to social workers and clinical psychologists, will find this book invaluable to their training as focused, helpful evaluators and counselors of the communicatively disabled. It will also apply to training in other contexts and circumstances wherein counseling is appropriate.

Contents

Preface. Introduction. 1. Getting Comfortable With Counseling. 2. The Relationship between Speech/Language/Hearing Therapy and Counseling. 3. The Clinical Relationship. 4. The Counseling Interview. 5. Listening and Attending. 6. Specific Facilitative Interviewing Behaviors. 7. More Advanced Interviewing and Counseling Skills. 8. Special Events During the Interview. 9. Facilitative Holistic Attributes of the Counseling Interview. 10. Nonfacilitative Holistic Attributes of the Clinical Interview. 11. Special Client Populations. 12. Some Comments About the Outcomes of Therapy. Appendix A: Forms for Evaluating Clinical Interviews. Appendix B: Words to Describe Feelings.

January 2006: 6x9: 200pp

Hb: 978-0-8058-5743-6: \$59.95

Pb: 978-0-8058-5744-3: \$22.50

60-day examination copy available

Anomia

Theoretical and Clinical Aspects

Matti Laine, Åbo Akademi University, Finland

Nadine Martin, Temple University, USA

Series: Brain Damage, Behavior and Cognition



Naming is a fundamental aspect of language. Word-finding deficit, anomia, is the most common symptom of language dysfunction occurring after brain damage. Besides its practical importance, anomia gives a fascinating view on the inner workings of language in the brain. There has been significant progress in the study of anomia in recent years, including advances in neuroimaging

research and in psycholinguistic modelling. Written by two internationally-known researchers in the field, this book provides a broad, integrated overview of current research on anomia. Beginning with an overview of psycholinguistic research on normal word retrieval as well as the influential cognitive models of naming, the book goes on to review the major forms of anomia. Neuroanatomical aspects, clinical assessment, and therapeutic approaches are reviewed and evaluated.

Anomia: Theoretical and Clinical Aspects gives a thorough and up-to-date examination of the research and treatment of naming disorders in neurological patients. It covers both theory and practice, and provides invaluable reading for researchers and practitioners in speech and language disorders, neuropsychology and neurology, as well for advanced undergraduate students and graduate students in the field.

Contents

1. Cognitive Models of Lexical Retrieval. 2. Major Forms of Anomia. 3. Neural Basis of Naming. 4. Word-finding Difficulties at the Clinic. 5. Therapeutic Approaches to Word-finding Difficulties. 6. Conclusions and Future Directions. References. Appendix.

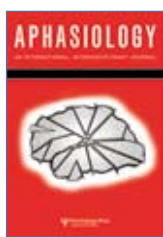
August 2006: 6x9: 184pp

Hb: 978-0-86377-722-6: \$53.95

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37th Clinical Aphasiology Conference

Beth Armstrong (Ed.)
Macquarie University, Australia



This issue is made up of research findings presented at the 37th Clinical Aphasiology Conference in Scottsdale, Arizona, in May 2007.

Contents

B. Armstrong, Introduction to Special CAC Issues of *Aphasiology*. *R.B. Fink*, *M.R. Bartlett*, *J.S. Lowery*, *M.C. Linebarger*, *M.F. Schwartz*, Aphasic Speech With and Without SentenceShaper: Two Methods

for Assessing Informativeness. *M. Rose*, *G. Sussmilch*, The Effects of Semantic and Gesture Treatments on Verb Retrieval and Verb Use in Aphasia. *P.M. Beeson*, *K. Rising*, *E.S. Kim*, *S.Z. Rapcsak*, A Novel Method for Examining Response to Spelling Treatment. *P.J. Doyle*, *M.R. McNeil*, *K. Le*, *W.D. Hula*, *M.B. Ventura*, Measuring Communicative Functioning in Community-dwelling Stroke Survivors: Conceptual Foundation and Item Development. *V.B. Fleming*, *J.L. Harris*, Complex Discourse Production in Mild Cognitive Impairment: Detecting Subtle Changes. *E. Albright*, *B. Purves*, Exploring SentenceShaper: Treatment and Augmentative Possibilities. *E.S. Kim*, *K.A. Bales*, *P.M. Beeson*, Instruction Processing in Young and Older Adults: Contributions of Memory Span. *Y. Rogalski*, *L.A. Edmonds*, Attentive Reading and Constrained Summarization (ARCS) Treatment in Primary Progressive Aphasia: A Case Study. *A.D. Patel*, *J.R. Iversen*, *M. Wassenaar*, *P. Hagoort*, Musical Syntactic Processing in Agrammatic Broca's Aphasia. *R.M. Cameron*, *J.L. Wambaugh*, *S. Mauszcki*, Effects of Age, Gender and Education on Semantic Fluency for Living and Artifact Categories. *C. Croteau*, *G. Le Dorze*, *C. Morin*, The Influence of Aphasia Severity on How Both Members of a Couple Participate in an Interview Situation. *J.L. Harris*, *S. Kiran*, *T.P. Marquardt*, *V.B. Fleming*, Communication Wellness Checkup ©: Age-related Changes in Communicative Abilities. *M.L. Henry*, *P.M. Beeson*, *S.Z. Rapcsak*, Treatment for Lexical Retrieval in Progressive Aphasia. *J.K. Gordon*, Measuring the Lexical Semantics of Picture Description in Aphasia. *C.C. Mitchum*, *R.S. Berndt*, Testing the Interplay of Structure and Meaning in Aphasic Sentence Production. *M.C. Duff*, *J.A. Hengst*, *C. Tengshe*, *A. Krema*, *D. Tranel*, *N.J. Cohen*, Hippocampal Amnesia Disrupts the Flexible Use of Procedural Discourse in Social Interaction. *C.M. del Toro*, *L.J.P. Altmann*, *A.M. Raymer*, *S. Leon*, *L.X. Blonder*, *L.J. Gonzalez Rothi*, Changes in Aphasic Discourse After Contrasting Treatments for Anomia. *J. Lee*, *L.H. Milman*, *C.K. Thompson*, Functional Category Production in English Agrammatism. *S.C. Mauszcki*, *J.L. Wambaugh*, The Effects of Rate Control Treatment on Consonant Production Accuracy in Mild Apraxia of Speech.

July 2008: 6x9: 248pp

Pb: 978-1-84169-859-5: \$53.95

A special issue of *Aphasiology*:
www.psypress.com/aphasiology

The Syllable and Beyond

New Evidence from Disordered Speech

Wolfram Ziegler & Ingrid Aichert (Eds)
City Hospital München-Bogenhausen, Germany



This special issue presents a cross-section of the current discussion on the role of the syllable in speech and language processing in neurologic and neuro-degenerative disorders.

Contents

J. Cholin, The Mental Syllabary in Speech Production: An Integration of Different Approaches and Domains. *P. Stenneken*, *M. Hofmann*, *A.M. Jacobs*, Sublexical

Units in Aphasic Jargon and in the Standard Language: Comparative Analyses of Neologisms in Connected Speech. *U. Janßen*, *F. Domahs*, Going on with Optimized Feet: Evidence for the Interaction Between Segmental and Metrical Structure in Phonological Encoding from a Case of Primary Progressive Aphasia. *M. Carreiras*, *S. Baquero*, *E. Rodriguez*, Syllabic Processing in Visual Word Recognition in Alzheimer Patients, the Elderly and Young Adults. *M. Laganaro*, Is There a Syllable Frequency Effect in Aphasia or in Apraxia of Speech or Both? *A. Staiger*, *W. Ziegler*, Syllable Frequency and Syllable Structure in the Spontaneous Speech Production of Patients With Apraxia of Speech. *I. Aichert*, *W. Ziegler*, Learning a Syllable From its Parts: Cross-syllabic Generalization Effects in Patients With Apraxia of Speech. *W. Ziegler*, *A. Thelen*, *A. Staiger*, *M. Liepold*, The Domain of Phonetic Encoding in Apraxia of Speech: Which Sub-lexical Units Count?

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A special issue of *Aphasiology*:
www.psypress.com/aphasiology

Neuropsychological Assessment

Comprehensive Aphasia Test

Kate Swinburn, Connect: The Communication Disability Network, London, UK; **Gillian Porter**, Head of Adult Speech and Language Therapy Services, East and North Hertfordshire, UK; **David Howard**, University of Newcastle, UK



The *Comprehensive Aphasia Test (CAT)* is a test for people who have acquired aphasia and can be completed over one or two assessment sessions. The battery contains a cognitive screen, a language battery and a disability questionnaire. The cognitive section assesses people's abilities across a range of tasks that can affect rehabilitation. Forming the main body of the test, the language battery provides a profile of performance across all modalities of

language production and comprehension. An optional innovative disability questionnaire explores the impact of aphasia from the perspective of the person with aphasia. In addition, the *CAT* helps the therapist to track changes over the course of recovery, and provides a guide to likely outcomes on the basis of an early assessment. It is supported by normative data on people both with and without aphasia, and extensive data on reliability and clinical validity.

The *CAT* allows users to:

- Identify underlying impairments
- Find where to focus assessments using PALPA and other batteries
- Ascertain the practical, psychological and social impact of aphasia
- Create a profile of strengths and weaknesses to guide therapy.

Structured around fully up-to-date models of language processing from cognitive neuropsychology, this test is an indispensable resource for speech and language therapists and researchers. It provides as much information about people's language ability as possible in a relatively brief test designed to be completed in 90-120 minutes.

November 2004

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Neuropsychological Assessment

PALPA

Psycholinguistic Assessments of Language Processing in Aphasia

Janice Kay, Exeter University, UK; **Ruth Lesser**, Newcastle University, UK; **Max Coltheart**, Macquarie University, Australia



PALPA has been designed as a comprehensive psycholinguistic assessment of language processing in adult acquired aphasia. Intended both as a clinical instrument and research tool, *PALPA* is a set of resource materials enabling the user to select language tasks that can be tailored to the investigation of an individual patient's impaired and intact abilities.

The detailed profile that results can be interpreted within current cognitive models of language. The materials consist of sixty rigorously controlled tests of components of language structure such as orthography and phonology, word and picture semantics and morphology and syntax. The tests make use of simple procedures such as lexical decision, repetition and picture naming, and have been designed to assess spoken and

written input and output modalities. Particular attention has been paid to practical use of the tests in the clinic, and comprehensive guides have been included that help to suggest which selection of test may be appropriate for each aphasic person. Each test is also accompanied by detailed instructions of how and why it was constructed, how to use it, and by presenter's forms and marking sheets.

1992

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Joel E. Morgan, New Jersey Medical School, USA

Jerry J. Sweet, Evanston Northwestern Healthcare, USA (Eds.)

Series: American Academy of Clinical Neuropsychology/Psychology Press Continuing Education Series

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JOURNALS IN COMMUNICATION DISORDERS

Aging, Neuropsychology, and Cognition

EDITORS

Linus A. Bieliauskas, University of Michigan Health System, USA

Martin Sliwinski, Syracuse University, USA



The purposes of *Aging, Neuropsychology, and Cognition* are to (a) publish research on both the normal and dysfunctional aspects of cognitive development in adulthood and aging, and (b) promote the integration of theories, methods, and research findings between the fields of cognitive gerontology and neuropsychology.

The primary emphasis of the journal is to publish original empirical research. Occasionally, theoretical or methodological papers, critical reviews of a content area, or theoretically relevant case studies will also be published. Emphases of interest include information processing mechanisms, intellectual abilities, the impact of injury or disease on performance, cognitive training, cognitive and pharmacological approaches to treatment and rehabilitation, metacognition, and the social and personal aspects of cognitive functioning.

Articles on both normal and dysfunctional development that are relevant to the interface between cognitive gerontology and neuropsychology are particularly welcome. Multiple approaches to issues of aging and cognition (e.g., basic, applied, clinical), and multiple methodologies (e.g., cross-sectional, longitudinal, experimental, multivariate correlation) are appropriate.

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White Matter Hyperintensities and Working Memory: An Exploratory Study: *Joukje M. Oosterman, Barbera van Harten, Henry C. Weinstein, Philip Scheltens, Joseph A. Sergeant, Erik J. A. Scherder*

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Aphasiology

EDITOR

Chris Code, University of Exeter, UK



Aphasiology is concerned with all aspects of language impairment and disability and related disorders resulting from brain damage. It provides a forum for the exchange of knowledge and the dissemination of current research and expertise in all aspects of aphasia and related topics, from all disciplinary

perspectives. *Aphasiology* includes papers on clinical, psychological, linguistic, social and neurological perspectives of aphasia. Studies using a wide range of empirical methods, including experimental, clinical and single case studies, surveys and physical investigations are published in addition to regular features including major reviews, clinical fora, case studies, and book reviews.

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Published by Psychology Press

Child Neuropsychology

EDITOR

Michael Westerveld, Yale School of Medicine, USA



The purposes of *Child Neuropsychology* are to:

- Publish research on the neuropsychological effects of disorders which affect brain functioning in children and adolescents
- Publish research on the neuropsychological dimensions of development in childhood and adolescence
- Promote the integration of theory, method and research findings in child/developmental neuropsychology.

The primary emphasis of *Child Neuropsychology* is to publish original empirical research. Theoretical and methodological papers, and theoretically relevant case studies are welcome. Critical reviews of topics pertinent to child/developmental neuropsychology are encouraged.

Emphases of interest include the following: information processing mechanisms; the impact of injury or disease on neuropsychological functioning; behavioral cognitive and pharmacological approaches to treatment/intervention; psychosocial correlates of neuropsychological dysfunction; definitive normative, reliability, and validity studies of psychometric and other procedures used in the neuropsychological assessment of children and adolescents. Articles on both normal and dysfunctional development that are relevant to the aforementioned dimensions are welcome. Multiple approaches (e.g., basic, applied, clinical) and multiple methodologies (e.g., cross-sectional, longitudinal, experimental, multivariate, correlational) are appropriate. Books, media, and software reviews will be published.

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Cognitive Neuropsychology

EDITOR

Alfonso Caramazza, Harvard University, USA and University of Trento, Italy



Cognitive Neuropsychology aims to promote the study of cognitive processes from a neuropsychological perspective. Cognition is understood broadly as including perception, attention, planning, language, thinking, memory and action. It covers neuropsychological work bearing on our understanding of normal and pathological cognitive processes at any stage of lifespan. It also covers neuroimaging and computational modeling research that is informed by consideration of neuropsychological phenomena.

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Developmental Neuropsychology

EDITOR

Dennis L. Molfese, University of Louisville, USA



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Language and Cognitive Processes

EDITOR

Lorraine K. Tyler, University of Cambridge, UK



Language and Cognitive Processes provides an international forum for the publication of theoretical and experimental research into the mental processes and representations involved in language use. The journal emphasises the importance of an interdisciplinary approach to the study of language.

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See p.17.

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See p.17.

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Guest Editor: Dorothy Bishop

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Hb: 978-1-84169-910-3: \$70.00

Speech-accompanying Gestures

Guest Editor: Dr. Sotaro Kita

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Processing the Chinese Language

Guest Editors: Xiaolin Zhou, Zheng Ye, Him Cheung and Hsuan-Chih Chen

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ANNOUNCING A NEW, ONGOING SPECIAL SECTION OF LANGUAGE AND COGNITIVE PROCESSES:

Cognitive Neuroscience of Language

The aim of *Language and Cognitive Processes* is to encourage the development of theoretical cognitive accounts of the representations and processes involved in language by publishing empirical and theoretical papers in psycholinguistics. We now aim to broaden the remit of the journal by publishing two additional issues a year devoted to the *Cognitive Neuroscience of Language* (co-edited by David Poeppel, University of Maryland, USA and Lorraine K. Tyler). We take this step because the development of cognitive neuroscience methodologies has significantly broadened the empirical scope of experimental language studies. Both hemodynamic imaging (using, e.g., functional MRI, PET, or NIRS) and electrophysiological approaches (using, e.g., EEG, MEG, TMS, or clinical intracranial measurements) provide new perspectives on the representation and processing of language, and add important constraints on the development of theoretical accounts of language function.

In light of the strong interest in and growing influence of these new tools -- which are being applied to phenomena ranging from speech perception to word recognition to sentence comprehension and production - we will publish two issues a year on the *Cognitive Neuroscience of Language*.

All types of articles will be considered, including reviews, whose submission we encourage. Submissions should exemplify cognitive neuroscience of language in its most straightforward sense: a linking of good cognitive science and good neuroscience in the service of answering key questions about the nature of language and cognition. Theoretically well-motivated issues will be addressed using cutting-edge techniques from the cognitive neuroscience toolbox, including psychophysics, imaging, electrophysiology, and computational modeling. Submissions will be evaluated both for the quality of the cognitive science and the neuroscience.

Manuscripts should be submitted through the journal's manuscript central site: www.mc.manuscriptcentral.com/plcp, clearly marked for *Cognitive Neuroscience of Language*.

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Published by Psychology Press

Language Acquisition

A Journal of Developmental Linguistics

EDITORS

Diane Lillo-Martin & William Snyder, University of Connecticut, USA



Language Acquisition: A Journal of Developmental Linguistics publishes cutting-edge, theory-driven research focusing on the acquisition of syntax, semantics, phonology and morphology. It considers theoretical, experimental and computational perspectives on first and second language acquisition.

Coverage includes solutions to the logical problem of language acquisition, as it arises for particular grammatical proposals; discussion of acquisition data relevant to current linguistic questions; and perspectives derived from theory-driven studies of second language acquisition, language-impaired speakers, and other domains of cognition.

In addition to brief and full-length research articles, the editors invite authors of recent dissertations on language acquisition to submit a synopsis for publication in *Language Acquisition*.

Articles should be submitted electronically according to the instructions available on the journal's manuscript-submission web site (<http://mc.manuscriptcentral.com/language>). For full author instructions, see the website below.

RECENT ARTICLES FROM LANGUAGE ACQUISITION

Article Omission Across Child Languages: *Maria Teresa Guasti, Anna Gavarró, Joke de Lange, Claudia Caprin*

The Price of a Perfect System: Learnability and the Distribution of Errors in the Speech of Children Learning English as a First Language: *Aubrey Nunes*

Acquisition of Language Particular Properties Under Impoverished Input: *Bosook Kang*

The Structure of Branching Onsets and Rising Diphthongs: Evidence from the Acquisition of French and Spanish: *Margaret Kehoe, Geraldine Hilaire-Debove, Katherine Demuth, Conxita Lleó*

Object Drop in Japanese and Korean: *William O'Grady, Yoshie Yamashita, Sookeun Cho*

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Published by Psychology Press

Language Learning and Development

The Journal of the Society for Language Development (SLD)

EDITOR

Susan Goldin-Meadow, University of Chicago, USA



Language Learning and Development (LL&D) serves as a vehicle for interaction among the broad community of scholars and practitioners who investigate language learning, including language learning in infancy, childhood, and across the lifespan; language in both typical and atypical populations and in both native- and second-language learning. *LL&D* welcomes

scholars who pursue diverse approaches to understanding all aspects of language acquisition, including biological, social, and cross-cultural influences, and who employ experimental, observational, ethnographic, comparative, neuroscientific, and formal methods of investigation.

The journal is multidisciplinary and seeks to examine language development in all of its many guises. Among the many issues *LL&D* explores are biological versus environmental factors in language development; learning in humans versus animals; learning of signed versus spoken language; computer models of learning; and how neurotechnology and visualization of the brain inform our understanding of language learning and development.

Authors should email their paper as an attachment (PDF or Word file) to: lld@uchicago.edu

RECENT ARTICLES FROM LANGUAGE LEARNING AND DEVELOPMENT

The Development of "Most" Comprehension and Its Potential Dependence on Counting Ability in Preschoolers: *Justin Halberda, Len Taing, Jeffrey Lidz*

Some Cross-Linguistic Evidence for Modulation of Implicational Universals by Language-Specific Frequency Effects in Phonological Development: *Jan Edwards, Mary E. Beckman*

Building a Word-Form Lexicon in the Face of Variable Input: Influences of Pitch and Amplitude on Early Spoken Word Recognition: *Leher Singh, Katherine S. White, James L. Morgan*

Procedural Learning in Adolescents With and Without Specific Language Impairment: *J. Bruce Tomblin, Elina Mainela-Arnold, Xuyang Zhang*

Why Nouns Trump Verbs in Word Learning: New Evidence from Children and Adults in the Human Simulation Paradigm: *Thomas B. Piccin, Sandra R. Waxman*

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Neurocase

The Neural Basis of Cognition

EDITORS

Bruce L. Miller, University of California, USA

Hans J. Markowitsch, University of Bielefeld, Germany



Neurocase is a rapid response journal of both adult and child case studies in neuropsychology, neuropsychiatry and behavioral neurology. Four types of manuscript are considered for publication: single case investigations that bear directly on issues of relevance to theoretical issues or brain-behavior relationships; group studies of subjects

with brain dysfunction that address issues relevant to the understanding of human cognition; reviews of important topics in the domains of neuropsychology, neuropsychiatry and behavioral neurology; and brief reports (up to 2500 words) that replicate previous reports dealing with issues of considerable significance. Investigations of the anatomic brain imaging are encouraged. Topic reviews are included in most issues.

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Published by Psychology Press

Neuropsychological Rehabilitation

EDITOR

Barbara A. Wilson, MRC Cognition and Brain Sciences Unit, Cambridge, UK



Neuropsychological Rehabilitation publishes human experimental and clinical research related to rehabilitation, recovery of function, and brain plasticity. The journal is aimed at clinicians who wish to inform their practice in the light of the latest scientific research; at researchers in neurorehabilitation; and finally at researchers in cognitive neuroscience and related fields interested

in the mechanisms of recovery and rehabilitation. Papers on neuropsychological assessment will be considered, and special topic reviews (2500-5000 words) addressing specific key questions in rehabilitation, recovery and brain plasticity will also be welcomed. The latter will enter a fast-track refereeing process.

The Research Digest, edited by Jonathan J. Evans, Andrew Bateman, Gary Turner and Robin Green, is a regular feature in *Neuropsychological Rehabilitation*. The digest editors regularly scan a wide range of journals and other publications for material of particular interest to those working in rehabilitation. This section will be an invaluable resource providing both bibliographic references and informal comment and discussion.

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Encephalitis: Assessment and Rehabilitation Across the Lifespan
Guest Editors: Bonnie-Kate Dewar and Huw Williams
October 2007: 6x9: 260pp
Hb: 978-1-84169-836-6: \$90.00

Pathologies of Awareness: Bridging the Gap between Theory and Practice
Guest Editors: Linda Clare and Peter Halligan
August 2006: 6x9: 156pp
Hb: 978-1-84169-810-6: \$71.95

NEW AND RECENT ARTICLES FROM NEUROPSYCHOLOGICAL REHABILITATION:

The Reliability and Validity of the PALOC-s: A Post-Acute Level of Consciousness Scale for Assessment of Young Patients with Prolonged Disturbed Consciousness after Brain Injury: *H.J. Eilander, et al.*

Functional Electrical Stimulation (FES) of the Upper Limb Alleviates Unilateral Neglect: A Case Series Analysis: *Peter Harding, M. Jane Riddoch*

Evidence-based Practice Guidelines for Instructing Individuals with Neurogenic Memory Impairments: What Have We Learned in the Past 20 Years?: *Laurie A. Ehlhardt et al.*

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Published by Psychology Press

International Journal of Speech-Language Pathology

Previously known as *Advances in Speech-Language Pathology*

EDITOR

Sharynne Mcleod, Charles Sturt University, Australia



International Journal of Speech-Language Pathology is an international journal which promotes discussion on a broad range of current clinical and theoretical issues. Submissions may include experimental, review and theoretical discussion papers, with studies from either quantitative and/or qualitative frameworks. Articles may relate

to any area of child or adult communication or dysphagia, furthering knowledge on issues related to etiology, assessment, diagnosis, intervention, or theoretical frameworks.

Articles should be submitted electronically according to the instructions available on the journal's manuscript-submission web site (<http://mc.manuscriptcentral.com/tasl>). Articles can be accompanied by supplementary audio and video files that will be uploaded to the journal's website.

RECENT ARTICLES FROM INTERNATIONAL JOURNAL OF SPEECH-LANGUAGE PATHOLOGY

Teacher identification of speech and language impairment in kindergarten students using the Kindergarten Development Check: *Belinda Jessup, Elizabeth Ward, Louise Cahill, Diane Keating*

Validity of a parent vocabulary checklist for young Spanish speaking children of Mexican immigrants: *Mark Guiberson*

Student and professional attitudes and interests in working with people with complex communication needs: *Hilary Johnson, Karen Bloomberg, Teresa Iacono*

Outcomes of speech-language pathology following stroke: Investigation of inpatient rehabilitation and rehabilitation in the home programs: *Melissa Brunner, Jemma Skeat, Meg E. Morris*
Vowel transcription systems: An Australian perspective: *Felicity Cox*

The impact of selecting different contrasts in phonological therapy: *Barbara Dodd, Sharon Crosbie, Beth McIntosh, Alison Holm, Cynthia Harvey, Maureen Liddy, Kylie Fontyne, Bernadette Pinchin, Helen Rigby*

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Augmentative and Alternative Communication

Official journal of the International Society for Augmentative and Alternative Communication (ISAAC)

EDITOR

Ann Sutton, Université de Montréal, Canada



AAC publishes original articles with direct application to people with complex communication needs for whom augmentative and alternative communication techniques and systems may be appropriate.

Augmentative and Alternative Communication (AAC) brings together

professionals who have a clinical/educational and research interest in augmentative and alternative communication, transcending disciplinary concerns; integrates theory, technology, and systems development for the assessment, treatment, rehabilitation, and education of people who use augmentative and alternative systems; and provides practical and specific information to practicing professionals who support people who use or have the potential to use augmentative and alternative systems.

RECENT ARTICLES FROM AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

The effect of context priming and task type on augmentative communication performance: *D. Jeffery Higginbotham, Ann M. Bisantz, Michelle Sunm, Kim Adams, Fen Yik*

Teaching Latino parents to support the multi-symbol message productions of their children who require AAC: *Cathy Binger, Jennifer Kent-Walsh, Jacqueline Berens, Stephanie Del Campo, Donna Rivera*

An investigation of aided language stimulation: Does it increase AAC use with adults with developmental disabilities and complex communication needs?: *Ann R. Beck, Julia B. Stoner, Marcia L. Dennis*

Making a difference: A celebration of the 25th anniversary of The International Society for Augmentative and Alternative Communication: *Janice Light, David McNaughton*

"Reach for the stars": Five principles for the next 25 years of AAC: *Michael B. Williams, Carole Krezman, David McNaughton*

A back door approach to autism and AAC: *Pat Mirenda*

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Clinical Linguistics & Phonetics

EDITOR

Martin J. Ball, University of Louisiana at Lafayette, USA



Clinical Linguistics & Phonetics encompasses the following:

- Linguistics and phonetics of disorders of speech and language
- Contribution of data from communication disorders to theories of speech production and perception
- Research on communication disorders in multilingual populations, and in under-researched populations, and languages other than English
- Pragmatic aspects of speech and language disorders
- Clinical dialectology and sociolinguistics
- Childhood, adolescent and adult disorders of communication
- Linguistics and phonetics of hearing impairment, sign language and lip-reading.

From 2007, the *Journal of Multilingual Communication Disorders* merged with *Clinical Linguistics & Phonetics*.

Articles should be submitted electronically according to the instructions available on the journal's manuscript-submission web site (<http://mc.manuscriptcentral.com/tclp>) For full author instructions, please see the website below.

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Transcribing disordered speech: By target or by production?:
Martin J. Ball

The regression hypothesis revisited: Evidence from Turkish:
Ilknur Mavis

Fricatives, affricates, and vowels in Croatian children with cochlear implants: *Vesna Mildner, Marko Liker*

Voice quality of psychological origin: *Antonio Teixeira, Ana Nunes, Rosa Lidia Coimbra, Rosa Lima, Lurdes Moutinho*

Comparing deaf and hearing Dutch infants: Changes in the vowel space in the first 2 years: *Jeannette M. van der Stelt, Ton G. Wempe, Louis C. W. Pols*

'Non-vocalization': A phonological error process in the speech of severely and profoundly hearing impaired adults, from the point of view of the theory of phonology as human behaviour:
Orly Halpern; Yishai Tobin

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International Journal of Audiology

EDITOR

Ross J. Roeser, University of Texas at Dallas, USA



International Journal of Audiology was created by the merger of *Audiology*, *British Journal of Audiology* and *Scandinavian Audiology* and is an international journal dealing with the needs of the developed and developing world.

Published twelve times a year, each issue of the journal features original clinical and review articles, time-saving abstracts that outline the relevance of a study to your practice, a book review of the latest literature, a preliminary report on a groundbreaking new study and news and conference information directly from the British Society of Audiology, the International Society of Audiology and the Nordic Audiological Society.

RECENT ARTICLES FROM INTERNATIONAL JOURNAL OF AUDIOLOGY

Current considerations in pediatric speech audiometry: *Lisa Lucks Mendel*

The Bone-Anchored Hearing Aid for children: Recent developments: *Ad Snik, Joop Leijendeckers, Myrthe Hol, Emmanuel Mylanus, Cor Cremers*

Immune-mediated audiovestibular disorders in the paediatric population: A review: *Charlotte Agrup*

Vestibular disorders in children: *Sylvette R. Wiener-Vacher*

Digital noise reduction: Outcomes from laboratory and field studies: *Ruth Bentler, Yu-Hsiang Wu, Jerrica Kettel, Richard Hurtig*

Effect of variations in hearing-aid frequency response on real-life functional performance of children with severe or profound hearing loss: *Teresa Y. C. Ching, Mandy Hill, Harvey Dillon*

Automatic screening and detection of threshold fine structure: *Stephan J. Heise, Jesko L. Verhey, Manfred Mauermann*

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International Journal of Language and Communication Disorders

Official journal of the Royal College of Speech and Language Therapists

EDITOR

Katerina Hilari, City University, UK



The journal welcomes submissions on all aspects of speech, language, communication disorders and speech and language therapy. It provides a forum for the exchange of information and discussion of issues of clinical or theoretical relevance in the above areas. *International Journal of Language & Communication Disorders*

publishes a range of articles, including research reports, reviews, discussions and clinical fora, as well as editorials or commentaries commissioned by the Editor(s).

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Journal of Intellectual and Developmental Disability

Journal of the Australasian Society for the Study of Intellectual Disability (ASSID)

EDITOR

Roger J. Stancliffe, University of Sydney, Australia



Journal of Intellectual & Developmental Disability (JIDD) (formerly the *Australia and New Zealand Journal of Developmental Disabilities*) is the official journal of the Australasian Society for the Study of Intellectual Disability (ASSID). *JIDD* is an international, multidisciplinary journal in the field of intellectual and developmental

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Logopedics Phoniatrics Vocology

Official Journal of the British Voice Association

EDITOR

David Howard, University of York, UK



Logopedics Phoniatrics Vocology is the official journal of the British Voice Association. The journal is an amalgamation of the former journals *Scandinavian Journal of Logopedics & Phoniatrics* and *VOICE*.

The intention is to cover topics related to speech, language and voice pathology as well as to normal voice function in its different aspects. It works on a non-profit basis. The journal covers a wide range of topics, including, but not limited to:

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