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Introduction

Scientific fields constantly evolve. Keeping pace with the new developments in aphasiology and related neurogenic communication disorders is a challenge for clinicians and clinicians-in-training. The purpose of this text is to offer a state-of-the-art overview of our field by emphasizing important recent advances and presenting clinically relevant information. We trust that this volume provides a practical clinical resource for professionals as well as an informative learning tool for clinicians-in-training.

The contents of a text reflect, in part, the priorities of its editors. This volume is no exception and, as such, represents our attempt at an overview of neurogenic communication disorders with emphasis on the elements that we view as crucial for clinicians. Because we deem important that any analysis of a professional issue be illuminated by diverse points of view, we strive to include contributors from all over the world and encourage experts from different continents or countries to collaborate to offer an international perspective on all topics discussed. Because boundaries between disciplines blur and as technology facilitates exchanges between professionals worldwide, a true global perspective was a necessity in the development of this volume.

The quality of a text is also a function of the expertise of its contributors. We are extremely grateful that each chapter is authored by expert clinicians and researchers who are able to present both theoretical information and clinical issues clearly and competently. We owe them a debt of gratitude.

Another important element in our view is to include the major recent developments in the area of neurogenic rehabilitation, such as the recent emphasis on psycho-social/functional approaches and evidence-based practice (EBP). The field of communication disorders and sciences has never been static. It is always in a state of flux because of theoretical, clinical, or technological innovations or even the occasional expansion of scope of practice. However, it seems that in the past few years, the winds of change have been blowing from a variety of directions, with a compounding effect. Among those, the World Health Organization developed a new disability scale, putting additional emphasis on social communication and quality of life.

Our specialty of neurogenic communication disorders has been naturally affected by these changes; for example, the concept of “functional therapy” (born in the 1960s and 1970s) recently blossomed into a full-blown philosophy of rehabilitation focusing on psycho-social issues and the person-centered approach to aphasia therapy. A recent publication (Martin, Thompson, & Worrall, 2008) contrasts the philosophical differences between expert clinicians applying the more traditional neurolinguistic (i.e., impairment-based) approach with those planning therapy from a more functional–social (i.e., consequence-based) perspective. The common
thread in Martin et al. is that those two approaches share the same goals, and although they may differ in the means to achieve the goals, they are indeed complementary rather than antagonistic. It is with the same frame of mind that both the more traditional neurolinguistic approach of speech–language therapy as well as the more recently developed psychosocial–functional approach are covered in the present text.

Another major advance in the field is the clinical application of EBP. We believe that it is absolutely essential that future clinicians be exposed to EBP, both as a philosophy of rehabilitation and as a skill to apply in everyday clinical practice. In each chapter, the pertinent literature is reviewed critically, and its relevance for best clinical practices is addressed. Last, but not least, advances in the fields of neuroscience, neurophysiology, and neuroimaging have contributed to our knowledge of the dynamic mechanisms at work as the brain reorganizes language following an insult and have opened a window on how these mechanisms can be influenced by therapy processes.

Further, we tailored the depth of coverage to include a thorough literature review as well as practical clinical applications. This reflects our view that clinicians (and clinicians-in-training) not only need practical information but also must understand the underlying theoretical issues to provide therapy based on critical thinking and EBP. We also believe that the illustrative case studies included in all clinical chapters can facilitate readers’ understanding of the concepts. Finally, the “Future Directions” section in each chapter provides a glimpse of where the field may be headed. Based on their thorough knowledge of their topic, the authors have anticipated the issues that are likely to be addressed in the near future so that readers are given a “heads-up” to follow the development of each topic area.

We purposefully avoided organizing chapters based on aphasia type. This should not be taken to imply that we find no value in aphasia classification per se, but rather that students should be trained to make symptom-specific clinical decisions rather than be influenced by a diagnostic label. The first part of the text covers aphasiology, and the second part addresses related disorders. In Chapter 1, a new chapter for this edition, Ilias Papathanasiou, Patrick Coppens, and Bronwyn Davidson include more details about issues related to the concept of aphasia and aphasia rehabilitation. Specifically, the authors discuss international challenges in service delivery, review a variety of aphasia management approaches, examine the efficacy of aphasia therapy, and present the international classification of functioning, disability, and health framework and how it has an impact on aphasia rehabilitation.

Chris Code provides an overview in Chapter 2 of the history of aphasiology. All the major contributions are highlighted, which should help the reader understand aphasiology and aphasia rehabilitation as an evolving area of study. In Chapter 3, Constantin Potagas, Dimitrios Kasselimis, and Ioannis Evdokimidis offer clinically relevant information on neuroanatomy and neurophysiology of stroke and describe the typical symptomatology and lesion location of the major aphasia types. Chapter 4 by Ilias Papathanasiou, Patrick Coppens, Edith Durand, and Ana Inés Ansaldo reviews the principles underlying poststroke language reorganization. This topic takes on renewed importance now that imaging technology allows us to observe firsthand the processing changes associated with speech–language pathology.

In Chapter 5, Laura Murray and Patrick Coppens provide theoretical and practical information about the linguistic, cognitive, and psychosocial measurement tools available; their properties and use; and the formal and informal assessment and baselining procedures. Chapter 6, by Linda Worrall, Sue Sherratt, and Ilias Papathanasiou, describes the therapy process and its context, such as the timing of therapy and the setting of clinical goals. They further emphasize the complementary character of the psychosocial and neurolinguistic rehabilitation approaches. In Chapter 7, also a new chapter in the second edition, Laura Murray and Jamie Mayer describe the extralinguistic cognitive factors important for understanding aphasia. The authors review important cognitive skills and their contribution to language processing, address assessment issues associated with these cognitive skills, and discuss their rehabilitation potential in the context of aphasia. In Chapter 8, Julie Morris and Sue Franklin address a specific aphasia symptom: impaired auditory comprehension. They review the language–decoding stages and pair each level with appropriate therapy options.

Nadine Martin discusses in Chapter 9 the ubiquitous aphasia symptom of anomia. She delineates the current models of word production and associates naming errors with specific stages of the model. This strategy allows clinicians to identify the underlying nature of the naming deficit and to develop clinical objectives accordingly.

In Chapter 10, Ellyn Riley, C. Elizabeth Brookshire, and Diane Kendall outline the various types of acquired alexias and analyze their respective symptomatology in light of the current dual-route model. They further critically review the therapy techniques available for each alexia type. Ilias Papathanasiou and Zsolt Csefalvay provide the same thorough overview in Chapter 11 for the agraphias.

In Chapter 12, Jane Marshall presents the theoretical constructs underlying sentence production and the
therapy strategies to remediate sentence-level disorders.

Chapter 13, by Elizabeth Armstrong, Lucy Bryant, Alison Ferguson, and Nina Simmons-Mackie, examines language with yet a wider lens. They focus their analysis at the level of discourse, conversation, and narrative, which includes communicative context and psychosocial issues.

Katerina Hilari and Madeline Cruice provide an overview in Chapter 14 of the impact of aphasia on an individual's quality of life, review many specific measurement tools, and offer some strategies for clinicians to include quality-of-life concerns in clinical decisions. In Chapter 15, Bronwyn Davidson and Linda Worrall discuss client-centered aphasia assessment and intervention. This approach sensitizes clinicians to recognize that a traumatic event such as aphasia has an impact on a person's identity and has repercussions on a host of psychosocial issues.

In Chapter 16, José Centeno, Ladan Ghazi-Saidi, and Ana Inés Ansaldo address the important topics of not only bilingualism and multilingualism but also aphasia in a multicultural world. Because a majority of individuals around the globe speak more than one language, many clinicians will likely encounter bilingual individuals with aphasia in their practice. The remaining chapters cover associated populations, which required the authors to expertly summarize in one chapter a large body of work.

In Chapter 17, Connie Tompkins, Ekaterini Klepousniotou, and April Scott review the cognitive-linguistic symptomatology and the assessment tools and procedures for individuals who suffered a right hemisphere stroke. In Chapter 18, Connie Tompkins and April Scott outline in detail the best practices of rehabilitation for each major symptom in the population with right hemisphere disorders. Fofi Constantinidou and Mary Kennedy offer an overview in Chapter 19 of communication and neuropsychological disorders associated with traumatic brain injury. They discuss principles of rehabilitation as well as specific therapy techniques supported by EBP. In Chapter 20, Nidhi Mahendra and Tammy Hopper describe the cognitive and communicative difficulties in persons with dementia. They further detail the assessment process and the intervention principles and review the available rehabilitation techniques. Nick Miller and Julie Wambough present a similarly thorough overview in Chapter 21 of the symptomatology, differential diagnosis, assessment, and rehabilitation of individuals with acquired apraxia of speech. Finally, in the completely revised Chapter 22, Anja Lowit and Raymond Kent provide a thorough review of dysarthria. The authors describe the models of speech production, discuss the taxonomy of the dysarthria syndromes, and expand on practical clinical issues related to dysarthria assessment and rehabilitation.

ACKNOWLEDGMENTS

As the examples show, in the second edition of this text, our efforts focused on adding important updates and relevant information related to the clinical process. To identify these elements, we relied on the input of many individuals, who all are deserving of our thanks. We would like to express our gratitude to all the professionals who have relied on the first edition of the textbook for their professional needs, particularly those who have given us the constructive feedback needed to create an even better textbook. Your comments guided our discussions and decisions, and we sincerely hope that you will enjoy this new edition. We are also grateful to the team members at Jones & Bartlett Learning for their attention to detail and to the anonymous reviewers of both editions. Last, but not least, we thank all the chapter authors for their tremendous efforts to produce such outstanding contributions.

Ilias Papathanasiou
Patrick Coppens

REFERENCE

About the Authors

Ilias Papathanasiou, PhD, FRCSLT, ASHA Fellow, Associate Professor, Department of Speech and Language Therapy, Technological Educational Institute of Western Greece, Patras, Greece

Born in Greece, Dr. Papathanasiou trained in speech-language pathology at the University College London, University of London, England, and holds a master's degree in health sciences from St. George's Medical School, University of London. He completed his PhD at the Institute of Neurology, University College London, University of London, where he studied the mechanisms of recovery of writing in aphasia. His clinical and research interests include the study of the cognitive processes and neural substrates that support spoken and written language, as well as the nature and treatment of acquired impairments of language. Dr. Papathanasiou has contributed numerous scientific papers to refereed journals, written several book chapters, and organized a number of international meetings. He is the founder of the international series of conferences “The Sciences of Aphasia,” which started in 2000. He is the editor of the book Acquired Neurogenic Communication Disorders: A Clinical Perspective and coeditor of the book The Sciences of Aphasia: From Therapy to Theory. He is on the editorial board of Aphasiology and Communications Disorders Quarterly. Currently, he is an associate professor in the Department of Speech and Language Therapy, Technological Educational Institute of Western Greece, and a research associate in the Department of ENT, Medical School, University of Athens, Greece, where he is actively involved in teaching, clinical research, and service delivery. Dr. Papathanasiou is a Fellow of the Royal College of Speech and Language Therapists (FRCSLT) in the United Kingdom and a Fellow of the American Speech-Language-Hearing Association (ASHA).

Patrick Coppens, PhD, CCC-SLP, Professor, Department of Communication Disorders and Sciences, State University of New York–Plattsburgh, Plattsburgh, New York

Dr. Patrick Coppens is professor in the Department of Communication Disorders and Sciences at SUNY Plattsburgh, where he teaches graduate neurogenics courses. Dr. Coppens was born and educated in Brussels, Belgium, where he acquired an undergraduate degree in Germanic linguistics and a master's degree in neurolinguistics under the mentorship of Yvan Lebrun. His doctorate in communication disorders and sciences was awarded at Southern Illinois University–Carbondale under the mentorship of Randall Robey. Dr. Coppens has 20 years of experience teaching and conducting research in the area of aphasia. He has published and presented extensively in his area of expertise and has edited and contributed to a prior volume, Aphasia in Atypical Populations. He sits on the editorial board of Aphasiology.
Contributors

Ana Inés Ansaldo
Centre de Recherche de l’Institut Universitaire de
Gériatrie de Montréal and Ecole d’Orthophonie et
d’Audiologie
Faculté de Médecine
Université de Montréal
Montreal, Canada

Elizabeth Armstrong
Foundation Chair in Speech Pathology
Edith Cowan University
Perth, Australia

C. Elizabeth Brookshire
Department of Speech and Hearing Sciences
University of Washington
Seattle, Washington

Lucy Bryant
School of Humanities and Social Science
University of Newcastle
Newcastle, Australia

José G. Centeno
Department of Communication Sciences and Disorders
St. John’s University
Queens, New York

Chris Code
School of Psychology
University of Exeter
Exeter, England

Fofi Constantinidou
Department of Psychology and Applied Neuroscience
and Neurobehavioral Research Center
University of Cyprus
Nicosia, Cyprus

Patrick Coppens
Department of Communication Disorders and Sciences
State University of New York–Plattsburgh
Plattsburgh, New York

Madeline Cruice
Division of Language and Communication Science
School of Health Sciences
City University London
London, England

Zsolt Cséfalvay
Department of Communication Disorders
Comenius University
Bratislava, Slovakia
Contributors

Bronwyn Davidson
Audiology, Hearing and Speech Sciences
University of Melbourne
Melbourne, Australia

Edith Durant
Centre de Recherche de l’Institut Universitaire de Gériatrie
de Montréal and École d’Orthophonie et d’Audiologie
Faculté de Médecine
Université de Montréal
Montreal, Canada

Ioannis Evdokimidis
Department of Neurology
Medical School
National and Kapodistrian University of Athens
Athens, Greece

Alison Ferguson
School of Humanities and Social Science
University of Newcastle
Newcastle, Australia

Sue Franklin
Department of Speech and Language Therapy
University of Limerick
Limerick, Ireland

Ladan Ghazi-Saidi
Centre de Recherche de l’Institut Universitaire de Gériatrie
de Montréal
Montreal, Canada

Katerina Hilari
Division of Language and Communication Science
School of Health Sciences
City University London
London, England

Tammy Hopper
Department of Speech Pathology and Audiology
Faculty of Rehabilitation Medicine
University of Alberta
Alberta, Canada

Dimitrios S. Kasselimis
Department of Neurology
Medical School
National and Kapodistrian University of Athens
Athens, Greece

Diane L. Kendall
Department of Speech and Hearing Sciences
University of Washington
Seattle, Washington

Mary Kennedy
Department of Communication Sciences and Disorders
Crean College of Health and Behavioral Sciences
Chapman University
Orange, California

Raymond (Ray) D. Kent
The Waisman Center
University of Wisconsin Madison
Madison, Wisconsin

Ekaterini Klepousniotou
Institute of Psychological Sciences
University of Leeds
Leeds, England

Anja Lowit
School of Psychological Sciences and Health
Strathclyde University
Glasgow, Scotland

Nidhi Mahendra
Department of Communicative Sciences and Disorders
California State University–East Bay
Hayward, California

Jane Marshall
Division of Language and Communication Science
School of Health Sciences
City University London
London, England

Nadine Martin
Department of Communication Sciences and Disorders
Temple University
Philadelphia, Pennsylvania

Jamie Mayer
School of Allied Health and Communicative Disorders
Northern Illinois University
DeKalb, Illinois

Nick Miller
Institute of Health and Society
Speech and Language Sciences
University of Newcastle upon Tyne
Newcastle upon Tyne, England
Contributors

Julie Morris
School of Education, Communication, and Language Sciences
University of Newcastle upon Tyne
Newcastle upon Tyne, England

Laura Murray
Department of Speech and Hearing Sciences
Indiana University
Bloomington, Indiana

Ilias Papathanasiou
Department of Speech and Language Therapy
Technological Educational Institute of Western Greece
Patras, Greece

Constantin Potagas
Department of Neurology
Medical School
National and Kapodistrian University of Athens
Athens, Greece

Ellyn A. Riley
Department of Communication Sciences and Disorders
Syracuse University
Syracuse, New York

April G. Scott
Speech, Hearing and Learning Services
Longwood University
Farmville, Virginia

Sue Sherratt
University of Newcastle
Newcastle, Australia, and
University of Queensland
Brisbane, Australia

Nina Simmons-Mackie
Department of Communication Sciences and Disorders
Southeastern Louisiana University
Hammond, Louisiana

Connie A. Tompkins
Department of Communication Sciences and Disorders
University of Pittsburgh
Pittsburgh, Pennsylvania

Julie Wambaugh
Department of Communication Sciences and Disorders
University of Utah
Salt Lake City, Utah

Linda Worrall
School of Health and Rehabilitation Sciences
University of Queensland
Brisbane, Australia