

Language and Motor Speech Disorders in Adults

Third Edition

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This introductory book provides an overview of the major neurogenically caused communication disorders in adults. Chapter 1 gives some definitions used in speech, language, and cognition, and introduces the seven major disorders. Chapter 2 reviews the neural basis of communication and touches upon the communication impairment that results from damage to the neural system. Chapter 3 contains a discussion of the language disorder associated with adult aphasia. Chapter 4 addresses the communication disorders associated with right hemisphere damage. Chapter 5 deals with the communication disorders associated with dementia. Chapter 6 presents the communication disorders associated with traumatic brain injury. Chapter 7 assesses the communication disorders associated with schizophrenia. Chapter 8 describes the motor speech disorders associated with dysarthria. Chapter 9 provides a discussion of the motor speech disorders associated with apraxia of speech.

Throughout the book, some professional terms are written in *italics*. These are defined and explained in a glossary which follows the chapters. Two appendices refer to a computerized version of Time-Altered Word Association Tests (TAWAT), which is based on our research over the past three decades. The online, interactive program permits responses to be entered, analyzed, printed, and emailed. Appendix A provides navigation instructions and a link to a website where the test is available for any device that has Internet access. Appendix B contains the manual for TAWAT, including theory, development, administration, and scoring. Included with this book is an access code to the website including TAWAT. Access can also be purchased separately.

We are daunted by the combined numbers we have accumulated: 100 years of university teaching and clinical practice; 50,000 therapy sessions provided to adults with neurogenic communication disorders; 10,000 undergraduate, masters, and doctoral students taught; 50 doctoral dissertations supervised as chair or committee member. It may seem glib to say that we have learned more from these individuals than we have taught them, but we are convinced that that is the case. We are grateful to them, as we are to our colleagues who reviewed earlier versions of this manuscript, to the remarkable professionals who guided us at Jones & Bartlett Learning, and, of course, to our families.

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