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Accompanying PowerPoint slides and CD include lecture material for Chapters 1 through 9 in this book.

Preface

Introduction

Integrating theoretical knowledge into clinical practice is challenging for new and experienced clinicians alike. Until a clinician actually encounters a person with a specific disorder, academic knowledge may remain disconnected and amorphous. It is our intention as practitioners and educators to bridge the gap between theory and practice by providing the reader with a case-based approach to understanding acquired language disorders (ALD). To further our goal in making ALD come to life for the reader, we have developed a diagram that depicts the individual's language and cognition following a CVA or other neurologic event. We refer to this as the Acquired Language Disorders Target Model (ALD Target Model) and each of the 14 cases that we discuss has a corresponding diagram (see Appendix D). In our experience at the graduate level, the student benefits from the graphic features of the ALD Target Model because it facilitates a concrete understanding of the case and characteristics of the disorder. This model combined with characteristics of the various disorders, case analyses, and treatment considerations connects theoretical knowledge with practical application. In our opinion, this case-based approach matches the needs of speech-language pathologists practicing in health care today.

How the Book Is Organized

We decided to apply the case-based approach to the topic by building each chapter around a fictional person, based on a real case, exemplifying a specific acquired language disorder. This brings the communication impairment to life for the learner who can now conceptualize the specific characteristics of the disorder in the context of a real person. These

case scenarios were developed based on actual patients who the authors or their colleagues have evaluated and treated. For purposes of anonymity and confidentiality, the patients' names and identifying information have been changed. As practicing speech-language pathologists we believe it is essential to understand not only the basic pathophysiology of a disease process associated with an acquired language disorder, but also the functional effects it may have on a person's life. It is not our intention to provide the reader with detailed and comprehensive knowledge of neurologic disease, but we do provide the basic neurologic features of the disorders discussed. The fundamentals presented here will allow the reader to participate in discussions with other professionals and family members. The student or practitioner can then use this information to build a foundation for assessment and therapeutic approaches, many of which are found in Appendix E.

Special Features

The 14 cases in this book provide a comprehensive overview of the assessment process, major aphasic syndromes, right hemisphere disorders, traumatic brain injury, dementia, encephalopathy, and other etiologies affecting the ability to communicate. The final chapter provides detailed information on therapeutic approaches currently in use, and includes future trends in treatment along with a discussion about evidence-based practice.

Each chapter based on a case study includes eight sections:

- **Characteristics** of the disorder including neurologic correlates
- **Case Scenario** providing past medical and social history

- **Diagnostic Profile** including language expression, speech, auditory comprehension, reading, written expression, cognition, and behavioral symptoms
- The **ALD Target Model** graphically represents language and cognitive features of each case
- **Functional Analysis** consists of a narrative that succinctly summarizes the case and helps the clinician understand the impact of this disability on the patient's daily life.
- **Critical Thinking/Learning Activity** poses questions designed to develop problem-solving and practical skills necessary to maximize the patient's progress.
- **Treatment Considerations** provide areas to consider for rehabilitation, as well as general therapeutic objectives
- **Therapeutic Options** pertinent to the cases are listed and further described in the final chapter.

The Acquired Language Disorders Target Model

We developed the Acquired Language Disorders Target Model (ALD Target Model) from an *embedded language framework*. This model is shown in Figure 1 and reflects the influence that cognition plays in normal communication and, by extension, in the rehabilitation of people with acquired language disorders. The physical appearance of the model depicts the relationship between language and cognition as well as the relationship among functional language modalities. The components of communication, Expression (E), Comprehension (C), Reading (R), and Writing (W), form the *language complex*. Reading, part of the Visual modality, and Writing (including drawing) part of the Graphic modality, are located on the horizontal axis. Comprehension (C) includes comprehension of verbal and gestural language and Expression (E) includes verbal and gestural expression located on the vertical axis of the diagram.

Normal Communication Embedded within Normal Cognitive Functions

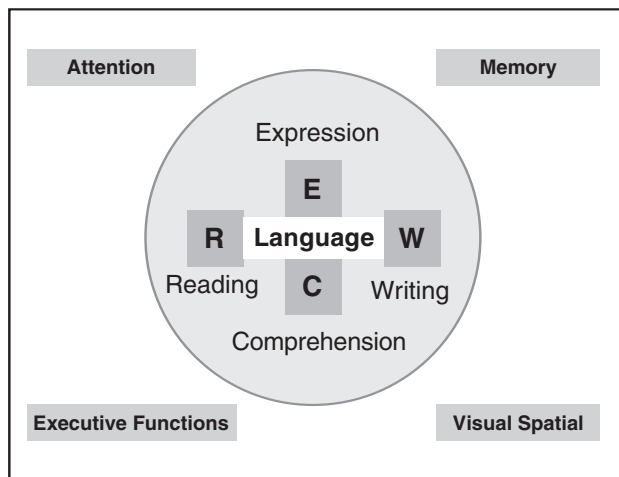


Figure 1. The Acquired Language Disorders Target Model.

For an individual who has normal communication functions, the lettered squares (E, C, R, and W) remain attached to the word "Language." For an individual with an acquired language disorder, the lettered squares move further away from the central position to reflect the severity of impairment. For each type of acquired language disorder, the pattern is different. For example, in a person with an expressive nonfluent aphasia (Broca's), the E square and the W square are moved outside the circular border to indicate a severe degree of impairment. Depending on the acquired language disorder, any or all of these language modality areas may be impaired. This ranges from normal, to mild-moderate, to moderate-severe, to severe-profound. This is depicted in Figure 2.

The ALD Target Model supports the cognitive domains of Helm-Estabrooks and Albert (2004) and illustrates cognitive deficits. The domains are attention, memory, visuospatial, and executive functions, which are described in Chapter 2. The reader will notice a fracture through any of the four cognitive domains that are impaired. For example, in an individual with a severely impaired memory, the box labeled memory depicts this fracture.

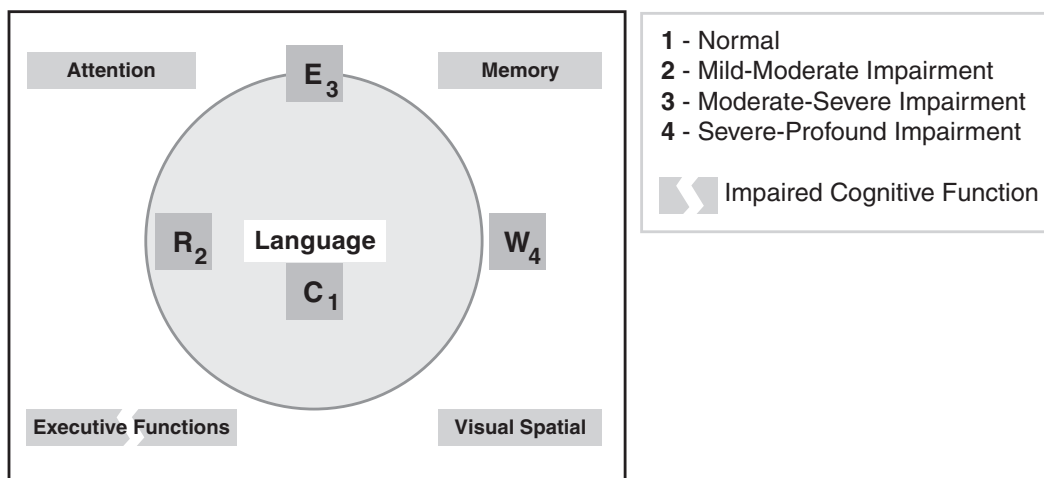


Figure 2. The key to understanding the Acquired Language Disorders Target Model.

How to Use This Book

For the Student and the Practitioner

- A graphic image of the ALD Model representing each disorder enhances the student’s or practitioner’s understanding of cognitive-linguistic changes pertinent to the case. The reader should note that this case represents only one example of this disorder and is not representative of all.
- Case comparisons facilitate more accurate decision-making for treatment.
- The ALD model combined with the Functional Analysis can be very useful for clinical practice in a health care setting. This permits the student or practitioner to integrate the neurologic, cognitive, linguistic, and functional aspects of each patient to formulate a holistic picture.
- PowerPoint slides supporting lectures are provided for Chapters 1 to 9 in the book.
- Critical thinking questions are provided for each case to facilitate clinical decision-making skills.
- Many current treatment approaches are

provided to assist the practitioner in planning a program for each patient.

- A one-page diagnostic profile describes each patient’s language expression, speech, auditory comprehension, reading, written expression, cognition, and behavioral symptoms.

For the Instructor

- An overview of basic neuroanatomy for acquired language disorders is provided.
- This book offers a detailed summary of many formal and informal assessment and treatment programs.
- There are 14 case-based acquired language disorders, each with assessment and treatment considerations, to facilitate class discussion and clinical problem-solving.
- There is a section on evidence-based practice from an historical perspective.
- PowerPoint slides for Chapters 1 to 9 correspond with the text and offer lecture material.
- Charts, tables, and figures including the ALD Target Model help categorize and concretize the various acquired language disorders.