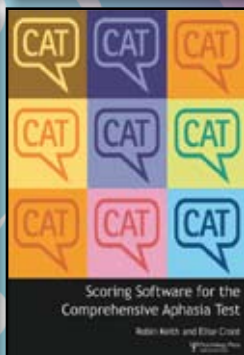
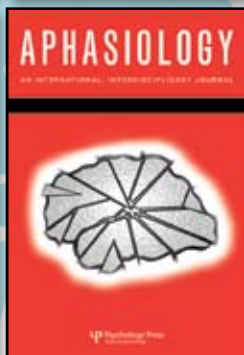
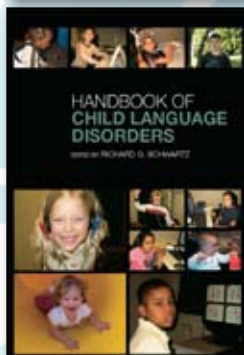
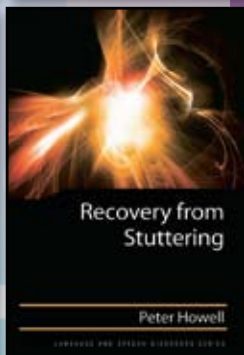
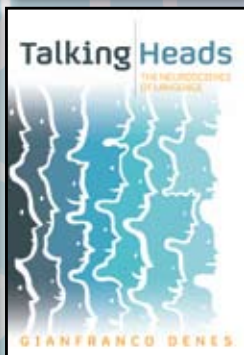
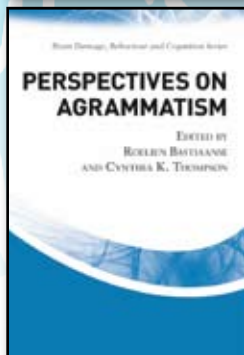
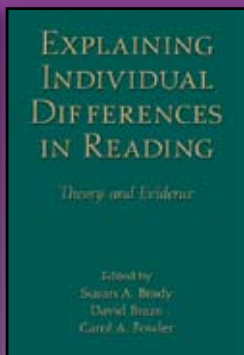
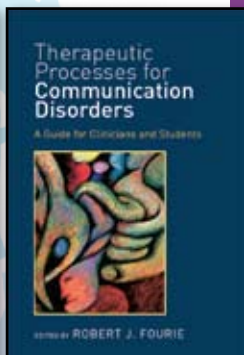
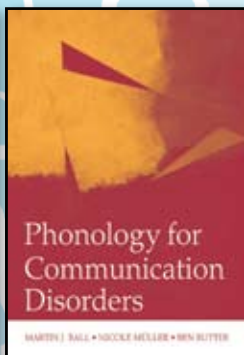
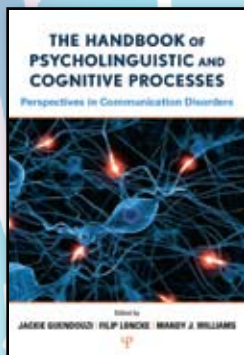


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Table of Contents

GENERAL COMMUNICATION DISORDERS

Therapeutic Processes for Communication Disorders,
Fourie, Ed.3

The Handbook of Psycholinguistic and Cognitive Processes,
Guendouzi et al., Eds.4

Phonology for Communication Disorders, Ball et al.6

Perspectives on Individual Differences Affecting Therapeutic
Change in Communication Disorders, Weiss, Ed.7

DEVELOPMENTAL DISORDERS

Expository Discourse in Children, Adolescents, and Adults, Nippold
& Scott, Eds.8

Handbook of Child Language Disorders, Schwartz, Ed.9

Understanding Developmental Language Disorders,
Norbury et al.10

Dementia, Bourgeois & Hickey11

SPEECH, HEARING & READING DISORDERS

Explaining Individual Difference in Reading, Brady et al.12

Recovery from Stuttering, Howell13

Cluttering, Ward & Scott, Eds.14

Perspectives on Agrammatism, Bastiaanse & Thompson, Eds.15

Talking Heads, Denes16

Reading and Dyslexia in Different Orthographies, Brunswick
et al., Eds.17

How Children Learn to Read, Pugh & McCardle, Eds.18

PSYCHOLINGUISTICS & NEUROPSYCHOLOGY BOOKS19

TESTS & ASSESSMENTS

Scoring Software for the Comprehensive Aphasia Test, Keith
& Croot20

JOURNALS

Aphasiology21

Evidence-Based Communication Assessment and
Intervention22

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New!

Therapeutic Processes for Communication Disorders

A Guide for Clinicians and Students

Robert J. Fourie (Ed.)
University College Cork, Ireland

"Robert Fourie has brought together a group of leading thinkers in the field of clinical theory, who bring to life concepts that are at the unspoken heart of Speech and Language Therapy. Students, clinicians and researchers will, in equal parts, be informed and inspired." - **Andrew Whitehouse, Telethon Institute for Child Health Research, University of Western Australia**

Authors in the fields of communication disorders analyze the psychological, social and linguistic processes and interactions underpinning clinical practice, from both the client and clinician perspectives. The chapters demonstrate how it is possible to analyze and understand client-clinician discourse using qualitative research, and describe various challenges to establishing relationships such as cultural, gender and age differences. The authors go on to describe self-care processes, the therapeutic use of the self, and various psychological factors that could be important for developing therapeutic relationships. While this book is geared toward the needs of practicing and training speech, language and hearing clinicians, other professional such as teachers of the deaf, psychotherapists, nurses, and occupational therapists will find the ideas relevant, interesting and easily translatable for use in their own clinical practice.

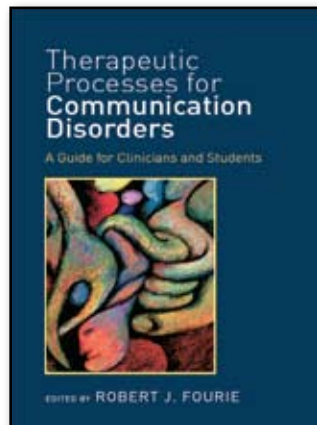
CONTENTS

Preface. **Part 1. Focussing on the Client.** *D. Luterman*, Ruminations of an Old Man – A Fifty Year Perspective on Clinical Practice. *R.J. Fourie*, From Alienation to Therapeutic Dialogue. *R. Barrow*, Shaping Practice: The Benefits of Really Attending to the Person's Story. *N. Simmons-Mackie, J.S. Damico*, Exploring Clinical Interaction in Speech-Language Therapy: Narrative, Discourse and Relationships. *I. Walsh, J. Felson Duchan*, Product and Process Depictions of Rapport Between Clients and Their Speech-Language Pathologists During Clinical Interactions. *A. Ferguson*, Clinical Linguistic Proficiency: Managing Multiparty Interactions. *L. Hand*, Challenges to Therapeutic Processes: The Cross-Cultural Context. *M.O'Malley*, Exploring Gender and Power in Clinical Encounters. *D. Downs*, How Audiologists and Speech-Language Pathologists Can Foster and Combat Stigma in Persons with Communication Disorders. *I. Walsh, D. Kovarsky*, Establishing Relationships in Speech and Language Therapy When Working Alongside People With Mental Health Disorders. *A. DiLollo*, Constructivism and Adaptive Leadership: Framing an Approach for SLPs and Audiologists to Overcome Barriers to Counselling. *J. Felson Duchan*, The Social Construction of Relationships in Healing Interactions from Ancient Times to the Present. **Part 2. Focussing on the Clinician.** *K. McDonald*, The Transference Relationship in Speech and Language Therapy. *E. Silverman*, Self-Reflection in Clinical Practice. *E. Geller*, Using Oneself as a Vehicle for Change in Relational and Reflective Practice. *E. Ross*, Burnout and Self-Care in the Practice of Speech Pathology and Audiology: An Ecological Perspective. *C.S. Spillers*, Spiritual Dimensions of the Clinical Relationship.

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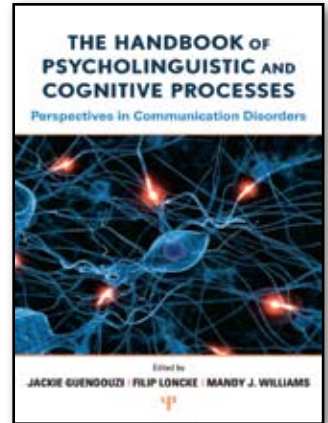
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New!

The Handbook of Psycholinguistic and Cognitive Processes

Perspectives in Communication Disorders

Jackie Guendouzi, Cardiff University, UK;
Filip Loncke, University of Virginia, USA; **Mandy J. Williams**, University of South Dakota, USA (Eds.)



"The editors of this handbook have superbly managed to embed the study of speech and language disorders in state-of-the-art psycholinguistics and cognitive science. Some 70 authors, leaders in their field from both sides of the Atlantic, jointly produced a text which is unmatched in its broad, interdisciplinary perspective. It will be indispensable not only for students of communication disorders, but also for all psycholinguists who realize that the phenomena of dysfunctioning are as relevant to their science as is normal language processing." - **Willem J.M. Levelt**, Max Planck Institute for Psycholinguistics, The Netherlands

This handbook includes an overview of those areas of cognition and language processing that are relevant to the field of communication disorders, and provides examples of theoretical approaches to problems and issues in communication disorders.

The first section includes a collection of chapters that outline some of the basic considerations and areas of cognition and language that underlie communication processing; a second section explains and exemplifies some of the influential theories of psycholinguistic/cognitive processing; and the third section illustrates theoretical applications to clinical populations.

There is coverage of theories that have been either seminal or controversial in the research of communication disorders. Given the increasing multi-cultural workload of many practitioners working with clinical populations, chapters relating to bilingual populations are also included.

This book provides a single interdisciplinary source where researchers and students can access information on psycholinguistic and cognitive processing theories relevant to clinical populations. A range of theories, models, and perspectives are provided. The range of topics and issues illustrate the relevance of a dynamic interaction between theoretical and applied work, and retains the complexity of psycholinguistic and cognitive theory for readers (both researchers and graduate students) whose primary interest is the field of communication disorders.

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CONTENTS

J. Guendouzi, F. Lonck, M.J. Williams, Introduction. **Part 1.**

Some Basic Considerations: Models and Theories.

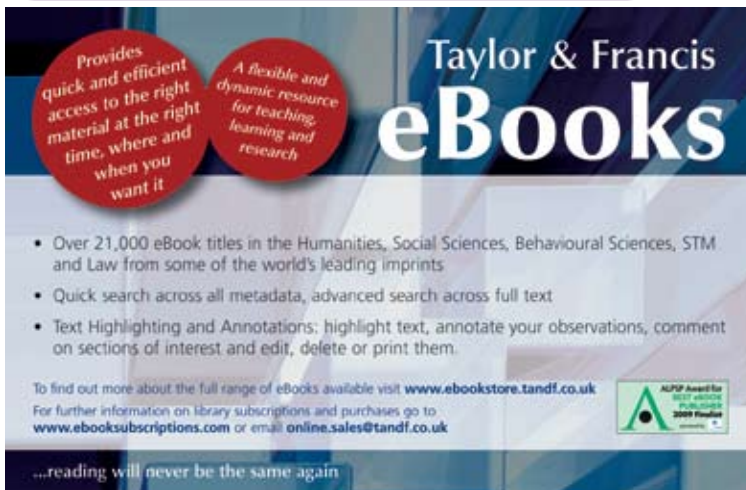
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Phonology for Communication Disorders

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

"The writing style provides a clear portrayal of the theoretical concepts. It would be most valuable for students or practitioners of speech-language pathology." - **Helen Henshaw**, National Biomedical Research Unit in Hearing, University of Nottingham, in *The Psychologist*

This textbook describes the approaches to phonology that are most relevant to communication disorders. It 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.

This book introduces all the relevant areas of phonology to the students and practitioners of speech-language pathology and is a companion volume to the authors' *Phonetics for Communication Disorders*.

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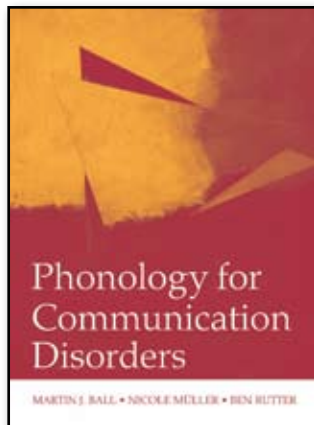
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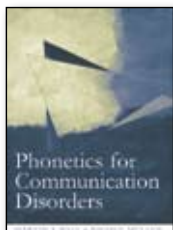
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Ball & Müller

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Perspectives on Individual Differences Affecting Therapeutic Change in Communication Disorders

Amy L. Weiss (Ed.)

University of Rhode Island, USA

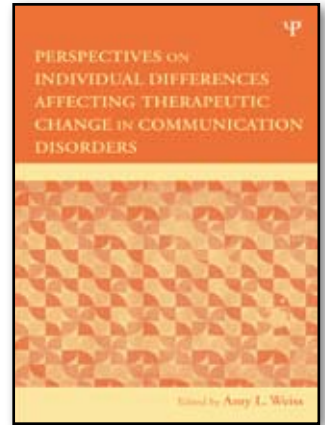
New Directions in Communication Disorders Research Series

This volume examines the ramifications of individual differences in therapy outcomes for a wide variety of communication disorders. In an era where evidence-based practice is the clinical profession's watchword, each chapter attacks this highly relevant issue from a somewhat different perspective. In some areas of communication disorders, considering the variance brought by the client into the therapeutic 'mix' has a healthy history, whereas in others the notion of how individual client profiles mesh with therapy outcomes has rarely been considered.

Through the use of research results, case study descriptions and speculation, the contributors have creatively woven what we know and what we have yet to substantiate into an interesting collection of summaries useful for therapy programming and designing clinical research.

CONTENTS

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Expository Discourse in Children, Adolescents, and Adults

Development and Disorders

Marilyn A. Nippold, University of Oregon, USA
Cheryl M. Scott, Rush University Medical Center, Chicago, USA (Eds.)

New Directions in Communication Disorders Research Series

School success in the 21st century requires proficiency with expository discourse – the use and understanding of informative language in spoken and written modalities. This occurs, for example, when high school students read their textbooks and listen to their teachers' lectures, and later are asked to demonstrate their knowledge of this complex topic through oral reports and essay examinations.

Although many students are proficient with the expository genre, others struggle to meet these expectations. This book is designed to provide information on the use and understanding of expository discourse in school-age children, adolescents, and young adults. Recently, researchers from around the world have been investigating the development of this genre in typical students and in those with language disorders. Although many books have addressed the development of conversational and narrative discourse, by comparison, books devoted to the topic of expository discourse are sparse.

This cross-disciplinary volume fills that gap in the literature and makes a unique contribution to the study of language development and disorders. It will be of interest to a range of professionals, including speech-language pathologists, teachers, linguists, and psychologists who are concerned with language development and disorders.

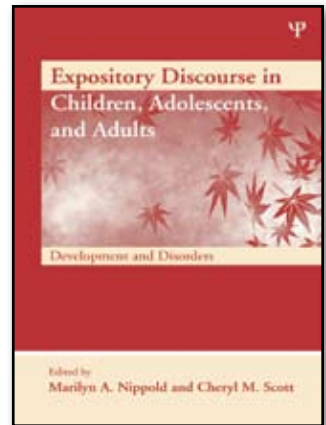
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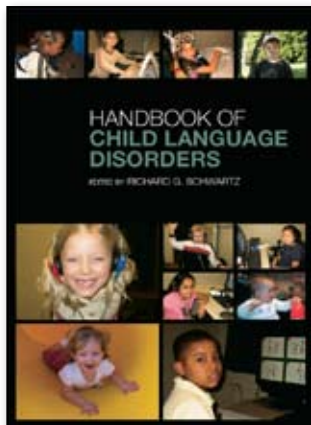
Richard G. Schwartz (Ed.)
New York University, USA

"This text is an excellent reference book and one well worth having." - Barbara Y. Whitman in *PsycCRITIQUES*

"This handbook is exceptional! It creatively examines issues intrinsic to the nature, assessment and remediation of language disorders in children. Original presentation and arrangement of information makes it very readable, albeit intellectually demanding. ... This is enlightening and practically informative on the bases and contexts of specific language impairments on the autistic spectrum. ... This is a 'must' for everyone involved with children who have a language disorder, clinicians, researchers, students or teachers. A comprehensive resource which has successfully brought state of the art, contemporary information together in one compact handbook." - Briege McClean in *Speech & Language Therapy in Practice*

CONTENTS

Part 1. Typology of Child Language Disorders. R.G. Schwartz, Specific Language Impairment. A. McDuffie, L. Abbeduto, Language Disorders in Children with Mental Retardation of Genetic Origin: Down Syndrome, Fragile X Syndrome, and Williams Syndrome. J. Gerenser, Language Disorders in Children with Autism. M. Cleary, Language Disorders in Children with Hearing Impairment. S.E. Shaywitz, J.R. Gruen, M. Mody, B.A. Shaywitz, Dyslexia. **Part 2. Bases of Child Language Disorders.** I. Botwinik-Rotem, N. Friedmann, Linguistic Bases of Child Language Disorders. B. Tropper, R.G. Schwartz, Neurobiology of Child Language Disorders. R.B. Gillam, J.W. Montgomery, S.L. Gillam, Attention and Memory in Child Language Disorders. J. Edwards, B. Munson, Speech Perception and Production in Child Language Disorders. J.B. Tomblin, Genetics of Child Language Disorders. M.F. Joannisse, Model-Based Approaches to Child Language Disorders. **Part 3. Language Contexts of Child Language Disorders.** E.D. Peña, L.M. Bedore, Bilingualism in Child Language Disorders. L.B. Leonard, Cross-Linguistic Studies of Child Language Disorders. J.A. Washington, Language Variation in Child Language Disorders. **Part 4. Deficits, Assessment, and Intervention in Child Language Disorders.** J.B. Oetting, P.A. Hadley, Morphosyntax in Child Language Disorders. K.K. McGregor, Semantics in Child Language Disorders. P. Fletcher, Syntax in Child Language Disorders. M. Fujiki, B. Brinton, Pragmatics and Social Communication in Child Language Disorders. P.E. Hook, C.W. Haynes, Reading and Writing in Child Language Disorders. J. Windsor, K. Kohnert, Processing Speed, Attention, and Perception in Child Language Disorders. **Part 5. Research Methods in Child Language Disorders.** L. Seiger-Gardner, Language Production Approaches to Child Language Disorders. P. Deevy, Language Comprehension Approaches to Child Language Disorders. M.E. Fey, L.H. Finestack, Research and Development in Child Language Intervention: A Five-Phase Model. V.L. Shafer, N.D. Maxfield, Neuroscience Approaches to Child 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

"This book will be useful for students, researchers and practising therapists of all levels of experience working with children and adolescents with developmental language disorders. I will also be sharing the findings with colleagues in education, psychology and health." - **Caroline Booth**, specialist speech and language therapist working with the Assessment and Intervention Team (Early Years and School Age) for Wandsworth PCT in *Speech & Language Therapy in Practice*

"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**, Professor of Clinical Child Psychology, Institute of Psychiatry, King's College London

This book summarizes the recent research developments in genetics and neuroimaging studies, assessment techniques and treatment studies to provide an overview of all aspects of developmental language disorders. Each chapter is written by a leading authority in the field in a format accessible to researchers, clinicians and families alike.

This book 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.

2008: 7½x10: 248pp

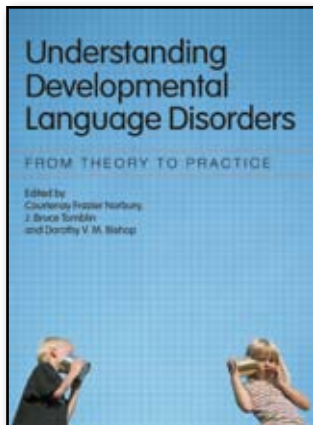
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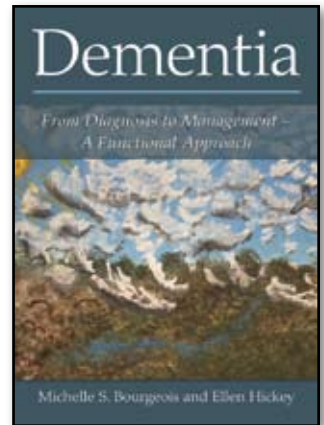
CONTENTS

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Dementia

From Diagnosis to Management – A Functional Approach

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



“Bourgeois and Hickey have achieved a remarkable combination of comprehensive scholarship and practical guidance for providing interdisciplinary interventions enhancing the functioning, and hence quality of life, of persons living with dementia. Communication and behavior are understood within the broader context of environments and relationships. This is a must-have book for practitioners.” - Barbara B. Shadden, University of Arkansas

This 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

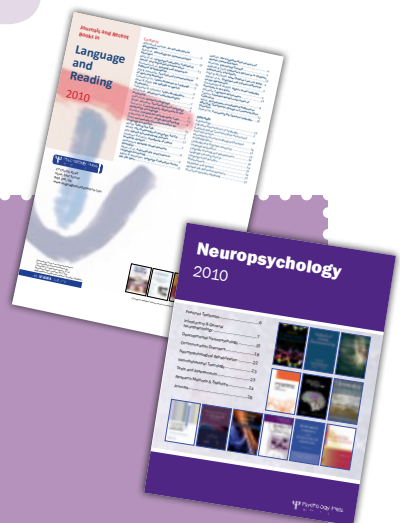
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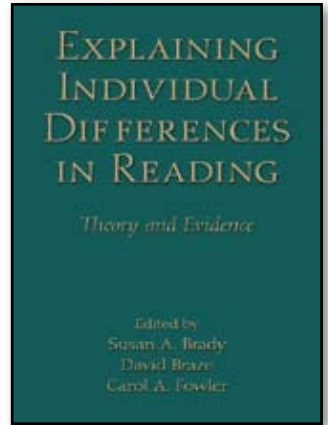
New!

Explaining Individual Differences in Reading

Theory and Evidence

Susan A. Brady, University of Rhode Island & Haskins Laboratories, USA; **David Braze**, Haskins Laboratories, USA; **Carol A. Fowler**, University of Connecticut & Haskins Laboratories, USA (Eds.)

New Directions in Communication Disorder Research Series



Research into reading development and reading disabilities has been dominated by phonologically guided theories for several decades. In this volume, the contributors report on a wide array of current research topics, examining the scope, limits and implications of a phonological theory.

The chapters are organized in four sections. The first concerns the nature of the relations between script and speech that make reading possible, considering how different theories of phonology may illuminate the implication of these relations for reading development and skill. The second set of chapters focuses on phonological factors in reading acquisition that pertain to early language development, effects of dialect, the role of instruction, and orthographic learning. The third section identifies factors beyond the phonological that may influence success in learning to read by examining cognitive limitations that are sometimes co-morbid with reading disabilities, contrasting the profiles of specific language impairment and dyslexia, and considering the impact of particular languages and orthographies on language acquisition. Finally, in the fourth section, behavioral-genetic and neurological methods are used to further develop explanations of reading differences and early literacy development.

The volume is an essential resource for researchers interested in the cognitive foundations of reading and literacy, language and communication disorders, or psycholinguistics; and those working in reading disabilities, learning disabilities, special education, and the teaching of reading.

CONTENTS

Foreword by *William Tunmer*. Preface. **Part 1. Theoretical Foundations: Phonology and Reading.** *C.A. Fowler*, How Theories of Phonology May Enhance Understanding of the Role of Phonology in Reading Development and Reading Disability. **Part 2. Phonological Factors in Learning to Read.** *D. Braze, G.W. McRoberts, C. McDonough*, Early Precursors of Reading-Relevant Phonological Skills. *D.L. Share*, On the Role of Phonology in Reading Acquisition: The Self-Teaching Hypothesis. *S.A. Brady*, Efficacy of Phonics Teaching for Reading Outcomes: Indications from Post NRP Research. *N. Patton Terry, H. Scarborough*, The Phonological Hypothesis as a Valuable Framework for Studying the Relation of Dialect Variation to Early Reading Skills. **Part 3. Sources of Individual Differences Beyond Phonological Deficits.** *M.J. Snowling*, Beyond Phonological Deficits: Sources of Individual Differences in Reading Disability. *H.W. Catts, S. Adlof*, Phonological and Other Language Deficits Associated with Dyslexia. *C. Perfetti*, Phonology is Critical in Reading – But a Phonological Deficit is Not the Only Source of Low Reading Skill. **Part 4. Unraveling the Biology of Reading and Reading Differences.** *B. Byrne*, Evaluating the Role of Phonological Factors in Early Literacy Development: Insights from Experimental and Behavior-Genetic Studies. *R. Olson*, Genetic and Environmental Influences on Phonological Abilities and Reading Achievement. *J.J. Diehl, S.J. Frost, W.E. Mencl, K.R. Pugh*, Neuroimaging and the Phonological Deficit Hypothesis.

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New!

Recovery from Stuttering

Peter Howell

University College London, UK

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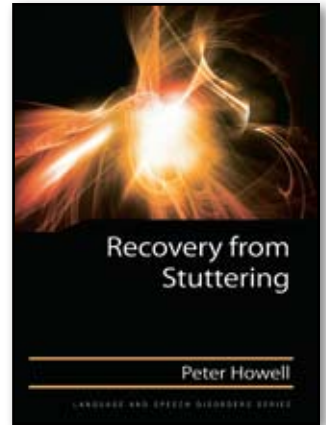
"This book is a signal publication on stuttering. Peter Howell has given us a carefully researched and sensitively interpreted analysis of what is known about recovery from stuttering. The author assembles available evidence into logical categories that permit a reasoned and careful examination of factors that contribute to recovery, whether spontaneous or through clinical intervention. A remarkable feature of this book is that it is comprehensive but never cumbersome. The author deftly reviews data and theory in a way that is fluid, focused and fair-minded. Anyone interested in the contemporary understanding of stuttering will benefit from reading this book." - **Raymond D. Kent, Professor Emeritus at the University of Wisconsin-Madison, and former Vice President for Research and Technology of the American Speech-Language-Hearing Association**

This book is a comprehensive guide to the evidence, theories, and practical issues associated with recovery from stuttering in early childhood and into adolescence. It examines evidence that stuttering is associated with a range of biological factors – such as genetics – and psychological factors – such as anxiety – and it critically assesses theoretical accounts that attempt to integrate these findings. Written so that it can be used flexibly to meet the demands of courses about stuttering, the book may be used as a text at the undergraduate or graduate level in psychology or speech-language science.

November 2010: 6x9: 400pp

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CONTENTS

Part 1. General Aspects of Developmental Stuttering. 1. Definitions, Stuttering Severity, and Categorization Instruments. 2. Epidemiology. 3. Symptomatology. **Part 2. Factors Related to Developmental Stuttering Based on Experimental Studies.** 4. Genetic Factors and Their Impact on Onset and Recovery of Stuttering. 5. CNS Factors in Investigations into Persistent and Recovered Stuttering. 6. Cognitive Factors. 7. Language Factors. 8. Motor Factors. 9. Environmental, Personality, and Emotional Factors. **Part 3. Theoretical Frameworks on Developmental Stuttering.** 10. Models that Attribute Stuttering to Language Factors Alone. 11. Theories that Explain Why Altered Feedback Improves the Speech Control of Speakers Who Stutter and General Theories of Speech Production that Include Accounts of Stuttering. 12. Model that Proposes an Interaction Between Language and Motor Factors: EXPLAN. **Part 4. Practical Issues in Developmental Stuttering.** 13. Early Diagnosis of Stuttering and Its Prognosis to Teenage and Beyond. 14. Subtyping. 15. Application to Treatment and General Issues About Recovery.

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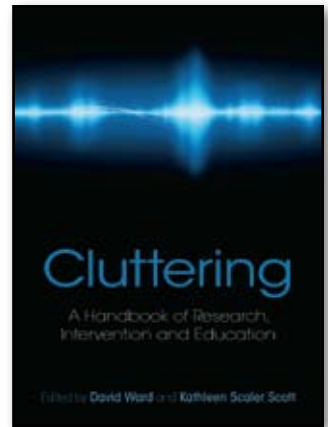
New!

Cluttering

A Handbook of Research, Intervention and Education

David Ward, The University of Reading, UK

Kathleen Scaler Scott, Misericordia University, USA
(Eds.)



“Erudite, enlightened and enlightening: this handbook shows how cluttering – the ‘adopted orphan’ – is cherished by a passionate scientific global community, confidently asking appropriate questions, with the integrity to answer ‘we don’t know it all’. ... The complexity in cluttering is clear, with clarity presented about what we do know of its nature, its impact, and about meaningfulness and function in the management of cluttering.”

- Margaret Leahy, Senior Lecturer in Clinical Speech and Language Studies, Trinity College Dublin, Ireland

This book treats cluttering as a serious communication disorder in its own right, providing an in-depth examination of the critical factors surrounding its assessment, treatment and research.

Using evidence-based data as well as information regarding the assessment and treatment of cluttering within the field of speech-language pathology, the volume includes the latest research findings and work from leading cluttering experts, worldwide. Current viewpoints regarding cluttering, along with substantiated evidence, are provided. Research findings are presented regarding the nature and neurology of cluttering. A range of assessment and treatment methodologies are described in the context of disorders which may co-occur with cluttering, such as autism spectrum disorders, learning disabilities, Down Syndrome and stuttering. Future directions with regards to the definition, teaching and researching of cluttering are also addressed.

Clinicians, faculty members, researchers, students in the field of speech pathology, and those who clutter, alike, will find this book an essential and unique source of information on cluttering.

CONTENTS

Editor’s Introduction. **Part 1. The Nature and Neurology of Cluttering.** P.A. Alm, Cluttering: A Neurological Perspective. D. Drayna, Possible Genetic Factors in Cluttering. D. Ward, Motor Speech Control and Cluttering. K. Bakker, F.L. Myers, L.J. Raphael, K.O. St. Louis, A Preliminary Comparison of Speech Rate, Self-Evaluation and Disfluency of People Who Speak Exceptionally Fast, Clutter or Speak Normally. **Part 2. Cluttering and Co-occurring Disorders.** P. Howell, S. Davis, The Epidemiology of Cluttering With Stuttering. J. Van Borsel, Cluttering and Down Syndrome. Y. Van Zaalen, F. Wijnen, P.H. Dejonckere, Cluttering and Learning Disabilities. K. Scaler Scott, Cluttering and Autism Spectrum Disorders. **Part 3. Assessment and Treatment of Cluttering.** Y. Van Zaalen, F. Wijnen, P. Dejonckere, The Assessment of Cluttering: Rationale, Tasks and Interpretation. F.L. Myers, Treatment of Cluttering: A Cognitive-Behavioural Approach Centered on Rate Control. E. Bennett Lanouette, Intervention Strategies for Cluttering Disorders. S. Miyamoto, Assessment and Intervention of Japanese Children Exhibiting Possible Cluttering. K. Scaler Scott, K.O. St. Louis, Self Help and Support Groups for People With Cluttering. **Part 4. Current and Future Directions in Cluttering.** K. St. Louis, K. Schulte, Defining Cluttering: The Lowest Common Denominator. D. Ward, Scope and Constraint in the Diagnosis of Cluttering: Combining Two Perspectives. I.K. Reichel, J.G. Draguns, International Perspectives on Perceiving Identifying, and Managing Cluttering. J.A. Tetnowski. J. Douglass, Cluttering in the Academic Curriculum.

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Coming Soon!

Perspectives on Agrammatism

Roelien Bastiaanse, University of Groningen, The Netherlands

Cynthia Thompson, Northwestern University, USA (Eds.)

Brain Damage, Behavior and Cognition Series

Agrammatic aphasia refers to brain damage that affects the grammatical level of language. Since languages differ in their grammatical structure, each particular language can be affected differently depending on its specific structure. Research on agrammatic aphasia is therefore of great interest and importance to linguists, neuropsychologists, neurologists and speech and language pathologists from all over the world.

It is studied from these diverse perspectives, but with one common goal: to understand how language is represented in the brain and what happens when brain damage means language use is no longer automatic.

The chapters in this book focus on the symptoms that arise in agrammatic aphasia at the lexical, morphological and sentence level. They also look at these impairments from linguistic, processing and neurological perspectives. Special attention is given to the possible treatments of these symptoms and to the neurobiological changes that can result from the treatments.

Perspectives on Agrammatism provides an up-to-date overview of the research that has been done over the past two decades. With contributions from the most influential aphasiologists from Europe and the United States, it provides an indispensable reference for students and academics in the field of language disorders.

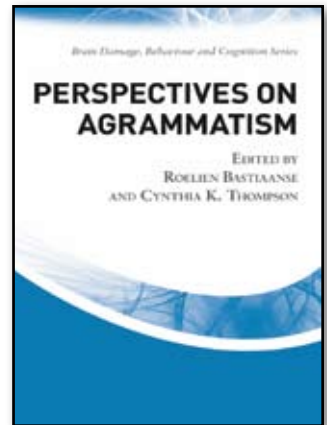
CONTENTS

C. Thompson, R. Bastiaanse, Introduction to Agrammatism. **Part 1. Theoretical Perspectives.** D. Caplan, Resource Deficit Accounts. R. Bastiaanse, Linguistic Accounts. S. Cappa, Neurological Accounts. **Part 2. Deficit Patterns Associated with Agrammatic Aphasia: Lexemes, Morphemes and Sentences.** C. Luzzatti, Lexical Impairments. A. Kiehl, C. Thompson, Morphological Impairments. J. Niemi, M. Laine, A Case Study: A Patient with Morphological Deficits. F. Burchert, R. Bleser, Sentence Level Deficits in Agrammatism. D. Howard, Clinical Perspectives. Y. Farooqi-Shah, C. Thompson, Treatment and Recovery Patterns.

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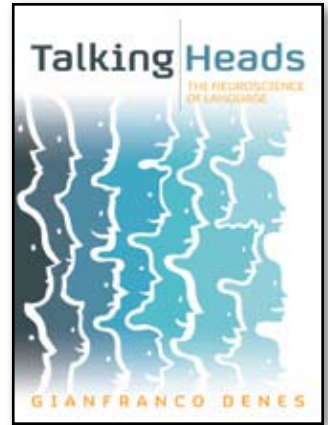
The Neuroscience of Language

Gianfranco Denes, Universities of Padua and Venice,
Italy

Translated by **Philippa Venturelli Smith**

"In this admirably concise though comprehensive book, Gianfranco Denes brings together all the perspectives on the representation of language in the human brain. He introduces the reader to the evidence from neurology, neuroimaging, studies of brain-damaged people and linguistic theory, covering all of the major issues. This is a very valuable introduction that should encourage students from a wide range of disciplines to explore these issues, and will complement courses in speech and language pathology, psychology and linguistics." -

David Howard, Research Professor, Centre for Research in Linguistics and Language Sciences, Newcastle University, UK



Denes and Smith adopt a biolinguistic approach to the study of a subject that sees the collaboration of linguists, experimental psychologists, neuroscientists and clinicians. The book illustrates the neurological process involved in the production of written language, as well as investigating the neurological systems responsible for sign language production and second language acquisition.

The book reviews the latest research on the nature, structure and origin of language to provide a concise analysis of the multifaceted aspects of language which focuses both on theoretical aspects and physical implementation. With a glossary of the anatomical and linguistic terms, this book provides an invaluable resource to undergraduate and graduate students of Psychology, Psycholinguistics and Linguistics. It will also be of interest to neurologists, speech therapists and anyone interested in the mind-brain problem.

CONTENTS

1. Defining Language. 2. Origin and Evolution of Language and Speech. 3. The Anatomy of Language. 4. Aphasia. 5. The Sounds of Language: Production and Comprehension of Words. 6. Neurological and Functional Architecture of the Lexicon. 7. The Trains of Language: Syntax and Morphology. 8. Neurological Basis and Functional Architecture of Written Language. 9. The Bilingual Brain. 10. Talking Hands. 11. Language Acquisition and Developmental Disorders. Appendix I. Appendix II.

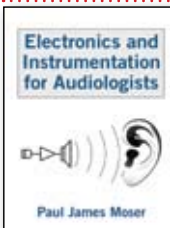
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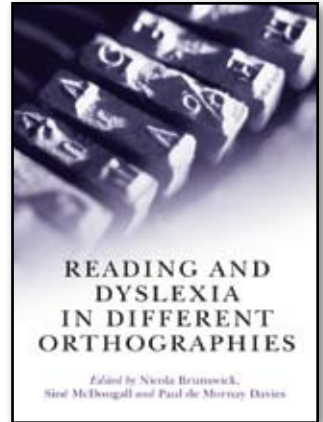
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Reading and Dyslexia in Different Orthographies

Nicola Brunswick, Middlesex University, UK; **Siné McDougall**, Bournemouth University, UK; **Paul de Mornay Davies**, Middlesex University, UK (Eds.)



"This book contains much of interest to the student of reading, and brings together considerable expertise on cross-linguistic differences in a single volume. I would recommend this book to anyone interested in obtaining a better understanding of how orthographies differ across languages and the implications for learning to read." - **Colin J. Davis**, Reader in Cognitive Psychology, Royal Holloway, University of London, UK

This book provides a unique and accessible account of current research on reading and dyslexia in different orthographies. Bringing together contributions from a group of leading literacy researchers from around the world, it is ideal reading for advanced undergraduates and postgraduates who have an interest in language acquisition, reading and spelling, as well as speech and language therapists, teachers and special educational needs professionals.

CONTENTS

U. Frith, Foreword. **Part 1. The Development of Reading Skills in Different Orthographies.** *S. McDougall*, *N. Brunswick*, *P. de Mornay Davies*, Reading and Dyslexia in Different Orthographies: An Introduction and Overview. *U. Goswami*, A Psycholinguistic Grain Size View of Reading Acquisition Across Languages. *L.G. Duncan*, Phonological Development from a Cross-Linguistic Perspective. *M. Ktori*, *N. Pitchford*, Letter Positioning Encoding Across Deep and Transparent Orthographies. *J.R. Hanley*, Differences in Reading Ability Between Children Attending Welsh and English-Speaking Primary Schools in Wales. *T. Nunes*, *D. Burman*, *D. Evans*, *D. Bell*, Writing a Language You Can't Hear. **Part 2. Developmental Dyslexia in Different Orthographies.** *N. Brunswick*, Unimpaired Reading Development and Dyslexia Across Different Languages. *R. Davies*, *F. Cuetos*, Reading Acquisition and Dyslexia in Spanish. *D. Paizi*, *P. Zoccolotti*, *C. Burani*, Lexical Reading in Italian Developmental Dyslexic Readers. *I. Su*, *K. Klingebiel*, *B. Weekes*, Dyslexia in Chinese: Implications for Connectionist Models of Reading. *J. Everett*, *D. Ocampo*, *K. Veil*, *S. Nenopoulou*, *I. Smythe*, *H. al Mannai*, *G. Elbeheri*, Dyslexia in Biscrptal Readers. **Part 3. Neuroimaging Studies of Reading in Different Orthographies.** *E. Paulesu*, *N. Brunswick*, *F. Paganelle*, Cross-Cultural Differences in Normal and Dyslexic Reading: Behavioural and Functional Anatomical Observations in Readers of Regular and Irregular Orthographies. *B. Weekes*, Lexical Retrieval in Alphabetic and Non-Alphabetic Scripts: Evidence From Brain Imaging.

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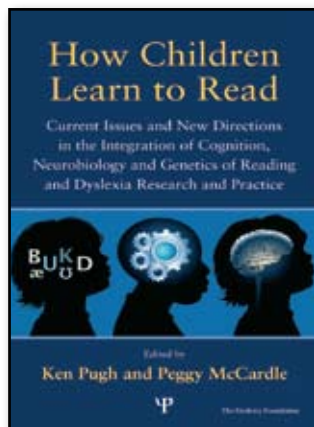
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How Children Learn to Read

Current Issues and New Directions
in the Integration of Cognition,
Neurobiology and Genetics of Reading
and Dyslexia Research and Practice

Ken Pugh & Peggy McCardle (Eds.)
National Institute of Child Health and Human
Development, USA

Extraordinary Brain Series



"This volume is a valuable contribution to our growing understanding of the biological and cognitive bases of dyslexia. We believe that researchers in neuroscience, genetics, and cognitive science will find useful summaries of current research in these areas. Reading instructors looking for current research that is relevant to the development of intervention programs will find the volume challenging but rewarding." - **David W. Carroll and Debora P. Carroll in PsycCRITIQUES**

This book brings together in one volume information about the neurobiological, genetic, and behavioral bases of reading and reading disabilities. In recent years, research on assessment and treatment of reading disability (dyslexia) has become a magnet for the application of new techniques and technologies from neuroscience, cognitive psychology, and cognitive neuroscience. This interdisciplinary fusion has yielded numerous and diverse findings regarding the brain basis of this syndrome, which are discussed in this volume by leading researchers. Intervention approaches based on such research are presented. The book also calls for research in specific directions, to encourage the field to continue moving into the bold frontier of how the brain reads.

The volume is essential reading for a range of researchers, clinicians, and other professionals interested in reading and reading disability, and also commemorates the tenth anniversary of the Extraordinary Brain Conferences hosted by The Dyslexia Foundation.

CONTENTS

W. Baker, Preface. *P. McCardle, N. Landi, K. Pugh*, Introduction. **Section 1. Major Themes in the Study of the Neurobiology of Dyslexia.** *S. Frost, R. Sandak, W.E. Mencl, N. Landi, J.G. Rueckl, L. Katz, K. Pugh*, Mapping the Word Reading Circuitry in Skilled and Disabled Readers. *G. Rosen, Y. Wang, C.G. Fiondella, J.J. Lo Turco*, The Brain and Developmental Dyslexia: Genes, Anatomy, and Behavior. *G. Sherman, C. Cowen*, From Research Lab to School Front Lines: Talents and Dilemmas in Children with Learning Differences. **Section 2. Methods and Tools.** *D. Francis*, Methodological Advances in Developmental Research. *E. Mencl, S. Frost, K. Pugh*, Tools for Multimodal Imaging. *J. Rueckl, M. Seidenberg*, Computational Modeling and the Neural Bases of Reading and Reading Disorders. *E. Grigorenko, A.J. Naples*, The Devil is in the Details: Decoding the Genetics of Reading. **Section 3. Neurobiological, Genetic, and Cognitive Aspects.** *F. Ramus, G. Szenkovits*, Understanding the Nature of the Phonological Deficit. *P. Cornelissen*, Visual Word Recognition: Insights from MEG and Implications for Developmental Dyslexia. *L.E. Cutting, S.H. Eason, K. Young, A.L. Alberstadt*, Reading Comprehension: Cognition and Neuroimaging. *R. Olson, B. Byrne, S. Samuelsson*, Reconciling Strong Genetic and Strong Environmental Influences on Individual Differences and Deficits in Reading Ability. *R. Frost*, Reading in Hebrew vs. Reading in English: Is there a Qualitative Difference? **Section 4. Intervention.** *B. Foorman, S. Al Otaiba*, Reading Remediation: State of the Art. *L. Siegel*, Remediation of Reading Difficulties in English Language Learning Students. *M. Wolf, S. Gottwald, W. Galante, E. Norton, L. Miller*, How the Origins of Reading Instruct our Knowledge of Reading Development and its Intervention. *P. McCardle, K. Pugh*, Integration of Methodologies in Cognitive Neuroscience: Research Planning and Policy.

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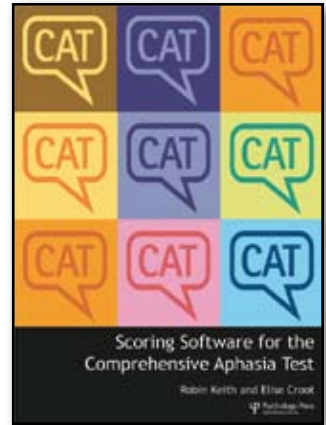
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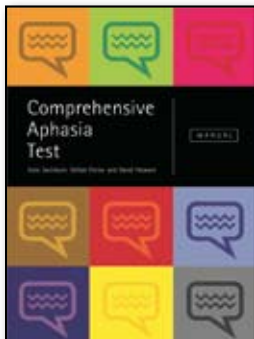
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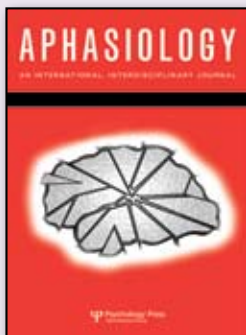
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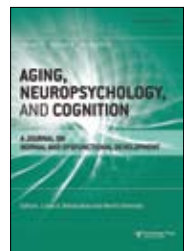
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