

The background of the book cover is a dark, textured surface with various colorful, abstract shapes and patterns. There are bright orange and yellow circular shapes on the left, and some blue and white rectangular shapes in the center. The overall effect is a complex, layered visual design.

Cognition and Acquired Language Disorders

An Information Processing Approach

**Richard K. Peach
Lewis P. Shapiro**

ELSEVIER

Cognition And Acquired Language Disorders An Information Processing Approach 1e

Marcel A. Müller



Cognition And Acquired Language Disorders An Information Processing Approach 1e:

Cognition and Acquired Language Disorders - E-Book Richard K. Peach, Lewis P. Shapiro, 2011-12-10 This new graduate level textbook *Cognition and Acquired Language Disorders An Information Processing Approach* addresses the cognitive aspects of language and communication It assembles the most recent information on this topic addressing normal cognitive processing for language in adults the cognitive impairments underlying language disorders arising from a variety of neurologic conditions and current assessment and treatment strategies for the management of these disorders The text is organized using an information processing approach to acquired language disorders and thus can be set apart from texts that rely upon a more traditional syndrome based approach e g stroke dementia and traumatic brain injury This approach facilitates the description and treatment of acquired language disorders across many neurologic groups when particular cognitive deficits are identified Other useful features of the text include assessment and treatment protocols that are based on current evidence These protocols provide students and clinicians a ready clinical resource for managing language disorders due to deficits in attention memory linguistic operations and executive functions Unique process oriented approach organizes content by cognitive processes instead of by syndromes so you can apply the information and treatment approaches to any one of many neurologic groups with the same cognitive deficit Cognitive domains are described as they relate to communication rather than separated as they are in many other publications where they are treated as independent behaviors A separate section on normal processing includes five chapters providing a strong foundation for understanding the factors that contribute to disordered communication and its management The evidence based approach promotes best practices for the most effective management of patients with cognitive communication disorders Coverage of the cognitive aspects of communication helps you meet the standards for certification in speech language pathology A strong author team includes two lead authors who are well known and highly respected in the academic community along with expert contributors ensuring a comprehensive advanced clinical text reference

Cognition and Acquired Language Disorders Richard K. Peach, 2011-10-24 **Cognition and Acquired Language Disorders** Richard K. Peach, 2012 This new graduate level textbook *Cognition and Acquired Language Disorders An Information Processing Approach* addresses the cognitive aspects of language and communication It assembles the most recent information on this topic addressing normal cognitive processing for language in adults the cognitive impairments underlying language disorders arising from a variety of neurologic conditions and current assessment and treatment strategies for the management of these disorders The text is organized using an information processing approach to acquired language disorders and thus can be set apart from texts that rely upon a more traditional syndrome based approach e g stroke dementia and traumatic brain injury This approach facilitates the description and treatment of acquired language disorders across many neurologic groups when particular cognitive deficits are identified Other useful features of the text include assessment and treatment protocols that are based

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Kognitive Kommunikationsstörungen Julia Büttner, Ralf Glindemann, 2018-10-22 In diesem Band werden die u erst heterogenen klinischen St rungsbilder kognitiver Kommunikationsst rungen vor dem Hintergrund ihrer komplexen Ph nomenologie vorgestellt Besondere Aufmerksamkeit wird dabei auf die St rungen der interpersonellen Kommunikation in face to face Interaktionen sowie bei der Produktion und Rezeption von Informationsstrukturen m ndlicher und schriftlicher Texten gerichtet In einem zweiten Schritt werden die vielf ltigen tiologischen anatomischen und pathogenetischen Aspekte kognitiver Kommunikationsst rungen dargestellt Diagnostische Methoden und Instrumente werden ausf hrlich beschrieben und erl utert In einem n chsten Schritt geht es um die vielf ltigen therapeutischen Ans tze und Verfahren und es werden Aspekte der Alltagsorientierung der Behandlungen und zu M glichkeiten der Angeh rigenarbeit dargelegt Insgesamt wird das komplexe Zusammenspiel kognitiver und sprachlicher Leistungen bei kommunikativen Handlungen aus den neuropsychologischen und neurolinguistisch sprachtherapeutischen Perspektiven beleuchtet Diese Darstellungen werden zus tzlich in interessanten klinischen Fallbeispielen anschaulich illustriert Ziel ist dabei aus den Perspektiven verschiedener Disziplinen einen fundierten berblick ber die Vielfalt der klinischen St rungsbilder zu vermitteln und dabei diagnostische und therapeutische Ans tze und Verfahren interdisziplin r transparent zu machen

The Oxford Handbook of Aphasia and Language Disorders Anastasia M. Raymer, Leslie J. Gonzalez Rothi, 2018 The Oxford Handbook of Aphasia and Language Disorders integrates neural and cognitive perspectives providing a comprehensive overview of the complex language and communication impairments that arise in individuals with acquired brain damage The volume also describes theoretically motivated and evidence based methods for assessment and treatment of those impairments

Analysis of Neurogenic Disordered Discourse Production Anthony Pak-Hin Kong, 2022-03-07 Analysis of discourse production among speakers with acquired communication disorders is an important and necessary clinical procedure This book provides a comprehensive review and discussion of aphasia and its related disorders their

corresponding clinical discourse symptoms that speech and language pathologists should address and the different methods of discourse elicitation that are clinically and research oriented This edition has been thoroughly updated throughout to include the latest research including advances in word retrieval and discourse production cognitive and multicultural aspects of disordered discourse production application of technology to understand and evaluate spoken discourse and evidence based intervention of discourse impairments Contemporary issues related to disordered clinical discourse elicitation are added Recent advancement in discourse analysis is covered and discussions of various treatment options of discourse symptoms are provided Finally the manifestation of discourse symptoms as a function of speakers multilingual multi cultural status and specific considerations related to clinical assessment and remediation are explored As the only introductory text to include comprehensive coverage of basic knowledge of neurogenic disordered discourse it is a must read for students clinicians and researchers in various fields Readers will also benefit from plenty of examples that provide a connection between the theoretical contents presented in the text and application to real life contexts of discourse production

Klinische Psychologie und Psychotherapie Tobias Teismann,Patrizia Thoma,Svenja Taubner,André Wannemüller,Kirsten von Sydow,2024-06-10 Das Lehrbuch stellt die zentralen Inhalte des reformierten Masterstudiengangs Klinische Psychologie und Psychotherapie dar Eingegangen wird dabei auf alle psychotherapeutischen Richtlinienverfahren also die Kognitive Verhaltenstherapie die Systemische Therapie die Tiefenpsychologisch fundierte Therapie und die Analytische Psychotherapie sowie auf die Neuropsychologische Psychotherapie Das Lehrbuch richtet sich primär an Masterstudierende des Direktstudiengangs Psychotherapie und orientiert sich in seinen Inhalten an der Psychotherapie Approbationsordnung Kapitel zu den theoretischen Grundlagen werden ergänzt durch praxisbezogene Kapitel in denen konkrete verfahrensspezifische Interventionen beschrieben werden Weitere Kapitel beschäftigen sich mit verschiedenen Verfahren psychologischer Diagnostik mit therapeutischen Basiskompetenzen mit Erstgespräch Fallkonzept und Therapieplanung sowie mit Therapieabschluss und evaluation Zudem werden Anpassungen für spezifische Zielgruppen aufgezeigt z B für Kinder und Jugendliche für ältere Erwachsene oder für Menschen aus anderen Kulturen und Menschen mit Intelligenzminderung Darüber hinaus wird auf Besonderheiten spezifischer Settings und den Einbezug von Bezugspersonen Gruppentherapie die Arbeit im Mehrpersonensetting und Onlinetherapie eingegangen Weitere 34 Kapitel fassen zentrale Informationen zu verschiedenen Störungsbildern im Kindes und Jugendalter sowie im Erwachsenenalter komprimiert zusammen und stellen Störungsmodelle und Behandlungsansätze aus der Perspektive der verschiedenen Therapierichtungen dar Kapitel zur Prävention Rehabilitation zur Psychopharmakologie zur Begutachtung sowie zu rechtlichen und ethischen Rahmenbedingungen runden den Band ab Die Darstellung im Buch wird durch 225 Lernkontrollfragen inklusive Antworten ergänzt die nach erfolgter Registrierung von der Hogrefe Website heruntergeladen und zur Prüfungsvorbereitung genutzt werden können *Handbook of Language and Literacy* C. Addison Stone,Elaine R. Silliman,Barbara J. Ehren,Geraldine P. Wallach,2013-09-24 An acclaimed reference that

fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade s worth of empirical and theoretical advances Numerous prior edition chapters have been completely rewritten *Acquired Language Disorders in Adulthood and Childhood* Nicola Pitchford, Andrew W Ellis, 2016-11-03 In the World Library of Psychologists series international experts present career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings and their major practical theoretical contributions Elaine Funnell has played an important role in the study of neuropsychology over the past 25 years She has been at the forefront of groundbreaking research on individuals suffering with acquired disorders of written and or spoken language resulting from brain damage With commentary by Nicola Pitchford and Andrew Ellis this volume presents Elaine s most significant contributions in her two main specialist areas adult neuropsychology of semantic disorders with a focus on disorders of naming in dementia and acquired language and literacy disorders in childhood The publications included in this volume date back to 1988 where Elaine co authored a major review of theories regarding the representation of meanings in the mind and brain They then bring us right up to date with a previously unpublished paper from 2010 which has been recently edited by the co author Mike Kopelman for this edition Through her exceptional work Elaine has greatly advanced our understanding of the brain processes behind written and spoken language and this book represents an original and timely contribution to the field *Acquired Language Disorders in Adulthood and Childhood* will be of great interest to researchers and postgraduate students in adult and child neuropsychology specifically for those specialising in semantic and language disorders **UPSC**

Psychology Paper-1 & 2 Eassy Writing Practice Book 300 Questions With Answer Given 3 Expert Faculties DIWAKAR EDUCATION HUB ,2024-01-24 This Book is Designed by Expert Faculties of Psychology those Having more then 10 Year Experience Highlighht of Book Given 300 Questions with Suggested Answer 150 Question of Each Paper As per Optional Paper Pattern Given 10 15 20 Marks Questions Questions Answers Written by Finest faculty of Psychology **The Effectiveness of Rehabilitation for Cognitive Deficits** Peter W. Halligan, Derick T. Wade, 2005 In this book some of the leading clinicians and cognitive neuroscientists consider the effectiveness of cognitive rehabilitation They situate the issues within an overall context that considers the different types and levels of diagnosis and assessment the adequacy of underlying cognitive theory for rehabilitation and more importantly the clinical effectiveness of current treatments to

improve functional recovery By employing an evidence based approach that critically evaluates the published literature the book provides for a better understanding of the strengths and limitations of the cognitive approach and hopefully a more realistic expectation of its outcome for patients with neurological deficits The book will serve as a valuable source for a wide spectrum of professionals who deal with the neuropsychological and neurological effects of brain damage BOOK JACKET

The Handbook of Adult Language Disorders Argye E. Hillis,2013-05-13 This distinctive handbook is a key reference for both clinicians and researchers working in the scientific investigation of aphasia The focus is on how the study of acquired language disorders has contributed to our understanding of normal language and its neural substrates and to the clinical management of language disorders The handbook is unique in that it reviews studies from the major disciplines in which aphasia research is conducted cognitive neuropsychology linguistics neurology neuroimaging and speech language pathology as they apply to each topic of language For each language domain such as reading there is a chapter devoted to theory and models of the language task a chapter devoted to the neural basis of the language task focusing on recent neuroimaging studies and a chapter devoted to clinical diagnosis and treatment of impairments in that domain **Medical**

Speech-Language Pathology Alex F. Johnson,Barbara H. Jacobson,2016-03-06 Medical Speech Language Pathology Updates the Standard of Care for Complex Cross Specialty Disorders The updated edition of this classic is essential for all practitioners and advanced students The editors artfully synthesize the pathology of voice speech language cognitive and swallowing disorders with practical guidance Insightful viewpoints and viable solutions are provided for patient management issues including neurological and physical challenges surgical implications and medical ethics in the context of the continuum of health care settings The underlying causes of communication and swallowing impairments are explored in detail along with respective treatment modalities Starting with an overview of key considerations the latest evidence based science is presented throughout 22 chapters Topics include differential diagnosis of adult communication and swallowing disorders assessment and management approaches and diagnostic tools such as imaging and endoscopy New chapters are devoted to Motor speech disorders Education for medical speech language pathologists Aphasia Pediatric traumatic brain injury End of life communication and swallowing disorders Encyclopedia of Special Education Cecil R. Reynolds,Elaine

Fletcher-Janzen,2007-02-26 The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines In addition this comprehensive resource features school psychology neuropsychology reviews of new tests and curricula that have been developed since publication of the second edition in 1999 and new biographies of important figures in special education Unique in focus the Encyclopedia of Special Education Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field *Interaction Between Attention and Language Systems*

in Humans Ramesh Kumar Mishra,2015-10-09 This original volume examines the interface between attentional and linguistic

processes in humans from the perspectives of psycholinguistics and cognitive science. It systematically explores how autonomy and automaticity are reflected during language processing in a variety of situations. A true mechanistic explanation of how humans process language would require a complete understanding of the interface language has with important cognitive systems like attention memory as well as with vision. Interdisciplinary work in this area has so far not been able to generate a substantial theoretical position on this issue. This volume therefore looks at different language processing domains such as speaking listening reading as well as discourse and text processing to evaluate the role attention plays in such performances and also at how often linguistic inputs affect attentional processing. In this sense it proposes that the attention language interface is bidirectional. It also considers applied issues like language disorders bilingualism and illiteracy where the attention language interface seems especially relevant as a theoretical apparatus for research investigations. Therefore this volume brings closer theoretical explanations from the language sciences and cognitive sciences. It argues that language processing is multi modal in its very essence and many conceptual structures in language evolve out of a complex interplay among participating cognitive systems such as attention and memory supported by vision and audition.

Uncommon Understanding Dorothy V.M. Bishop, 2014-02-04 A great deal has been written on how children learn to speak but development of language comprehension has been a relatively neglected topic. This book is unique in integrating research in language acquisition psycholinguistics and neuropsychology to give a comprehensive picture of the process we call comprehension right from the reception of an acoustic stimulus at the ear up to the point where we interpret the message the speaker intended to convey by the utterance. A major theme of the book is that comprehension is not a unitary skill to understand spoken language one needs the ability to classify incoming speech sounds to relate them to a mental lexicon to interpret the propositions encoded by word order and grammatical inflections and to use information from the environmental and social context to select from a wide range of possible interpretations the one that was intended by the speaker. Furthermore although neuropsychological and experimental research on adult comprehension can provide useful concepts and methods for assessing comprehension they should be applied with caution because a sequential bottom up information processing model of comprehension is ill suited to the developmental context. The emphasis of the book is on children with specific language impairments but normal development is also given extensive coverage. The focus is on research and theory rather than practical matters of assessment and intervention. Nevertheless while this book is not intended as a clinical guide to assessment it does aim to provide a theoretical framework that can help clinicians develop a clearer understanding of what comprehension involves and how different types of difficulty may be pinpointed.

Concise Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-01-16 The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice. Featuring reviews of assessment instruments and teaching approaches legal issues overviews of specific learning disabilities dozens of

biographies and more this complete desk reference is an indispensable guide for professionals academics and students alike Named an American Library Association Top 25 Reference of the Year in its First Edition The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children Written and edited by highly regarded and respected experts in the fields of special education and psychology this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology neuropsychology medicine health care social work and law Additionally this acclaimed reference work is essential for administrators psychologists diagnosticians and school counselors as well as parents of the handicapped themselves What's new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act IDEA and the Americans with Disabilities Act Cultural competence in Special Education including new material on culturally linguistically diverse students Many new entries including notable biographies new service delivery systems special education laws new assessment instruments cross cultural issues neuropsychology and use of the Internet in research and service delivery Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury

NeuroRehabilitation Peter Frommelt, Angelika Thöne-Otto, Holger Grötzbach, 2024-08-05 Das Praxisbuch der Neurorehabilitation komplett aktualisiert und bearbeitet Das große Praxisbuch bietet Grundlagen und Praxiswissen detailliert kritisch verständlich und an den Bedürfnissen der Patienten orientiert ein rundum alltagstaugliches Arbeitsbuch für Teams ein Lehrbuch für die Aus- und Weiterbildung Mit neuen Kapiteln u.a. zu Telerehabilitation und der Umsetzung spezieller Therapieformen wie Virtual Reality musikgestützte Therapie Natur und Tiere Umfassend Mit ausführlicher Darstellung der Grundlagen und der Tätigkeitsfelder beginnend von der Behandlung auf der Stroke Unit bis hin zur Rückkehr in Familie und Beruf Interdisziplinär Die gemeinsame Ausbildungs- und Arbeitsgrundlage für alle Berufsgruppen die in interdisziplinären Teams zusammenarbeiten rzte Pflegekräfte Physiotherapeuten Ergotherapeuten Logopäden Neuropsychologen Sozialpädagogen Musiktherapeuten u.a. Aktuell Wissenschaftlich evidenzbasiert durchgängig mit bio psychosozialer Orientierung und von den Prinzipien der ICF Internationale Klassifikation der Funktionsfähigkeit Behinderung und Gesundheit geleitet Kompetent Fundiertes Fachwissen aus langjähriger Erfahrung vermittelt von über 50 renommierten internationalen Autoren aus Deutschland Schweiz Großbritannien Finnland USA Informativ Auch mit Reflexionen über Themen wie Kontextsensitive Neurorehabilitation Teamarbeit und Zielsetzung Sexualität Identität und Biografie Holistische neuropsychologische Rehabilitation Leserfreundlich Leicht zugänglich mit Einheitlichem Aufbau der Kapitel optischer Textstrukturierung mit Trailern Praxistipps bersichtsbboxen Exkursen Näher betrachtet und mehr

School Neuropsychology James B. Hale, Catherine A. Fiorello, 2017-03-13 This important resource presents the latest information on brain behavior

relationships and describes ways school practitioners can apply neuropsychological principles in their work with children. Bridging the gap between neuropsychological theory, assessment, and intervention, this accessible text addresses complex topics in a straightforward, easy-to-understand fashion. The authors challenge previous conceptions about brain functions and present the cognitive hypothesis testing model, an innovative method that helps practitioners form accurate understandings of learner characteristics and conduct meaningful and valid individualized interventions with children with a range of learning and behavior disorders. Including case studies and examples that illustrate what practitioners might actually see and do in the classroom, the volume comes in a large size format with reproducible worksheets and forms. The MIT Encyclopedia of Communication Disorders Raymond D. Kent, 2004. A major new reference work with entries covering the entire field of communication and speech disorders.

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