

ASSESSMENT in Speech-Language Pathology

A Resource Manual

5th
Edition

Kenneth G. Shipley • Julie G. McAfee

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**Kenneth G. Shipley
Julie G. McAfee**



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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**Assessment in Speech-Language
Pathology: A Resource Manual,
Fifth Edition**

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PREFACE

The purpose of the *Assessment in Speech–Language Pathology: A Resource Manual* is to provide students and professionals with user-friendly information, materials, and procedures for use in the assessment of communicative disorders. The *Resource Manual* is a collection of resource materials applicable to a variety of assessment and diagnostic activities. The items included are practical and easy to use. Materials published previously, but unavailable in a single source, as well as materials developed specifically for this work are included.

New in this fifth edition:

- Expanded information on foundations of assessment, including HIPAA guidelines and instructions for determining chronological age
- New information and samples of individualized education plans (IEPs) and individualized family service plans (IFSPs)
- New content related to childhood apraxia of speech
- New content related to early intervention
- New content on autism that reflects current DSM-5 definition
- Dedicated chapters for autism and augmentative and alternative communication (AAC)
- New and updated chapter on voice disorders, with inclusion of laryngectomy and cleft lip and palate
- New content related to neurocognitive disorders that reflects current DSM-5 definitions
- Dedicated chapter for medical diagnoses associated with communicative disorders
- New chapter with quick reference materials and caregiver handouts
- Updated and new recommendations for published assessment tools, sources of additional information, online resources, and apps useful for assessment
- Digital version of the book, which is completely searchable for text, charts and tables, images, forms, and more
- Online access to downloadable forms

Assessment in Speech–Language Pathology: A Resource Manual contains many reproducible forms, sample reports, and quick-reference tables. Guidelines for interpreting assessment data for specific disorders are also included. The text is divided into four major sections. Part I highlights preparatory considerations. Psychometric principles are summarized, including standardization, validity, and reliability. Descriptions of norm-referenced testing, criterion-referenced testing, and authentic assessment are provided, including advantages and disadvantages of each approach. Preparatory considerations when working with multicultural clients are described as well.

Part II includes procedures and materials for obtaining assessment information, interpreting assessment data, and reporting assessment findings to clients, caregivers, and other

professionals. It also includes case history forms and a wide range of interpretive information, interview questions for various and specific communicative disorders, and instructions and examples for reporting assessment information.

Part III provides a variety of materials and suggestions for assessing communicative disorders. Chapter 5 includes general assessment procedures, materials, and worksheets common to all disorders. The remaining chapters are dedicated to specific communicative disorders. Each chapter contains a variety of reference materials, worksheets, procedural guidelines, and interpretive assessment information specifically designed to address the unique characteristics of speech, fluency, language, voice, dysphagia, or neurologically based disorders.

Part IV is a quick-reference section covering hearing disabilities; medical conditions associated with communicative disorders; normal speech, language, and motor development; and tables, images, and caregiver handouts. Some tables and images from earlier chapters are duplicated in this section, but are presented in a caregiver-handout format to enhance the assessment process.

Each chapter includes a listing of “Sources of Additional Information.” The Internet sites recommended were deemed appropriate and stable at the time of printing. Because the Internet is a dynamic environment, some sites may no longer exist or may have changed in content. We apologize for any frustration this may cause. New in this edition, apps appropriate for speech-language assessment are also recommended. Again, this is a burgeoning industry and continually changing. Consider those listed here a springboard into exploring apps for diagnostic purposes.

Prior editions contained a CD with supplemental material. We are pleased to now offer this content online. Forms found throughout the text are available in downloadable format to meet individual clinical needs. Many of the stimulus materials used for assessment are also available, including storyboard art, illustrations, and reading passages. These can be used in their digital form or downloaded and printed. Clinicians are encouraged to download content onto a flash drive or other portable storage device so that they have access to these files if they work in environments where Internet access is not readily available.

Assessment in Speech-Language Pathology: A Resource Manual can be a valuable resource for beginning or experienced clinicians. No other manual provides such a comprehensive package of reference materials, explanations of assessment procedures, practical stimulus suggestions, and hands-on worksheets and screening forms.

ABOUT THE AUTHORS

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Mrs. McAfee is also an accomplished flutist with a bachelor's degree in music performance. She has toured internationally and continues to perform in Northern California.

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Part I

Preparatory Considerations

FOUNDATIONS OF ASSESSMENT

- **Overview of Assessment**
- **Assessment Methods**
 - Norm-Referenced Tests
 - Criterion-Referenced Tests
 - Authentic Assessment Approach
- **Psychometric Principles**
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Before venturing into the assessment process, it is important to gain an understanding of the underlying principles and philosophies of assessment in speech-language pathology. The foundations of assessment provide the framework for all clinical activities. This chapter will define assessment and describe the foundations of assessment that cause it to be meaningful and useful.

OVERVIEW OF ASSESSMENT

Assessment is the process of collecting valid and reliable information, integrating it, and interpreting it to make a judgment or a decision about something. It is the process of measuring communicative behaviors of interest. Assessment is synonymous with evaluation. The outcome of an assessment is usually a diagnosis, which is the clinical decision regarding the presence or absence of a disorder and, often, the assignment of a diagnostic label. Speech-language pathologists use assessment information to make professional diagnoses and conclusions, identify the need for referral to other professionals, identify the need for treatment, determine the focus of treatment, determine the frequency and length of treatment, and make decisions about the structure of treatment (e.g., individual versus group sessions, treatment with or without caregiver involvement). Ultimately, all initial clinical decisions are based on information derived from an assessment process.

For an assessment to be meaningful and useful, it must have foundational integrity. This integrity may be assured if each assessment adheres to these five principles:

1. *A good assessment is thorough.* It should incorporate as much relevant information as possible so that an accurate diagnosis and appropriate recommendations can be made.
2. *A good assessment uses a variety of assessment modalities.* It should include a combination of interview and case history information, formal and informal testing, and client observations.
3. *A good assessment is valid.* It should truly evaluate the intended skills.
4. *A good assessment is reliable.* It should accurately reflect the client's communicative abilities and disabilities. Repeated evaluations of the same client should yield similar findings, provided there has been no change in the client's status.
5. *A good assessment is tailored to the individual client.* Assessment materials that are appropriate for the client's age, gender, skill levels, and ethnocultural background should be used.

Completing an assessment involves gathering relevant information, assimilating it, drawing conclusions, and then sharing the findings and recommendations. We have summarized the process by providing this overview of seven steps the clinician should take in completing an assessment:

1. Obtain historical information about the client, the client's family or caregivers, and the nature of the disorder.
2. Interview the client, the client's family or caregivers, or both.
3. Evaluate the structural and functional integrity of the oralfacial mechanism.