



# **Summary of Chapter 1: Communicative Disorders and Clinical Service**

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# Chapter Learning Goals:

- Define what is a communication.
- Define communication impairments.
- Describe the roles of audiologists, speech-language pathologists (SLPs), and speech, language, and hearing scientists.
- Outline historical changes in attitudes and legislation concerning individuals with disabilities.
- Explain the impact of evidence-based practice (EBP) on clinical decisions.

# What is **communication**?

- In general, we can say that **communication is a process of exchanging ideas between sender(s) and receiver(s).**

- إحنا تخصصنا اسمه : "تواصل" أول شيء، لازم نعرف شو يعني ، وهو عبارة عن عملية نقل المشاعر والأفكار "تواصل" الأساسي التواصل ما بصير من جهة وحدة، لازم .بين شخصين على الأقل طيب عشان نعرف أهمية .يكون فيه إرسال واستقبال بين الطرفين التواصل متى بنستخدمه اقلبي السلايدة



# Purposes of Communication:

❖ **Process:** Involves message transmission, response, and feedback.

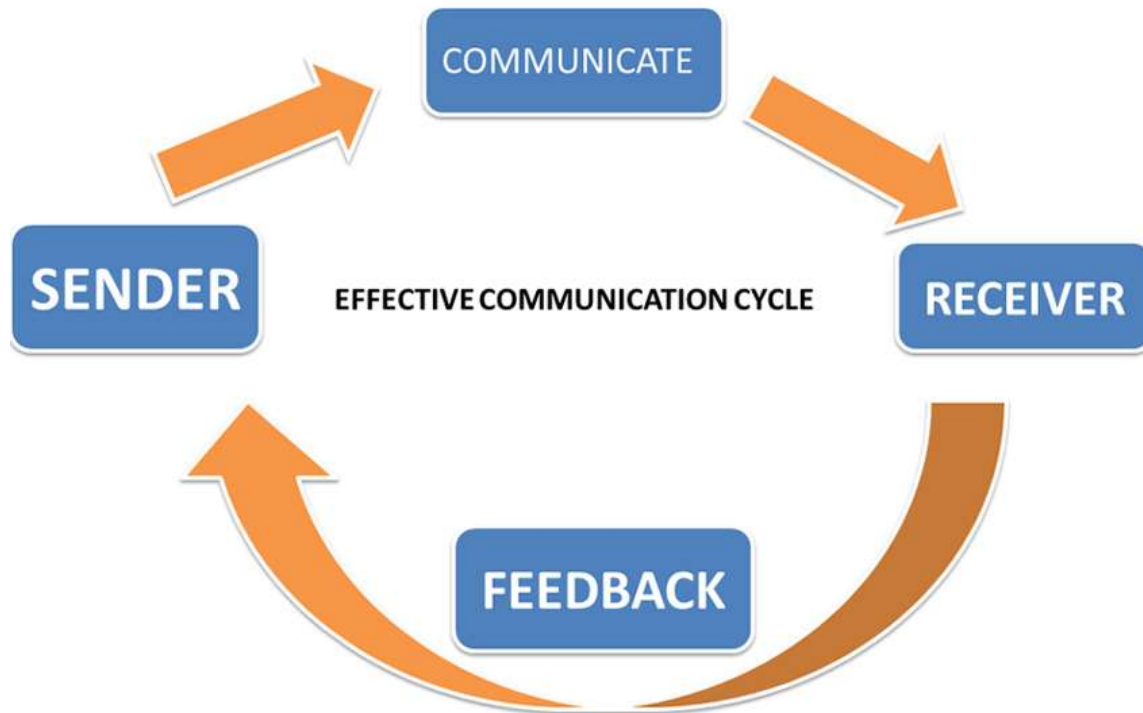
❖ **Purposes of Communication:**

- Making contact and connecting with others.
- Expressing feelings and emotions.
- Sharing information and ideas.
- Fulfilling personal and social needs.
- Achieving various goals.

❖ **Nature of Communication:**

- It is interactive (**a give-and-take process**).

# communication effectively :



- Effective communication is clear, easy to understand, and free of obstacles, requiring no extra effort from either the sender or receiver.
- التواصل الفعال هو ان يحقق التعريف التواصل وايضا ان لا يتواجد الى عاق يجعل عميلة التواصل الصعبة وان لا يبذل كل من المرسل او المستقبل الجهد اضافي للتواصل

ليش مهم نعرف شو هو التواصل الفعال لأنه إذا كان في عوائق أو ما كان التواصل واضح، بتصير الأمور مش مفهومة وبتقطع الدائرة بين لما يصير في خلل، بيصير عندنا اضطراب. المرسل والمستقبل communication disorder بالتواصل ، وهاي الأشياء اللي ندرسها بالفصل

- العائق اللي عنده هو .كريم أصم وما بيسمع كريم وأحمد، مثال: بهاي الحالة ما ف. السمع
- كريم مش قادر يسمع أحمد، وهذا بيخلي ي تواصل فعال بينهم لأن. التواصل صعب أو مستحيل



## Helping Others to Help Themselves?

ليه اخترتي تخصص علاج النطق والسمع؟ خذي دقيقة فكري

Maybe:

- ✓ People decide to become speech-language pathologists (SLPs) or audiologists because of the satisfaction they get from helping others.
- ✓ Interest may start from a personal or family experience with a communication disorder.
- ✓ It can also stem from work or volunteer experiences with individuals who have communication disorders.
- ✓ Many SLPs and audiologists choose the profession because they want to be helpful to society and contribute to the greater good.



# Define communication disorder :

- A communication disorder :
- impairs the ability to both receive and send
- and also process and comprehend concepts or verbal, nonverbal and graphic information
- A communication disorder may affect hearing, language, and/or speech
- processes; may range from mild to profound severity
- and may be developmental (تطوري منذ الولادة) or acquired (مكتسب).
- One or a combination of communication disorders may be presented by an individual and may result in a primary disability (هي المشكلة الاساسية) or may be secondary to other disabilities (المشكلة الثانوية ناتجة عن الاضطراب اعاقة عقلية اثر على انتاج الاصوات)

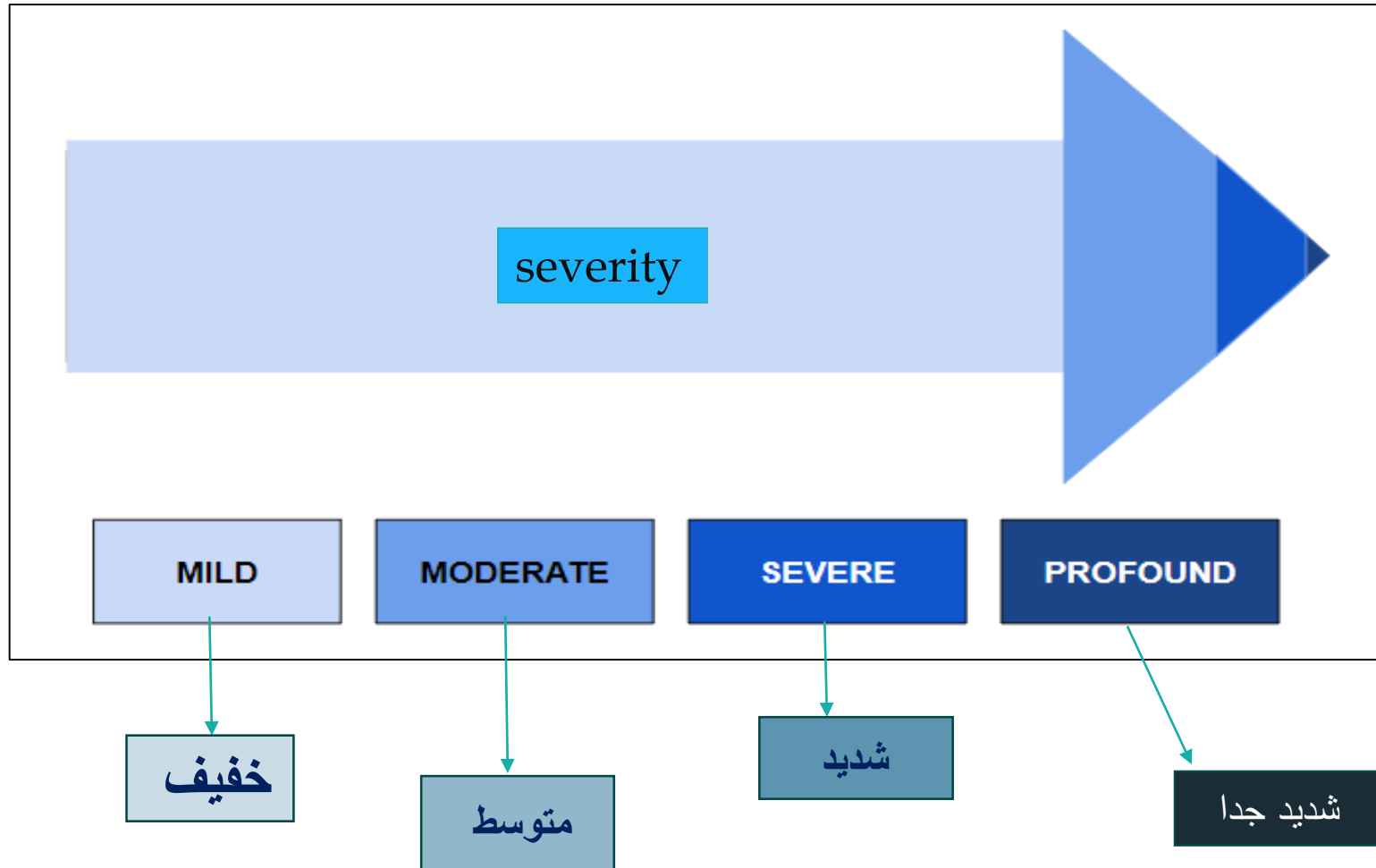
## Explanation of verbal information, nonverbal information, and graphic information:

- **Verbal Information:**
  - **Definition:** This refers to information that is conveyed through spoken or written words
  - Verbal information can be further divided into:
    - **Oral Communication:** Where we speak to communicate (e.g., phone calls, conversations).
    - **Written Communication:** Where we use text (e.g., books, emails, or websites).
- **Nonverbal Information:**
  - **Definition:** encompasses a diverse range of signals that go beyond spoken language, such as gestures (الايماث), facial expressions, body language, Eye Contact, and vocal nuances like tone and rhythm.
- **Graphic Information:**
  - **Definition:** Graphic information is any visual representation of data, ideas, or concepts. It uses images, symbols, or charts to convey information visually.





The levels of severity of diseases are divided into three categories:



# ***Developmental*** **vs,** ***Acquired***

- **Developmental:** A disorder that starts at birth or during early childhood, usually due to genetic or environmental factors affecting growth.
- **Acquired:** A disorder that happens after normal development, caused by external factors like injury or illness later in life.



**A communication disorder can affect all aspects of communication:**

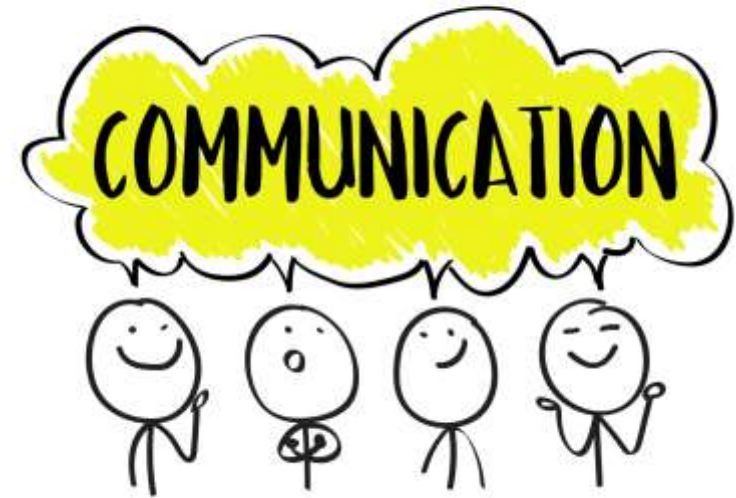
**A communication disorder may affect :**

**1-hearing.**

**2- language (the code we use to communicate).**

**3- speech (our primary mode of communication).**

**4-Communication impairments can affect much more, such as feeding and swallowing assessment and intervention.**



This is reflected in **A**merican **S**peech **L**anguage **H**earing **A**ssociation's (ASHA) name

American speech language hearing Association ASHA :Largest organization of professionals working with communication disorders

# Types of Communication Disorders

- **Speech Disorders:**

Involve atypical production of speech sounds, interruptions in speech flow, or abnormal voice quality (pitch, loudness, resonance, or duration).

- **Language Disorders:**

Impairment in comprehension and/or use of spoken, written, and other symbolic communication systems.

- **Hearing Disorders:**

Result from impaired sensitivity of the auditory system, including deafness, hearing loss, and central auditory processing disorders.

## ➤ Communication Differences vs. Disorders

- Dialectal differences and multilingualism are not considered communication disorders, though they may cause communication difficulties.
- الاختلاف في اللهجات ما يعتبر من اضطرابات اللغة، لأنه ببساطة مقبول عند المجتمع المحيط، ومجموعة من الناس تتكلم فيه.
- إخرانة، وأهله والمجتمع الللي حوله ينطقون نفس الشيء، فهل هذا يعني عنده مشكلة لغوية؟ لا طبعاً بدل غزانة أو خبز بدل غبز طفل يقول: مثال
- بشكل صحيح، هنا ممكن بيان وكأنه عنده مشكلة، وهنا يجي دورنا كأخصائيين نطق وسمع، نحدد إذا كان الفرق خ لكن لو نفس الطفل انتقل إلى بيئة ثانية، وأهله هناك ينطقون حرف لهجوي أو فعلاً اضطراب يحتاج تدخل.
- هذا مجرد اختلاف لهجي، مو خطأ لغوي إيجاج، فهل يعني كل أهل الكويت غلط؟ أكيد لا بدل دياي بالكويت، الناس يقولون: مثال آخر.
- Dialects :natural variations of language used by all speakers of that language.
- Genderlect: gender-based dialect.
- Idiolect :an individual unique way of speaking ,based on age, education, personality, family, geographic background,liguistic background, socioeconomic status.

Dialects are differences and not disorders.



# Augmentative/Alternative Communication (AAC) Systems

- Another communication variation is augmentative/alternative communication systems. Far from being communication impairments, these systems, whether signing or the use of digital methods, are attempts often taught by SLPs to compensate and facilitate, on a temporary or permanent basis, for impaired or disabled communication disorders.
- Augmentative/Alternative Communication (AAC) Systems :These systems, including sign language and digital communication tools, assist individuals with communication impairments and are not disorders themselves.
- لتسهيل التواصل مع الآخرين ليس اضطرابًا، بل هو أداة أو وسيلة يستخدمها الأشخاص الذين لديهم اضطرابات تواصل.
- مثل اللغة الاشارة و صور و اليه بريل
-

# The Professionals

- Professionals who serve individuals with communication disorders come from several disciplines.
- They often refer clients to one another or work together in teams to provide optimal care.
- Specialists in communication disorders work in various settings, including:
  - ✓ Early intervention programs
  - ✓ Preschools and schools
  - ✓ Colleges and universities
  - ✓ Hospitals and independent clinics
  - ✓ Nursing care facilities
  - ✓ Research laboratories
  - ✓ Home-based programs
- Many professionals are also in private practice.
- Speech-language pathologists (SLPs) and audiologists receive similar basic training.
- Opportunities for SLPs and audiologists include serving individuals of all ages from infancy through the aged with varied disorders, from mild to profound, in a wide assortment of settings.

# Audiologists

- **Role and Responsibilities**

- **Measure hearing ability and identify, assess, manage, and prevent hearing and balance disorders.**
- Work with individuals from infancy to old age using various technologies.
- Contribute to hearing loss prevention through protective devices and environmental noise management.
- Evaluate and assist individuals with auditory processing disorders (APD).
- Fit and dispense hearing aids and provide guidance on their use.
- Practice independently without a prescription from other healthcare providers.

- **Credentials for Audiologists**

- Require 3 to 5 years of education beyond a bachelor's degree, culminating in a doctoral degree (AuD, PhD, or EdD).
- Must complete clinical experience and pass a national examination.
- Eligible for the Certificate of Clinical Competence in Audiology (CCC-A) by ASHA.
- State licensure is required, often aligning with ASHA standards



# Speech-language pathologists (SLPs)

## Role of Speech-Language Pathologists (SLPs)

- Identify, assess, treat, and prevent communication disorders in all modalities (spoken, written, pictorial, manual).
- Address physiological, cognitive, and social aspects of communication.
- Treat swallowing disorders and assist individuals modifying regional or foreign dialects.
- Practice independently without a prescription.

## SLP Perspective

- Problem-solving and helping others is a key aspect.
- Challenges include working with individuals with brain injuries, autism, or multiple disabilities.
- Intervention requires continuous evaluation and adaptation.

# Credentials for Speech-Language Pathologists

## 1. Public School Certification

- Requires coursework, clinical practice, and an exam.
- Most states require a master's degree.

## 2. ASHA Certificate of Clinical Competence (CCC-SLP)

- Requires a master's or doctoral degree.
- Ongoing professional development is required.
- Recognized in the U.S., U.K., Australia, and Canada.

## 3. State Licensure

- Needed for private practice, hospitals, or clinics.
- Usually aligned with ASHA CCC-SLP but varies by state



# Speech, Language, and Hearing Science

- **Credentials for Speech, Language, and Hearing Scientists**
- Individuals who are employed as speech, language, or hearing scientists typically have earned a doctorate degree, either a PhD or an EdD.
- They are employed by universities, government agencies, industry, and research centers to extend our knowledge of human communication processes and disorders.
- Some may also serve as clinical SLPs or audiologists.
- **What Speech, Language, and Hearing Scientists Do???**
- **1-Speech Scientists**
- **2-Language Scientists**
- **3- Hearing Scientists**

## *What Speech, Language, and Hearing Scientists Do*

### **1. Speech Scientists**

- May be involved in basic research exploring the anatomy, physiology, and physics of speech-sound production.
- Using various technologies, these researchers strive to learn more about typical and pathological communication.
- Their findings help clinicians improve service to clients with speech disorders.
- Some speech scientists are involved in the development of computer-generated speech that may be used in telephone answering systems, substitute voices for individuals who are unable to speak, and many new purposes.

### **2. Language Scientists**

- May investigate the ways in which children learn their native tongue.
- May study the differences and similarities of different languages.
- Some language scientists explore the variations of modern-day English (dialects) and how the language is changing.
- Others are concerned with language disabilities and study the nature of language disorders in children and adults.
- An in-depth knowledge of typical language is critical to understanding language problems.

### **3. Hearing Scientists**

- Investigate the nature of sound, noise, and hearing.
- May work with other scientists in the development of equipment to be used in the assessment of hearing.
- Involved in the development of techniques for testing the hard-to-test, such as infants and those with severe physical or psychological impairments.
- Develop and improve assistive listening devices such as hearing aids and telephone amplifiers to help people who have limited hearing.

# Professional Aides

- Professional aides, sometimes referred to as **paraprofessionals** or **speech-language pathology or audiology assistants**, are individuals who work closely with **SLPs or audiologists**.
- **Roles and Responsibilities**
- The **title, educational requirements, and responsibilities** of professional aides vary by state.
- **Speech-Language Pathology Assistants (SLPAs)**
  - Participate in routine therapy tasks under the direction of an SLP.
  - Engage in **clerical tasks** and assist in the preparation of assessment and treatment materials.
  - May work alongside SLPs in various **clinical, educational, and healthcare settings**.
- **Audiology Assistants**
  - Conduct **hearing screenings**.
  - Participate in the **calibration of audiological instrumentation**.
  - Perform **clerical tasks** under the direction of an audiologist.
  - **Limitations and Supervision**
- Support personnel **must work under supervision**.
- They **are not** permitted to:
  - **Interpret test results**.
  - **Develop service plans**.
  - **Provide family/client counseling**.

Determine discharge from treatment

# Evidence-Based Practice (EBP)

## 1. Evidence-Based Practice (EBP)

- ✓ Clinical decision-making that combines **scientific evidence, clinical expertise, and client needs**.

## 2. Efficacy

- ✓ The probability of benefit from an intervention method under ideal conditions Key elements:
  - Refers to a **specific population** (e.g., adults with global aphasia), not individuals.
  - The treatment protocol must be **focused**, and the population clearly identified.
  - Research should be conducted under **optimal intervention conditions** .

## 3. Effectiveness

- ✓ The probability of benefit from an intervention method under average conditions .
- ✓ Refers to the **real-world application** of treatment for individual clients or subgroups.

## 4. Efficiency

- ✓ The quickest method involving the least effort and the greatest positive benefit.
- ✓ Example: Targeting **difficult speech sounds** in therapy may improve untreated **easier sounds**, but the reverse is not true .

## Ch 1 - 23 Flashcards | Anki Pro

فلاش كارد من عمل منار الاسمر جزها الله  
الخير



سنبلغ حلمنا

ولو بعد حين

فنحن بحار عزم

أن أردنا

بالتوفيق الى الاختصاصيات المستقبل المبدعات