



# Developmental Phonological Disorders: Foundations of Clinical Practice

*By Susan Rvachew, Françoise Brosseau-Lapré*

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**Developmental Phonological Disorders: Foundations of Clinical Practice** By Susan Rvachew, Françoise Brosseau-Lapré

This textbook is intended for undergraduate and graduate courses on both phonological development and phonological disorders, while also providing a valuable update for practicing clinicians. With a foreword by Raymond D. Kent, this text provides a deep review of the knowledge base necessary for the competent assessment, diagnosis, and treatment of developmental phonological disorders. Throughout the book, normal and atypical phonological learning in natural and therapeutic contexts are presented as the emergent property of biological constraints and learning mechanisms in dynamic interaction with environmental inputs. The eleven chapters organized in three parts cover seminal studies and leading-edge research, allowing the speech-language pathologist to design interventions that are adapted to the unique needs of each child while being consistent with the best research evidence. Chapters contain learning objectives and margin notes to support learning of concepts by the student and demonstrations and case studies to promote application to clinical problem solving.

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**Developmental Phonological Disorders: Foundations of Clinical Practice** By Susan Rvachew, Francoise Brosseau-Lapre Bibliography

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## **Editorial Review**

### Review

Professors using this book are saying:

"Very comprehensive. Clearly presented."

"It is comprehensive - covers nearly every study that has ever been published on phonological disorders!"

"The content is EXCELLENT." --Professors

*"Developmental Phonological Disorders: Foundations of Clinical Practice* is intended for an ambitiously wide audience, including undergraduate students, new clinicians, and experienced speech and language therapists (SLTs) seeking professional development... [Authors] Susan Rvachew and Francoise Brosseau-Lapre, who are lecturers and researchers at McGill University (Canada), have created a text that has something for everyone.

The authors have successfully integrated a wealth of cross-discipline knowledge (think genetics, linguistics, neurolinguistics and neurosciences) to weave a state-of-the-art account of normal and impaired phonological development...The greatest achievement of *Developmental Phonological Disorders* is the sheer wealth of theoretical knowledge and clinical know how offered in one volume...[It] is certainly worth the considerable space it will take up on any paediatric SLT's bookcase." --Rebecca Waring, University of Melbourne, International Journal of Language & Communication Disorders, 2013

"...The book is intended for undergraduate, graduate speech and language therapists (SLTs) and professional development...The book does go into delay and motor difficulties, and touches on dyspraxia, but also refers to thorough assessment and individual analysis of the child's speech sounds, before hypothesizing on the child's sound system and therefore the intervention strategies to pursue. It also acknowledges the reality of overlap of difficulties and provides useful information for differential diagnosis...[T]his is an extremely well researched book. In fact the chapters on development in this book are extremely informative and will give invaluable insight to anyone working with children with phonological disorders. Also the authors do not take a narrow view, but they present a very broad view posing multiple models (e.g. a biopsychosocial model), with an overall holistic approach.

The authors' viewpoints undoubtedly make a significant contribution and advancement to the topic of phonological difficulty...One of the things most welcome about this book is the evidence base it provides. For a professional that has difficulty supplying evidence for its practice, this is a treasure trove. Wherever possible, the authors quote research support. However this is not a book driven by purely academic interest. The subtitle of the book is Foundations of Clinical Practice, and this description is justified. Both authors are experienced SLTs/SLPs, and one feels that the research is not the primary interest, but a means to an end. The authors integrate evidence with clinical practice, and their experience enables them to inform practice. This book makes a huge contribution to the understanding of and the intervention for children with phonological difficulties." --Mary Auckland, Specialist Speech and Language Therapist, Symbol UK Ltd, Child Language and Teaching Therapy, 0(0) 1-5, (2012)

### About the Author

**Susan Rvachew, Ph.D., S-LP(C)**, obtained a B.Sc. in Speech Pathology and Audiology from the University of Alberta in 1980, followed by M.Sc. and Ph.D. degrees in Psychology from the University of Calgary in 1987 and 1995 respectively. She worked as a speech-language pathologist in pediatric health care settings for

20 years before taking a position at McGill University, where she is currently an Associate Professor and Director of Clinical Education in the School of Communication Sciences and Disorders. Her research is focused on phonological development and disorders and the development of more effective interventions to treat phonological disorders in children and prevent reading disability in this population. She has published over 45 journal articles and book chapters describing the speech perception, speech production and/or phonological awareness skills of infants, children and adults.

**Francoise Brosseau-Lapre, M.Sc. (A), S-LP(c)** obtained a B.A. in Psychology in 2000 and a M.Sc.(A) in Speech-Language Pathology in 2002 from McGill University. She has worked as a speech-language pathologist in pediatric health care settings since then. She is currently a doctoral student at the School of Communication Sciences and Disorders of McGill University. Her research focuses on French phonological development and disorders, as well as efficacy of interventions aimed at improving the phonological skills of preschool francophone children with speech sound disorders.

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