

■ Subject Index ■

- AAC assessment and intervention
- acceptance use of, 250–251
 - in acute rehabilitation, 228–233
 - alphabet supplementation, 203, 204
 - assessment for long-term AAC use, 235–239
 - case examples, 244, 245, 247–249
 - changing capabilities, 248–249
 - cognitive assessment, 239, 241–242
 - communication breakdown repair, 205
 - ensuring continuity of care, 234–235
 - example technology and activities for early phase of, 231
 - funding SGD system, 242–243
 - hearing screening for, 236–237
 - identifying consistent and reliable yes/no responses, 230–231
 - identifying response modality to specific stimuli, 228–229
 - implementation of, 244–246
 - initial interview and gathering pertinent background information for, 236
 - introduction to, 227–228
 - and lack of natural speech in Stage 1 dysarthria intervention, 195–196, 197
 - language assessment, 239–241
 - low technology AAC considerations, 243–244
 - lower-extremity motor control and, 237–238
 - motor speech assessment, 239–240
 - natural speech supplemented by, in Stage 2 dysarthria intervention, 202–212, 218–219
 - physical considerations for, 236–239
 - in post-acute rehabilitation, 235–246
 - in post-rehabilitation, 246–251
 - research on, 187
 - selection of AAC system, 242
 - shaping response modalities into communication, 229–230
 - social networks, 250
 - topic identification, 203–204
 - transition to post-rehabilitation, 246
 - transitioning living situations, 247
 - transitioning to post-acute rehabilitation, 233–235
 - upper-extremity motor control and, 238–239
 - vision and spasticity, 231–232
 - visual deficits and, 231–232, 237
- AAC-RERC Web site, 243
- AASP (*Acute Aphasia Screening Protocol*), 143
- Abdominal binder, 199
- Ablenet, 231
- Abstract language assessment, 149
- Abuse of people with impaired consciousness, 103–104
- Acceleration-deceleration-dependent injuries
- acute cerebral swelling, 68
 - cerebral edema, 68–69
 - hematomas, 66–68
 - increased intracranial pressure, 69–70
 - primary mechanisms of, 61–65
 - rotational forces, 62, 63, 64–65
 - secondary mechanisms of, 61, 62, 66–70
 - translational forces, 62, 63–64
- Accident neurosis, 33. *See also* Mild TBI (MTBI)
- Accommodation strategies
- in postsecondary education, 374, 376, 378
 - in workplace, 364–370

- Acquired brain injury, 9, 12–13
- Activity limitation, 138–139, 190
- Acute Aphasia Screening Protocol (AASP)*, 143
- Acute cerebral swelling, 68
- Acute medial phase of recovery, 189
- Acute rehabilitation
- AAC assessment and intervention during, 228–233
 - of cognitive-communication deficits, 140–167
 - continuity of care when transitioning from, 234–235
 - dysphagia, 259–272
 - identifying consistent and reliable yes/no responses for AAC system, 230–231
 - identifying response modality to specific stimuli for AAC system, 228–229
 - shaping response modalities into communication for AAC system, 229–230
 - vision and spasticity and AAC system, 231–232
- ADA (Americans With Disabilities Act), 329–330, 367, 369–370, 374–375
- Adapted blow bottle, 198–199
- ADP (*Aphasia Diagnostic Profiles*), 143
- Aerophone II measurement system, 198
- Aerowin measurement system, 198
- Affect, 134–135
- Afghanistan war, 73–74
- Age, and TBI, 16, 17
- Air bags, 4, 22
- Air pressure, 198–199
- Air pressure transducer, 208–209
- Airflow meter, 208
- Alcohol use, 19
- Alphabet boards, 244
- Alphabet supplementation, 203, 204, 244, 248
- ALPS (*Aphasia Language Performance Scales*), 143
- Alzheimer's disease, 25, 26
- Amantadine hydrochloride, 90
- American Academy of Neurology, 39
- American Speech-Language-Hearing Association (ASHA), 242, 396
- Americans With Disabilities Act (ADA), 329–330, 367, 369–370, 374–375
- ANAM. *See Automated Neuropsychological Assessment Metrics (ANAM) Sports Medicine Battery (ASMB)*
- Anatomy and physiology of the head. *See* Head anatomy and physiology
- Animal Naming Test, 154
- Anoxia, 10
- Antecedent supports, 171
- Anxiety, 302–303, 383
- Aphasia
- assessment of, 143–144
 - co-occurring with cognitive-communication deficits, 142, 144
 - definition of, 121
 - distinguished from cognitive-communication deficits, 121–122, 141–142
 - SGDs for persons with, 241
- Aphasia Diagnostic Profiles (ADP)*, 143
- Aphasia Language Performance Scales (ALPS)*, 143
- apoE gene, 25–26
- Apprenticeships, 371–372. *See also* Work transitions
- APT (*Attention Process Training*), 160
- Arachnoid mater, 58–59
- Articulation intervention, 215–216
- ASHA (American Speech-Language-Hearing Association), 242, 396
- ASMB. *See Automated Neuropsychological Assessment Metrics (ANAM) Sports Medicine Battery (ASMB)*
- Aspiration, 256–258, 272, 279
- Assessment. *See also* AAC assessment and intervention; *and specific assessment scales*
- of abstract language, 149
 - of aphasia, 143–144
 - of attention, 149–150
 - of auditory comprehension, 150
 - cognitive assessment, 239, 241–242
 - of cognitive-communication deficits, 137–140, 147–154, 155, 156
 - of communication effectiveness, 193–195
 - criteria-based assessment, 236
 - of dysarthria, 191–195
 - of dysphagia, 259–270
 - hearing screening, 236–237
 - of impaired consciousness, 86–89, 94–102

- of integration and synthesis, 150
- interest inventories, 363
- job analyses, 363–366
- of language, 239–241
- of listener effort, fatigue, and acceptance
 - in dysarthria assessment, 193
- for long-term AAC use, 235–239
- of memory, 150–151
- of motor speech, 239–240
- of orientation, 151–152
- of physical status for use of AAC system, 236–239
- predictive assessment, 236
- of readiness to work, 362–364
- of reasoning, 152–153
- of respiratory system, 196, 198
- situational assessments, 364
- of speaking rate, 192–193
- of speech intelligibility, 192, 217
- of speech naturalness, 193
- of speed of processing, 153
- of swallowing, 259–264, 288–290
- of velopharyngeal function, 208–209
- of visual deficits, 231–232, 237
- Assessment of Intelligibility of Dysarthric Speech*, 192
- Athletics. *See* Sports-related injuries
- Attention
 - assessment of, 149–150
 - cognitive-communication deficits and, 145
 - definition of, 145
 - divided attention, 160
 - focused attention, 159
 - problems with, 294–296
 - restorative treatment of, 159–160
 - selective attention, 160
 - sustained attention, 159–160
- Attention Process Training (APT)*, 160
- Auditory comprehension assessment, 150
- Augmentative and alternative communication (ACC) system. *See* AAC assessment and intervention
- Automated Neuropsychological Assessment Metrics (ANAM) Sports Medicine Battery (ASMB)*, 47
- Automobile accidents, 1–18, 3–4
- Automobile insurance, 15
- Awareness issues, 298–299
- Backward-chaining procedures, 170–171
- Barbiturate coma, 24, 82–83
- Barium swallow, modified (MBS), 264, 266
- BASA (*Boston Assessment of Severe Aphasia*), 143
- BDAE (*Boston Diagnostic Aphasia Examination*), 130, 143, 150, 154
- Bedside Evaluation Screening Test (BEST)*, 143
- Behavior ABCs, 308–310
- Behavior problems, 299–300, 340, 349–350, 384
- Beneficence, 397
- Benton Visual Retention Test (BVRT)*, 150
- BEST (*Bedside Evaluation Screening Test*), 143
- BIGmack communication device, 229–230, 231
- Bilabial closure, 202
- Biofeedback, in dysarthria intervention, 198–199, 201, 202, 206–207, 216. *See also* Neurofeedback
- Blast injuries
 - mechanisms of, 11, 70–75
 - military personnel and, 14, 73–74
 - primary blast injuries, 70–73
 - quaternary blast injuries, 71, 74
 - secondary blast injuries, 71, 73–74
 - shell shock, 70–71
 - tertiary blast injuries, 71, 74
- Blast wave, 71–72
- Blast wind, 71–72
- Blow bottle, adapted, 198–199
- BNT (*Boston Naming Test*), 154
- Boston Assessment of Severe Aphasia (BASA)*, 143
- Boston Diagnostic Aphasia Examination (BDAE)*, 130, 143, 150, 154
- Boston Naming Test (BNT)*, 154
- Botox, 201–202, 249
- Boxing, 39, 46
- Brain imaging techniques, 63, 93
- Brain injury. *See* Acquired brain injury; Traumatic brain injury (TBI)
- Breath-pause patterning, 217
- Breathing pattern. *See also* Respiratory system
 - in dysarthria intervention (Stage 1), 196

- Breathing pattern (*continued*)
 in dysarthria intervention (Stage 3),
 213–214
- Brief Cognitive Status Exam, 151
- Brief Test of Attention* (BTA), 149
- Brief Test of Head Injury*, 150, 151, 152, 154
- Brief Visuospatial Learning Test* (BVMT), 150
- Bromocriptine, 90
- BTA (*Brief Test of Attention*), 149
- BVMT (*Brief Visuospatial Learning Test*), 150
- BVRT (*Benton Visual Retention Test*), 150
- CADL (*Communication Activities of Daily Living*), 143
- Calendar trends of TBIs, 19
- California Verbal Learning Test* (CVLT), 150
- Cannula, 271, 272
- Cardiac disorders, 20
- Causes of TBI, 17–18
- Cavitation effects, 64, 65
- CBE (clinical bedside evaluation), 259–264,
 288–290
- Centers for Disease Control and Prevention,
 13, 16, 37
- Cerebral edema, 68–69
- Cerebrospinal fluid, 60–61, 68
- Cervical auscultation, 270–271
- Children. *See also* School transitions
 with dysphagia, 256, 271–272, 278–279,
 280
 family systems changes and, 303
 incidence of TBI in, 318–320
 social skills of, 303
- Chunking, 162
- Classroom interventions. *See* School
 transitions
- Clear speech strategies, 215–216
- Clinical bedside evaluation (CBE), 259–264,
 288–290
- Clinical interview on dysphagia, 260, 261
- Closed head injuries, 10, 11. *See also* Trau-
 matic brain injury (TBI)
- Cognitive assessment, 239, 241–242
- Cognitive-behavioral deficits and dysphagia,
 269
- Cognitive-communication deficits
 acute care, 137–140
 acute rehabilitation, 140–167
 aphasia, co-occurring with, 142, 144
 aphasia distinguished from, 121–122,
 141–142
 assessment of, 137–140, 147–154, 155, 156
 characteristics of, 123–137
 communication functions in post-
 rehabilitation, 167
 definition of, 122
 discourse genres, 156
 errorless learning, 169–170
 extralinguistic behaviors, 123, 132–136,
 155
 intervention options in post-rehabilitation,
 167–172
 in isolation, 144
 linguistic behaviors, 123–132, 155
 neurofeedback, 157
 paralinguistic behaviors, 123, 136–137,
 155
 positive everyday routines, 170–172
 post-rehabilitation, 167–172
 psychosocial functioning and, 294–299
 reestablishing communication, 137
 restorative treatment of, 154–167
 transcranial magnetic stimulation (TMS),
 156–157
 underlying cognitive and psychosocial
 challenges, 144–147
- CogState Sport*, 47
- Coherence, 125–126
- Cohesion, 125–126
- College education, 318, 373–378. *See also*
 School transitions
- Coma. *See also* Impaired consciousness
 definition of, 81–82
 length of, 23–24
 medically induced coma, 24, 82–83
 treatment of, 82–83
- Coma stimulation, 93
- Coma/Near Coma Scale*, 94–98
- Communication. *See also* AAC assess-
 ment and intervention; Cognitive-
 communication deficits; Dysarthria
 assessment of communication effective-
 ness, 193–195
 behavior as, 403
 between families and speech-language
 pathologists, 385–388
 functions of, in post-rehabilitation for
 cognitive-communication deficits, 167

- maxims on, 129
 and opportunities to do harm, 401–405
 parent-school communications, 341–343
Communication Activities of Daily Living (CADL), 143
 Communication boards, 244
 Communication books, 244
 Communication Effectiveness Survey, 194–195
 Compensation neurosis, 33. *See also* Mild TBI (MTBI)
 Complex concussion, 40–41
 Computed tomography (CT) scans, 63
 Concussion. *See* Mild TBI (MTBI)
 Confidentiality, 397
 Conflict management, 343–347
Conners' Continuous Performance Test (CPT), 149
 Consciousness, disorders of. *See* Impaired consciousness
 Consolidation, 295
 Continuing education, 370–378
 Continuity of care, 234–235
 Continuous positive airway pressure (CPAP), 215
 Contrecoup injury, 63
Controlled Oral Word Association Test (COWAT), 154
 Conversational discourse, 156
 COWAT (*Controlled Oral Word Association Test*), 154
 CPAP (continuous positive airway pressure), 215
 CPT (*Conners' Continuous Performance Test*), 149
 Cranial bones, 55–59
 Craniotomy, 67
 Cranium, 55–59
 CRI (HeadMinder Concussion Resolution Index), 47
 Cross-skill treatment for dysphagia, 278
 CT scans, 63
 CVLT (*California Verbal Learning Test*), 150
 Cytotoxic edema, 68–69
 D-KEFS (*Delis-Kaplan Executive Functioning System*), 149, 152, 153, 154
 Daily routines for cognitive-communication deficits, 170–172
 Deep brain stimulation, 91
Delis-Kaplan Executive Functioning System (D-KEFS), 149, 152, 153, 154
 Deltoid aid, 238
 Dementia pugilistica, 46
Dementia Rating Scale (DRS), 149, 150, 152
 Depressed skull fractures, 11
 Depression, 301–303, 383
 Descriptive discourse, 156
 Diet. *See* Feeding
 Diffuse traumatic axonal injury, 62–63
 Ding amnesic syndrome, 33. *See also* Mild TBI (MTBI)
Discourse Comprehension Test, 150
 Discourse genres, 156
 Disincentives to work, 355
 Disinhibition, 297, 300
Disorders of Consciousness Scale (DOCS), 100–102, 115–119
 Divided attention, 160
 Divorce, 384
 DOCS (*Disorders of Consciousness Scale*), 100–102, 115–119
 Dream team, 360–362
 DRS (*Dementia Rating Scale*), 149, 150, 152
 Drug treatments. *See* Medications
 Drug use, 19
Drugs and Dysphagia: How Medications Can Affect Eating and Swallowing, 260
 Dura mater, 58–59
 DynaVox, 233
 DynaWrite communication device, 244
 Dysarthria
 assessment of, 191–195
 case examples on, 197, 206, 213
 communication effectiveness assessment, 193–195
 early speech sound production (Stage 1 intervention), 201–202
 framework for intervention, 186, 189–191
 intervention stages for, 195–218
 laryngeal intervention, 200, 214
 listener effort, fatigue, and acceptance assessment, 193
 nasal obturation (Stage 2 intervention), 211–212
 natural speech supplement by AAC (Stage 2 intervention), 202–212, 218–219

Dysarthria (*continued*)

- no useful speech (Stage 1 intervention), 195–202
- obvious speech disorder with intelligible speech (Stage 4 intervention), 216–218
- oral articulation intervention (Stage 3), 215–216
- palatal lifts, 209–211, 214
- physiologic intervention (Stage 2), 205–207
- prevalence and natural course of, 186–188
- respiratory management, 196–201, 205–207, 213–214
- speaking rate assessment, 192–193
- speech characteristics of, 185, 188–189
- speech intelligibility assessment, 192
- speech intelligibility reduced in some situations (Stage 3 intervention), 212–216
- speech naturalness assessment, 193
- speech precision enhancement (Stage 2), 205
- staging strategy for, 191–192
- supplemented speech (Stage 2), 203–205
- types of, 191
- velopharyngeal intervention, 201, 207–212, 215
- voluntary phonation (Stage 1 intervention), 199–201

Dysphagia

- acute recovery, 259–272
- aspiration and, 256–257, 272, 279
- chart review and case history, 260
- clinical bedside evaluation (CBE), 259–264, 288–290
- clinical interview, 260, 261
- cognitive and behavioral deficits affecting, 269
- cognitive-behavioral assessment of, 268–270
- cross-skill treatment, 278
- diet modifications, 275–276, 277
- ethical consideration, 280–283
- evaluation of, 259–264
- exercise and, 276–278
- gastroesophageal reflux (GER) and, 272, 274
- imaging assessments of, 259, 264–266
- impaired consciousness and, 270–271

- incidence of, 25–56
- Masako maneuver, 276–277
- medications and, 260
- neurogenic dysphagia, 255
- objective assessments of, 264–270
- pediatric issues in, 256, 271–272, 278–279, 280
- physiological features underlying, 256
- post-acute rehabilitation, 272–279
- post-rehabilitation, 279–280
- Shaker exercise, 277
- signs and symptoms of, 257
- swallowing maneuvers and compensatory postures, 274–275
- thermal tactile stimulation (TTS), 277–278
- tracheotomies and, 271–272
- treatment of, 272–274
- xerostomia and, 270

Education. *See* School transitions

Education for All Handicapped Children

Act. *See* IDEA (Individuals with Disabilities Education Act)

EEG biofeedback. *See* Neurofeedback

EEGs (electroencephalograms), 93

Electropalatography (EPG), 216

Emotional changes, 300–301. *See also* Psychosocial functioning

Emotional lability, 135

Employment. *See* Work transitions

Enabling Devices, 231

Encoding, 295

Endoscopic equipment, 209

Environmental confounds, 101

EPG (electropalatography), 216

Epidemiology of TBI

- age and, 16, 17

- calendar trends, 19

- causes of TBI, 17–18

- gender and, 15–17

- preexisting medical conditions, 20

- previous TBI as risk factor for, 19–20

- prognosis for recovery, 21–26

- risk factors, 19–20

- severity of TBI, 20–21, 25

- substance abuse, 19

Epidural hematomas, 66

- ERICA eye-tracking technology, 238
- Errorless learning, 169–170
- Ethical issues
 - abuse of people with impaired consciousness, 103–104
 - American Speech-Language-Hearing Association (ASHA) code of ethics, 396
 - behavior as communication, 403
 - beneficence, 397
 - case example, 398
 - confidentiality, 397
 - dysphagia, 280–283
 - exercise on, 400
 - framework for, 396–397
 - goal of “do no harm,” 395–405
 - impaired consciousness, 103–104
 - informed consent, 322, 397
 - missing the context, 404
 - model of client-centered approach in clinical decision making, 281–282
 - not listening, 404–405
 - opportunities to do harm, 400–405
 - overpromising, 401–402
 - political correctness, 402–403
 - privacy issues, 322–325
 - quality of life, 281–282
 - quality of life of people with impaired consciousness, 103
 - respect for persons, 396–397
 - underpromising, 402
 - vulnerability of persons with TBI, 399–400
- Etiology of TBI. *See* Causes of TBI
- Evacuating a clot, 67
- Event recording, 310
- Everyday routines. *See* Daily routines
- Executive functioning
 - cognitive-communication deficits and, 146
 - deficits of, 297
 - definition of, 165–166, 296–297
 - different terms for, 165
 - disinhibited responses, 297
 - goal-plan-do-review routines, 166–167
 - restorative treatment of, 165–167
- Exercise and dysphagia, 276–278
- Expository discourse, 156
- Extradural hematomas, 66
- Extralinguistic behaviors
 - affect, 134–135
 - definition of, 123
 - eye gaze, 132–134
 - gestures, 135–136
 - list of, 155
- Eye gaze, 132–134
- Eye-gaze boards, 244
- Eye Response Technologies, 238
- Eye-tracking technology for SGDs, 238
- Falls, 17, 18
- Families
 - accepting reality while building hope, 390–391
 - care and concern for, 387–389
 - communication between speech-language pathologists and, 385–388
 - education on TBI for, 389
 - explaining terminology to, 386
 - family systems changes, 303–304
 - impact of TBI on, 383–384
 - linking information with other clinical team members, 386–388
 - marital stability and marital stress, 303–304, 383–384
 - meaningfulness of activities, 390–391
 - needs of, 388–390
 - overpromising to, 401–402
 - parent permission to evaluate, 322
 - parent-school communications, 341–343
 - patience with, 389–390
 - of persons with dysphagia, 279–280
 - political correctness with, 402–403
 - relationship between speech-language pathologists and, 384–392
 - underpromising to, 402
 - and vocational assessment and service planning, 354
- Family Educational Rights and Privacy Act (FERPA), 322–324
- Family systems changes, 303–304
- FDA (*Frenchay Dysarthria Assessment*), 267
- Feeding
 - diet modifications for dysphagia, 275–276, 277
 - normal development of, 273

- FEES (fiber-optic endoscopic examination of swallowing), 259
- FERPA (Family Educational Rights and Privacy Act), 322–324
- Fiber-optic endoscopic examination of swallowing (FEES), 259, 264–266
- FIM+FAM (*Functional Assessment Measure*), 139
- First letter mnemonics, 163
- Fiscosity, 276
- fMRI, 93–94
- Focused attention, 159
- Forward-chaining procedures, 170–171
- Frenchay Dysarthria Assessment* (FDA), 267
- Functional Assessment Measure* (FIM+FAM), 139
- Functional magnetic resonance imaging (fMRI), 93–94
- Funding for SGD system, 242–243
- Gag reflex, 263
- Galveston Orientation and Amnesia Test* (GOAT), 152
- Gastroesophageal reflux (GER), 272, 274
- GCS (*Glasgow Coma Scale*), 22–23, 26, 86–88, 269–270
- Gender
 - automobile insurance rates for teenage drivers, 15
 - prognosis for recovery, 25
 - TBI and, 15–17
- Generalized responses, 89
- GER (gastroesophageal reflux), 272, 274
- Gestures, 135–136
- GEWA Laser Pointer, 231, 238
- Gist comprehension, 127–128
- Glasgow Coma Scale* (GCS), 22–23, 26, 86–88, 269–270
- Goal-plan-do-review routines, 166–167. *See also* Executive functioning
- GOAT (*Galveston Orientation and Amnesia Test*), 152
- Halstead-Reitan*, 150
- Head anatomy and physiology
 - cranial bones, 55–59
 - meninges, 58–60
 - neural tissue, 68
 - ventricular system, 60–61
- Head-tracking technology for SGDs, 238
- HeadMinder Concussion Resolution Index (CRI), 47
- HeadMouse Extreme, 238
- Health Insurance Portability and Accountability Act (HIPAA), 322–323, 325–326
- Hearing screening, 236–237
- Heart disease, 20
- Hematomas, 66–68
- High blood pressure, 20
- Higher education. *See* Postsecondary education
- HIPAA (Health Insurance Portability and Accountability Act), 322–323, 325–326
- Hopkins Verbal Learning Test* (HVLTL), 150
- HVLTL (*Hopkins Verbal Learning Test*), 150
- Hyperadduction, 200
- Hyperbaric oxygen treatment, 90–91
- Hypernasality, 208, 215
- Hypoadduction, 200
- Hyponasality, 208
- Hypothermia, 82–83
- Hypoxia, 10
- I-ASCC (*Index of Augmented Speech Comprehensibility of Children*), 192
- ICF (International Classification of Functioning, Disability, and Health), 138–139, 186, 189–191
- ICP (intracranial pressure), 24, 69–70, 83
- IDEA (Individuals with Disabilities Education Act), 318
 - administration of, U.S. Department of Education, 331
 - content of, 326–328
 - definition of TBI in, 11, 13, 327–328
 - determination of educational disability, 330–331
 - interrelationship of Section 504 and, 329–331
 - TBI as special education verification category under, 318, 319, 326–327
- IEDs (improvised explosive devices), 73
- IEPs, 326, 332, 342
- Imaging assessments of dysphagia, 259, 264–266
- Immediate memory, 295

- Immediate Post-Concussion Assessment and Cognitive Testing (ImPACT)*, 47, 49
 ImPACT (*Immediate Post-Concussion Assessment and Cognitive Testing*), 47, 49
 Impaired consciousness. *See also* Coma
 acute stage of, 81–83
 assessment of, 86–89, 94–102
 deep brain stimulation, 91
 dysphagia and, 270–271
 ethical issues, 103–104
 hyperbaric oxygen treatment, 90–91
 length of, 23–24
 medications for, 90
 minimally conscious state distinguished
 from vegetative state, 84–89
 ongoing assessment and monitoring
 change, 93–102
 ongoing monitoring of status during post-
 rehabilitation, 102
 parameters for judging responses as con-
 sistent and reliable, 85
 post-acute rehabilitation, 83–102
 post-rehabilitation, 102–104
 recovery from, 86–87, 102
 sensory stimulation programs, 91–93
 treatment of, 89–93
 vegetative states, 23, 83–87, 102
 Impairment of structural or functional integ-
 rity, 138, 190
 Improvised explosive devices (IEDs), 73
 Incidence and prevalence of TBI
 definition of incidence versus prevalence,
 10
 definition of TBI, 9–10
 incidence statistics, 10, 13–15
 injury reports, 12–13
 prevalence statistics, 10
 severity of TBI, 11–12
 Incidental learning, 158
*Index of Augmented Speech Comprehensibility
 of Children (I-ASCC)*, 192
 Individualized Education Programs (IEPs),
 326, 332, 342
 Individuals with Disabilities Education Act.
See IDEA (Individuals with Disabilities
 Education Act)
 Informed consent, 322, 397
 Inhibition deficits, 299–300
 Initiation deficits, 241–242, 299–300
 Injury reports, 12–13
 Inspiratory checking, 199. *See also* Respira-
 tory system
 Insurance. *See* Automobile insurance
 Integration and synthesis assessment, 150
 Intentional injuries, 12–13, 17, 18
 Interest inventories, 363
 International Classification of Functioning,
 Disability, and Health (ICF), 138–139,
 186, 189–191
 Interval recording, 310–311
 Intonation, 136–137
 Intonation patterning, 217
 Intracerebral hematomas, 67–68
 Intracranial hematomas, 67–68
 Intracranial pressure (ICP), 24, 69–70, 83
 Involuntary emotional expression disorder,
 135
 Iraq war, 14, 73–74
 Jelly Bean switch, 231
JFK Coma Recovery Scale, 95, 98, 99
 Job analyses, 363–366
 Job restructuring, 369
 Jobs. *See* Work transitions
 Journals about traumatic brain injury (TBI),
 305
 Kay Elemetrics Corp., 198
 L-LOG (*Orientation Log*), 152
 Lack of awareness, 298–299
 Lamotrigine, 90
 Language assessment, 239–241
 Language deficits. *See* Cognitive-
 communication deficits
 Laryngeal intervention
 in dysarthria intervention (Stage 1), 200
 in dysarthria intervention (Stage 3), 214
 phonation and, 200
 Laser pointers for SGDs, 238
Lee Silverman Voice Treatment (LSVT),
 213–214
 LightWriter, 247
 Linguistic behaviors
 coherence and cohesion, 125–126
 communication maxims, 129
 definition of, 123
 gist comprehension, 127–128

- Linguistic behaviors (*continued*)
 list of, 155
 logorrhea, 129
 macrolinguistic processing, 123–124, 155
 microlinguistic processing, 128–129
 propositions, 132
 story grammar, 126–127
 tangential speech, 124
 topic selection and maintenance, 124
 topic shading, 124
 verbal production, 129–131
 word selection and retrieval, 131–132
- Listener effort, fatigue, and acceptance assessment, 193
- Living situation transitions, 247–248
- Living with Brain Injury*, 318
- Localized responses, 89
- Logorrhea, 129
- Long-term memory, 295
- Loudness
 increasing loudness for phonation in dysarthria intervention (Stage 1), 200–201
 respiratory system management in dysarthria intervention (Stage 1), 196
- Lower-extremity motor control, 237–238
- LSVT (*Lee Silverman Voice Treatment*), 213–214
- Macaw 5, 233
- Macrolinguistic processing, 123–124, 155
- Magnetic resonance imaging (MRI), 63
- Magnetic resonance spectroscopy (MRS), 63
- Malignant cerebral edema. *See* Second impact syndrome
- Malingering, 33–34
- Marital stability and marital stress, 303–304, 383–384. *See also* Families
- Masako maneuver, 276–277
- MAST (*Mississippi Aphasia Screening Test*), 143
- MBS (modified barium swallow), 264, 266
- Medicaid, 243
- Medically induced coma, 24, 82–83
- Medicare, 243
- Medications
 in dysarthria intervention (Stage 1), 202
 dysphagia and, 260
 impaired consciousness, 90
- Memory
 assessment of, 150–151
 chunking, 162
 cognitive-communication deficits and, 145
 definition of, 145
 first letter mnemonics, 163
 immediate memory, 295
 long-term memory, 295
 memory-enhancement techniques, 161–163
 memory logs, 160–161
 procedural memory, 295
 prospective memory, 295
 psychosocial functioning and, 294–296
 quantifying, 162
 restorative treatment of, 160–164
 retrospective memory, 295
 semantic memory, 295
 sensory memory, 296
 short-term memory, 295
 spaced retrieval, 163–164
 types of, 295–296
 verbal rehearsal, 162
 visual imagery, 162
- Memory logs, 160–161
- Meninges, 58–60
- Mercury SGD, 233
- Metacognition, 165. *See also* Executive functioning
- Methylphenidate, 90
- Microlinguistic processing, 128–129
- Mild TBI (MTBI). *See also* Sports-related injuries
 causes and frequency of, 18, 37–39
 definition of, 35–36
 difficulties with identification and diagnosis of, 33–34, 43–45
 exclusion of, from TBI incidence and prevalence statistics, 11–12, 20
 malingering versus, 33–34
 measurement of TBI severity, 39–41
 military personnel and, 14
 PTSD distinguished from, 34, 44–45
 return-to-play guidelines for coaches and athletes, 47–50
 second impact syndrome, 46–47
 simple versus complex concussion, 40–41
 statistics on, 21, 37

- symptoms of, 34, 35, 41–43
 synonymous terms for, 33
 treatment of, 45
 Military personnel, 14, 44–45, 70–71, 73–74
Mini Inventory of Right Brain Injury, 149
Mini Mental State Examination (MMSE), 152
 Minimally conscious states, 23, 83–84
 Minor head injury. *See* Mild TBI (MTBI)
Mississippi Aphasia Screening Test (MAST), 143
 MMSE (*Mini Mental State Examination*), 152
 Mnemonic strategies, 161–163. *See also* Memory
 Modified barium swallow (MBS), 264, 266
 Monotonous speech, 207
 Motor control and AAC system, 237–239
 Motor speech assessment, 239–240
 MRI, 63
 MRS, 63
 MTBI. *See* Mild TBI (MTBI)
 Multidisciplinary team (MDT), 326, 328, 330–332, 335
 Multisensory stimulation programs, 93–94

 NAB (*Neuropsychological Assessment Battery*), 152
 Narrative discourse, 156
 Nasal obturation, 211–212
 Nasogastric (NG) tubes, 280
 National Center for Injury Prevention and Control (NCIPC), 35–36
 National Dysphagia Diet Task Force, 276, 277
 NCCEA (*Neurosensory Center Comprehensive Examination for Aphasia*), 154
 Near-drowning incidents, 10–11, 12
 Neuro Logic, Inc., 198
 Neurofeedback, 157. *See also* Biofeedback
 Neurogenic dysphagia, 255. *See also* Dysphagia
Neuropsychological Assessment Battery (NAB), 152
Neurosensory Center Comprehensive Examination for Aphasia (NCCEA), 154
 NG (nasogastric) tubes, 280
Nil per os (nothing by mouth), 258, 279
 North Star Project, 158
 NPO (nothing by mouth), 258, 279

 OCR (Office for Civil Rights), 330, 374
 Office for Civil Rights (OCR), 330, 374
 Office of Special Education and Rehabilitation Services (OSERS), 331
 Open head injuries, 10. *See also* Traumatic brain injury (TBI)
 Operational definition, 309–310
 Oral articulation. *See* Articulation intervention
 Orientation
 assessment of, 151–152
 cognitive-communication deficits and, 145
 definition of, 145, 157
 restorative treatment of, 157–159
Orientation Log (O-LOG), 152
 Origin Instruments, 238
 OSERS (Office of Special Education and Rehabilitation Services), 331
 Outcome of TBI, 40. *See also* Prognosis for recovery
 Overpromising, 401–402

Paced Auditory Serial Addition Task (PASAT), 153
 Pacer/Tally Software Application, 193
 Palatal lifts, 209–211, 214
 PALPA (*Psycholinguistic Assessment of Language Processing in Aphasia*), 143
 Paralinguistic behaviors
 definition of, 123
 list of, 155
 prosody, 136–137
 rhythm, 136–137
 tone and intonation, 136–137
Paramatta Hospitals Assessment of Dysphagia (PHAD), 267
 Parent permission to evaluate, 322
 Parents. *See* Families
 Participation restrictions, 139, 190
 Partner-dependent scanning boards, 244
 PASAT (*Paced Auditory Serial Addition Task*), 153
 Passy-Muir valve, 272
 Pathological laughing and crying, 135
 Pediatric issues. *See* Children
Penetration/Aspiration Scale, 268
 People with traumatic brain injury. *See* Survivors of traumatic brain injury

- Persistent vegetative state, 23, 84, 102
- Persuasive discourse, 156
- PHAD (*Paramatta Hospitals Assessment of Dysphagia*), 267
- Pharmacological intervention. *See* Medications
- Phonation
 - establishing voluntary phonation in dysarthria intervention (Stage 1), 199–201
 - increasing loudness, 200–201
 - laryngeal efficiency, 200
 - optimizing phonation function in dysarthria intervention (Stage 2), 207
 - postural adjustments, 200
- Physical capabilities, changes in, 248–249
- Physiologic intervention
 - in dysarthria intervention, 205–207, 218
 - establishing consistent respiratory function for speech, 205–207
 - optimizing phonation function, 207
 - speech intelligibility, 218
- Pia mater, 59, 60
- PICA (*Porch Index of Communicative Ability*), 143
- P.L. 94–142. *See* IDEA (Individuals with Disabilities Education Act)
- Pneumotachometer, 208
- Pointing device for SGDs, 238
- Political correctness, 402–403
- Porch Index of Communicative Ability* (PICA), 143
- Portland Digit Recognition, 33
- Positioning confounds, 101
- Post-acute rehabilitation
 - AAC assessment and intervention during, 235–246
 - assessment for long-term AAC use, 235–239
 - continuity of care when transitioning to, 234–235
 - dysphagia, 272–279
 - funding for SGD system, 242–243
 - implementation of AAC system, 244–246
 - low technology AAC considerations, 243–244
 - motor speech, language, and cognitive assessment, 239–242
 - selection of AAC system, 242
 - settings for, 235
 - transition from, to post-rehabilitation, 246
 - transition to, and AAC assessment and intervention, 233–235
- Postconcussive syndrome, 41. *See also* Mild TBI (MTBI)
- Post-rehabilitation
 - AAC assessment and intervention during, 246–251
 - acceptance use of AAC system, 250–251
 - changing capabilities and AAC system, 248–249
 - of cognitive-communication deficits, 167–172
 - definition of, 189
 - dysphagia, 279–280
 - errorless learning, 169–170
 - of impaired consciousness, 102–104
 - positive everyday routines, 170–172
 - social networks and AAC system, 250
 - transition to, and AAC assessment and intervention, 246
 - transitioning living situations and AAC system, 247
- Postsecondary education, 318, 373–378. *See also* School transitions
- Post-traumatic amnesia (PTA)
 - definition of, 23, 138
 - duration of, and TBI severity, 24, 25, 39, 138
- Posttraumatic stress disorder (PTSD), 34, 44–45
- Postural adjustments for phonation, 200
- PowerLink, 231
- Pragmatic behaviors, 164–165
- Preexisting medical conditions, 20
- Preparing for Life after High School*, 318
- Prevalence. *See* Incidence and prevalence of TBI
- Previous TBI, as risk factor for future TBI, 19–20
- Primary blast injuries, 70–73. *See also* Blast injuries
- Primary mechanisms of acceleration-deceleration-dependent injuries, 61–65
- Privacy issues, 322–325
- Problem solving, 145–146

- Procedural discourse, 156
 Procedural memory, 295
 Prognosis for recovery. *See also* Outcome of TBI
 extent and location of brain damage, 21–23
 gender and, 25
 genetic predisposition and, 24–26
 length of impaired consciousness, 23–24
 Propositions, 132
 Prosody, 136–137, 217–218
 Prospective memory, 295
 Psychiatric illness, 20
Psycholinguistic Assessment of Language Processing in Aphasia (PALPA), 143
 Psychosocial functioning
 analysis of problem behavior in intervention for, 307–310
 appropriate versus inappropriate psychosocial outcome, 307–308
 awareness issues, 298–299
 behavioral changes, 299–300
 cognitive changes, 294–299
 cognitive-communication deficits and, 144–147
 components and definitions of, 145–146
 definition of, 293
 emotional changes, 300–301
 executive functioning, 296–297
 exercise on, 302
 family systems changes, 303–304
 follow-up in intervention for, 311–313
 interventions targeting psychosocial challenges, 304–313
 memory and attention challenges, 294–296
 plan development in intervention for, 308–311
 problem identification in intervention for, 306–307
 social integration and, 294–304
 social interaction issues, 301–303
 speech of processing, 297
 tips for psychosocial interventions, 312–313
 PTA. *See* Post-traumatic amnesia (PTA)
 PTSD. *See* Posttraumatic stress disorder (PTSD)
 Pulse oximetry, 271
 Punch-drunk syndrome, 46
 Quality of life, 103, 281–282, 378–379
 Quantifying, 162
 Quaternary blast injuries, 71, 74. *See also* Blast injuries
Quick Assessment of Aphasia, 144
 Radiation treatment, 12–13
Rancho Los Amigos Levels of Cognitive Functioning, 88–89, 109–114, 140, 187, 227, 228, 233, 235, 270
 RAVLT (*Rey-Osterrieth Auditory Verbal Learning Test*), 150
 RBANS (*Repeatable Battery for the Assessment of Neuropsychological Status*), 149, 151
 RBHOMS (*Royal Brisbane Hospital Outcome Measure for Swallowing*), (RBHOMS), 268
 Readiness to work, 362–364. *See also* Work transitions
 Reasonable accommodations, 369. *See also* Accommodation strategies
 Reasoning assessment, 152–153
 Recovery phases, 189. *See also* Post-acute rehabilitation; Post-rehabilitation; Prognosis for recovery
 Recurrent traumatic brain injury. *See* Second impact syndrome
 Rehabilitation. *See also* Acute rehabilitation; Ethical issues; Post-acute rehabilitation; Post-rehabilitation; Treatment
 medical and educational natures of, 397–399
 phase of, 189
 reflections of rehabilitation novice, 401
 Rehabilitation Act Section 504, 328–331, 374
Rehabilitation Institute of Chicago Evaluation of Communication Problems in Right Hemisphere Dysfunction, 149
Rehabilitation Institute of Chicago Functional Assessment Scale (RIC-FAS), 268
Repeatable Battery for the Assessment of Neuropsychological Status (RBANS), 149, 151
 Respect for persons, 396–397
 Respiratory paddle, 199

- Respiratory prosthesis, 199
- Respiratory system
- adapted blow bottle, 198–199
 - air pressure measurement, 198
 - assessment of, 196, 198
 - breathing pattern, 196
 - dysarthria intervention (Stage 1), 196–199, 206
 - dysarthria intervention (Stage 2), 205–207
 - dysarthria intervention (Stage 3), 213–214
 - eliminating abnormal respiratory behaviors, 199
 - establishing consistent subglottal air pressure, 198–199
 - inspiratory checking, 199
 - loudness, 196
 - normalizing breath patterning, 213–214
 - respiratory prosthesis, 199
 - respirace unit, 198, 206–207
 - speech intelligibility and, 213–214
- Respirace unit, 198, 206–207
- Restorative treatment. *See* Treatment
- Retrieval, 295
- Retrospective memory, 295
- Rey Auditory Verbal Learning Test*, 152
- Rey-Osterrieth Auditory Verbal Learning Test* (RAVLT), 150
- Rey Osterrieth Complex Figure Test* (ROCF), 150
- Rhythm, 136–137
- RIC-FAS (*Rehabilitation Institute of Chicago Functional Assessment Scale*), 268
- RIPA (*Ross Information Processing Assessment*), 151, 152, 153
- Risk factors, 19–20
- Rivermead Behavioural Memory Test*, 151
- ROCF (*Rey Osterrieth Complex Figure Test*), 150
- Ross Information Processing Assessment* (RIPA), 151, 152, 153
- Ross Test of Higher Cognitive Processes*, 153
- Rotational forces, in acceleration-deceleration-dependent injuries, 62, 63, 64–65
- Royal Brisbane Hospital Outcome Measure for Swallowing*, (RBHOMS), 268
- SAC (*Standardized Assessment of Concussion*), 47, 49
- Safety devices, 4, 22
- Safety issues in workplace, 370
- SB (*Stanford-Binet Intelligence Scales*), 151, 153
- SBS. *See* Shaken baby syndrome (SBS)
- Scales of Cognitive Ability for Traumatic Brain Injury* (SCATBI), 150, 151, 152, 153, 154
- SCAT (*Sport Concussion Assessment Tool*), 47, 49
- SCATBI (*Scales of Cognitive Ability for Traumatic Brain Injury*), 150, 151, 152, 153, 154
- Schedule for Oral-Motor Assessment* (SOMA), 267
- School transitions. *See also* IDEA (Individuals with Disabilities Education Act); Postsecondary education
- behavioral problems and interventions, 299–300, 340, 349–350
 - classroom interventions, 347–350
 - complexities of, 334–340
 - conflict management, 343–347
 - determination of educational disability, 330–331
 - disabilities categories for special education eligibility, 331
 - elements of successful transitions, 341–343
 - exercise on, 336
 - failure to follow special education sequence, 331–332
 - IEPs and, 326, 332, 342
 - incidence of TBI in children, 318–320
 - information gathering for, 341–343, 346–347
 - intervention avenues, 321–331
 - laws pertaining to, 322–331
 - medical records and therapy reports for, 333, 341–342
 - medical versus educational approaches on, 331–334
 - multidisciplinary team (MDT) and, 326, 328, 330–332, 335
 - parent permission to evaluate, 322
 - parent-school communications, 341–343
 - post-secondary transition, 318
 - preschoolers, 318
 - privacy issues, 322–325
 - questions on, 338–339

- special education terminology and abbreviations, 327
- TBI team, 345–347
- tips and scripts, 320, 323–325, 329, 331, 333–335, 339, 340, 342, 344–346
- variables in, 337
- Seat belts, 4
- Second impact syndrome, 46–47
- Secondary blast injuries, 71, 73–74. *See also* Blast injuries
- Secondary mechanisms of acceleration-deceleration-dependent injuries, 61, 62, 66–70
- Section 504, 328–331, 374
- Selective attention, 160
- Selective Reminding Test*, 151
- Self-determination, 165. *See also* Executive functioning
- Self-regulation, 165. *See also* Executive functioning
- Semantic memory, 295
- Semi-awake, 86. *See also* Impaired consciousness
- Semi-conscious, 86. *See also* Impaired consciousness
- Sensory memory, 296
- Sensory Modality Assessment and Rehabilitation Technique* (SMART), 99–100
- Sensory stimulation programs, 91–93
- Severity of TBI
- blast injuries, 73
 - different systems for measurement of, 39–41
 - duration of posttraumatic amnesia (PTA) and, 24, 25, 39, 138
 - epidemiology and, 20–21
 - incidence and prevalence statistics and, 11–12
- SGDs (speech-generating devices). *See also* AAC assessment and intervention
- direct selection for, 238
 - evaluation for, 233–234
 - funding for, 242–243
 - hearing deficits and, 236–237
 - initiation problems with, 241–242
 - low-tech strategies supplementing, 243–244
 - lower-extremity motor control and, 237–238
 - for persons with aphasia, 241
 - practice and repetition for mastery of, 241
 - scanning options for, 239
 - support for use of, 234, 241–242
 - switch access for, 239
 - touch screen for, 239
 - transitioning to post-acute rehabilitation with, 233–234
 - types of, 233–234
 - upper-extremity motor control and, 238–239
 - visual deficits and, 237
 - word-prediction software for, 240
 - words or phrases on overlays for, 240–241
- Shaken baby syndrome (SBS), 12, 14
- Shaker exercise, 277
- Shearing strain, 65
- Shock, 71–72
- Short-term memory, 295
- Silent aspiration, 257, 279. *See also* Aspiration
- Simple concussion, 40–41
- Situational assessments, 364
- Skull fractures, 56–58
- SMART (*Sensory Modality Assessment and Rehabilitation Technique*), 99–100
- Social integration, 294–304
- Social interaction issues, 301–303
- Social networks, 250
- Social Networks: A Communication Inventory*, 250
- Social Security Disability Insurance (SSDI), 355
- SOMA (*Schedule for Oral-Motor Assessment*), 267
- Spaced retrieval, 163–164
- Spasticity, 231–232
- Speaking rate assessment, 192–193
- Speaking rate control, 215
- Special education. *See* IDEA (Individuals with Disabilities Education Act); School transitions
- Speech-generating devices. *See* SGDs (speech-generating devices)
- Speech intelligibility
- assessment of, 192, 217
 - breath-pause patterning, 217
 - clear speech strategies, 215–216
 - in dysarthria intervention (Stage 3), 212–216

- Speech intelligibility (*continued*)
 dysarthria intervention (Stage 4), 216–218
 enhancing speech, 217–218
 intonation patterning, 217
 laryngeal intervention (Stage 3), 214
 physiologic intervention, 218
 prosodic elements of speech, 217–218
 respiration intervention to normalize
 breath patterning, 213–214
 stress patterning, 217
 velopharyngeal intervention to maintain
 optimal function (Stage 3), 214–215
- Speech Intelligibility Test*, 192–193
- Speech-language pathologists. *See also* AAC
 assessment and intervention; Acute
 rehabilitation; Dysphagia; Post-acute
 rehabilitation; Post-rehabilitation;
 Treatment
 dysphagia treated by, 255
 families' relationship with, 384–392
 mild TBI (MTBI) treated by, 45
- Speech naturalness assessment, 193
- Speech of information processing, 297
- Speech precision enhancement, in dysarthria
 intervention (Stage 2), 205
- Speech production deficits. *See* Dysarthria
- Speech sound production
 early speech sound production, 201–202
 supplemented by AAC in dysarthria inter-
 vention (Stage 2), 202–212, 218–219
 velopharyngeal intervention to support,
 201
- Speed of processing assessment, 153
- Spinal tap, 60
- Sport Concussion Assessment Tool* (SCAT), 47,
 49
- Sports-related injuries. *See also* Mild TBI
 (MTBI)
 in boxing, 39, 46
 as cause of mild TBI (MTBI), 18, 37–41
 measurement of injury severity for, 40–41
 of professional athletes, 38–39
 reporting of, 12–13
 return-to-play guidelines after TBI, 47–50
 second impact syndrome, 46–47
 statistics on, 18, 37–39
 by type of high school and college sports,
 3–738
- SSDI (Social Security Disability Insurance),
 355
- SSI (Supplemental Security Income), 355
- Staging, 191–192
- Standardized Assessment of Concussion* (SAC),
 47, 49
- Stanford-Binet Intelligence Scales* (SB), 151,
 153
- Stoma, 271
- Story grammar, 126–127
- Stress patterning, 217
- Structural or functional integrity impair-
 ment, 138, 190
- Stuporous, 86. *See also* Impaired
 consciousness
- Subarachnoid hematomas, 67
- Subarachnoid space, 59–60
- Subdural hematomas, 66–67
- Subdural hydroma, 67
- Subdural hygroma, 67
- Subglottal air pressure, 198–199
- Substance abuse, as risk factor for TBI, 19
- Suicide attempts, 20
- Supplemental Security Income (SSI), 355
- Supplemented speech. *See also* AAC assess-
 ment and intervention
 alphabet supplementation, 203, 204
 communication breakdown repair, 205
 topic identification, 203–204
- Survivors of traumatic brain injury, 3–7. *See
 also* Traumatic brain injury (TBI)
- Sustained attention, 159–160
- Swallowing. *See also* Dysphagia
 assessment of, 259–264, 288–290
 maneuvers and compensatory postures for
 dysphagia, 274–275
 normal development of, 273
 stages in, 262–263
- Switch access for SGDs, 239
- Tangential speech, 124
- TBI. *See* Survivors of traumatic brain injury;
 Traumatic brain injury (TBI)
- TBI team in schools, 345–347
- TEA (*Test of Everyday Attention*), 149
- Tertiary blast injuries, 71, 74. *See also* Blast
 injuries
- Test of Everyday Attention* (TEA), 149

- Test of Memory Malingering, 33–34
Test of Memory Malingering (TOMM), 151
Test of Variables of Attention (TOVA), 149
 Testing. *See* Assessment; and *specific assessment scales*
- Testing-readiness confounds, 101
 Thermal tactile stimulation (TTS), 277–278
 Time-sampling, 311
 TMS. *See* Transcranial magnetic stimulation (TMS)
- TMT (Trail Making Test), 150
 Tobii ATI, 233
 TOMM (*Test of Memory Malingering*), 151
 Tone and intonation, 136–137
 Tongue holding, 276–277
 Topic identification, 203–204
 Topic selection and maintenance, 124
 Topic shading, 124
 Touch screen for SGDs, 239
 TOVA (*Test of Variables of Attention*), 149
 Trach tube, 271
 Tracheostoma, 271
 Tracheotomy, 271–272
 Trail Making Test (TMT), 150
 Transcranial magnetic stimulation (TMS), 156–157
- Transitions. *See* Post-acute rehabilitation; Post-rehabilitation; School transitions; Work transitions
- Translational forces, in acceleration-deceleration-dependent injuries, 62, 63–64
- Transportation, 366–367
- Traumatic brain injury (TBI). *See also* Assessment; Cognitive-communication deficits; Dysarthria; Dysphagia; Ethical issues; Mild TBI; Survivors of traumatic brain injury
 age and, 16, 17
 calendar trends of, 19
 causes of, 17–18
 closed head injuries, 10, 11
 definition of, 9–11, 327–328
 epidemiology of, 15–26
 gender and, 15–17
 incidence and prevalence of, 9–15
 incidence statistics, 13–15, 318–320
 injury reports, 12–13
 journals about, 305
 open head injuries, 10
 prognosis for recovery, 21–26
 risk factors, 19–20
 severity of, 11–12, 20–21, 25, 39–41
 societal changes and occurrence of, 22
 vulnerability of persons with, 399–400
- Treatment. *See also* Acute rehabilitation; Ethical issues; Post-acute rehabilitation
 in first hour following TBI, 62
 of mild TBI (MTBI), 45
 neurofeedback, 157
 restorative treatment of cognitive-communication deficits, 154–167
 transcranial magnetic stimulation (TMS), 156–157
- Tricare, 243
 Tricyclic antidepressants, 90
 TTS (thermal tactile stimulation), 277–278
 Twin Talk, 231
- U-tube manometer, 198
 Underpromising, 402
 Undue hardship in workplace accommodations, 369
 Unintentional injuries, 12, 17, 18
 Upper-extremity motor control, 238–239
 U.S. Department of Defense, 14
 U.S. Department of Education, 374
- Vanishing cues, 170
 Vasogenic edema, 68
 Vegetative states, 23, 83–87, 102
- Velopharyngeal function
 assessment of, 208–209
 continuous positive airway pressure (CPAP), 215
 in dysarthria intervention (Stage 1), 201
 in dysarthria intervention (Stage 2), 207–212
 in dysarthria intervention (Stage 3), 214–215
 endoscopic equipment for visualization of velopharyngeal mechanism, 209
 nasal obturation, 211–212
 palatal lifts, 209–211, 214
 speaking rate control, 215
- Ventricular system, 60–61

- Verbal Motor Production Assessment of Children* (VMPAC), 267
 Verbal production, 129–131
 Verbal rehearsal, 162
 Veteran's Administration, 243
 Videofluoroscopy, 259, 264
 Visual deficits and AAC assessment and intervention, 231–232, 237
 Visual imagery, 162
 Vmax SGD, 233
 VMPAC (*Verbal Motor Production Assessment of Children*), 267
 Vocational Rehabilitation agency, 365

 WAB (*Western Aphasia Battery*), 144
 WAIS (*Wechsler Adult Intelligence Scale*), 149, 151, 153
 WCST (*Wisconsin Card Sorting Test*), 153
 Wechsler Adult Intelligence Scale (WAIS), 149, 151, 153
 Wechsler Memory Scale (WMS), 151, 152
 Western Aphasia Battery (WAB), 144
 Western Neuro Sensory Stimulation Profile (WNSSP), 98–99
 Wide Range Assessment of Memory and Learning (WRAML), 151
 Wisconsin Card Sorting Test (WCST), 153
 WMS (*Wechsler Memory Scale*), 151, 152
 WNSSP (*Western Neuro Sensory Stimulation Profile*), 98–99
 Woodcock-Johnson-III, *Tests of Cognitive Ability*, 150, 153
 Word Memory Test, 33–34
 Word-prediction software, 240
 Word selection and retrieval, 131–132
 Work-based learning, 371–373
 Work Incentives Improvement Act, 355–356
 Work Options Array, 356–360
 Work transitions
 accommodation strategies in workplace, 364–370
 apprenticeships, 371–372
 array of work options, 356–360
 assessment of readiness to work, 362–364
 continuing education and, 370–378
 definition of work, 356
 difficulties in obtaining and retaining post-injury employment, 353–354
 disincentives to work, 355
 dream team for, 360–362
 employee misconduct, 370
 home or satellite offices, 367
 interest inventories, 363
 job analyses, 363–366
 job restructuring, 369
 law on, 367, 369–370
 matchmaking between worker and workplace, 362–370
 part-time jobs, 366
 physical work environment, 366
 post-injury employment rates, 353
 questions on, 357
 redefining work, 354–357
 redefining work-related dreams, values, and goals, 357, 360–362
 safety issues, 370
 situational assessments, 364
 social context of employment, 354–355
 transportation, 366–367
 work-based learning, 371–373
 work schedules, 366
 Workforce Investment Act, 355
 World Health Organization, 138–139, 186, 189–191
 WRAML (*Wide Range Assessment of Memory and Learning*), 151
 Xerostomia, 270
 Zygo Industries, Inc., 231, 233