



Preface

The idea for the first edition of this book was born back in 1996. I (Celeste Roseberry-McKibbin) was part of a team that was conducting workshops for speech–language pathologists who needed to pass the PRAXIS so they could become licensed and certified in order to accommodate increasingly stringent professional state and federal requirements. These experienced clinicians, who had graduated from school 10–35 years ago, suddenly found themselves faced with the need to quickly learn (or retrieve from memory) a great deal of current information to pass a challenging examination. The task seemed formidable to many of them.

At the same time, my colleague at California State University–Fresno, Giri Hegde, and I were dealing with many graduate students who were experiencing great stress over the prospect of taking upcoming master’s comprehensive examinations as well as the PRAXIS (usually taken within the same time period). All of these people needed current information covering the entire field of speech–language pathology. Many of them did not have time to go to libraries, check out books, read through each book, and extract the most relevant and up-to-date information that was likely to be asked on the PRAXIS and on comprehensive examinations in graduate programs. As we reflected upon this situation, an idea was born. Why not write a book that would meet those needs? Why not gather current, relevant material into one book that would help students and practitioners review for examinations that would open (or, sadly, close) career doors to them?

Several years later, the first edition of this book came together in one comprehensive package geared toward helping students and practitioners study for and pass the PRAXIS and comprehensive examinations in graduate programs. But there was, and still is, a third purpose for the book. We intend it to be not only a study guide, but also a review for practitioners who want an update of the field for their professional growth. We have spoken with many practitioners in various professional settings, some of whom are aware that much of their knowledge has become dated but do not have the time or resources to obtain current knowledge in so many areas of an ever-expanding field. Thus, we have also written this book for experienced speech–language pathologists who would like to read current and comprehensive information for their own professional development.

It has been a joy to update a book that is unique in the field of speech–language pathology. No other book is written specifically to meet the needs of students taking comprehensive examinations and the PRAXIS, experienced practitioners taking the PRAXIS, and experienced practitioners who are seeking professional growth. When we have discussed the book with students and practitioners, the resounding response has been, “How soon will the book be out? I want to buy it! Please hurry and finish it!” (The last comment has also been heard from our spouses, but that is another story.) It is a great privilege for us to contribute the third edition of this book to our field, and we hope that it will open doors for those who are seeking further knowledge and opportunities.

The book includes unique pedagogical devices to facilitate the learning process. Each chapter has special features to help readers learn and retain the information presented. Chapters begin with a detailed “Preview

Paragraph” to orient readers to chapter contents. Each chapter section contains both a brief introduction and an ending summary to help readers (a) become aware of what they will read, (b) read it, and (c) review what they have just read. We believe that repetition is one of the keys to learning and retaining information. At the end of each chapter, a Chapter Highlights section reviews and summarizes the most pertinent information. Readers who are studying for examinations can, soon before the examination, refresh their memories by rereading section introductions, summaries, and chapter highlights.

Test questions in essay and multiple-choice formats can be found at the end of each chapter. The multiple-choice questions are written in a manner similar to that of the questions on the PRAXIS, to help prepare readers for those questions. One valid and constructive criticism of the multiple-choice questions in our original edition was that they were so easy that they did not truly reflect the questions on the PRAXIS. We agreed, and made the multiple-choice questions longer, more difficult, and far more representative of the questions that test takers will encounter on the actual PRAXIS exam. We have included many more “case study”-type questions to reflect the current PRAXIS. Answers to multiple-choice test questions are located on the last page of each chapter. For readers who want more information about certain topics within a chapter, we have included a comprehensive list of current references and recommended readings at the end of each chapter.

A unique and key feature of this book is the Concepts to Consider questions that are embedded in the body of each chapter. We believe that adults learn best when they can actively interact with information, not just passively read it. To that end, we have written short essay questions to help readers pause, think about, and integrate the information that they have just read. We believe that answering those questions in writing will greatly assist readers in integrating and retaining the information in each chapter.

In the third edition of this book, we have also made content updates. All chapters have been revised to include current information and references. We have incorporated new information on such topics as neurogenic stuttering, and have provided more detailed information on nonstandardized assessment approaches, comprehensive, integrated assessment approaches, limitations and prudent use of standardized tests, and procedures to promote maintenance of treatment gains. In addition, there is new information in the areas of recognizing various genetic syndromes in children; implementing response to intervention (RTI); including literacy in assessment and treatment of children; considerations in serving internationally adopted children; and service delivery to medically fragile infants.

The CD that was included in the second edition contained three practice PRAXIS exams. For this third edition, we have added a fourth practice test. The flash drive and the third edition of this book are designed to go hand-in-hand to help readers gain both content knowledge and experience answering PRAXIS-type questions. We could not have completed the flash drive without the extensive knowledge and expertise of Dr. Glen Tellis, Associate Professor and Chairman, Department of Speech–Language Pathology at Misericordia University in Dallas, Pennsylvania. Glen, thank you for your outstanding contribution! We are so grateful for the privilege of working with you.

We were flattered by and most pleased with the success and acclaim that greeted the first two editions of this book. Students and professionals from across the United States and even other countries have thanked us for writing the book, and we feel blessed to know that our work is providing help and support for so many readers. We have worked very hard to make this third edition even more useful.

A book such as this never happens without the help of many people. We would like to thank Kathy Synatschk, Mel Hilton, and Becky Shore of Pro-Ed for their patience, dedication, encouragement, and enthusiasm as we have completed this third edition. We also thank our families, especially Mike and Mark McKibbin, Prema Hegde, and Floyd Roseberry for their unconditional love and support for us as we have worked on the third edition of this book.

Again, it is a privilege for us to contribute this work to our field. Thanks to the help and support of many individuals listed above, we are able to offer the third edition of this book to students and practitioners from all over the United States and abroad. It is our hope that it will open doors to those very deserving individuals who have dedicated their lives to serving people with communicative disorders.