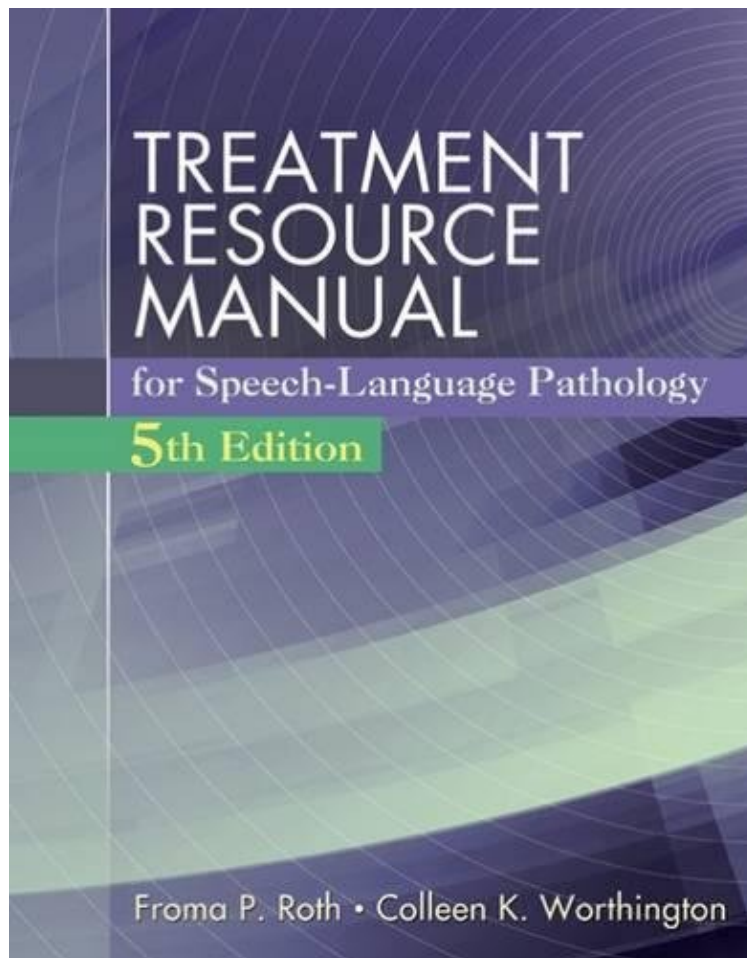


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TREATMENT RESOURCE MANUAL FOR SPEECH-LANGUAGE PATHOLOGY, Fifth Edition, is an ideal text for students entering a clinical practicum or preparing for certification and licensure, as well as practicing professionals who need a thorough guide to reliable intervention materials. This detailed, evidence-based text includes complete coverage of common disorder characteristics, treatment approaches, information reporting techniques, and patient profiles across a wide range of child and adult client populations. In addition, the text contains a wealth of practical resources, including information on intervention strategies, goals, and techniques, as well as forms available in digital format for easy duplication and customization to specific experiences. The Fifth Edition features extensive new and updated material to reflect recent developments in the field and current evidence-based best practices. Two new chapters are dedicated to communication deficits in patients with autism or traumatic brain injury, both rapidly growing client populations. Additional updates include discussion of the impact of Common Core Standards on school-based interventions and the reaction-to-intervention (RTI) instructional model, new documentation trends such as self-reporting, expanded coverage of "telepractice," and new information on group therapy strategies. Widely respected this is a must-have resource for Speech-Language Pathology students and professionals.

"I love the treatment resource manual and have been using it for years. It is a practical guide with concrete ideas. The appendices is filled with useful charts/information." "It covers all of the learning objectives for our clinical methods course and is an excellent resource for students to refer to during their stuides and when they begin their CF (clinical field) experience."  
About the Author  
From a P. Roth, Ph.D., is a professor in the department of hearing and speech sciences at the University of Maryland, College Park. She received her bachelor's degree from Hunter College, her master's degree from Queens College, and her doctoral degree from the Graduate Center of the City University of New York. Dr. Roth's current research interests focus on the relationship between oral language development and early reading and writing acquisition, phonological awareness intervention for preschool children with primary speech and language deficits, and language and literacy development in children with cochlear implants.  
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