Speech Sound Disorders in Schools

INTRODUCTION

This course includes four recorded sessions from the 2016 online conference “Improving Intelligibility in Children With Speech Sound Disorders.” These sessions focus on treating speech sound disorders in public schools, providing intervention in an MTSS framework, developing curriculum-based speech sound intervention, and innovative approaches to service delivery.

LEARNING OUTCOMES

You will be able to:

- design simplified, comprehensive, and efficient treatment plans for individual students
- list evidence-based interventions for use at Tiers 2 and 3 for students struggling with speech sound production
- implement speech sound intervention within curriculum-based activities that are developmentally appropriate and age appropriate in order to increase rate of change and ameliorate concerns of carryover and generalization
- identify roadblocks and solutions in facilitating peer interactions
- match student characteristics and stage of therapy to possible service delivery models

CONTENTS

- Improving Intelligibility: Applications and Adaptations for Public Schools, by Debra Preisser
- Speech Sound Intervention in a Response-to-Intervention Framework, by JoAnn Wiechmann and Judy Rudebusch
- Curriculum-Based Speech Sound Intervention for Preschool and School-Age Children, by C. Melanie Schuele
- Innovative Approaches to Speech Sound Service Delivery, by Sherry Sancibrian

PROGRAM HISTORY and IMPORTANT INFORMATION

Sessions from Improving Intelligibility in Children With Speech Sound Disorders online conference

Online conference dates: April 6–18, 2016; July 27–August 8, 2016

Peer reviewed: March 28, 2017

End date: March 28, 2020
To earn continuing education credit, you must complete the learning assessment on or before **March 28, 2020**.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at [www.asha.org/shop](http://www.asha.org/shop).

This course is offered for **0.55 ASHA CEUs** (Intermediate level, Professional area).

**STATEMENT ON EVIDENCE-BASED PRACTICE**

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*