The Best Fit: Selecting a Targeted Aphasia Intervention

INTRODUCTION

With all the developments and changes in aphasia therapy, clinicians can have difficulty keeping abreast of the latest and greatest tools and techniques to ensure they are selecting the best evidence-based treatment option to fit a particular client’s needs and language abilities. This video course uses the ASHA Practice Portal and other resources to explore case studies and apply aphasia interventions to achieve functional goals for adults of all ages. The course identifies candidacy requirements for numerous aphasia interventions, reviews the procedures for using them, and discusses how to fit them into required goal statements and outcome measures.

LEARNING OUTCOMES

You will be able to:

- apply the most appropriate evidence-based aphasia interventions for your clients
- implement new aphasia interventions you were not previously using
- develop functional, personally relevant intervention goals for individuals with aphasia

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PROGRAM HISTORY AND IMPORTANT INFORMATION

Original program date: July 14, 2016
Available through: April 23, 2020

To earn continuing education credit, you must complete the learning assessment on or before April 23, 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.

ASHA Self-Study 16401
The Best Fit: Selecting a Targeted Aphasia Intervention

This course is offered for 0.3 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