INTRODUCTION

Childhood and adolescent voice disorders are observed in multiple clinical settings, with many professionals having limited background or education to properly treat them. Pediatric voice disorders can have adverse effects on children and teens in classroom and social situations. This video course provides a plethora of practical information based on research and practice in a major pediatric hospital setting. Vocal hygiene, vocal function exercises, semi-occluded vocal tract exercises, and other specific techniques are discussed.

LEARNING OUTCOMES

You will be able to:

- identify and use appropriate evidence-based therapeutic techniques in vocal hygiene education
- describe vocal function exercises and explain when they should be used
- describe semi-occluded vocal tract exercises for resonant voice and explain when they should be used

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PROGRAM HISTORY AND IMPORTANT INFORMATION

**Original program date:** April 18, 2017  
**Peer reviewed:** March 1, 2018  
**End date:** April 19, 2021

To earn continuing education credit, you must complete the learning assessment on or before **April 19, 2021**.

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 0.3 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*