Reflections on Improving Clinical Practice

INTRODUCTION

This clinical forum challenges you to consider your own clinical practices and to take a serious look at axioms that may have been influencing your clinical decisions and processes for years or decades. Drawing on scientific evidence grounded in clinical practice questions, the commentaries in this journal self-study assert that current intervention services for children and adolescents who have language and learning disorders could be improved. The authors translate their findings into clinically relevant insights for you to put into practice to promote better intervention outcomes.

LEARNING OUTCOMES

You will be able to:
- Discuss the distinction between performance and learning
- Select and prioritize grammar and other language development goals for students who have difficulties in multiple areas of language and literacy
- Identify at least three learning principles related to language development
- Explain how at least three learning principles can be applied to clinical practice

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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in Language, Speech, and Hearing Services in Schools

Original start date: August 4, 2014
Peer reviewed: April 1, 2017
End date: April 1, 2020

To earn continuing education credit, you must complete the test with a passing score on or before April 1, 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.

This course is offered for 0.6 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