Improving Reading and Writing in People With Aphasia

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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

ASHA Self-Study 2611
INTRODUCTION

Adults with aphasia present with a wide array of communication challenges, including difficulty with written language. Written language challenges often do not receive as much clinical attention as spoken language difficulties, but they can have a significant impact on daily activities, such as reading the newspaper or restaurant menus, writing notes, and completing forms. This journal self-study explores treatment approaches to improve reading and writing skills in people with aphasia. The articles explore the use of texting to improve spelling ability, the use of direct attention training to address reading comprehension, strategies for targeting phonological deficits to improve oral reading, and the ever-growing concern about the cost effectiveness of aphasia treatments and how best to demonstrate the benefits of these services to payers and others who request justification.

LEARNING OUTCOMES
You will be able to:
- explain the advantages and disadvantages of using texting versus handwriting to improve spelling abilities
- discuss the impact of attention deficits on reading and writing
- describe how reading and writing can be addressed through multiple modalities during treatment, including auditory, visual, and tactile
- explain why capturing the cost-effectiveness of speech-language pathology treatment is important and how it may change throughout the duration of therapy

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Original start date: March 5, 2015
Peer reviewed: April 13, 2013; April 7, 2016
Available through: April 7, 2019

To earn continuing education credit, you must complete the test with a passing score on or before April 7, 2019.

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 0.35 ASHA CEUs (Intermediate level, Professional area).