Improving Speech in People With Parkinson’s Disease

INTRODUCTION

People with Parkinson’s disease (PD) often present with dysarthria and reduced intelligibility. Understanding the nature of these speech deficits and how they affect the individual will improve treatment and speech outcomes. This journal self-study explores how aspects of both the individual (such as native language and experiences with speaking) and treatment conditions (such as task or cue types) affect speech production and intelligibility for people with PD. SLPs can use this information to improve intervention for people with PD and individual perceptions of speech production.

LEARNING OUTCOMES

You will be able to:

- describe the effect of dual-task conditions on speech motor learning in typical speakers and those with PD
- discuss the benefits of visual feedback on speech production in people with PD
- discuss the psychosocial implications of speech deficits from PD
- explain how external cues may facilitate improved speech in people with PD
- describe the impact of the native language of the speaker with PD and listener on intelligibility measures

CONTENTS

Speech Motor Sequence Learning: Effect of Parkinson Disease and Normal Aging on Dual-Task Performance, by Jason A. Whitfield and Alexander M. Goberman .......................................................... CE-1

Game-Based Augmented Visual Feedback for Enlarging Speech Movements in Parkinson’s Disease, by Yana Yunusova, Elaine Kearney, Madhura Kulkarni, Brandon Haworth, Melanie Baljko, and Petros Faloutsos................................................. CE-15

Speech Versus Speaking: The Experiences of People With Parkinson’s Disease and Implications for Intervention, by Kathryn Yorkston, Carolyn Baylor, and Deanna Britton ............................................................... CE-23

Internally Versus Externally Cued Speech in Parkinson’s Disease and Cerebellar Disease, by Phil Weir-Mayta, Kristie A. Spencer, Tanya L. Eadie, Kathryn Yorkston, Sara Savaglio, and Chris Woollcott ................................................................. CE-31

A Cross-Language Study of Acoustic Predictors of Speech Intelligibility in Individuals With Parkinson’s Disease, by Yunjung Kim and Yaelin Choi............... CE-44
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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

**Start date:** January 3, 2018

**End date:** January 27, 2020

To earn continuing education credit, you must complete the test with a passing score on or before **January 27, 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 **0.45** 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*