INTRODUCTION

Clinicians who work with individuals with dementia are well aware of the need to address memory and other cognitive issues. However, there are other potential problems that may co-occur with dementia or happen as a result of the disease progression. This journal self-study explores some of these issues, including ways to improve the use of compensatory swallowing strategies, the impact of hearing amplification on cognitive performance, how motor speech may be affected by dementia and other progressive disorders, and how auditory processing may be affected by cognitive impairment. Clinicians can use this information to improve how they manage patients with dementia.

LEARNING OUTCOMES

You will be able to:

- explain how combining spaced retrieval training with visual aids improves use of compensatory swallowing strategies
- describe how hearing amplification affects cognitive performance
- discuss how different progressive disorders affect a person’s motor speech abilities
- describe how auditory processing is affected in people with mild cognitive impairment

CONTENTS

Using Spaced Retrieval With External Aids to Improve Use of Compensatory Strategies During Eating for Persons With Dementia, by Jeanette E. Benigas and Michelle Bourgeois.................................................................CE-1

Hearing Loss and Cognitive-Communication Test Performance of Long-Term Care Residents With Dementia: Effects of Amplification, by Tammy Hopper, Susan E. Slaughter, Bill Hodgetts, Amberley Ostevik, and Carla Ickert .....................CE-15

Motor Speech Phenotypes of Frontotemporal Dementia, Primary Progressive Aphasia, and Progressive Apraxia of Speech, by Matthew L. Poole, Amy Brodtmann, David Darby, and Adam P. Vogel.................................................................CE-25

Supplemental data............................................................................................................................................CE- 40

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

Start date: January 17, 2018
End date: May 16, 2019

To earn continuing education credit, you must complete the test with a passing score on or before May 16, 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).

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