Best Practice for Developmental Stuttering: Balancing Evidence and Expertise

INTRODUCTION

Stuttering is a complex disorder that can lead to social, emotional, and academic difficulties. Clinicians treating children who stutter must consider many factors during assessment and intervention. The articles in this clinical forum describe approaches to evidence-based practice (EBP) that balance available research with clinical expertise, while also considering the needs and desires of the patient and family. Four fluency experts use case studies to describe how they make decisions about stuttering management for a young child as well as an adolescent. Clinicians can use this information to guide how they incorporate the three components of EBP – research evidence, clinical expertise, and client preferences – into their own practice with children who stutter.

LEARNING OUTCOMES

You will be able to:

- describe at least three ways to gather evidence to support assessment and treatment decisions for stuttering
- discuss the social, emotional, and academic consequences of stuttering in children
- describe the evidence for commonly used stuttering interventions
- explain how patient and family preferences may impact decisions about stuttering treatment

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PROGRAM HISTORY and IMPORTANT INFORMATION

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

Start date: March 5, 2018
End date: March 5, 2021

To earn continuing education credit, you must complete the test with a passing score on or before March 5, 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.

This course is offered for 0.4 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*