The Role of Risk Factors in Assessment for Communication Disorders

INTRODUCTION

Clinicians are well-trained in collecting and reporting thorough family and medical case histories of their clients. This information, however, is most often used as a backdrop for direct assessment measures, which are the actual standards for determining eligibility for services. In recent years, the evidence base concerning risk factors for communication disorders has steadily increased. The four articles in this self-study not only demonstrate the significant value of case history information, but suggest that diagnostic standards in the future will weigh risk factors more heavily along with assessment scores.

LEARNING OUTCOMES

You will be able to:

- summarize how and which risk factors increase a child’s likelihood for two common communication disorders: specific language impairment and hearing loss
- describe how genetic and environmental risks affect language outcomes in children with fragile X syndrome
- discuss finiteness marking as a potential clinical marker for adolescents with specific language impairment

CONTENTS

*Case History Risk Factors for Specific Language Impairment: A Systematic Review and Meta-Analysis*, by Johanna M. Rudolph ................................................................. CE-1

*High Risk Factors Associated With Early Childhood Hearing Loss: A 3-Year Review*, by Kelsey A. Dumanch, Lenore Holte, Tammy O’Hollearn, Elizabeth Walker, Jacob Clark, and Jacob Oleson ................................................................. CE-21

*Pragmatic Language Features of Mothers With the FMR1 Premutation Are Associated With the Language Outcomes of Adolescents and Young Adults With Fragile X Syndrome*, by Jessica Klusek, Sara E. McGrath, Leonard Abbeduto, and Jane E. Roberts ................................................................................ CE-35

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

Start date: May 9, 2018
End date: May 9, 2021

To earn continuing education credit, you must complete the test with a passing score on or before May 9, 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 0.5 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