Introduction and Learning Outcomes i
Author Disclosures ii

Measuring Life Participation, Communicative Confidence, Language, and Cognition in People With Aphasia
by Hsinhuei Sheen Chiou and Vickie Y. Yu 4

Functional Evaluation and Treatment in Acquired Brain Injury Acute Rehabilitation by Erin O. Mattingly 13

An Innovative Clinical Training Model for Students Using the Context of a Cognitive Communication Skills Group
by Louise C. Keegan and Leanne Togher 21

Bridging the Gap: Pragmatic Language Group Approach for Cognitive-Communication Deficits Postconcussion
by Edna Schneider and Sarah Van Auken 31

Effectiveness and Social Validity of Voice Therapy for an Adolescent With Athetoid Cerebral Palsy by Ellen Hickey, Amanda Matchett, Natasha Ray, Meagan Almond, and Jenna Hardy 44

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
INTRODUCTION

This Perspectives was the first open call issue for SIG 2 with a specific focus on functional assessment and intervention for a variety of neurogenic communication disorders. Topics covered included the role of language and cognitive abilities in the life participation approach for people with aphasia, functional assessment and treatment in acquired and traumatic brain injury, cognitive-communication treatment groups for student training and post-concussion syndrome, and the use of voice therapy for a teen with athetoid cerebral palsy.

LEARNING OUTCOMES

You will be able to:

- describe the role of language and cognitive status with life participation for people with aphasia
- identify approaches for functional assessment and treatment for patients with acquired brain injury, including traumatic brain injury
- analyze a model of student training through the use of cognitive-communication skills group
- describe a small group approach for cognitive-communication difficulties associated with post-concussion syndrome
- explain the effectiveness and social validity of voice therapy for an adolescent with athetoid cerebral palsy

PROGRAM HISTORY

Start date: May 28, 2018
Available through: May 26, 2021

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before May 26, 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 0.2 ASHA CEUs (Intermediate level, Professional area).