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

These three research articles span a wide range of topics in fluency disorders. First, evidence is presented that supports theories that people who stutter may exhibit increased speech monitoring when compared to typically fluent peers. Next, results of a survey conducted with self-identified fluency specialists are presented. These results suggest that both undergraduate and graduate academic and clinical experiences, as well as other related fluency experiences, are important factors in the future identification as a fluency specialist. Finally, the responses of college-level career counselors to students who stutter are presented.

LEARNING OUTCOMES
You will be able to:

• discuss the role of speech monitoring in people who stutter
• describe the educational experiences in fluency disorders commonly reported by professionals in the field of speech-language pathology
• describe how stuttering might affect the career-entry prospects of job-seeking college students
Attitudes of College Career Counselors Towards Stuttering and People Who Stutter
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Nonfinancial: Portions of this paper were presented at the 2014 Annual Convention of the American Speech-Language-Hearing Association in Orlando, FL.

Academic, Clinical, and Educational Experiences of Self-Identified Fluency Specialists
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Does Excessive Attention to Speech Contribute to Stuttering? A Preliminary Study With a Reading Comprehension Task
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