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 Part of Perspectives presents two articles that span a wide range of topics in fluency disorders. First, a review summarizes extant findings supporting multifactorial models of stuttering within the context of preschool-age stuttering assessment. Next, a study that examined the effects of video education about cluttering on students’ perceptions of a person who clutters is described.

LEARNING OUTCOMES
You will be able to:
- describe childhood stuttering
- summarize evidence supporting multifactorial theories of stuttering
- apply multifactorial theoretical models and relevant empirical evidence to preschool-age fluency evaluations
- conduct thorough and well-informed fluency evaluations on preschool-age children
- summarize current findings related to the effects of video exposure on listeners’ perceptions of persons with fluency disorders

PROGRAM HISTORY

Start date: March 28, 2017
Available through: March 7, 2020

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before March 4, 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 0.15 ASHA CEUs (Intermediate level, Professional area).