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 issue includes papers addressing techniques for speech therapy in children with cleft-palate related speech issues. The papers describe application of motor learning theory to treatment of compensatory misarticulation, a case study in the use of CPAP therapy for hypernasality, and use of music therapy for articulation treatment in children with cleft palate.

LEARNING OUTCOMES

You will be able to:

- describe the theoretical differences between operant learning and motor learning
- list the major features of motor learning as it relates to the treatment of compensatory speech errors
- design different therapy activities that incorporate motor learning theory and practice
- describe the physiological rationale for the use of CPAP therapy for the treatment of velopharyngeal inadequacy (VPI)
- describe the potential advantages of CPAP therapy for the treatment of VPI in patients with traumatic brain injury
- identify objective and subjective assessment techniques used for the evaluation of VPI
- identify the benefits of neurologic music theory practice for enhancing speech therapy for children with cleft palate

PROGRAM HISTORY

Start date: October 27, 2014
Available through: September 25, 2017

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before September 9, 2017.

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 0.20 ASHA CEUs (Intermediate level, Professional area).
DISCLOSURES

The Application of Motor Learning Concepts to the Treatment of Children with Compensatory Speech Sound Errors

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Disclosure: Financial: Dennis Ruscello is a professor in the Department of Communication Sciences and Disorders at West Virginia University and Adjunct Professor of Otolaryngology at the West Virginia University Health Sciences Center. Linda Vallino is Head, Craniofacial Outcomes Research Laboratory/Senior Speech Scientist Nemours at the Alfred I. du Pont Hospital for Children; Clinical Professor of Pediatrics at the Jefferson Medical College; and Adjunct Associate Professor at the University of Delaware

Nonfinancial: Dennis Ruscello and Linda Vallino have previously published work in this subject area. Some of them are referenced in this paper.

Continuous Positive Airway Pressure (CPAP) Therapy for the Treatment of Hyponasality: A Single Case Study

Lakshmi Kollara,
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Financial: Lakshmi Kollara, Graham Schenck, and Jamie Perry have no financial interests to disclose.

Nonfinancial: Lakshmi Kollara, Graham Schenck, and Jamie Perry have no nonfinancial interests to disclose.

Songs from the Outback: The Effectiveness of Music in Treating Articulation Disorders in Children Aged 2–5 Years with Cleft Palate and Velopharyngeal Dysfunction

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