TABLE OF CONTENTS

Introduction and Learning Outcomes ii

Author Disclosures

Creative Dance-Based Communication Intervention for Children With Multiple Disabilities Including Sensory Impairment by Catherine Nelson, Kristen Paul, and Brooke A. Barnhill

Understanding the Communication Needs of Culturally and Linguistically Diverse Students Who Are Deafblind by Sandy K. Bowen and Silvia M. Correa-Torres

Considering a Practical Orientation and Mobility Framework to Design Communication Interventions for People With Visual Impairments, Deafblindness, and Multiple Disabilities by Amy T. Parker

AAC Supporting Literacy Instruction for Individuals With Deafblindness by Christopher Brum

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

In this part, authors explore the use of augmentative and alternative communication (AAC) with deafblindness and other sensory disabilities. Authors discuss using dance to teach concepts and communication to children with multiple disabilities, meeting the communication needs of students who are culturally and linguistically diverse and have deafblindness, developing intervention approaches for individuals with visual impairments, and supporting literacy in students with deafblindness.

LEARNING OUTCOMES

You will be able to:

- identify how creative dance can be used by educational teams, including speech-language pathologists, to facilitate communication and concept development in children with sensory impairments and multiple disabilities
- describe how deafblindness impacts an individual's access to incidental learning, and knowledge of the relationship between communication and literacy for this population

PROGRAM HISTORY

Start date: November 6, 2017
Available through: August 26, 2020

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before August 23, 2020.

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).