# 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*

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INTRODUCTION
In these articles, authors explored various alternative access methods for augmentative and alternative communication with a variety of populations. One author introduces brain-computer interfaces (BCIs, reviews both the misconceptions about them and the important factors to consider when evaluating a BCI for use by someone with CCN. In another article, the author describes advances in access technology already being employed as access solutions to SGD’s and highlights areas for advancement and refinements of access technologies. Another author reviews research evidence related to eye tracking and gaze technologies with various populations. The final article focuses on teaching switch access for individuals who have significant communication, physical and sensory disabilities and who are unable to use direct selection. In this article, the use of switch access with scanning is explored in terms of how to teach motor/cognitive aspects with aided language receptive input and expressive use.

LEARNING OUTCOMES
You will be able to:
- evaluate the appropriateness of a brain-computer interface as part of the communication plan for a client
- describe the current state of alternative access for individuals with complex communication needs and severe physical impairments
- identify at least three factors that can affect using eye gaze as an access method
- describe the rationale and need for teaching motor cognitive skills for using switches as an access method for AAC and educational technology
- identify the benefits of two switch step scanning in comparison to timed scanning access methods
- explain the Stepping Stones to Switch Access process for moving from cause effect learning to motor automaticity for switch access

PROGRAM HISTORY
Start date: 5/17/18
Available through: 5/17/21

IMPORTANT INFORMATION
To earn continuing education credit, you must complete the test with a passing score on or before May 14, 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).