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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

Hurting, Alper, and Berkowitz discussed the financial and ethical implications of preventable adverse events. The authors stress the need to use a multipronged approach, which increases awareness of and support for speech-language pathology services. Ogletree, McMurry, Schmidt, and Evans considered the three realities facing augmentative and alternative communication (AAC) providers. These included: (a) users who are not homogeneous with respect to culture and language, (b) a traditional team-based AAC assessment process that may not be the preferred route, and (c) assumptions about AAC symbol transparency that are not supported by data. Caron, Holyfield, Light, and McNaughton explored displaced talk using video visual speech displays (VSDs). The findings revealed that there is potential in utilizing video VSD to support participation for displaced talk in individuals with autism spectrum disorder. When using VSDs, the individual in the study takes more communication turns and is more engaged in his social interactions.

LEARNING OUTCOMES

You will be able to:

- describe communication barriers faced by hospitalized patients and the role of the speech-language pathologist in mitigating the impact of those barriers
- discuss three realities facing augmentative and alternative communication providers that impact practice
- identify two ways the use of videos and visual scene displays can support expressive communication for a school-aged beginning communicator with autism spectrum disorder

PROGRAM HISTORY

Start date: August 24, 2018
Available through: August 22, 2021

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before August 22, 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 0.20 ASHA CEUs (Intermediate level, Professional area).