Perspectives on School-Based Issues
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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

This issue of Perspectives on School-Based Issues explores complex persistent speech sound disorders. A persistent speech sound disorder is present when a speech impairment extends beyond 8-9 years of age. Some children with persistent speech sound disorders may attain age-appropriate speech production skills through therapy but have lingering academic difficulties. This issue explains how language, literacy and cognitive challenges persist beyond remediation of the sounds with implications for continuing treatment and caseload management. This issue also provides information on the features of persistent speech sound disorders and how to assess these children in order to identify the full range and limits of their speech sound system. Research is provided about speech perception in children with persistent speech sound disorders and the clinical ramifications and recommendations for children who have perceptual deficits. It also includes a case study of a 22-year-old man, known as BJ, with normal range Nonverbal and severe PSD, specifically Childhood Apraxia of Speech. Longitudinal data on BJ from 3.3 years to 22 years is presented, alongside BJ’s insights into PSD written using email or his electronic communication device. These two sources of information add to the limited body of information about the course of PSD and the experience of PSD.

LEARNING OUTCOMES
You will be able to:

• understand the relevance of speech perception in speech production disorders and articulate the relationship between these two constructs.
• explain the diagnostic characteristics of Persistent Speech Disorder.
• apply effective speech sampling techniques for identifying speech errors in older children.
• describe the impact of PSD may have on an individual
• describe the language and literacy risks that face children with speech sound disorders
• identify 4 ways to improve services for children with speech sound disorders

PROGRAM HISTORY
Start date: April 1, 2015
Available through: January 27, 2018

IMPORTANT INFORMATION
To earn continuing education credit, you must complete the test with a passing score on or before January 27, 2018.

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).