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 addresses a variety of topics. Flipsen’s and Sack’s article explains the Systematic Articulation Training Program Accessing Computers (SATPAC) approach to remediation of residual misarticulation of [r] phonemes. Ellesseff presents a comprehensive assessment protocol for school-age students with social communication challenges. The article by Taveras, Namazi, Pazuelo, and Casado explores the phonological patterns of Dominican Spanish -English bilingual pre-schoolers. The article by Ellis, Gottfred, and Frieberg explains “elevator speeches,” brief talks in which individuals pitch an idea, sell a solution to a problem, or raise awareness of an issue. The article by Dodd, Schaefer, and Rothbart explains why less than half of school-based speech-language pathologists feel comfortable and competent in assessing and serving students needing an assistive and/or augmentative communication (AAC) system.

LEARNING OUTCOMES

You will be able to:
- explain how to establish a stable production of /r/
- describe formal testing instruments and informal assessment procedures used to determine the presence of social communication deficits in school aged children
- discuss difference versus disorder in young Dominican Spanish-speaking children with phonological disorders
- explain how to craft elevator speeches for the purpose of advocacy in educational work settings.
- summarize the process of an AAC assessment involving a student with complex communication needs

PROGRAM HISTORY

Start date: August 1, 2015
Available through: May 22, 2018

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before May 25, 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 0.25 ASHA CEUs (Intermediate level, Professional area).