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 Part focuses on assessment, goal writing, and activities for meeting the speech-language needs of English only and English Learner school-age students, taking into consideration Common Core Standards and academics.

LEARNING OUTCOMES

You will be able to:

- list two alternatives to the use of 80% accuracy in goal measurement
- write one Individualized Education Program goal that contains the SMART (Specific, Measurable, Attainable, Relevant, and Timely) components
- compare and contrast two distinct approaches for assessing English grammatical development, a key component and indicator of language development for English learners
- describe experience books by identifying types, features, and common themes, and describe the procedure involved in making the books

PROGRAM HISTORY

Start date: October 20, 2017
Available through: September 3, 2020

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before August 31, 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).