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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

These two articles provide affiliates with novel information relevant to speech science research and education. Alison Behrman discusses how “research into speech production and perception of nonnative speakers has contributed to increased understanding of how we measure and interpret intelligibility, as well as the role of intelligibility in clinical decision-making.” She provides a brief overview of indexes of intelligibility and a summary of some of the research on the relationship of intelligibility and accentedness in nonnative speakers. Jennifer Dalton and Louise Keegan describe “the application of speech analysis software to increase students’ ability to discriminate and identify distinct dialectal differences between two dialects of English, Southern-American accented English and Irish-accented English. Students utilized both auditory-perceptual as well as acoustic data to reveal their own perceptual biases.” They report that the students “contextualized their findings by identifying potential cultural influences that were predictive of the accent differences [and that students] reported that this experience increased their awareness of cultural and linguistic differences and served as a precursor to their development of clinical expertise in determining dialectal difference versus disorder in individuals with potential communication disorders.”

LEARNING OUTCOMES
You will be able to:

- summarize some of major unresolved issues surrounding intelligibility and nonnative accents, including listener and speaker variables, methods of measurement, and contextual factors
- apply principles of adult learning to broaden undergraduate Communication Sciences and Disorders students' perceptual biases
- apply principles of adult learning to broaden undergraduate Communication Sciences and Disorders students' cultural competence

PROGRAM HISTORY

Start date: May 24, 2017
Available through: April 26, 2020

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before April 23, 2019.

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 0.1 ASHA CEUs (Intermediate level, Basic Communication Processes area).