

The ASHA Leader Style Guide

The ASHA Leader uses The Associated Press Stylebook and Libel Manual (AP) as a general guide. For references, follow the APA (American Psychological Association) Style Guide. This list supplements and highlights usage specific to *The ASHA Leader*.

Story format

At the top left place the following information:

(document name) verylongstory.doc

(word count) 5,000 words

(electronic filename) authorfirstname lastname.jpg

(photo caption) author headshot

Document preparation

- Use Times New Roman, 12 points.
- Single line spacing, with a single space at the end of each sentence.
- References should use APA Style and should be formatted as indicated below. Place an asterisk (*) next to the “top four” citations to appear in print. A complete list of references can be published online.

Forrest, K. (2003). Diagnostic criteria of developmental apraxia of speech used by clinical speech-language pathologists. *American Journal of Speech-Language Pathology*, 12, 376–380.

Style Guide

A

acronyms—spell out with acronym following in parenthesis when first used, e.g., “Individualized Education Program (IEP).” Use acronym alone after first use.

AAC—augmentative and alternative communication

academic departments—Use uppercase except for words that are proper nouns or adjectives (AP style) “the department of English” “the English department”

ADA (Americans with Disabilities Act)

ADHD (attention deficit hyperactivity disorder (no punctuation))

African American (no hyphen, even if an adjective)

afflicted/suffering—these terms are banned from publication when describing people with disabilities

age—use this form: 3-year-old girl, but the girl is 3 years old.

AIDS (acquired immunodeficiency syndrome)

annual convention (but ASHA's Annual Convention)

APD (Auditory Processing Disorder)

ASHA audiology e-mail discussion list

ASHA policy documents. Use italics, initial caps. These are stand-alone documents, rather than chapters in a book or articles in a journal.

ASHFoundation (American Speech-Language-Hearing Foundation)

the Association (when Association is used alone in referring to ASHA)

Asperger's syndrome

at-risk children (but children at risk)

AuD (doctor of audiology. The designator for the earned clinical doctoral degree in audiology)

audiotape

B

bachelor's degree

black/white—do not use as a racial description. If used in the context of a quote or similar format, do not capitalize (AP style)

byline—use for all stories, except for short, staff-written pieces

brainstem

C

caregiver

CCCs (Certificates of Clinical Competence)

CE provider (not CE sponsor)

chair (chairperson, chairman, chairwoman) if used in the general sense or to describe an ASHA committee, use chair. If referring to a formal title, use whatever form they use.

childcare (when referring to care given to preschoolers or others)

CLD (culturally and linguistically diverse)

CF (clinical fellowship), not clinical fellowship year (CFY).

clinician/practitioner—an SLP or audiologist who is engaged in clinical practice

commas—place a comma before the third item in a series

constituencies—ASHA represents “speech-language pathologists; audiologists; and speech, language, and hearing scientists.”

Convention—uppercase when referring to any ASHA Convention.

course work (noun); course-work (adj.)

Councilors—members of the Legislative Council

CSD (communication sciences and disorders)

Current Procedural Terminology (CPT*)

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CVA=cerebrovascular accident. Spell out on first reference—members who don't work in health care may not recognize it. Stroke is an acceptable alternative.

D

data (Uses plural verb—e.g., data are included in reporting research)

D.C.—use periods after the initials for District of Columbia. Follow postal codes for all other state names.

deaf (person identifies as a member of the deaf community and/or has a severe-to-profound hearing loss)

deaf and hard of hearing

deaf-blind and deaf-blindness

degree abbreviations—(no periods)
AuD, BA, BS, EdD, MA, MS, PhD.

disability (not handicap—put person first, e.g., student with aphasia or student who has hearing loss, not student who is learning disabled) (do not use as an adjective)

dollar amounts—no zeros or decimal point in whole-dollar amounts unless part of a list that includes cents.

Examples: \$6

Down syndrome

dysphagia

E

earmold (one word)

ED (U.S. Department of Education)

e.g., (for example)

ELL (English Language Learners)

e-mail

ethnographic (no hyphen)

EVAS (Enlarged Vestibular Aqueduct Syndrome)
et al.

ex officio

F

fall (seasons lower case)

fax

FAPE (free, appropriate public education)

federal government—no capitalization

Focused Initiative

follow up (verb); follow-up (noun, adj.)

full-time (adj., e.g., full-time worker)

G

Grass roots (noun); grassroots (adj.)

H

HCEC (Health Care Economics Committee)

H.R. 3103 (no space between H. and R.)

hard of hearing (person identifies as hard of hearing and/or has some level of hearing loss. Preferred instead of hearing impaired.)

headlines—all words should be capitalized, except articles and conjunctions. Prepositions of four or more letters (e.g., from) should be capitalized.

health care (noun and adj.)

hearing impaired—the term “hearing loss” is preferred over a term that emphasizes impairment.

HIV (human immunodeficiency virus)

home page—the first page of a Web site, not the Web site itself)

I

IDEA (Individuals with Disabilities Education Act) and IDEA '04

Individuals with Disabilities Education Improvement Act of 2004 (latest reauthorization)

IEP (Individualized Education Program)

IFSP (Individualized Family Service Plan)

Internet

in-service

intervention—use this term instead of treatment or therapy when talking about school settings.

L

LEA (local education agency)

listserv—substitute generic “e-mail discussion list” for copyrighted term

M

master’s degree

middle ear implants (no hyphen)

months—always abbreviate the name of the month

multicultural/multiculturalism

N

NASA (no need to spell out on first reference)

National Office/N.O.—initial uppercase, periods in abbreviation.

NSSLHA—National Student Speech Language Hearing Association. No hyphens.

NIH (no need to spell out on any reference)

NPRM—notice of proposed rulemaking

non-dues revenue

numbers—spell out numbers one to nine and use numerals for 10 and above. The '60s, but the women is in her 60s.

P

patient—audiologists see patients. This term is more commonly used in health care settings.

person-first language—put the person first, before the disability in a description.

Persons with Severe Disabilities. No acronym. This is a commonly used term according to the new book by Mirenda (an expert in the field).

percent (use figure and percent symbol when preceded by a number—e.g., 20%. To indicate a range, use figures and symbols on both sides of an en dash with no space on either side of an en dash, e.g., 25%–27%)

PEG—percutaneous endoscopic gastrostomy

period after Web site—try to avoid ending sentence with a Web site URL,

but when ending with such an address, do conclude with a period.

R

roundtable

S

S.B. 4103 (no space between S. and B.)

SEA (state education agency)

serial commas—use to separate a series of three or more elements

SLD (specific learning disability)

SLP (use as an abbreviation for an individual speech-language pathologist on second reference, not for the profession of speech-language pathology)

SNF—skilled nursing facility (not nursing home)

sentences—single space between them.

Special Interest Division—use any of these to identify a division: *Special Interest Division 15, Gerontology; Special Interest Division 15; or Division 15*. When referring generically to all divisions, use special interest divisions or the divisions, with no uppercase letters. DO NOT use SID as an abbreviation.

student—school-based clinicians serve students, rather than patients/clients

T

third-party payer

that/which—if a phrase is essential to the meaning of a sentence it should be introduced by *that* and not set off with commas. If a phrase merely adds additional, but not essential, information introduce it with *which* and set it off with commas.

The ASHA Leader

Theory of Mind

therapy/therapist—avoid except in the context of physical therapy or psychotherapy; use treatment. Use clinician/practitioner to describe the individual delivering treatment.

time—use figures (except for noon or midnight) with a.m. or p.m. To indicate a range of time, use an en dash (with no space on either side) to separate starting and ending time. Examples: 8 p.m., 4–5 p.m., 6 a.m.–2 p.m.

trademarks—capitalize. Include the TM or © symbols only on first use. Follow distinctive typographical treatment (QuarkXPress), but do not confuse logo with text treatment (e.g., logo is WANG, but in text it is Wang.)

treatment (avoid use of term therapy when describing the services of an SLP)

state government—no capitalization

titles—apply AP style which uses capitalization only to formal titles used directly before the individual’s name. For academic titles, capitalize and spell

out formal titles such as “chancellor” when they precede a name. Lowercase elsewhere. Lowercase modifiers such as “department” in “department Chairman Jerome Wiesner.”

U

under way (adv.), underway (adj.)

U.S.—abbreviate in all uses.

V

videotape

video otoscopy

W

Washington, DC

Web addresses—try to avoid ending sentence with a Web site or e-mail address, but when ending a sentence with such an address, do conclude with a period.

webcast (one word)

webmaster

Web site—two words. Capitalize Web, do not capitalize site.

Which (see *that*)

X

Y

years—use full numerical form, and when needed, separate by an en dash (e.g., 1998–1999)

Z