2014 Perspectives
Publication Guide for Contributing Authors
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for Contributing Authors

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ASHA Style Sheet

What follows is general information and an alphabetical list of particular (and often troublesome) terms.

Standard References Used at ASHA

When in doubt, consult the following sources:

* Merriam-Webster’s Collegiate Dictionary (11th ed.)
* Publication Manual of the American Psychological Association (6th ed.)

Sensitive, Person-First Language

ASHA policy requires the use of nonsexist language and encourages the use of person-first language (e.g., *person with aphasia* or *child who stutters*, not *aphasic* or *stutterer*) and sensitive language (e.g., *use older people*; *avoid the elderly* or *the aging*). ASHA’s policy was developed as a response to the desire of consumers to be treated with sensitivity and respect. In keeping with this policy, individuals who get services from speech-language pathologists and audiologists (generically called *clinicians* or *professionals*) are referred to as *clients* except when the services are delivered in hospital/medical settings, where *patient* is the usual designation.

Copyright

Any original work, published or unpublished, may be protected by copyright. For more information on copyright rules and regulations, consult the website for the U.S. Copyright Office (www.copyright.gov).

Using Previously Published Materials

If the article being submitted includes a component previously published elsewhere (e.g., a lengthy quote, table, figure, list, questionnaire, etc.), it is the author’s responsibility to first obtain permission for electronic reuse from the copyright holder—typically, the journal publisher (not the author, unless specifically stated). In the caption, clearly state that the component is being reprinted or adapted with permission from the copyright holder; often, the copyright holder will provide the necessary language in the permission statement. Also, include the full reference to the original work.

Plagiarism

When using data, ideas, or words that are not your own, you must provide credit to their source(s) each time they appear in text. Any direct quotation must be placed in quotation marks, and the citation must include the page number (or paragraph number, if page numbers are not available) where the quote appears in the source.

**Self-Plagiarism**

According to the *Publication Manual of the American Psychological Association* (6th ed.), *self-plagiarism* is when an author presents his/her own previously published work as new. All data, ideas, or words that come from your own previously published works must be cited in the same way as described above.

For more information on plagiarism and self-plagiarism, consult the *Publication Manual of the American Psychological Association* (6th ed.), sections 1.10 and 6.03-6.08.

Conflict of Interest

Any and all real or potential conflicts of interest and sources of bias, both positive and negative, must be disclosed. As stated in the *Publication Manual of the American Psychological Association* (6th ed.), section 1.12, an author should disclose “activities and relationships that if known to others might be viewed as a conflict of interest, even if you do not believe that any conflict or bias exists” (p. 17).
Terms Commonly Misspelled or Misused

acknowledgment (no e after the g)

affect (verb: to influence; not interchangeable with effect)
   Right: How will the policy affect the membership?
   (noun: used correctly only in psychological matter)
   Wrong: What will the policy’s affect on the membership?

African American (noun and adjective, not hyphenated)

Alzheimer’s disease (AD) (capitalize Alzheimer’s only)

American Speech-Language-Hearing Association (ASHA) (when referencing the Association; use hyphens, not commas)

amyotrophic lateral sclerosis (ALS)

Asha (use this format when referencing the magazine; magazine is not part of title)

The ASHA Leader (should appear in italics)

ASHA Convention (initial upper-case C)

assure (verb: to give confidence to; not interchangeable with ensure or insure)
   Example: I assure you that the work was done to specifications.

attention deficit/hyperactivity disorder (ADHD) (slash between deficit and hyperactivity; all lowercase)

AuD (designation for earned doctorate in audiology; use AUD/aud to refer to an audiologist only in informal contexts)

audiology/audiologist (no initial upper-case letter unless first word of sentence or part of title)

audiotape

auditory processing disorder (APD)

bachelor’s degree (lowercase, with an apostrophe; but bachelor of arts)

baseline

based on (should be preceded by some form of the verb be; otherwise use on the basis of)
   Right: Her decision was based on solid data.
   Right: She decided on the basis of solid data.
   Wrong: Based on solid data, she decided. [implies that she is based on solid data]

benign paroxysmal positional vertigo (BPPV)

bottom line (noun); bottom-line (adjective)
   Noun: What is the project’s bottom line?
   Adjective: The bottom-line message is that the project was a success.

brainstem

caregiver

central auditory processing disorder or (C)APD (in the acronym, the C should be in parentheses)
client (preferred term to describe individuals who get services from speech-language pathologists and audiologists; see also patient)

c (prefix; not usually followed by a hyphen, except when the word would have double letters [co-occurring])

comprise (use only in the sense of the whole comprising the parts—not vice versa; not a synonym for make up, constitute, include; don’t use in the passive voice—i.e., avoid comprised of constructions)
  Right: Our nation comprises 50 states.
  Wrong: Fifty states comprise our nation.
  Wrong: Our nation is comprised of 50 states.

cost-effective (adjective); cost-effectiveness (noun)

course work (noun); course-work (adjective)

cross section (noun); cross-section (adjective)

data (plural; requires a plural verb)
  Example: The data reveal that . . .

database

different from (when comparing two things, use different from; when referring to the degree of difference in quantity/quality, use than, as in greater than, smarter than)
  Example: The outcome was different from what the researchers had expected.
  Example: The second subject was less experienced than was the first.

diseases and disorders (lowercase diseases and disorders unless the name includes a proper noun; e.g., Alzheimer’s disease)

doctoral degree

dollar amounts (no zeroes or decimal point in whole-dollar amounts [$5] unless part of a list that includes part-dollar amounts [$5.00/$5.99])

Down syndrome (not Down’s)

due to (should be preceded by some form of the verb be; otherwise use because)
  Right: His departure was due to a schedule change.
  Right: Because of a schedule change, he departed.
  Wrong: Due to a schedule change, he departed. [implies that “he” is due to a schedule change]

effect (noun: result; verb: to cause, accomplish. Not interchangeable with affect)
  Noun: What will be the policy’s effect on the membership?
  Verb: The policy was designed to effect change.

e.g., (always followed by a comma; use in parentheses only, otherwise use for example)

e-mail (noun and verb; hyphenate; don’t use initial upper-case letter unless at beginning of sentence or part of an e-mail list name)

ensure (verb: to make happen; not interchangeable with assure or insure)
  Example: You must ensure that the work is done.

etc. (always followed by a period; use in parentheses only, otherwise use and so on or and the like)

fine-tune (verb, hyphenated)
follow up (verb); follow-up (noun and adjective)

Verb: Please follow up on the project’s details.

Noun: The project will entail certain follow-up.

Adjective: What follow-up activities will be required?

fund-raising (noun and adjective); fund-raiser

grassroots (adjective); grass roots (noun)

Adjective: A grassroots movement is anticipated.

Noun: The movement began at the grass roots.

health-care (adjective; two words, hyphenated); health care (noun; two words, no hyphen)

Adjective: Health-care professionals recommend . . .

Noun: Many Americans are without health care.

home page (both words lower case; refers to the first page of a website, not the site itself)

Example: ASHA’s website has an attractive home page.

hopefully (adverb; in a hopeful way, full of hope; do not use interchangeably with “I hope”)

Correct: I hope my team wins the game.

Incorrect: Hopefully, my team wins the game.

http:// (do not use http:// when followed by www, only use when www is not present)

www.asha.com/policy          http://div1perspectives.asha.org

i.e., (always followed by a comma; use in parentheses only, otherwise use that is)

impact (noun; do not use impact as a verb meaning to affect, have an influence on.

Remember: Events/things/people have an impact; they do not “impact” other events/things/people.)

importantly (adverb: in an important way; do not use as an introductory or transitional word)

Correct: More important, the outcome of the first trial did in fact affect the outcome of the second.

Correct: The outcome of the first trial factored importantly in the outcome of the second.

Incorrect: More importantly, the outcome of the first trial did in fact affect the outcome of the second.

insure (verb: to obtain insurance on/for; not interchangeable with assure or ensure)

Example: You must insure the workers against injury.

Internet (always with initial cap; not synonymous with World Wide Web)

master’s degree

National Office/NO (initial caps)

non (prefix, not usually followed by a hyphen. Exceptions: non-dues revenue or where the word that follows starts with n or is a proper noun)

online (adjective; adverb)

only (place next to the word it modifies; position affects meaning) An exercise: Place only before each of the words in the sentence IDEA provides education to children.

otitis media with effusion (OME)

otoacoustic emission (OAE)

paradoxical vocal fold movement (PVFM)
Parkinson’s/Parkinson disease

patient (term used to describe individuals who get services from speech-language pathologists and audiologists in hospital/medical settings; see also client)

payer (not payor; see third-party)

prior to (avoid; use before)

SIG (acronym for Special Interest Group)

since (use only as related to time; not a synonym for because)

Special Interest Group (use any of these formats to identify a SIG: Special Interest Group 15, Gerontology; Special Interest Group 15; or SIG 15. When referring generically to a SIG or all the SIGs, use Special Interest Group(s) or the SIG(s).)

speech-language pathology/speech-language pathologist (no initial upper-case letters unless first word of sentence or part of title; abbreviate as SLP)

support personnel (do not use “supportive personnel” or “paraprofessional”)

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. See Relative Pronouns and Subordinate Conjunctions under Grammar.)

Essential or restrictive: The Potomac is one of two rivers that flow through Washington, DC.

Nonessential or nonrestrictive: The Potomac, which flows through Washington, DC, is becoming more polluted.

[Note that in the first example, the antecedent for that is plural (rivers), so the verb (flow) is also plural. In the second example, the antecedent for which is singular (the Potomac), so the verb (flows) is also singular.]

therapy/therapist (avoid, except in the context of physical therapy or psychotherapy; use treatment/clinician)

third-party (adjective; third-party payer)

timeline

traumatic brain injury (TBI)

under way (adverb); underway (adjective)

Adverb: Voting is under way.

Adjective: Underway fueling makes for faster deliveries.

U.S. (use only as an adjective; for the noun form, use United States)

Adjective: The U.S. economy . . .

Noun: Many universities in the United States . . .

Usher syndrome

utilize (avoid; use use)

videotape

web (short form of World Wide Web)

website (one word, no hyphen)

which (see that/which)

while (use only as related to time; not a synonym for although or whereas)
Style and Grammar

Writing Style

Acronyms and Abbreviations

Spell out acronyms and abbreviations the first time they are used in an article. Follow the full term with the acronym or abbreviation in parentheses. Then, use the acronym or abbreviation consistently throughout the rest of the article. If a term is used only once, do not use an acronym or abbreviation. Use a or an before an acronym or abbreviation based on the sound of the first letter (e.g., an SLP).

Degree abbreviations. Do not use periods with abbreviations of education degrees (AuD, BA, BS, EdD, MA, MS, PhD, etc.).

State abbreviations. Use two-letter, upper-case postal style abbreviations (Tulsa, OK).

Clarity

Avoid long strings of adjectives and nouns that can be confusing to your reader. For example, rather than

Adolescent language learning styles assessment should be taught in graduate speech-language pathology programs.

choose

Graduate programs in speech-language pathology should include instruction in assessment of language learning styles of adolescents.

Eliminate wordiness and redundancy (e.g., use the same instead of the exact same, and at that time or at that moment instead of at that point in time).

Vary sentence length and structure; in particular, avoid frequent use of long rambling sentences and passive voice. In structuring paragraphs, avoid extremes, such as one sentence paragraphs or paragraphs longer than one double-spaced manuscript page.

In scientific reporting, technical words are necessary to convey precise meaning. Avoid use of colloquial expressions (e.g., write up for report) and imprecise expressions of quantity (practically all, quite a few, a lot, or the majority when you can use an exact amount—75% or 9 out of 10 respondents). Don’t use feel as a substitute for think or believe.

However, avoid using a complicated word when a short, simple word will do. For example, rather than

“Brown and Johnson have successfully utilized this instrument to identify incipient reading problems in prekindergarten populations.”

choose

“Brown and Johnson have successfully used this instrument to identify incipient reading problems in prekindergarten populations.”

Attribution. In describing experiments, studies, and results, be careful to attribute action in an appropriate way. Researchers/authors/investigators can demonstrate/control/interpret; reports/experiments/studies/results do not.

Serial comma. Use a serial comma to separate the final items in a list (e.g., the comma between speech-language pathologist and audiologist in the physical therapist, speech-language pathologist, and audiologist).
Grammar

Verbs

Choose the active rather than passive voice. For example, rather than

*The protocol was designed by Smith (2007) for use with the school-age population.*
choose

*Smith (2007) designed the protocol for use with the school-age population.*

However, use the passive voice to emphasize the object of the verb, rather than subject (*The subjects were required to remain seated during the examination*).

Choose the appropriate verb tense.

**Past tense** expresses an action or a condition that occurred at a specific, definite time in the past.

Use *past tense* (e.g., *Jameson showed*)

- for literature review
- to describe the procedure (if the discussion is of past events), and
- to describe the results (e.g., *scores dropped dramatically*).

**Present tense** expresses action or a condition occurring in the present and should be used in the results and discussion sections of papers to reflect the author’s (current) examination of the topic.

Use *present tense* (e.g., *the results indicate*)

- to discuss the results and
- to present the conclusions (e.g., *the test proves to be an appropriate tool*).

**Present perfect tense** expresses a past action or condition that did not occur at a specific, definite time or an action beginning in the past and continuing to the present.

**Right:** Since that time, many researchers *have used* this technique.

**Wrong:** Since that time, many researchers *used* this technique.

**The subjunctive** describes only conditions that are contrary to fact or improbable, not simple conditions or contingencies.

**Right:** If she *were to take* the exam now, she would most likely receive a passing grade.

**Wrong:** If she *took* the exam now, she would most likely receive a passing grade.

**Right:** If your essay *is* complete, you may turn it in.

**Wrong:** If your essay *were* complete, you may turn it in.

**Would** means habitually (*The student would review his homework assignments at 4:00 p.m.*) or expresses a conditional action (*The student would finish his homework if he had enough time*). Do not use *would* to hedge; for example, choose *It appears the study team was remiss*, not *It would appear the study team was remiss*.

Agreement of Subject and Verb

Make sure that the **verb and subject agree** in number (plural or singular) despite intervening phrases that begin with such words as *together with, including, plus, and as well as*.

**Right:** The speed of response, as well as the number of correct responses, *is* inversely proportional to the degree of difficulty.

**Wrong:** The speed of response, as well as the number of correct responses, *are* inversely proportional to the degree of difficulty.
Collective nouns (e.g., series, group, staff, or couple) can refer to several individuals or to a single unit. Context is the determining factor:

If the action of the verb is on the unit as a whole, the noun should be treated as a singular noun.

Singular: The number of patients with dysphagia is growing.
   A pair of animals was tested for rabies.
   The staff was leaving the conference room when the fire broke out.

If the action of the verb is on members of the group as individuals, the noun should be treated as plural.

Plural: A number of people were waiting for the bus, when it began to rain.
   The pair of oxen were yoked together.
   The staff park their cars in the upper and lower lots.

None/no one/not any/no part of can be singular or plural:

When the noun that follows it is singular, the verb form should be singular.

Singular: None of the information was correct.
   None of the research proves this point.

When you mean not one, use not one instead of none and use a singular verb.

Singular: Not one of the students has completed the test in the time allotted.
   Not one of the conclusions was accurate.

When the noun is plural, the verb form should be plural.

Plural: None of the students have completed the test in the time allotted.
   None of the data were conclusive.

When the subject consists of a singular and a plural noun joined by or or nor, the verb agrees with the noun that is closer.

Right: Neither the students nor the teacher was present when class was scheduled to begin.
   or
   Neither the teacher nor the students were present when class was scheduled to begin.

Wrong: Neither the students nor the teacher were present when the class was scheduled to begin.

Pronouns

A pronoun should refer clearly to its antecedent and should agree in number with the noun it replaces.

Right: No one in the group was happy with his or her performance on the test.

Wrong: No one in the group was happy with their performance on the test.

Use who as the subject of a verb and whom as the object of a verb or a preposition. To help decide which relative pronoun to use, turn the subordinate clause around and substitute a personal pronoun. If you can substitute he or she, use who; if you can substitute him or her, use whom.

Right: Identify the student who you believe has the greatest potential to succeed.
   [You believe he has the greatest potential to succeed.]

Wrong: Identify the student whom you believe has the greatest potential to succeed.
   [You believe him has the greatest potential to succeed.]

Modifiers

A misplaced modifier does not clearly refer to the word it modifies. To avoid confusion, place an adjective or adverb (whether a single word or a phrase) close to the word it modifies.

Unclear: The researcher tested the subjects using the new protocol.
A dangling modifier, which has no referent in the sentence, can result from use of the passive voice. Use of the active voice can help you avoid this problem.

**Right:** Using the Minnesota Multiphasic Personality Inventory, I tested the participants.

**Wrong:** The participants were tested using the Minnesota Multiphasic Personality Inventory.

Some adverbs can be used as introductory or transitional words. Limit such use of adverbs and be careful to avoid misuse. For example, remember that importantly means in an important way, not this is important.

**Right:** More important, the degree of success is tied to the social maturity, rather than the chronological age, of the student.

**Wrong:** More importantly, the degree of success is tied to the social maturity, rather than the chronological age, of the student.

Similarly, hopefully is often misused as an introductory or transitional word. Hopefully means in a hopeful manner or full of hope, not I hope or it is hoped.

**Right:** I hope the students will complete the assignment on time.

**Wrong:** Hopefully, the students will complete the assignment on time.

**Relative Pronouns and Subordinate Conjunctions**

Select relative pronouns (who, whom, that, which) and subordinate conjunctions (e.g., since, while, although) carefully.

**Relative pronouns**

*That* clauses (restrictive) are essential to the meaning of the sentence:

The animals that negotiated the maze successfully were used in the second experiment.

[Only those animals that negotiated the maze successfully were used in the second experiment.]

*Which* clauses merely add information (nonrestrictive).

The animals, which negotiated the maze successfully, had difficulty performing in the second experiment.

[All of the animals had difficulty with the second experiment.]

**Subordinate Conjunctions**

Use *while* and *since* only when referring to time. Use *while* to link events rather than as a replacement for *although*, *whereas*, *and*, or *but*. Use *since* to mean after that, not as a replacement for *because*.

**Preferred:** Although the results are atypical, they are not unique. The researchers must carefully evaluate this outcome, because the impact of the study is far reaching.

**Wrong:** While the results are atypical, they are not unique. The researchers must carefully evaluate this outcome, since the impact of the study is far reaching.

**Use of the Possessive With a Present Participle**

When a phrase contains a noun and a present participle (e.g., jumping, having, being) that is acting as an object, make the noun possessive.

**Correct:** The boy’s parents were worried about *his having* enough to eat.

**Incorrect:** The boy’s parents were worried about *him having* enough to eat.
Comparisons

When making a comparison, use the phrase *different from*, rather than *different than*.

*Correct:* The outcome was *different from* what the researchers had expected.

*Incorrect:* The outcome was *different than* what the researchers had expected.

When referring to the degree of difference in quantity/quality, use *than*, as in *greater than, smarter than*.

*Correct:* The second subject was *less experienced than* was the first.

[the comparison is between the *experiences* of the subjects]

*Incorrect:* The second subject was *less experienced than* the first.
Italics

Use italics in the following circumstances.

1. Titles of books and periodicals (Disabilities in School-Age Children and Adolescents; Asha; Journal of Speech, Language, and Hearing Research)
2. The volume numbers of periodicals in reference list entries (Journal of the American Medical Association, 23, 37-48)
3. The first time a new, technical, or key term or label is used in an article (semantic markers)
4. Letters, words, or phrases cited as linguistic examples (words such as tall and wide, the letter a, the instruction sit still)
5. Letters used as statistical symbols or algebraic variables \[ F (2, 54) = 12.13; t \text{ test}; a/b = c/d; SEM \]
6. Some test scores and scales (Rorschach scores: \( F + \% \), Z MMPI)
7. Anchors of a scale: “Ratings on the consumer satisfaction scale ranged from 1 (not satisfied) to 5 (completely satisfied).”

Do not use italics in the following circumstances.

1. Foreign phrases and abbreviations common in English (such as a priori, ad lib, et al., per se, vis-à-vis)
2. Chemical terms (HCL) or trigonometric terms (sin, tan)
3. Greek letters
4. Emphasis (only use italics if emphasis might otherwise be lost; use syntax to provide emphasis)
**Numbers**

**NumbersExpressed in Figures**

1. all numbers 10 and above *and* all numbers below 10 that are grouped for comparison with numbers 10 and above
   - 5 out of 21 tests
   - the 4th of 15 trials
   - 14 selections from four groups
     [selections and groups are not being compared; they are different categories of items]

2. numbers that immediately precede a unit of measurement
   - a 10-ml dose
   - 12.5 cm in length

3. numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles
   - more than 15% of the sample
   - multiplied by 5
   - the 2nd quartile
   - a ratio of 12:1

4. numbers that represent times, dates, or ages; sample, subsample, or population sizes; specific numbers of subjects in an experiment; scores and points on a scale; and exact sums of money
   - in 4 years
   - 5-year-olds
   - 3 weeks ago
   - 8 participants [*but* two investigators]
   - 2 hr 21 min
   - scored 6 on a 7-point scale
   - 2:35 p.m.
   - each received $25
   - May 31, 2003
   - the numerals on the scorecard were 0-6

**Dates:** For exact dates, use a comma between the date and the year and directly following the year (e.g., *October 3, 2011, was the correct date*). Do not use ordinals (*October 3rd*). When referring to an approximate date, do not use commas (e.g., *The researchers conducted their study in April 2010*).

5. numbers that denote a specific place in a numbered series, parts of books and tables, and each number in a list of four or more numbers
   - Grade 6 [*but* the sixth grade]
   - Chapter 5
   - Trial 7
   - 5, 6, 7, or more authors

**NumbersExpressed in Words**

1. numbers below 10 that do not represent precise measurements
   - three-dimensional block figures
   - the only one left
   - seven trials . . . the remaining
   - two trials the third of six visual stimuli

2. numbers that begin a sentence

3. the numbers *zero* and *one* when the words would be easier to comprehend than the figures or when the words do not appear with numbers 10 and above
   - zero-base budgeting
   - one-time fee
   - one response was valid
     [*but* 1 of 12 responses was valid]

4. common fractions
   - one third of the group
   - two-thirds majority
5. universally accepted usage
   the Twelve Apostles               the Fourth of July

**Combining Figures and Words to Express Numbers**

1. rounded large numbers (starting with millions)
   - almost 2 billion people
   - a projected shortfall of $1.2 million

2. back-to-back modifiers
   - 3 two-way interactions
   - thirty 4-year-olds
   - ten 7-point scales
   - the first 10 items

   Occasionally, spelling out both numbers is preferred (*first two books*, instead of *1st two books* or *1st 2 books*).

**Decimal Fractions**

- Use a zero before the decimal point when numbers are less than 1.
  
  \[ 0.23 \text{ cm} \quad 0.48 \text{ ml} \]

- Do not use a zero before a decimal fraction when the number cannot be greater than 1 (e.g., correlations, proportions, and levels of statistical significance).
  
  \[ p < .06 \quad r(22) = -.34 \]

**Commas in Numbers**

- Use commas between groups of three digits in figures of 1,000 or more, except for page numbers, binary digits, serial numbers, degrees of temperature, acoustic frequency designations, and numbers to the right of a decimal point.

**Plurals of Numbers**

- To form the plurals of numbers, add *s* or *es*; do not add an apostrophe (*fours and sixes, 1950s, 10s and 20s*).
Citations in Text

*Note:* Every citation in text must be represented by an entry in the reference list and vice versa. It is the author’s responsibility to make sure that each source appears in both places and that the citation in text and reference list entry are identical in spelling of author name(s) and year of publication. Page numbers must be listed for direct quotes.

**One Author**

Use the surname of the author (do not include suffixes such as *Jr*), a comma, and the year of publication, placed in parentheses. When the name and year are part of the narrative, do not use parentheses. When the name is part of the narrative, put only the year in parentheses.

- In a recent study of treatment outcomes (Cavanaugh, 2005) . . .
- In 2005, Cavanaugh compared . . .
- Cavanaugh (2005) compared treatment outcomes for all ages.

Within a paragraph, do not include the year in subsequent nonparenthetical references if the study cannot be confused with other references in the list. Do include the year in all parenthetical citations.

- In a recent study of treatment outcomes, Cavanaugh (2005) found . . . Subsequently, Cavanaugh found . . .
- The results showed a major difference in treatment outcomes (Cavanaugh, 2005).

**Multiple Authors**

When a work has two authors, use both surnames every time the work is cited in text.

When a work has three, four, or five authors, cite all authors the first time; in subsequent citations, include only the surname of the first author followed by “et al.” (not italicized, not preceded by a comma, and with a period after “al”) and the year:

First citation in text:

  - (Waters, Zeuber, Rose, Buckley, & Wilson, 2006)

Subsequent citation:

- Waters et al. (2006) found . . .
  - (Waters et al., 2006)

If two references with the same year shorten to the same form (e.g., both Bradey, Roan, & Song, 2005, and Bradey, Song, Roan, & James, 2005, shorten to Bradey et al., 2005), cite the surnames of the first author and as many of the subsequent authors as necessary to distinguish the two references, followed by a comma and “et al.” (Note that in instances where more than one name is listed, a comma precedes “et al.”)

- Bradey, Roan, et al. (2005) and Bradey, Song, et al. (2005)
  - (Bradey, Roan, et al., 2005; Brady, Song, et al., 2005)

When a work has six or more authors, use only the surname of the first author followed by “et al.” and the year for the first and subsequent citations.

If two references with six or more authors shorten to the same form, use the surnames of the first authors and of as many of the subsequent authors as are necessary to distinguish the two references, followed by “et al.” For example, suppose you have entries for the following references:

- Cross, Koenig, Baron, Cave, Tang, and Gabrieli (2002)
- Cross, Koenig, Gabrieli, Tang, Marsolek, and Daly (2002)

In text, you would cite them, respectively, as
Cross, Koenig, Baron, et al. (2002)
Cross, Koenig, Gabrieli, et al. (2002)

**When citing a multiple-author work parenthetically** or in tables and captions, join the last named author to the preceding with an ampersand (&):

as has been shown (Right & Winter, 2005)

**In text**, join names using the word *and*.

Right and Winter (2005) showed . . .

**When citing multiple works within the same parentheses**, list entries alphabetically, separated by semicolons:

Recent studies (Ames & Jones, 2006; Haggarty, Smithe, & Martin, 2007; Lonestar & Evans, 2009) demonstrate . . .

**Groups as Authors**

When a group (e.g., corporation, association, or government agency) serves as author, spell out the name in the first citation and use the acronym in subsequent citations. (Exception: If the group name is short or if the abbreviation or acronym would not be readily understandable, write out the name each time.)

**Example of citing a group author** (e.g., association, government agency) that is readily identified by its abbreviation:


*First text citation:* (National Institute of Health [NIH], 2010)

*Subsequent text citations:* (NIH, 2010)

**No Author**

When there is no author, cite the first few words of the reference list entry. Titles of chapters or articles should appear within double quotation marks; titles of books, brochures, or reports should be italicized:

Considerable literature, including pamphlets and articles for consumers (*Controlling Stuttering*, 2005; “Young Children Who Stutter,” 2008) are available . . .

**In Press Article**

In text, put *in press* where the year would appear:

Swanson and Berninger (in press) found . . .

**Personal Communication**

When citing a personal communication, provide the first initial, last name, day, month, and year (be as specific as possible), as in the format below. Do not include personal communications in the references list.

The student felt more secure in her abilities after completing the training exercise (H. Justif, personal communication, October 18, 2011).
Reference List Entries

Note: Every reference list entry must be represented by a citation in text and vice versa. It is the author’s responsibility to make sure that each source appears in both places and that the reference list entry and citation in text are identical in spelling of author(s) name(s) and year of publication.

Reference list entries should be in alphabetical order by either the last name of the first author or the first significant word in a group or title where there is no individual author. One author entries precede multiple author entries with the same surname. Where there are more than one entry with the same author(s) in the same order, arrange entries according to publication date, with the earliest date appearing first. (Where names and dates are the same, arrange entries alphabetically by the first significant word in the title.)

Periodicals

References to periodicals should include
• the surname of the author followed by initials (include names of all authors);
• the date (in parentheses followed by a period);
• the title of the article (capitalize the first word of the title, the first word in the subtitle, and any proper names; follow with a period);
• the title of the journal (capitalize key words, italicize title, and follow with a comma); and
• the volume number (italicized) and the page numbers of the article.


Examples
1. Journal article, one author

2. Journal article, two authors

3. Journal article, two authors, journal paginated by issue

4. Journal article, six authors

5. Journal article, more than seven authors. List the first six authors, an ellipsis, and the final author.

6. Journal article in press.
   Put the words in press where the date of publication would appear. For purposes of ordering the reference list, place an in-press entry after the published entry (or entries) for the same author or series of authors. When there are
multiple in-press entries, list them alphabetically by the first word of the article or book title and assign lowercase letter suffixes to the date (e.g., in press-a).

Swanson, F. J. L., & Berninger, V. (in press). The role of working memory in skilled and less skilled reader’s comprehension. *Intelligence*.

7. Magazine article

Include the date shown on the publication, month for monthlies or month and day for weeklies, and the volume number.


8. Perspectives article

Include the publication month, volume number, and issue number for publications paginated by issue (all SIG publications prior to 2008 were paginated by issue). No issue number is needed for *Perspectives* published online only (beginning in 2008), because pagination is by year/volume and not by issue.


9. Newsletter article, no author, letter to the editor

When there is important, but nonroutine, information helpful to the reader, enclose descriptive information in brackets immediately following the title of the article:


10. Daily newspaper article, no author, discontinuous pages

Alphabetize works with no author by the first significant word in the title. A shortened title may be used in parenthetical citations in text. Precede page numbers with “p.” or “pp.”


11. Journal supplement

Include the supplement number in parentheses immediately following the volume number.


Books, Brochures, and Book Chapters/Articles

*References to books should include*

- the surname of the author (or editor) followed by initials (include all of the authors’ names);
- the date (in parentheses and followed by a period);
- the title of the book (italicized, first letter of title and subtitle capitalized, and followed by a period); and
- the city and state of publication (two-letter postal abbreviation with no periods), followed by a colon and the publisher (omit words like *Publishing Company* or *Publishers*).

In the case of an edited book, begin the entry with the editor’s name and add the notation “Ed.” in parentheses after the editor’s initials. For a book with an author and an editor, give the author first, and list the editor(s) in parentheses after
the title (include “Ed.” within the parentheses separated from the name by a comma). Treat translators in the same manner.


**Examples**

1. **Book, Jr. in name**
   

2. **Book, group author (government agency) as publisher**. When the author is the publisher, use the word *Author* as the name of the publisher.
   

3. **Encyclopedia or dictionary, no author or editor**
   

4. **Brochure, corporation/organization as author**
   

5. **Article or chapter in a book**

   **References to an article or chapter in a book should include:**
   - the surname of the author followed by initials (include the names of all authors);
   - the date (in parentheses and followed by a period);
   - the title of the article or chapter (first letter of title and subtitle capitalized, not italicized) followed by a period;
   - the word *In* followed by the editor’s name with initials first (followed by *Ed.* in parentheses) and a comma (if the book is not edited, *In* directly precedes the book title);
   - the title of the book (italicized, first letter of title and subtitle capitalized);
   - in parentheses, the number of the edition, if any, and page numbers (use *p.* or *pp.*), followed by a period; and
   - the city and state, followed by a colon and the publisher.


**Technical and Research Reports**

**References to technical and research reports should include:**
- the report number, contract number, or monograph number in parentheses immediately after the title and
- the name of the specific department, office, agency, or institute that published or produced the report. (Also give the higher department, agency, or institute if the office that produced the report is not well known. If you include the higher department, give the higher department first, then the specific department.)

For reports from a document deposit service (e.g., NTIS or EPIC), put the document number in parentheses at the end of the entry.
Examples


2. Report from a university
   Give the name of the university first, then the name of the specific department or organization within the university that produced the report. In the case of an edited report, include (Ed.). following the editors names.

3. Report from a private organization

Proceedings of Meetings and Symposia

Examples

1. Published proceedings
   Capitalize the name of the proceedings, which is a proper name.

2. Unpublished paper presented at a meeting
   Use the following form for poster sessions as well as unpublished papers. Note that the month of the meeting is required.

Unpublished Work and Publications of Limited Circulation

Examples

1. Unpublished doctoral dissertation

2. Unpublished raw data from study, untitled work
   Use brackets to indicate that the material describes content and is not a title.
Audiovisual

Include the following in references to audiovisual media:

• the name and, in parentheses, the function of the originator or primary contributors (for electronic media, use the name of the program or software),
• the medium (e.g., videotape, audiotape, slide, or chart) in brackets,
• the date of broadcast or year of publication in parentheses and followed by a period, and
• the location and name of the distributor.

Examples

1. Television broadcast

2. Computer program, software, or programming language

Electronic Media

Here, we list the rules for online sources most commonly used in Perspectives. Specific details about other kinds of electronic sources can be found in *Publication Manual of the American Psychological Association* (6th ed.). Note that Internet content can be fluid, with individual articles or postings being removed and or relocated frequently. Check sources before submitting your article to ensure the information is still available and the URL is still accurate. If it has been removed, do not use the source. Note that a retrieval date is only necessary if the material may change over time.

Digital object identifiers (DOIs) are assigned to many journal articles when they are made available online. According to *Publication Manual of the American Psychological Association* (6th ed.), the purpose of a DOI is “to identify content and provide a persistent link to its location on the internet” (p. 189). DOIs can help locate the full text of an article—even if its specific URL has been changed or removed—by linking to vendors such as CrossRef, PubMed, and the like. The DOI can be found in the article’s copyright information or database record.

Examples

1. Journal article retrieved online
   Provide the DOI if one has been assigned, using the format below. When a DOI is included, a URL is not needed.


   When the article was retrieved online and does not have a DOI, include the URL for the home page of the journal. A direct link is not necessary here, because the article can be easily found through the journal’s search feature.


2. Newspaper article retrieved online
   Follow the same format as a print source, but include the newspaper’s home page URL. Page numbers are not necessary.

3. Document on university website

When the document is posted on a large website, such as a university of government site, identify the host organization and the appropriate program or department. Follow the name with a colon and the URL for the document. Here, a direct link is more helpful to a reader.


4. Technical or research reports

If the report is from an agency site, identify the agency. If there is no publication date, follow the agency name with “n.d.”


5. Online article, no author

Alphabetize references with no author based on the first significant word in the title. In text citations, use a shortened version of the title in quotation marks (“Earthquake Facts,” 2011).


Statutes

In text, give the popular or official name of the act (if any) and the year. In the reference list entry, include the source and section number of the statute, and in parentheses give the publication date of the statutory compilation, which may be different from the year in the name of the act.

Reference form for statutes: Name of Act, Volume Source § xxx (Year).

Abbreviate the source as specified in the Bluebook. A few states use chapter or article numbers instead of section numbers; use abbreviations or symbols as shown in the Bluebook.


In text, the citation would appear as “Mental Health Systems Act (2008)” or “Mental Health Systems Act of 2008.”

• Example of a reference to a statute in a state code:

  This statute can be found in codified version between sections 2901 and 2941 in chapter 59 of volume 4 of the 2003 edition of Kansas Statutes Annotated. Two amendments to the law and additional references are provided in the 2002 supplement for the Kansas Statutes Annotated. If you are discussing a particular provision, cite the particular section in which the provision appeared (e.g., § 59-2903). Ann. stands for Annotated, which refers to the version of the Kansas statutory compilation containing summarized cases interpreting particular sections of the act.

• Example of a reference to a statute in a federal code:

  This law can be located beginning at section 12101 of title 42 of the United States Code Annotated, which is the unofficial version of the United States Code (the official statutory compilation of the laws enacted by Congress). Et seq. is a Latin phrase meaning and following and is a shorthand way of showing that the act covers not just the initial section cited, but also others that follow the initial section. The parenthetical information indicates that the United States Code
Annotated is published by West Publishing and that 2003 is the publication date of the volume in which the cited sections can be found. Citing to U.S.C., U.S.C.A., or U.S.C.S. is the preferred method of citing legislation, because codified legislation is usually easier to work with and retrieve than are session laws, the form of legislation before it is codified. Such a session law citation is constructed as follows:


The citation refers to the version of the act in its uncodified form. The act was the 336th public law enacted by the 101st Congress. Section 2 is the section of the act cited (§ 2 happens to correspond to § 12101 of 42 U.S.C.A., which is where § 2 was ultimately codified). The text of that section can also be found in the official compilation of uncodified session laws, United States Statutes at Large (abbreviated Stat.) at volume 104, p. 328. Volume 104 was published in 2001.
Preparing Your Paper for Publication

When submitting a paper for publication in an ASHA SIG issue of Perspectives, please follow these guidelines.

Copyright and Conflicts of Interest

1. It is your responsibility to secure permission from the copyright holder for the use of graphics, tables, photographs, or other material you wish to incorporate in your manuscript. (For more information, see p. 3 of this guide.)

2. You must disclose any real or potential conflicts of interest.

Text

1. Put the title of your paper at the top of your manuscript (initial cap important words in the title and do not use all caps). Follow on subsequent lines with your name and affiliation, including city and state, at the top of your paper (e.g., John Smith, Department of Communication Disorders, Emerson College, Burbank, CA). Degrees and titles are not published. Include any disclaimers for real or potential conflicts of interest.

2. Do not use footnotes or appendices.

3. Use references, following style and punctuation guidelines described in this manual and in Publication Manual of the American Psychological Association (6th ed.). Note that there must be a citation in text for every entry in the reference list and vice versa. Page numbers must be included for direct quotes.

4. Do not use tabs to create a paragraph style. Do not use text boxes.

5. Do not use all caps. Do not use boldface text, underlining, or italics for emphasis (the text should be clearly written so that the emphasis is understood in context).

6. Clearly label electronic files using the author’s name.

Tables

Tables should be created using the MS Word Table function; do not use tabs to create a table. Tables should appear in text where they are cited, not at the end of the paper.

Figures

Figures should appear in text where they are cited, not at the end of the paper. All figures—including photos, line drawings, graphs, and other figures or images—should also be submitted as separate electronic files.

Image files for standard graphics (figures, photos, etc.)

1. File format:

   • Preferred file format: High-resolution RGB TIF files
   • Acceptable file format: CMYK and EPS files
   • File formats HighWire DOES NOT support: JPEG, PICT, GIF

2. File size: No limit on height and width.

3. Recommended resolutions:

   • Color: 300 dpi
• Grayscale: 600 dpi
• Line art: 1200 dpi

Image files for text-based graphics (glyphs/inline figures, graphic equations, graphic tables):
1. File format: close-cropped TIFs, sized to match print
2. Resolution: 300 dpi
Author Checklist

Please check for errors—especially in references and citations—before submitting a manuscript to a SIG editor.

☐ Do you have a reference citation in text for every entry in the reference list and vice versa?

☐ Have authors’ names been spelled correctly in every place they appear in the manuscript?

☐ Is your reference list correctly alphabetized?

☐ Have you included all appropriate items in your reference list entries?

☐ Are all figures and images included as separate TIF files?

☐ Have you included disclaimers for any real or potential conflicts of interest?

☐ Have you included permission from the copyright holder to include previously published tables, figures, and/or images?

For periodicals:

Include the article authors, date of publication, article title and subtitle, periodical title, volume, and page numbers.

Example:


For articles in books:

Include the article or chapter authors, date of publication, article or chapter title, book editors, book title, article or chapter page numbers, place of publication and publisher.

Example: