CHILDHOOD APRAXIA OF SPEECH:  
Assessment, Treatment,  
and Early Literacy Skills

Featured Speaker:  
Amy Skinder-Meredith, Ph.D., CCC-SLP

CASANA  
Every Child Deserves a Voice

April 12, 2013  
St. Catherine University  
Coeur de Catherine, Rauenhorst Ballroom  
2004 Randolph Avenue  
St. Paul, MN  55105

PRESENTER PROFILE  
Dr. Skinder-Meredith received her doctorate from the University of Washington and her M.S. from the University of Arizona. She is currently a clinical associate professor at Washington State University in Spokane. She is an experienced clinician who has worked in the public schools, hospitals, and private practice settings. Her primary clinical and research interest is in children with motor speech disorders, and she has published and presented her research on Childhood Apraxia of Speech (CAS) at national conferences. She has been investigating phonological awareness and early reading skills of children with CAS and will be doing a pilot study in the summer of 2013 on intensive treatment of pre-k children in motor speech disorders and phonological awareness skills. Dr. Skinder-Meredith has given numerous workshops for practicing speech-language pathologists across the country on assessment and treatment of CAS.

Disclosure Statement  
Dr. Skinder-Meredith, Ph.D., CCC-SLP, is a clinical associate professor at Washington State University in Spokane.

Disclosure: Dr. Skinder-Meredith is a member of the Childhood Apraxia of Speech Association of North America’s (CASANA) Professional Advisory Board. She receives no compensation as a member of CASANA’s Professional Advisory Board. There are no other relevant financial or non-financial relationships to disclose.

COURSE ABSTRACT
Childhood Apraxia of Speech (CAS) is a pediatric motor speech disorder that baffles many speech-language pathologists in terms of how to diagnose it, as well as how to treat it. This session will provide information on the nature of CAS and what to include in the assessment that will allow the clinician to be more confident in his/her diagnosis. Case examples will be provided and discussed to guide the participant in careful observations pertinent to differential diagnosis and determining the relative contribution of various factors to the child’s communication disorder. The seminar will also focus on where to begin treatment and how to provide ongoing treatment for children with CAS. Much of the emphasis on treatment will include implementing motor learning principles along with systematic, careful construction of stimuli that is both rewarding and functional for the client. Treatment techniques will be discussed and demonstrated through video examples and will apply to a variety of ages and levels of severity. Ways to incorporate early literacy skills will also be addressed.

LEARNING OBJECTIVES
At the end of this seminar the participant will be able to:
- Explain three of the hypotheses regarding the underlying deficit of CAS
- List three key characteristics of CAS
- Differentially diagnose CAS from phonologic delay, dysarthria, and other communication disorders that can result in speech delay
- Explain three of the motor learning principles and how they apply to treatment of children with CAS
- Plan and implement treatment for children with CAS using Dynamic Tactile and Temporal Cuing
- Explain how literacy is often impacted in children with CAS
- Incorporate early literacy and phonological awareness activities into motor speech therapy

ASHA CONTINUING EDUCATION CREDIT
This course is offered for 0.7 ASHA CEU’s (Intermediate level, Professional area)

ASHA CE REGISTRY
An annual ASHA CE Registry fee is required to register ASHA CEUs. ASHA CE registry fees are paid by the participant directly to the ASHA National Office. The annual ASHA CE Registry fee allows registration of an unlimited number of ASHA CEUs for the calendar year. Contact the ASHA CE staff at 800-498-2071, ext. 4219 for CE Registry fee subscription information.
AGENDA – FRIDAY, APRIL 12, 2013

Timed Agenda
8:00 – 9:45 a.m.  
What Is Childhood Apraxia of Speech (CAS)?
- Definitions of Developmental Motor Speech Disorders
- Model of Speech Production
- Different Beliefs on the Underlying Nature of CAS
- Characteristics of CAS
- Speech characteristics
- Language and Literacy Implications
- Genetic and neurologic findings
- Neurobehavioral disorders associated with CAS

9:45 – 10:00 a.m.  
Break

10:00 – 11:30 a.m.  
How Is CAS Evaluated?
- The Pitfalls of Misdiagnosis
- Differentiating from Other Causes of Speech Sound Disorders
- Overview of Assessment Techniques Designed to Differently Diagnose Phonologic Impairment vs. Childhood Apraxia vs. Dysarthria
- Video and Audio Examples

11:30 – 12:30 p.m.  
Lunch

12:30 – 2:30 p.m.  
How Is CAS Evaluated?
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- Differentiating from Other Causes of Speech Sound Disorders
- Overview of Assessment Techniques Designed to Differently Diagnose Phonologic Impairment vs. Childhood Apraxia vs. Dysarthria
- Video and Audio Examples

2:45 – 3:45 pm  
Treating Motor Speech Disorders in the Real World
- Problems and Issues in Implementing Motor Approaches to Treatment
- Common Questions
- The Use of Alternative Treatments
- Is Once a Child with Apraxia Always a Child with Apraxia?
- To Use or Not to Use Non-Speech Oral Motor Exercises?

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