

2013 NATIONAL CONFERENCE ON CHILDHOOD APRAXIA OF SPEECH



Reaching High for the Future

July 11-13, 2013 ★ Hyatt Regency Denver Tech Center ★ 7800 East Tufts Avenue, Denver CO 80237

PRE-CONFERENCE LECTURES

Thursday, July 11, 2013

Pre-Conference Seminar Session 100	2:00pm - 4:00pm
Pre-Conference Seminar Session 200	2:00pm - 4:00pm
Pre-Conference Seminar Session 300	2:00pm - 4:00pm

CONFERENCE LECTURES

Thursday, July 11, 2013

Keynote Address (optional)	6:00pm - 7:30pm
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Friday, July 12, 2013

Conference Seminars Series 100, 200, 300, 400	8:00am - 4:30pm
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Saturday, July 13, 2013

Conference Seminars Series 500, 600, 700, 800	8:00am - 4:30pm
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RECEPTIONS

Thursday, July 11, 2013

Opening Reception (optional)	4:00pm - 6:00pm
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Friday, July 12, 2013

Donor Reception (invitation only)	5:00pm - 6:30pm
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For more conference information or to register, visit www.apraxia-kids.org/

2013 NATIONAL CONFERENCE ON CHILDHOOD APRAXIA OF SPEECH

CONFERENCE AGENDA

Thursday, July 11, 2013

2:00 pm — 4:00 pm	Pre-Conference Seminar 100
2:00 pm — 4:00 pm	Pre-Conference Seminar 200
2:00 pm — 4:00 pm	Pre-Conference Seminar 300
3:00 pm — 5:00 pm	Conference Registration
4:30 pm — 6:00 pm	Opening Reception
6:00 pm — 7:30 pm	Keynote Address

Friday, July 12, 2013

7:00 am — 8:00 am	Registration and Breakfast (included in registration fee)
8:00 am — 9:30 am	Concurrent Sessions/Series 100
9:30 am — 10:00 am	Break
10:00 am — 11:30 am	Concurrent Sessions/Series 200
11:30 am — 1:00 pm	Lunch with Topic Tables (included in registration fee)
1:00 pm — 2:30 pm	Concurrent Sessions/Series 300
2:30 pm — 3:00 pm	Break
3:00 pm — 4:30 pm	Concurrent Sessions/Series 400
5:00 pm — 6:30 pm	Donor Reception (by invitation only)

Saturday, July 13, 2013

7:00 am — 8:00 am	Registration and Breakfast (included in registration fee)
8:00 am — 9:30 am	Concurrent Sessions/Series 500
9:30 am — 10:00 am	Break
10:00 am — 11:30 am	Concurrent Sessions/Series 600
11:30 am — 1:00 pm	Lunch (included in registration fee)
1:00 pm — 2:30 pm	Concurrent Sessions/Series 700
2:30 pm — 3:00 pm	Break
3:00 pm — 4:30 pm	Concurrent Sessions/Series 800

Who Should Attend the National Conference on Childhood Apraxia of Speech?

CASANA welcomes families of children diagnosed with apraxia and all those who care about a child with apraxia or suspected apraxia. Speech-language pathologists who are members of American Speech-Language-Hearing Association (ASHA) will be eligible for ASHA Continuing Education Credits. General education and special education administrators and teachers, school psychologists, paraprofessionals, preschool administrators and teachers, higher education faculty, and professional development staff are also encouraged to attend.

THURSDAY, JULY 11, 2013

Pre-Conference Seminar - Session 100

2:00 pm - 4:00 pm

Level: Beginning

A Parent's Guide to Childhood Apraxia of Speech

Presenters: Sue Caspari, MA, CCC-SLP and David W. Hammer, MA, CC-SLP

So your child has Childhood Apraxia of Speech (CAS)...now what? Entering the world of CAS can be daunting. What does the diagnosis mean? How can I be sure the diagnosis is right? What services will my child need? Where can I go for services? How do I know if the services are right for my child? Understanding how to navigate the world of CAS is important for ensuring that your child receives appropriate services so he/she can have the best chance to develop intelligible speech.

This session will attempt to lay out a road map for parents, guiding them through the dos and don'ts of CAS assessment and treatment so they can:

- ⇒ Understand exactly what the disorder is.
- ⇒ Know how to gauge if the diagnosis is correct.
- ⇒ Know the important elements to consider in treatment.
- ⇒ Determine if treatment is working for their child.
- ⇒ Know where to go to get answers when they have questions.

The main emphasis of the session will be on helping to empower parents so they can feel more confident making the important decisions they have to make for their child with CAS.

Learning Outcomes:

- ◆ Participants will be able to define CAS in their own terms.
- ◆ Participants will be able to identify red flags of an incorrect diagnosis.
- ◆ Participants will be able to describe important elements of a treatment session for a child with CAS.

Pre-Conference Seminar - Session 200

2:00 pm - 4:00 pm

Level: Intermediate

Dynamic Assessment: How It Can Help Determine Presence, Severity, and Prognosis in Childhood Apraxia of Speech

Presenter: Ruth Stoeckel, PhD, CCC-SLP

Differential diagnosis of Childhood Apraxia of Speech (CAS) can be difficult, but is essential to appropriate treatment planning. Standardized tests, while important in their psychometric validity, often do not provide enough information regarding severity and prognosis. Dynamic assessment, in which the child's responses to cueing and facilitation are factored in, facilitates not only determination of the presence of difficulty with praxis for speech, but the severity of CAS. This lecture describes the general principles of dynamic assessment and its use in differential diagnosis of children with suspected CAS. A new dynamic assessment, Dynamic Evaluation of Motor Speech Skill (DEMSS) is described and demonstrated.

Learning Outcomes:

- ◆ Participants will be able to demonstrate an understanding of dynamic assessment and its application in assessing speech sound disorders.
- ◆ Participants will be able to demonstrate how dynamic assessment may be helpful in discriminating children with CAS.
- ◆ Participants will be able to demonstrate specific techniques and scoring mechanisms in using dynamic assessment.

THURSDAY, JULY 11, 2013

Pre-Conference Seminar - Session 300

2:00 pm - 4:00 pm

Level: Intermediate

ReST: A New Treatment for Prosody and Speech Accuracy for School-Aged Children with Childhood Apraxia of Speech

Presenter: Tricia McCabe, PhD

Rapid Syllable Transition Training (ReST) is a recently developed treatment for improving prosody and speech accuracy in children aged 4-12. ReST uses pseudo-words of 2-3 syllables to target syllable segregation, lexical stress and articulatory consistency and accuracy in high intensity drill based therapy. We have recently completed a randomized control trial of ReST which shows that the treatment is effective and generalizes to untreated words. In our recent research, we also showed that children who had treatment 4 days per week for 3 weeks continued to improve for up to 4 months after the treatment stopped. This workshop will describe the background to the treatment, the research including the RCT and other studies including parent training and a trial of computer delivery, and describe who the treatment might suit. Participants will watch the therapy being conducted and will learn to judge correct and incorrect target productions.

Learning Outcomes:

- ◆ Participants will be able to describe the theoretical background of the Rapid Syllable Transition Training (ReST).
- ◆ Participants will be able to describe the major components of the treatment .
- ◆ Participants will be able to identify correct and incorrect production of the treatment stimuli.

THURSDAY, JULY 11, 2013

**Keynote Address – State of the Art in Childhood Apraxia of Speech Research:
A Synopsis of the 2013 Childhood Apraxia of Speech Research Symposium**

Presented by: Kathy Jakielski, PhD, CCC-SLP

6:00 pm - 7:30 pm

Important research into CAS has advanced along several fronts since the first Childhood Apraxia of Speech Research Symposium which CASANA cosponsored in 2002. Recently, CASANA once again convened the world's top researchers who shared the "state of the art" in CAS research areas of: Genomic/Genetic Research, Diagnostic Marker Research, Neuroimaging research and neurocognitive behavioral research. Each researcher also addressed how their topic area may impact CAS theories, assessment and treatment along with needs, trends, and ideas for future research. This session will provide an overview and synopsis of the findings shared at the 2013 CAS State of the Art Research Symposium.

Learning Outcomes:

- ◆ Discuss the current "state of the art" in Genomic Research.
- ◆ Discuss the current "state of the art" Diagnostic Marker Research.
- ◆ Discuss the current "state of the art" Neuroimaging Research.
- ◆ Discuss the current "state of the art" Neurocognitive-Behavioural Research.



SCHEDULE OF LECTURES FOR FRIDAY, JULY 12, 2013 (PAGE 1 OF 2)

Series 100 8:00 AM – 9:30 AM	101 The Kaufman Speech to Language Protocol: Effective Strategies for CAS Nancy Kaufman	102 Differential Diagnosis, Differentiated Treatment Ruth Stoeckel	103 Evidence of the Effects of Appropriate Intervention Marnie Millington	104 Thinking Outside the App: Emerging Technology Jeremy Legaspi	105 S.P.E.E.C.H. Tools: A Parental Guide to Generalization on Skills in the Home Environments Janine Murdock Sue Graf	
	9:30 AM – 10:00 AM -- BREAK					
	Series 200 10:00 AM – 11:30 AM	201 An Overview of a Multi-Sensory Approach to Treatment for Children with CAS David Hammer	202 Assessing Social Learning Challenges in the Real World Nancy Tarshis	203 The Music of English: The Prosody Pyramid and its Application to Children with CAS Alison Boorman-Sears	204 Tablets and Apps: Getting Started in Home Use for Children with CAS Mary Mahon	205 CAS in Families: Genes and Generations Beate Peter
					206 Incorporating Phonological Awareness Skills Into Speech Therapy Amy Meredith	
		11:30 AM – 1:00 PM -- LUNCH				
Series 300 1:00 PM – 2:30 PM	301 Dynamic Temporal and Tactile Cueing (DTTC): Why, When and How Do We Use It? Ruth Stoeckel	302 Making the Diagnosis of CAS: Bridging Methods in Research with Clinical Practice Julie Case Maria Grigos	303 Team Work! Supporting a Child with CAS from Diagnosis to Middle School Sue Caspari Shannon Spencer	304 Assistive Technology at your Fingertips Sara Rode	305 CHAMP Camp: A Model of Intensive Speech Therapy for Children with CAS Jodi Kumar	
					306 A Walk Through the IEP: An Overview of Special Education and CAS Jill Green, JD	
	2:30 PM – 3:00 PM -- BREAK					
	Series 400 3:00 PM – 4:30 PM	401 An Overview of the Speech-EZ® Apraxia Program Lynn Carahaly Jeremy Legaspi	402 Observed Early Characteristics of CAS Via Video Research Megan Overby Sue Caspari	403 Tricks and Tools: Therapy Ideas to Enhance Repetition and Sequencing in CAS Sara Rode Alice Stroutsois	404 Incorporating Alternative and Augmentative Techniques into a Multi-Sensory Therapy Approach Katie Mico David Hammer	405 P.R.I.S.M.: Foundations to Effective Treatment of CAS Margaret Fish
						406 Teaching Social Thinking Through Stories and Play in Preschool and Early Elementary Nancy Tarshis



SCHEDULE OF LECTURES FOR SATURDAY, JULY 13, 2013 (PAGE 2 OF 2)



Series 500 8:00 AM – 9:30 AM	501 PROMPT: An Update on Dynamic Tactile-Kinesthetic Treatment Approach Edwyna Alexander	502 Tablets and Apps: Getting Started in Home Use for Children with CAS Mary Mahon	503 Apraxia Intervention Phases: Acquisition, Generalization, Retention Ruth Stoeckel	504 How Children with CAS Learn New Words: Evidence from Speech Motor Control Research Maria Grigos Julie Case	505 S.P.E.E.C.H. Tools: A Parental Guide to Generalization on Skills in the Home Environments Janine Murdock Sue Graf	506 CHAMP Camp: A Model of Intensive Speech Therapy for Children with CAS Jodi Kumar
9:30 AM – 10:00 AM -- BREAK						
Series 600 10:00 AM – 11:30 AM	601 P.R.I.S.M: Foundations to Effective Treatment of CAS Margaret Fish	602 Assessing Social Learning Challenges in the Real World Nancy Tarshis	603 General Language General Speech Pattern Miche Lano Almeida Janine Murdock	604 Incorporating Alternative and Augmentative Techniques into a Multi-Sensory Therapy Approach Katie Mico David Hammer	605 Counseling Parents and Caregivers of Children with Communication Disorders Amy Meredith	606 Team Work! Supporting a Child with CAS from Diagnosis to Middle School Sue Caspari Shannon Spencer
11:30 AM – 1:00 PM -- LUNCH						
Series 700 1:00 PM – 2:30 PM	701 Thinking Outside the App: Emerging Technology Jeremy Legaspi	702 Making Practice Fun! Dyann Rupp	703 Incorporating Phonological Awareness Skills Into Speech Therapy Amy Meredith	704 CAS in Families: Genes and Generations Beate Peters	705 Teaching Children How to Talk Back: Creative and Fun Language Advancing Activities Kathy Jakielski Kathy Hennessy	706 Making the Diagnosis of CAS: Bridging Methods in Research with Clinical Practice Julie Case Maria Grigos
2:30 PM – 3:00 PM -- BREAK						
Series 800 3:00 PM – 4:30 PM	801 Questions and Answers: Video Solving for Professionals Panel	802 Question and Answers: Children Newly Diagnosed with CAS Panel	803 Questions and Answers: Children in Early Childhood with CAS (Preschool and Early Elementary) Panel	804 Questions and Answers: Tweens and Teens with a History of CAS Panel		

PRESENTERS GUIDE

View the presenter's webpage for information on financial and non-financial interests relevant to the content of presenter's presentations at <http://www.apraxia-kids.org/wp-content/uploads/2013/03/Disclosure-Information.pdf>

Edwyna Alexander, MA, CCC-SLP, has worked as a clinician at the PROMPT Institute in Santa Fe, NM since 2008, working with a diverse caseload of patients ages 2 through adults. Prior to this, she practiced as a clinician at a private practice in Austin, Texas. From 1997-2007, Edwyna also served on the Board of Directors and as a Speech-Language Pathologist at her interdisciplinary clinic in Austin. She helped develop interdisciplinary programs and supervised and trained SLP's and graduate clinicians. Edwyna has taught PROMPT workshops throughout the United States as a Primary Instructor for the PROMPT Institute since 2002. She holds the Certificate of Clinical Competence from ASHA as well as Texas and New Mexico licensure in Speech Language Pathology and Certification in Hanen Parent Training. In addition to PROMPT training beginning in 1995, she has extensive post graduate training and experience in autism/PDD, auditory processing, and sensory integration. Her caseload includes children with autism/PDD as well as children and adults with language, motor speech, and sensory disorders with treatment focused on interdisciplinary aspects of speech and language. In addition to private practice, she has worked in rehabilitation agencies, schools, and rehabilitation hospitals.

Miche' Lano Almeida, MS, CCC-SLP, is a co-owner of South County Pediatric Speech in Mission Viejo, California. She received her Certificate of Clinical Competence in Speech Language Pathology and her California State License in Speech Language Pathology in 1994. She received her Bachelor of Arts in Communicative Disorders in 1991 from California State University, Long Beach in 1991 and her Master of Science in Speech Language Pathology from Boston University in 1993. She has been a speech language pathologist in private practice for 19 years and is a member of the American Speech-Language-Hearing Association (ASHA), the California Speech-Language-Hearing Association (CSHA), and the American Academy of Private Practice in Speech Pathology and Audiology (AAPPSPA). She specializes in working in early intervention and with children with motor speech disorders. Her goal is to give children a voice to speak their thoughts.

Alison Boorman-Sears, MSc, R-SLP, is a Speech-Language Pathologist who runs a private practice in Calgary Alberta Canada. She received her bachelor's degree from the University of New Brunswick and a Masters of Science in Speech Language Pathology from the University of Western Ontario. Mrs. Boorman-Sears is a graduate of the CASANA Intensive Training Institute on CAS.

Julie Case, MA, CCC-SLP, is entering her third year as a doctoral student in the Department of Communicative Sciences and Disorders at New York University and working under the advisement of Dr. Maria Grigos. Her research interests include speech motor development and motor speech disorders in children, with a particular interest in Childhood Apraxia of Speech.

Sue Caspari, MA, CCC-SLP, is nationally recognized as a leading practitioner in the area of Childhood Apraxia of Speech (CAS). She has worked extensively with children and adults in a variety of settings including early intervention, private practice and inpatient and outpatient hospital settings, including Mayo Clinic. Sue has published scholarly articles on CAS, and is regularly invited to conduct workshops and seminars around the country on CAS. In her current practice, she works primarily with - and as a consultant and advocate for - children with severe speech production disorders. She has advanced training and experience in the areas of CS as well as alternative and augmentative communication. Sue is an advisory board member of the Childhood Apraxia of Speech Association of North America, an associate member of the Academy of Neurogenic Speech and Language Disorders Special Interest Division.

Margaret A. Fish, MS, CCC-SLP, is a licensed speech-language pathologist working in private practice in Highland Park, Illinois, with over 30 years of clinical experience with children with speech and language challenges. Her primary professional interests are in the areas of children's speech sound disorders, language disorders, and social language development. Margaret is the author of the book, "Here's How to Treat Childhood Apraxia of Speech." She is a frequently invited presenter at workshops around the country on the topic of evaluation and treatment of childhood apraxia of speech. Margaret serves on CASANA's Professional Advisory Board.

Sue Kellogg-Graf is a professional horseman, a retired advertising manager, and the mother of a precocious four-year-old daughter with apraxia of speech. Originally from the Midwest, Sue grew up around horses and outdoor space. Relocating to Southern California was a dream come true, leaving snow and sub-zero temperatures behind. Eventually she left advertising behind as well, once again pursuing her passion with horses. While using her degree in Philosophy and Masters in Advertising/Business to help start and run a successful training and lesson business, nothing has been more frustrating or agonizing than being unable to help her small child learn to talk. Thankful her daughter's speech disorder was identified early, Kinzie has made enormous roads to sounding like an age-appropriate child due to rigorous and effective speech therapy.

PRESENTERS GUIDE

Gillian Green, JD, is an attorney and parent of a child with CAS. She graduated with honors from Stanford Law School in 2005, and worked for several years at a national law firm in the field of contracts, licensing, and negotiations. In 2011, she started her own firm, also focusing on contracts and licensing, and works on a pro bono basis as a special education advocate for parents of children with disabilities. She lives and works in Colorado, and is the facilitator of the Colorado parents of children with apraxia group.

Sharon Gretz, MEd, is the founder and Executive Director of CASANA. She has her Master's degree in Counseling and has completed all course work toward a Ph.D. in Communication Sciences and Disorders. She has worked in the disability field for over 30 years, with expertise in organizational and program development. In 2002, Ms. Gretz was honored by the National Council on Communicative Disorders/ASHA at the Kennedy Center in Washington, DC when she was awarded the National Distinguished Service Award for her dedication to elevating national awareness and advocacy on behalf of children with CAS and their families. In 2008 she was selected as a Community Champion by the Pittsburgh Post Gazette for her work related to children with apraxia. Sharon is the parent of a 21-year-old son, who was diagnosed at the age of 3 years with severe apraxia of speech.

Maria Grigos, PhD, CCC-SLP, is an associate professor in the Department of Communicative Sciences and Disorders at New York University. Dr. Grigos' research focuses on speech motor development in children, with an emphasis on the relationship between articulatory control and linguistic development. Her current work examines speech production and articulatory control in children with speech sound disorders, including childhood apraxia of speech.

Dave Hammer, MA, CCC-SLP, is the Manager of Outpatient Speech and Language Services for Children's Hospital of Pittsburgh of UPMC, PA. He has over 34 years of pediatric clinical experience, with specialty interests in childhood apraxia of speech and severe articulation/phonological disorders. Dave has been invited to present workshops throughout the United States, Canada, and Australia. He is known for his practical and therapy-rich approach to his presentations. Dave is a member of the CASANA Professional Advisory Board. Dave was a member of the ASHA AdHoc committee on childhood apraxia of speech. He has been involved in the production of a number of apraxia-related DVD's and an innovative children's CD.

Kathy Hennessy is the Director of Education at the CASANA in Pittsburgh, Pennsylvania. She received her Bachelor of Arts in Theatre and Communications from St. Mary's College in Indiana. Prior to Kathy's current role at CASANA, she spent several years working in various professional theaters located throughout the Pittsburgh area, including the Pittsburgh Laboratory Theater as the Managing Director. Kathy is the mother of two young adults diagnosed with Childhood Apraxia of Speech (CAS) as toddlers. Kathy, along with her daughter Kate, authored the book, "Anything But Silent, Our Family's Journey Through Childhood Apraxia of Speech," which chronicles their family's struggles and triumph's in dealing with this overwhelming disorder. As a founding member of CASANA, Kathy has devoted much of her time to the special issues surrounding children with CAS and has counseled thousands of families dealing with this overwhelming diagnosis.

Kathy J. Jakielski, PhD, CCC-SLP, is the Florence C. and Dr. John E. Wertz Professor in Liberal Arts and Sciences at Augustana College in Rock Island, Illinois. She serves as Chair of the Department of Communication Sciences and Disorders. She has 27 years of clinical experience working with children, adolescents, and young adults with severe speech impairment, including CAS. After receiving her master's degree in Communication Sciences and Disorders from the University of Texas at Austin, Dr. Jakielski worked clinically for nine years in a variety of settings, including a university clinic; public schools; Head Start; private practices; and acute, rehabilitation, and psychiatric hospitals, prior to returning to the University of Texas to pursue her doctorate in the area of early normal and disordered speech acquisition, with a focus on CAS. She completed her doctorate in 1998 and continues to conduct research on genetic bases, differential diagnosis, and intervention efficacy on children with CAS. Dr. Jakielski has presented extensively and published her findings on CAS. She is a member of the CASANA Professional Advisory Board.

Nancy R. Kaufman, MA, CCC-SLP, has dedicated herself to establishing a treatment approach to help children to become effective vocal communicators since 1979. She is the author of the Kaufman Speech to Language Protocol (K-SLP) kits and materials. Nancy is known worldwide for her expertise in the area of childhood apraxia of speech and other speech sound disorders, lecturing and treating families from around the globe. She also serves on the CASANA Professional Advisory Board. Nancy is the recipient of the 2011 Distinguished Service Award from the Michigan Speech Language Hearing Association (MSHA) and the 2010 Michigan State University College of Communication Arts & Sciences Outstanding Alumni Award.

Jodi N. Kumar, MS, CCC-SLP, received her master's degree in 2004 from the College of Saint Rose in Albany, NY. She has 9 years of clinical experience working in both the U.S. and Canada across the lifespan with a primary focus in neurological communication disorders and motor speech disorders. Currently, she is the supervisor of the Speech Sound and Motor Speech Disorders clinical track at George Washington University in Washington, DC. She is /eve/2 PROMPT trained and is CASANA recognized for advanced training and clinical expertise. She is in her second year of development and facilitation of an intensive summer therapy camp for children with CAS (the CHAMP Camp).

Jeremy Legaspi, MS, CCC-SLP, received his B.S. from Arizona State University in 2003 and his M.S. from Northern Arizona University in 2005. Jeremy currently works at Foundations Developmental House in Chandler, AZ. He is licensed by the state of Arizona and a member of the American Speech and Hearing Association. Jeremy has extensive experience assessing and treating children with a variety of communication disorders. He specializes in autism, early intervention, AAC, sensory based feeding disorders, and speech disorders, including phonological disorders, articulation disorders, and childhood apraxia of speech. Jeremy is currently pursuing a graduate certificate in Assistive Technology through Northern Arizona University.

PRESENTERS GUIDE

Mary Mahon MA, Vet.M.B., M.R.C.V.S., had almost 20 years of experience working as a veterinarian when she became a stay at home mother to her 3 children in 2007. Her daughter Niamh (now 6 years old) has been in speech therapy since she was 18 months and was diagnosed with Apraxia at 2 yrs 9 months. Her sons Patrick (9 years) and Aidan (6 years) have also had several years of speech therapy each. She bought an iPad in 2011 and was amazed by how it engaged her children, and how it motivated her daughter to do her daily home speech therapy practice. She has been writing app reviews for The iMums (www.theimums.com) since September 2011. The iMums are four mums from around the globe who together review apps and accessories for iPads and iPhones, and have a special interest in apps for children with Special Needs. Mary is originally from England and resides with her husband and three children in the San Francisco Bay Area, California.

Tricia McCabe, PhD, is Course Director and Senior Lecturer at The University of Sydney. Her main research area is treatment for moderate-severe speech impairments in children. Within this area she has a number of interests including (a) treatments for Childhood Apraxia of Speech (CAS) (also known as dyspraxia), (b) disorders of speech which cause impairments to production of polysyllabic words and longer linguistic units, (c) the comparison of phonological and articulation treatments to demonstrate relative effectiveness and efficiency and (d) the use of ultrasound for biofeedback in speech pathology. With her colleagues, Elizabeth Murray and Kirrie Ballard, she has recently completed a Randomised Control Trial comparing ReST with the Nuffield Dyspraxia Program (3rd ed). Other research projects in CAS currently underway include: Developing parent delivered interventions for children with CAS in both Australia and Canada; projects trialing computer delivered versions of ReST and NDP3; and a longitudinal study of speech development in children with early identified ASD. Dr. McCabe is Chair of the International CAS Assessment Consortium. This Consortium hopes to develop agreed reporting standards to be used in research involving children with CAS. Dr. McCabe is particularly interested in the application of the principles of speech motor learning to new treatments for CAS particularly and articulation and voice disorders more generally. She is also interested in the application of Evidence Based Practice (EBP) in speech pathology and speech pathology service delivery innovations.

Amy Skinder-Meredith, PhD, CCC-SLP, received her doctorate from the University of Washington in 2000. She is currently an Associate Clinical Professor at Washington State University in Spokane, WA. She is an experienced clinician who has worked in the public schools, hospitals, and private practice settings for 20 years. 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 also been active in international outreach in China and Guatemala, working with children with motor speech disorders, cleft lip and palate, and intellectual disabilities. Dr. Skinder-Meredith has given numerous workshops for practicing speech-language pathologists across the country on assessment and treatment of CAS. She also has great interest in craniofacial anomalies and counseling skills in the field of communication disorders. She has two adopted children with cleft lip and palate, which has allowed her to experience the roles of parent and professional in regards to children with communication impairments.

Katie Micco, MS, CCC-SLP, is a senior speech language pathologist at Children's Hospital of Pittsburgh of UPMC. She has worked with various patient populations in the outpatient and specialty school setting including those with childhood apraxia of speech and alternative and augmentative communication users. Katie has presented at both the local and national levels. She received her bachelor and Master of Science degrees from Duquesne University, Pittsburgh, PA.

Marnie Millington, MS, CCC-SLP, Marnie is co-owner of Children's Speech & Feeding Therapy, a private practice in Newton, Massachusetts. Her current focus includes assessment and treatment of children with apraxia of speech. She has created an intensive treatment program for children with CAS and also provides weekly intervention for children with this disorder. She has consulted and created treatment plans for children with CAS for colleagues to complete. Marnie has trained graduate students and SLPs in Massachusetts and other states and has lectured at Emerson College and Northeastern University. She is a graduate of the CASANA Intensive Training Institute on CAS.

Janine Murdock, MA, CCC-SLP, is co-owner of South County Pediatric Speech in Mission Viejo, California. She received her Certificate of Clinical Competence in Speech Language Pathology and her California State License in Speech Language Pathology in 1993. Janine received her Bachelor of Arts in 1989 and her Master of Arts in 1992 from California State University, Long Beach. She also received a Rehabilitation Services Credential in 1992. She has been a practicing speech language pathologist in private practice for 20 years and is a member of the American Speech-Language-Hearing Association (ASHA), the California Speech-Language-Hearing Association (CSHA) and the American Academy of Private Practice in Speech Pathology and Audiology (AAPPSPA). Her passion is working with early intervention and children with motor speech disorders. Her goal is to empower parents.

Megan Overby, PhD, CCC-SLP, is an Assistant Professor at The College of Saint Rose in Albany, NY where she teaches about, and researches, childhood apraxia of speech. She evaluates and treats clients at the College's clinic and regularly presents on the topic. She has been a speech-language pathologist for several decades, and has worked in private practice, schools, and in hospitals over the years. Her area of expertise is speech sound disorders in children and she has published articles on speech sound production and literacy.

PRESENTERS GUIDE

Beate Peter, PhD, CCC-SLP, is Research Assistant Professor in the Department of Speech and Hearing Sciences at the University of Washington in Seattle. She recently completed three years of postdoctoral training in medical and statistical genetics. Her current research focuses on the genetics of communication disorders, particularly speech sound disorder and dyslexia, where she is applying cutting-edge methods in molecular genetics to identify causal genes. Her studies of multigenerational families with childhood apraxia of speech (CAS) show that CAS is associated with a deficit in sequential processing that can be observed not only in speech but also in other areas such as reading, spelling, and finger tasks. Dr. Peter is co-editor of a book in press, B. Peter and A.N.N. MacLeod, Eds, "Comprehensive Perspectives on Speech Sound Development and Disorders: Pathways from Linguistic Theory to Clinical Practice" (Nova Science Publishers). Her clinical experience was gained in the public schools and in a private clinic serving children with reading disabilities.

Sara Rode, MA, CCC-SLP, owns Sprout Pediatric Therapy Services, a private speech therapy clinic located in Greenwood Village, Colorado. She also works for Douglas County School District in Colorado where she assists the Assistive Technology team and Autism Assessment and Training team. Sara has specific experience and knowledge in evaluating and treating children with articulation and motor speech disorders, language disorders, developmental disorders, and as well as evaluation and implementation of assistive technology. Sara is a graduate of the CASANA Intensive Training Institute on CAS.

Dyann F. Rupp, MS, CCC-SLP, is a licensed and certified speech-language pathologist who owns a private practice in Lincoln, Nebraska, and is a Clinical Faculty Supervisor in the University of Nebraska-Lincoln's Barkley Memorial Speech Language and Hearing Clinic. She has extensive experience assessing and treating children with CAS, and has presented locally and nationally on assessment and treatment of CAS. She is currently a Professional Advisory Board member of CASANA. Dyann is a member of the American Speech Language Hearing Association (ASHA) and the Nebraska Speech Language and Hearing Association (NSLHA).

Shannon Spencer, PhM, is the mother of two boys. She has been a strong advocate for her son with CAS since he was an infant with developmental delays. She has worked with school administrators and teachers, therapists and doctors, family and friends to raise awareness about how to address the needs of a child with CAS. She has attended numerous conferences, workshops and webinars over the past nine years about various aspects of CAS. She has previously co-presented with Sue Caspari on parenting a child with CAS at a CASANA workshop. She continues to advocate for her son as his needs and challenges change over time. Shannon works as a sustainability planner at a college in Pennsylvania.

Ruth Stoeckel, PhD, CCC-SLP, is a clinical speech-language pathologist at Mayo Clinic in Rochester, MN. She has experience working as a clinician and independent consultant in schools, private practice, private rehabilitation agency, and clinical settings. Dr. Stoeckel is the author of ASHA web courses on diagnosis and treatment of CAS. She is on the CASANA Professional Advisory Board and authored the curriculum for CASANA's intensive training institute on CAS. Dr. Stoeckel has presented both nationally and internationally and has co-authored articles on the topics of CAS and literacy for journals including the Journal of Developmental and Behavioral Pediatrics and Journal of Speech, Language, and Hearing Research.

Alice Stroutsos, MS, CCC-SLP, is in private practice in the Seattle, Washington area. She has been practicing since 1980 with clinical experience in Boston and the greater Seattle area at rehabilitation hospitals, acute care hospitals, and outpatient clinics. Ms. Stroutsos has been in private practice since 1996. Her caseload consists of children diagnosed with a range of disabilities including: Childhood Apraxia of Speech, Autism/ POD, Dysarthria, Down Syndrome, Developmental Delay, Sensory Integration Disorder, and Auditory Processing Disorder. Ms. Stroutsos spends the majority of her time providing intervention for children with motor speech disorders with a focus on family training and a team approach. Ms. Stroutsos is certified in PROMPT and has been a PROMPT Instructor since 1999. She is the part owner of SmarTalk, Inc., a materials development company for PROMPT-based speech therapy materials. She is also featured on the SIGN with your BABY® Complete Learning Kit. Ms. Stroutsos is a graduate of the CASANA Intensive Training Institute on CAS.

Nancy Tarshis MA, MS, CCC-SLP, is a speech-language pathologist with an extensive background in working with children and their parents. She earned a Master of Arts degree in Education of the Deaf from Teachers College in 1979. Upon graduation, she took a position with BOCES of Southern Westchester, where she was an itinerant teacher at the elementary level and a high school resource room teacher, as well. In 1992, she earned a Master of Science degree in Speech-Language Pathology from Teachers College. She began working at the Children's Evaluation and Rehabilitation Center (CERC) at Albert Einstein College of Medicine immediately following graduation. In the intervening years, she has served as an Adjunct Instructor at Teachers College, Columbia and Hunter College, and the coordinator of the graduate training program at CERC. In 1996, she was named Supervisor of Speech and Language Services at CERC. Currently, she supervises 10 speech pathologists, lectures widely, participates in research, and continues to maintain a clinical practice. In addition, she has a small private practice in New York City and is also part of Michelle Garcia Winner's Social Thinking speaker's collaborative. With two other authors she has a forthcoming book on Social Thinking™ for Preschoolers.

SESSION GUIDE

FRIDAY, JULY 12, 2013

SERIES 100

Session 101

8:00 am - 9:30 am

Level: Beginning

The Kaufman Speech to Language Protocol: Effective Strategies for CAS

Nancy R. Kaufman, MA, CCC-SLP

Asking children who struggle to speak to imitate full, whole words may be met with failure, and ultimately the lack of motivation to try. This presentation will focus upon helping children to produce early syllable shapes, words and phrases with their best approximations toward functional expressive language. Establishing techniques to simplify words through successive approximations, cueing and scripting will be presented, demonstrating how this is done within a clinical setting and within the natural environment through play.

Learning Outcomes:

- ◆ Participants will be able to use cues to gain early motor-speech coordination for simple syllables.
- ◆ Participants will be able to script functional language through pivot phrases and fading cues.
- ◆ Participants will be able to obtain best cooperation and many opportunities to practice through establishing motivation and commenting.

Session 102

8:00 am - 9:30 am

Level: Intermediate

Differential Diagnosis, Differentiated Treatment

Ruth Stoeckel, PhD, CCC-SLP

It can be challenging to make a confident diagnosis of CAS, especially if children have co-occurring problems, which is often the case. However, providing appropriate intervention depends on making the correct diagnosis and tailoring the intervention to the child's identified needs. This session will discuss characteristics that overlap among apraxia, dysarthria and phonologic disorder and characteristics that may help to differentiate each of these disorders. More often than not, children with severe speech sound disorders have difficulty with language skills as well. Using the concept of "relative contribution" of motor versus linguistic factors, we will discuss how treatment can be adjusted to address children who present with different profiles based on the most recent research in the area of speech sound disorders.

Learning Outcomes:

- ◆ Participants will be able to identify characteristics that help to differentiate motor speech disorders from phonologic disorders.
- ◆ Participants will be able to compare motor- and linguistic-based approaches to treatment.
- ◆ Participants will be able to describe how treatment can be adapted to accommodate children with different speech and language needs.

Session 103

8:00 am - 9:30 am

Level: Intermediate

Evidence of the Effects of Appropriate Intervention

Marnie Millington, MS, CCC-SLP

This presentation will focus on: "the evidence of the effects of appropriate intervention." This will be communicated by sharing a clinical case study of a four-year-old girl. Her clinical profile will be shared, as will the results of testing to document that although she presented with speech and language disorders, the relative contribution of her CAS was so extreme, that her other expressive skills could not be targeted without first making significant improvements in her speech-motor planning skills. The key components of recommended therapy including treatment design, schedule, objectives, techniques, and strategies and list citations to support this work will be discussed. Newer research that examines findings that address the effects of greater treatment intensity in children with speech sound disorders, including CAS will be examined. Video footage and standard scores across all major points in this process will be shown to demonstrate progress.

Learning Outcomes:

- ◆ Participants will be able to identify signs of CAS, create an appropriate treatment schedule, write goals and measure progress.
- ◆ Participants will be able to compare and contrast basic differences between traditional therapy and intervention for children with CAS.
- ◆ Participants will be able to discuss research that has focused on appropriate treatment intensity.

SESSION GUIDE

Session 104

8:00 am - 9:30 am

Level: Advanced

Thinking Outside the App: Emerging Technology

Jeremy Legaspi, MS, CCC-SLP

Since the iPad was released there have been many apps designed for speech and language therapy and most of these apps are great for therapy. However there are countless free and inexpensive apps that with a little creativity can be "Appdapted" to suit a variety of therapy needs. Appdapted is a term that was coined to describe the process of taking apps that were not specifically developed for therapy and adapting them to suite therapeutic needs. Apps utilizing augmented reality, QR codes, and voice activation will be discussed and short tutorials will demonstrate how to take these apps and turn them into useful and engaging therapy tools. This is an intermediate level course that is geared toward professionals and parents that have a strong working knowledge of the iPad and iOS.

Learning Outcomes:

- ◆ Participants will be able to efficiently search for apps and identify 2-3 app search tools or blogs to aide them in discovering new apps.
- ◆ Participants will be able to examine different apps and determine if they would be effective in therapy.
- ◆ Participants will be able to define terms such as *augmented reality* and *quick response codes*.
- ◆ Participants will able to take free and inexpensive apps and create engaging therapy activities.

Session 105

8:00 am - 9:30 am

Level: Beginner

S.P.E.E.C.H. Tools: A Parental Guide to Generalization to Skills in the Home Environment

Janine Murdock, MA, CCC-SLP; Sue Graf

As a parent, have you ever watched your child's treatment session and thought, "I can do this," and when you got home, what the therapist made look so easy, ended up being so complicated, you gave up? Generalization of skills from the treatment room to the home environment is vital for your child's success. S.P.E.E.C.H. Tools™ is a guide designed for parents to 1) give them a better understanding of the essential components of treatment so they can implement them in the home environment and 2) provide parents with tools to utilize outside the treatment room so they can move beyond the initial stages of speech and language development and into higher language forms.

Learning Outcomes:

- ◆ Participants will be able to discuss the components of the acronym S.P.E.E.C.H. Tools™.
- ◆ Participants will be able to describe at least one technique for each component of S.P.E.E.C.H. Tools™.

SESSION GUIDE

SERIES 200

Session 201

10:00 am - 11:30 am

Level: Beginning

An Overview of a Multi-Sensory Approach to Treatment of Children with CAS

David W. Hammer, MA, CCC-SLP

This presentation will focus on a multi-sensory approach to therapy that includes the use of sign language, touch cues, visual prompts, pictures, and verbal cues to support verbal speech for children with apraxia. Strategies for building motivation in therapy will be embedded in the discussion of this approach. Videos of toddler, preschool, and early school-age children in therapy will be used to highlight this approach.

Learning Outcomes:

- ◆ Participants will be able to list effective multi-sensory therapy strategies for children with CAS.
- ◆ Participants will be able to outline how sign language can be used to support word usage, to facilitate word sequencing, and to reduce frustration.
- ◆ Participants will be able to describe stages of faded cues to allow the child's speech motor system to "do the work" toward improved verbal speech.

Session 202

10:00 am - 11:30 am

Level: Intermediate

Assessing Social Learning Challenges in the Real World

Nancy Tarshis, MA, CCC-SLP

This workshop is designed to help parents and professionals better understand individuals with social learning challenges. This will introduce the Informal Dynamic Social Thinking Assessment by Michelle Garcia Winner and other tools for learning more about the way our children/students think, and how their social thinking deficits affect them academically and interpersonally. This, in turn, illuminates why they need direct teaching of social concepts and arms us with relevant knowledge to determine specific treatment strategies that are best aligned with their needs. Video clips of the informal assessment will demonstrate ways in which all of us (diagnosticians, parents, paraprofessionals, treatment clinicians, etc.) can work more effectively with this population.

Learning Outcomes:

- ◆ Participants will be able to describe how to assess "thinking with your eyes" and how this is different from identifying what someone is looking at.
- ◆ Participants will be able to describe the core components of a dynamic assessment and list the differences between formal and informal testing with regard to assessing social learning challenges.

Session 203

10:00 am - 11:30 am

Level: Intermediate

The Music of English: The Prosody Pyramid and its Application to Children with CAS

Alison Boorman-Sears, MSc, R-SLP

Children diagnosed with Childhood Apraxia of Speech (CAS) frequently struggle with prosody. Prosody refers to the intonation, stress patterns, loudness variations, pitch, duration and rhythm of language. These are the aspects that give the English language its "musical" feel. Deficits in prosody contribute a great deal to poor intelligibility as these features of language carry as much meaning as the speech sounds themselves. The use of appropriate prosodic features is also a core element of teaching English to non-native speakers, and has been found to increase their ability to produce intelligible English speech. Methods used to teach second language learners how to produce "natural" sounding English may afford us some insight into the skills and strategies that may also be adaptable to children with motor speech disorders. Judy B. Gilbert is an internationally respected authority on teaching English pronunciation and has developed a framework for understanding the use of prosody (known as "The Prosody Pyramid"). In this workshop, we will explore the prosody pyramid and how it may help us to understand the deficits that are present in children with CAS. We will then look at how to apply these principles within our treatment to help children with CAS develop more natural sounding speech. Techniques, strategies and activities for children at all levels will be discussed.

Learning Outcomes:

- ◆ Participants will be able to describe the elements of the "Prosody Pyramid" and how each element plays a role in natural sounding speech.
- ◆ Participants will be able to identify the prosodic deficits and treatment strategies based on the elements of the prosody pyramid.
- ◆ Participants will be able to describe at least 3 different treatment activities to target improved prosodic development in their clients.

SESSION GUIDE

Session 204

10:00 am - 11:30 am

Level: Beginning

Tablets and Apps: Getting Started in Home Use for Children with CAS

Mary Mahon, MA, VetMB, MRCVS

With the increasing use of tablets, especially iPads, with special needs children, people may be interested in purchasing a tablet, but feel overwhelmed by where to start. They may ask: Why would an iPad be useful for a child with CAS? Apple is so expensive, wouldn't an Android tablet be just as good? Which should I buy: an iPad, iPad Mini or iPod Touch? What kinds of apps are available, what do they cost, and how do I choose from the 100,000's of apps in the app store? This presentation will help participants answer these questions, providing a framework for deciding which tablet to buy, and how to find apps suitable for home use with children with CAS. This presentation will discuss apps the author has found useful with her own child with CAS, as well as apps she has reviewed. It will discuss specific apps and developers, and share resources for learning more about apps including the Apps for Apraxia group on Facebook, and some great app review sites.

Learning Outcomes:

- ◆ Participants will be able to list reasons why a tablet can be a useful tool for children with CAS.
- ◆ Participants will be able to list factors to consider when choosing a tablet.
- ◆ Participants will be able to identify a variety of apps that are appropriate for use by children with CAS in the home environment.
- ◆ Participants will be able to list resources for finding suitable apps for home use with children with CAS.

Session 205

10:00 am - 11:30 am

Level: Advanced

Childhood Apraxia of Speech in Families: Genes and Generations

Beate Peter, PhD, CCC-SLP

Childhood apraxia of speech (CAS) can run in families, although it occurs in isolation as well, and it is thought to have genetic causes. Although some genes have been proposed for CAS, it is not yet known with certainty which genes cause CAS. A recent series of research studies in multigenerational families with CAS shows that many adults with a childhood history of CAS speak normally during conversation but some subtle signs of the disorder remain. Both children and adults with a history of CAS had characteristic difficulty with rapid syllable repetition when the syllables were mixed (e.g., /patapata/) but not when single syllables were repeated (e.g., /papapa/). The same relative difficulty was observed during an alternating keyboard tapping task, compared to a repetitive keyboard tapping task. During word productions and real word and non-word imitation, the order of the phoneme sequences was less accurate in individuals with a history of CAS, compared to family members without a CAS history. Non-word reading and word spelling are two additional tasks that were more difficult for individuals with a CAS history. These difficulties are all consistent with our hypothesis that the underlying problem in CAS is a deficit in sequential processing. Once causal genes are known, future research should focus on preventative interventions in infants at genetic risk for CAS.

Learning Outcomes:

- ◆ Participants will be able to name at least three long-term effects of CAS in many adults who were affected with this disorder in childhood.
- ◆ Participants will be able to describe the sequential processing hypothesis in CAS.
- ◆ Participants will be able to name three early signs of CAS to watch for in infants and toddlers.

Session 206

10:00 am - 11:30 am

Level: Intermediate

Incorporating Phonological Awareness Skills into Speech Therapy

Amy Meredith, PhD, CCC-SLP

Research has shown that children with CAS are at a high risk for difficulties in phonemic and phonological awareness skills and thus often have difficulty in reading and writing. Some research has also shown that addressing these skills can actually help improve speech production accuracy as well as reading skills. The purpose of this seminar is to discuss ways that phonemic and phonological awareness skills can be worked on at home as well as incorporated into the speech language therapy session. In addition, two specific intervention programs will be discussed. These include the Lindamood Phoneme Sequencing and the Phonic Faces program. Both of these programs are backed by evidenced based practice. The techniques discussed work best with children between pre-K and second grade.

Learning Outcomes:

- ◆ Participants will be able to explain the importance of phonemic and phonological awareness intervention for children with persistent speech sound disorders, such as CAS.
- ◆ Participants will be able to describe the basic elements of the Lindamood Phoneme Sequencing and the Phonic Faces program.
- ◆ Participants will be able to incorporate phonemic and phonological awareness skills into a child's daily activities.

SESSION GUIDE

SERIES 300

Session 301

1:00 pm - 2:30 am

Level: Intermediate

Dynamic Temporal And Tactile Cueing (DTTC): Why, When and How Do We Use It?

Ruth Stoeckel, PhD, CCC-SLP

The focus of the presentation is treatment of Childhood Apraxia of Speech (CAS) using a technique called Dynamic Temporal and Tactile Cueing (DTTC). Rationale for this approach as well as a description of how it is implemented will be presented. Primary issues for discussion include goals of treatment, making clinical decisions regarding stimuli, organizing practice, feedback and pacing. Discussion of basic principles of motor learning is presented, including rationale for their use, and how they are implemented into DTTC. Video examples are used to illustrate these techniques.

Learning Outcomes:

- ◆ Participants will be able to demonstrate an understanding of the rationale for DTTC.
- ◆ Participants will be able to demonstrate techniques in the use of DTTC for remediation of CAS.

Session 302

1:00 pm - 2:30 am

Level: Advanced

Making the Diagnosis of CAS: Bridging Methods in Research with Clinical Practice

Julie Case, MA, CCC-SLP, Maria Grigos, PhD, CCC-SLP

Childhood Apraxia of Speech (CAS) has been a controversial disorder with disagreement regarding its underlying nature and core diagnostic features (Davis et al., 1998; Forrest, 2003; McCabe et al., 1998; McCauley & Strand, 2008; Shriberg et al., 1997a, 1997b, 1997c; Shriberg et al., 2012). Furthermore, there is increasing concern regarding over diagnosis and inaccurate diagnosis of CAS (ASHA, 2007; McCauley & Strand, 2008; Shriberg et al., 2012). In 2007, the American Speech Language and Hearing Association (ASHA) released a position statement about CAS following an extensive review of available research, including characteristic features of CAS and assessment procedures. Despite recent consensus regarding core diagnosis features of CAS (ASHA, 2007), there remains a lack of agreement regarding best practice for making the diagnosis (ASHA, 2007; Forrest, 2003; McCauley & Strand 2008; Shriberg et al. 2012). Researchers investigating CAS have encountered similar difficulty and varying diagnostic procedures are reported in the literature (Ballard et al., 2010; Betz & Stoel-Gammon, 2005; Davis et al., 1998; Edeal & Gildersleeve-Neumann, 2011; Moss & Grigos, in press; Murray et al., 2012; Shriberg et al., 2003). Additionally, behavioral characteristics are usually identified, but the context from which these observations were drawn are not specified. Thus, a clinician who reviews the literature for information regarding the diagnosis of CAS, may encounter conflicting assessment procedures or underspecified approaches. The purpose of this talk is: 1) provide an overview of diagnostic criteria being employed by researchers; 2) discuss procedures for managing diagnostic challenges in a research setting; and 3) make recommendations for implementations of diagnostic procedures in clinical practice.

Learning Outcomes:

- ◆ Participants will be able to describe procedures currently being used in the literature to diagnose CAS.
- ◆ Participants will be able to state how procedures being used in the literature can be applied to clinical practice to diagnose CAS.

Session 303

1:00 pm - 2:30 pm

Level: Intermediate

Team Work! Supporting a Child with CAS from Diagnosis to Middle School

Sue Caspari, MA, CCC-SLP; Shannon Spencer

Many children diagnosed with Childhood Apraxia of Speech (CAS) at age two or three years old go on to encounter challenges in other areas. This uplifting case study will follow a boy named Jonah. Video examples will be used to illustrate his challenges and the methods used to address them over the year with a focus on techniques utilized to maximize success. This seminar will be co-taught by Jonah's speech pathologist and his mother in order to demonstrate the unique perspectives brought to bear on his challenges through the years. The session will seek to illustrate the importance of involving the most critical people in a child's life in order to establish an effective treatment program.

Learning Outcomes:

- ◆ Participants will be able to identify at least 3 non-speech related challenges that may occur in children with CAS.
- ◆ Participants will be able to describe at least 3 ways that educational teams can work together to effect positive changes for a child.

SESSION GUIDE

Session 304

1:00 pm - 2:30 pm

Level: Beginning

Assistive Technology at Your Fingertips

Sara Rode, MA, CCC-SLP

The workshop will focus on communication and academic assistive technology, applications, and software that can support children with Childhood Apraxia of Speech (CAS). This workshop will teach parents and professionals what assistive technology is and how to access the resources available.

Learning Outcomes:

- ◆ Participants will be able to describe low and high tech communication options available for children with CAS.
- ◆ Participants will be able to discuss applications and software available to augment written communication and reading skills.
- ◆ Participants will be able to identify resources in the community to receive assistive technology support.

Session 305

1:00 pm - 2:30 pm

Level: Intermediate

CHAMP Camp: A Model of Intensive Speech Therapy for Children with CAS

Jodi Kumar, MS, CCC-SLP

This presentation will review the clinical application of the treatment recommendations from the ASHA 2007 Technical Report on Childhood Apraxia of Speech (CAS). Best practice indicates that therapy for CAS should be comprised of the following: incorporate the principles of motor learning theory, be individualized, frequent (3-5 times/week), individual versus group oriented, incorporate both massed and distributed learning trials, incorporate the use of tactile, visual, kinesthetic, and auditory cues, focus on functional communication, and address co-morbid conditions. The latter, in addition to, parent education training was incorporated into a 1-week intensive therapy camp at George Washington University's Speech and Hearing Center in July 2013. The camp was comprised of 12 children with diagnoses of CAS or "suspected CAS." They received individual and group therapy targeting improvement in speech and motor planning and in comorbid conditions (i.e., expressive/receptive language and social communication). The results of the camp were reviewed using pre/post treatment data and a parent survey was completed to determine overall parent attitudes towards parent education, as well as, overall effectiveness of treatment.

Learning Outcomes:

- Participants will be able to identify the benefits of intensive speech therapy for children with childhood apraxia of speech.
- Participants will be able to describe the individualized nature of treatment programming for children with CAS.
- Participants will be able to examine the benefits of incorporating parents into the therapy process through in-services, parent training, and development of parent support groups.

Session 306

1:00 pm - 2:30 pm

Level: Beginning

A Walk through the IEP: An Overview of Special Education Law and CAS

Gillian Green, JD

Among the many challenges facing a parent of a child with CAS is how to best advocate for that child's needs - especially when it comes to school supports and services. This presentation will outline the basics of federal special education law and protections, as well as some specifics regarding Colorado state laws. We'll then move to the basics of an IEP meeting, what parents can - and should - expect to result from the meeting, and what happens after the meeting. We'll discuss specific IEP goals and objectives relevant to CAS, as well as common misconceptions that prevent some parents from maximizing the impact they can have on the services their child receives. There will be time at the end of the presentation for questions and answers.

Learning Outcomes:

- ◆ Participants will be able to discuss the basics of the IEP process and applicable law.
- ◆ Participants will be able to recognize common misconceptions about the IEP process and parent involvement.
- ◆ Participants will be able to identify strategies to become more effective advocates for their children with CAS.

SESSION GUIDE

SERIES 400

Session 401

3:00 pm - 4:30 pm

Level: Beginning

An Overview of the Speech-EZ® Apraxia Program

Jeremy Legaspi, MS, CCC-SLP

This presentation is an overview of The Speech-EZ® Apraxia Program. The Speech-EZ® Apraxia Program is a structured program specifically designed to improve speech intelligibility for children with Childhood Apraxia of Speech (CAS) and promote literacy development. The Speech-EZ® Apraxia Program uses multisensory strategies that incorporate visual, auditory, proprioceptive, gestural and tactile input in order to teach the child the correct movement sequences for speech. The Speech-EZ® method incorporates the use of symbolic gestures to aid in the motor planning process for speech. Numerous studies prove that gesture plays a role in speech production, cognitive activity, lexical retrieval, fluency, memory and learning. The child learns specific hand gestures that represent various speech sounds. The idea of moving one's hands helps an individual recall, plan for, and execute the appropriate articulatory postures for speech productions. The Speech-EZ® Apraxia Program also provides early intervention for potential reading and spelling challenges that may occur in children with CAS or severe Phonological Disorders. While not all children with CAS have a reading disorder, studies suggest that children with CAS or Phonological Disorders are at higher risk for literacy challenges.

Learning Outcomes:

- ◆ Participants will be able to list rationale points for using gestures and symbolic hand cues to facilitate speech production in children with CAS.
- ◆ Participants will be able to describe three exercises to elevate phonological awareness for early reading and spelling skills.

Session 402

3:00 pm - 4:30 pm

Level: Advanced

Observed Early Characteristics of CAS Via Video Research

Megan Overby, PhD, CCC-SLP; Sue Caspari, MA, CCC-SLP

Recognizing possible characteristics of CAS in infants or toddlers would have important clinical value - intervention might occur at earlier ages and speech sound difficulties might be reduced in severity. However, little is known about the early vocalizations of children diagnosed with CAS and what treatment goals, if any, might be helpful for very young children suspected to have the disorder. In this update of ongoing research, the early vocalizations of four children diagnosed with CAS are compared with those of children with typical speech development. Parents provided the researchers with videotapes of the children's first two years of life, capturing a broad range of common and everyday life events. These tapes were transcribed and the frequency of different types of vocal productions was calculated. The results provide clinical evidence supporting the anecdotal recall of parents that some children with CAS show significant identifiable differences from typically developing children as early as 6 months of age. DVD clips of the children as infants and toddlers will illustrate the differences being discussed. Preliminary suggestions for early goals in therapy will be provided.

Learning Outcomes:

- ◆ Participants will be able to define at least three kinds of infant vocalizations.
- ◆ Participants will be able to list at least three ways in which the vocalizations of an infant or toddler with CAS may differ from that of a typically developing infant or toddler.
- ◆ Participants will be able to describe at least two possible treatment goals for toddlers with suspected CAS.

Session 403

3:00 pm - 4:30 pm

Level: Intermediate

Tricks and Tools: Therapy Ideas to Enhance Repetition and Sequencing in CAS

Sara Rode, MA, CCC-SLP; Alice Stroutsos, MS, CCC-SLP

Working with clients with Childhood Apraxia of Speech (CAS) requires knowledge of motor learning and finding motivating activities for treatment. This workshop will provide specific treatment suggestions that are practical and fun! As practicing SLPs we know how important it is to understand and embrace the world of social media and interactive technologies that have taken our profession by storm. We also know the importance of social engagement. We have searched high and low for our favorite toys, books, apps, educational websites and take-homes. After attending this workshop you will come away with resources useful in treatment and take-home activities that can be used with parents and carryover to home environments. This workshop will provide a framework for thoughtful consideration of target utterance selection when treating a child with apraxia of speech. Several ways to support generalization of motor planning skills in treatment will be discussed. Practical information that can be used in therapy sessions will be discussed. Specific activities and strategies to improve motor speech planning will be described.

Learning Outcomes:

- ◆ Participants will be able to select target utterances for CAS in specific therapeutic activities.
- ◆ Participants will be able to target motor planning through practical applications of treatment activities.
- ◆ Participants will be able to describe how to support generalization of motor planning skills in treatment.

SESSION GUIDE

Session 404

3:00 pm - 4:30 pm

Level: Intermediate

Incorporating Alternative and Augmentative Communication Techniques into a Multi-Sensory Therapy Approach

David W. Hammer, MA, CCC-SLP; Katie Micco, MS, CCC-SLP

This presentation will focus on incorporating alternative and augmentative communication techniques within a multi-sensory therapy approach to help enhance overall communication in children with childhood apraxia of speech. An overview of a multi-sensory therapy approach will be presented with a discussion on differential decision-making regarding which augmentative system to use. The impact of alternative and augmentative communication techniques/modalities in relation to speech and language development will be discussed. Various videos of children using alternative and augmentative communication techniques/modalities will be presented to emphasize strategies and use in therapy and home practice activities

Learning Outcomes:

- ◆ Participants will be able to describe the importance of using alternative and augmentative communication techniques to support speech-motor planning and programming.
- ◆ Participants will be able to list ways to how to incorporate the strategies into a multi-sensory therapy approach to enhance overall communication skills.

Session 405

3:00 pm - 4:30 pm

Level: Intermediate

P.R.I.S.M.: Foundations for Effective Treatment of Childhood Apraxia of Speech

Margaret Fish, MS., CCC-SLP

This workshop will describe the P.R.I.S.M. model for treatment of CAS. The five underlying principles of the P.R.I.S.M. model serve as the foundations for organization of effective intervention programs when treating children with CAS. The principles include: phoneme sequencing, repetitive practice, intensity of services, selection of target utterances, and multi-sensory cueing. Because of the primary challenge for children with CAS is the planning and programming the spatiotemporal parameters of movement sequences, it is essential to support the child's coarticulation skills by working on phoneme sequences, not just individual phonemes. Repetitive practice is essential during the initial stage of learning, to help the child develop greater automaticity of movement sequences. Services need to be intensive enough to allow ample opportunity to practice these movement sequences in shorter, more frequent treatment intervals. Careful selection of target utterances helps children with CAS establish early success with functional words and phrases, and then to gradually build variety and flexibility in their motor speech skills development. Finally, incorporating multisensory cues in a way that allows the child to successfully produce increasingly complex motor speech plans with increased independence is essential for establishing accuracy and, eventually generalization of the treatment targets.

Learning Outcomes:

- ◆ Participants will be able to list five foundations for effective treatment of CAS.
- ◆ Participants will be able to select appropriate treatment targets for children of various ages and skill levels.
- ◆ Participants will be able to describe several multi-sensory cueing techniques and how they can be intergrated dynamically into speech praxis treatment.

Session 406

3:00 pm - 4:30 pm

Level: Beginning

Teaching Social Thinking Through Stories and Play in Preschool and Early Elementary

Nancy Tarshis, MA, MS, CCC-SLP

This workshop introduces professionals and parents to the many important facets of development that underlie play in preschool children. What looks like pure fun to us has important social consequences for the developing mind. The ability to participate in collaborative pretend play depends upon having a flexible brain, competent language ability, self regulation, and solid social-emotional development as well the executive function skills to multi-task the use of all of the above! The first component of this workshop is designed to give participants a brief overview of the key components of social cognitive development. Social-emotional growth, executive functioning/self-regulation and their interactive impact on socio-communicative abilities will also be included. Finally, the roots and milestones of collaborative, cooperative imaginative play will be covered. The second aspect of this talk will focus on how to put the research and best practices of teaching social into action. We will explore the preschool social thinking vocabulary and break down how to teach these concepts through books, music, structured activities, and play. Finally we will look at how to teach collaborative pretend play through storybooks, music and structured/unstructured activities.

Learning Outcomes:

- ◆ Participants will be able to identify key milestones that underlie the development of social cognitive skills.
- ◆ Participants will be able to identify key milestones that underlie the development of pretend (symbolic) play.
- ◆ Participants will be able to explain why an individual with a social cognitive deficit may have trouble with collaborative pretend play.
- ◆ Participants will be able to identify steps in creating collaborative play experiences in the preschool setting.

SESSION GUIDE

SERIES 500

Session 501

8:00 am - 9:30 am

Level: Advanced

PROMPT: An Update on Dynamic Tactual-Kinesthetic Treatment Approach

Edwyna Alexander, MA, CCC-SLP

This presentation is designed for participants who have some knowledge of PROMPT (Prompts for Restructuring Oral Muscular Phonetic Targets), including, but not limited to, having completed PROMPT: Introduction to Technique training. Attendees will not be able to "learn" the PROMPT method from this lecture. PROMPT, a dynamic, tactile-kinesthetic system, will be discussed as a philosophy of treatment that strives to (re) connect and integrate the motor, cognitive-linguistic and social-emotional aspects of communication. The presentation will focus on describing the Core Elements of PROMPT therapy which will be used as a point of discussion to illustrate the integrative nature of PROMPT. Within the PROMPT System, the PROMPT Conceptual Framework, focusing on determination of Communication Focus, the Systems Analysis Observation and Motor Speech Hierarchy, as well as the various Levels of Prompting and Uses of Prompt will be highlighted. Discussion of limited or competing resources, massed and distributed practice, use of reciprocal turn taking, and functional social interaction will also be highlighted and discussed. Application of the Core Elements will be illustrated through video examples and examination of case studies of children participating in the PROMPT CAS Research Study. This study will be discussed in detail, including Client Selection, Methodology, and Results. Finally, a description of past, current, and upcoming research projects will be presented.

Learning Outcomes:

- ◆ Participants will be able to discuss the Philosophy of PROMPT as it applies to functional communication.
- ◆ Participants will be able to describe the Core Elements of PROMPT therapy.
- ◆ Participants will be able to describe the PROMPT CAS Research Study.
- ◆ Participants will be able to discuss Case Studies of clients with CAS.
- ◆ Participants will be able to summarize past, current, and future PROMPT research efforts.

Session 502

8:00 am - 9:30 am

Level: Beginning

Tablets and Apps: Getting Started in Home Use for Children with CAS

Mary Mahon, MA, VetMB, MRCVS

With the increasing use of tablets, especially iPads, with special needs children, people may be interested in purchasing a tablet, but feel overwhelmed by where to start. They may ask: Why would an iPad be useful for a child with CAS? Apple is so expensive, wouldn't an Android tablet be just as good? Which should I buy: an iPad, iPad Mini or iPod Touch? What kinds of apps are available, what do they cost, and how do I choose from the 100,000's of apps in the app store? This presentation will help participants answer these questions, providing a framework for deciding which tablet to buy, and how to find apps suitable for home use with children with CAS. This presentation will discuss apps the author has found useful with her own child with CAS, as well as apps she has reviewed. It will discuss specific apps and developers, and share resources for learning more about apps including the Apps for Apraxia group on Facebook, and some great app review sites.

Learning Outcomes:

- ◆ Participants will be able to list reasons why a tablet can be a useful tool for children with CAS.
- ◆ Participants will be able to list factors to consider when choosing a tablet.
- ◆ Participants will be able to identify a variety of apps that are appropriate for use by children with CAS in the home environment.
- ◆ Participants will be able to list resources for finding suitable apps for home use with children with CAS.

Session 503

8:00 am - 9:30 am

Level: Beginning

Apraxia Intervention Phases: Acquisition, Generalization, Retention

Ruth Stoeckel, PhD, CCC-SLP

Treatment for Childhood Apraxia of Speech (CAS) is considered to be a motor learning task. The child has to learn how to perform a sequence of speech movements (acquisition), but we also want to facilitate generalization of the speech skills so that the child can use them in everyday life in functional ways with various communication partners. Too often children with CAS can perform in the speech therapy room under controlled conditions but not in real life contexts. This session will specifically focus on the acquisition of speech motor skill, the generalization of skills to new forms, contexts and environments, and importantly, the retention of the skills over time. Practical and relevant ideas to facilitate these three intervention phases for children with CAS will be discussed.

Learning Outcomes:

- ◆ Participants will be able to differentiate aspects of motor learning: performance/acquisition, generalization and retention.
- ◆ Participants will be able to describe activities to support each phase of intervention.

SESSION GUIDE

Session 504

8:00 am - 9:30 am

Level: Advanced

How Children with CAS Learn New Words: Evidence from Speech Motor Control Research

Maria Grigos, PhD, CCC-SLP; Julie Case, MA, MA, CCC-SLP

Childhood Apraxia of Speech (CAS) can have a profound impact on a child's ability to communicate. Recent evidence has demonstrated that children with CAS display deficits in the planning and execution of speech movements (Nijland et al., 2003a, 2003b; Grigos & Kolenda, 2010; Grigos et al., 2011; Moss & Grigos, in press; Terband & Maassen, 2010; Terband, et al., 2011), thereby indicating deficits in speech motor control. Several researchers have applied principles of motor learning (PML) to speech therapy to enhance the effectiveness of treatment in CAS (Ballard, Robin, McCabe, McDonald, 2010; Edeal & Gildersleeve-Neumann, 2011; Iuzzini & Forrest, 2010; Maas & Farinella, 2012; Strand & Debertine, 2000; Strand, Stoeckel, & Baas, 2006). However, it is unknown if children with CAS exhibit different speech motor learning strategies than children with typically developing speech and language skills (TD). Specifically, it is unclear how speech motor learning influences temporal and spatial movement patterns underlying speech production in children with CAS. To address this question, we examined articulator movement changes within a novel-word learning task designed according to principles of motor learning (i.e., type of feedback, practice schedule). A facial capture system was used to measure lip and jaw movement. Perceptual measures of segmental and suprasegmental accuracy were also obtained. We will discuss both short-term (i.e., within-session) and long-term (i.e., between-sessions) practice effects. Additionally, we will describe how children with CAS retain practice effects as compared to children with typically developing speech and language skills.

Learning Outcomes:

- ◆ Participants will be able to describe similarities and differences in speech sound production and articulator movement during a novel word-learning task in children with CAS and those with typically developing speech and language skills.
- ◆ Participants will be able to describe similarities and differences in short-term and long-term retention of practice gains in children with CAS and those with typically developing speech and language skills.
- ◆ Participants will be able to describe how children with CAS and those with typically developing speech and language skills generalize practice gains to unpracticed targets.

Session 505

8:00 am - 9:30 am

Level: Beginner

S.P.E.E.C.H. Tools: A Parental Guide to Generalization to Skills in the Home Environment

Janine Murdock, MA, CCC-SLP; Sue Graf

As a parent, have you ever watched your child's treatment session and thought, "I can do this," and when you got home, what the therapist made look so easy, ended up being so complicated, you gave up? Generalization of skills from the treatment room to the home environment is vital for your child's success. S.P.E.E.C.H. Tools™ is a guide designed for parents to 1) give them a better understanding of the essential components of treatment so they can implement them in the home environment and 2) provide parents with tools to utilize outside the treatment room so they can move beyond the initial stages of speech and language development and into higher language forms.

Learning Outcomes:

- ◆ Participants will be able to discuss the components of the acronym S.P.E.E.C.H. Tools™.
- ◆ Participants will be able to describe at least one technique for each component of S.P.E.E.C.H. Tools™.

Session 506

8:00 am - 9:30 am

Level: Intermediate

CHAMP Camp: A Model of Intensive Speech Therapy for Children with CAS

Jodi Kumar, MS, CCC-SLP

This presentation will review the clinical application of the treatment recommendations from the ASHA 2007 Technical Report on Childhood Apraxia of Speech (CAS). Best practice indicates that therapy for CAS should be comprised of the following: incorporate the principles of motor learning theory, be individualized, frequent (3-5 times/week), individual versus group oriented, incorporate both massed and distributed learning trials, incorporate the use of tactile, visual, kinesthetic, and auditory cues, focus on functional communication, and address co-morbid conditions. The latter, in addition to, parent education training was incorporated into a 1-week intensive therapy camp at George Washington University's Speech and Hearing Center in July 2013. The camp was comprised of 12 children with diagnoses of CAS or "suspected CAS." They received individual and group therapy targeting improvement in speech and motor planning and in comorbid conditions (i.e., expressive/receptive language and social communication). The results of the camp were reviewed using pre/post treatment data and a parent survey was completed to determine overall parent attitudes towards parent education, as well as, overall effectiveness of treatment.

Learning Outcomes:

- Participants will be able to identify the benefits of intensive speech therapy for children with childhood apraxia of speech.
- Participants will be able to describe the individualized nature of treatment programming for children with CAS.
- Participants will be able to examine the benefits of incorporating parents into the therapy process through in-services, parent training, and development of parent support groups.

SESSION GUIDE

SERIES 600

Session 601

10:00 am - 11:30 am

Level: Intermediate

P.R.I.S.M.: Foundations for Effective Treatment of Childhood Apraxia of Speech

Margaret Fish, MS., CCC-SLP

This workshop will describe the P.R.I.S.M. model for treatment of CAS. The five underlying principles of the P.R.I.S.M. model serve as the foundations for organization of effective intervention programs when treating children with CAS. The principles include: phoneme sequencing, repetitive practice, intensity of services, selection of target utterances, and multi-sensory cueing. Because of the primary challenge for children with CAS is the planning and programming the spatiotemporal parameters of movement sequences, it is essential to support the child's coarticulation skills by working on phoneme sequences, not just individual phonemes. Repetitive practice is essential during the initial stage of learning, to help the child develop greater automaticity of movement sequences. Services need to be intensive enough to allow ample opportunity to practice these movement sequences in shorter, more frequent treatment intervals. Careful selection of target utterances helps children with CAS establish early success with functional words and phrases, and then to gradually build variety and flexibility in their motor speech skills development. Finally, incorporating multisensory cues in a way that allows the child to successfully produce increasingly complex motor speech plans with increased independence is essential for establishing accuracy and, eventually generalization of the treatment targets.

Learning Outcomes:

- ◆ Participants will be able to list five foundations for effective treatment of CAS.
- ◆ Participants will be able to select appropriate treatment targets for children of various ages and skill levels.
- ◆ Participants will be able to describe several multi-sensory cueing techniques and how they can be integrated dynamically into speech praxis treatment.

Session 602

10:00 am - 11:30 am

Level: Intermediate

Assessing Social Learning Challenges in the Real World

Nancy Tarshis, MA, CCC-SLP

This workshop is designed to help parents and professionals better understand individuals with social learning challenges. This will introduce the Informal Dynamic Social Thinking Assessment by Michelle Garcia Winner and other tools for learning more about the way our children/students think, and how their social thinking deficits affect them academically and interpersonally. This, in turn, illuminates why they need direct teaching of social concepts and arms us with relevant knowledge to determine specific treatment strategies that are best aligned with their needs. Video clips of the informal assessment will demonstrate ways in which all of us (diagnosticians, parents, paraprofessionals, treatment clinicians, etc.) can work more effectively with this population.

Learning Outcomes:

- ◆ Participants will be able to describe how to assess "thinking with your eyes" and how this is different from identifying what someone is looking at.
- ◆ Participants will be able to describe the core components of a dynamic assessment and list the differences between formal and informal testing with regard to a assessing social learning challenges.

Session 603

10:00 am - 11:30 am

Level: Beginning

General Language, General Speech Pattern

Miche' Lano Almeida, MS, CCC-SLP and Janine Murdock, MA, CCC-SLP

Children with Apraxia of Speech (CAS) have deficits and delays in their speech and language development. A crucial part of speech and language intervention is providing effective feedback to a child's verbal attempts. General Language General Speech Pattern (GLGSP) is a consistent and immediate monitoring system that gives a child specific feedback. Although GLGSP can be used with any child, it is an extremely essential tool with children with CAS, as they demonstrate deficits in both their speech and language skills. Best of all, one does not need to be a speech language pathologist to use this system, which empowers parents to be involved in developing their child's speech and language skills.

- ◆ Participants will be able to discuss the difference between speech and language.
- ◆ Participants will be able to describe the five steps of GLGSP.
- ◆ Participants will be able to determine when to model language and when to expect the child to use language independently.
- ◆ Participants will be able to determine what type of feedback is necessary given a child's verbal utterance.
- ◆ Participants will be able to describe the principles of self-monitoring.
- ◆ Participants will be able to incorporate GLGSP into the child's current treatment plan with the direction of the speech language pathologist.

SESSION GUIDE

Session 604

10:00 am - 11:30 am

Level: Intermediate

Incorporating Alternative and Augmentative Communication Techniques into a Multi-Sensory Therapy Approach

David W. Hammer, MA, CCC-SLP; Katie Micco, MS, CCC-SLP

This presentation will focus on incorporating alternative and augmentative communication techniques within a multi-sensory therapy approach to help enhance overall communication in children with childhood apraxia of speech. An overview of a multi-sensory therapy approach will be presented with a discussion on differential decision-making regarding which augmentative system to use. The impact of alternative and augmentative communication techniques/modalities in relation to speech and language development will be discussed. Various videos of children using alternative and augmentative communication techniques/modalities will be presented to emphasize strategies and use in therapy and home practice activities

Learning Outcomes:

- ◆ Participants will be able to describe the importance of using alternative and augmentative communication techniques to support speech-motor planning and programming.
- ◆ Participants will be able to list ways to how to incorporate the strategies into a multi-sensory therapy approach to enhance overall communication skills.

Session 605

10:00 am - 11:30 am

Level: Beginning

Counseling Parents and Caregivers of Children with Communication Disorders

Amy Meredith, PhD, CCC-SLP

As speech-language pathologists (SLPs) we wear many hats: educator, cheer leader, advocate, and quite often, counselor. Having a child with a severe communication disorder can be very stressful for a myriad of reasons. The majority of courses in speech language pathology focus on how to diagnose and treat disorders, but rarely do they discuss the personal impact of the disorder on the individual and their family. Furthermore, school SLPs often have to balance high caseloads, meetings, and paper work, allowing little time to communicate with families. However, when we take the time to listen, understand, and educate families and work with them collaboratively, more effective therapy can be provided. The focus of this seminar will be to discuss counseling techniques and strategies to achieve a better outcome for children with severe communication disorders and their families.

Learning Outcomes:

- ◆ Participants will be able to explain the basic principles of counseling.
- ◆ Participants will be able to identify different types of counseling and counseling techniques that are the most beneficial to parents of children with communication disorders.
- ◆ Participants will practice five different listening techniques by role playing.

Session 606

10:00 am - 11:30 am

Level: Intermediate

Team Work! Supporting a Child with CAS from Diagnosis to Middle School

Sue Caspari, MA, CCC-SLP; Shannon Spencer

Many children diagnosed with Childhood Apraxia of Speech (CAS) at age two or three years old go on to encounter challenges in other areas. This uplifting case study will follow Jonah. Video examples will be used to illustrate his challenges and the methods used to address them over the year with a focus on techniques utilized to maximize success. This seminar will be co-taught by Jonah's speech pathologist and his mother in order to demonstrate the unique perspectives brought to bear on his challenges through the years. The session will seek to illustrate the importance of involving the most critical people in a child's life in order to establish an effective treatment program.

Learning Outcomes:

- ◆ Participants will be able to identify at least 3 non-speech related challenges that may occur in children with CAS.
- ◆ Participants will be able to describe at least 3 ways that educational teams can work together to effect positive changes for a child.

SESSION GUIDE

SERIES 700

Session 701

1:00 pm - 2:30 pm

Level: Advanced

Thinking Outside the App: Emerging Technology

Jeremy Legaspi, MS, CCC-SLP

Since the iPad was released there have been many apps designed for speech and language therapy and most of these apps are great for therapy. However there are countless free and inexpensive apps that with a little creativity can be “Appdapted” to suit a variety of therapy needs. Appdapted is a term that was coined to describe the process of taking apps that were not specifically developed for therapy and adapting them to suite therapeutic needs. Apps utilizing augmented reality, QR codes, and voice activation will be discussed and short tutorials will demonstrate how to take these apps and turn them into useful and engaging therapy tools. This is an intermediate level course that is geared toward professionals and parents that have a strong working knowledge of the iPad and iOS.

Learning Outcomes:

- ◆ Participants will be able to efficiently search for apps and identify 2-3 app search tools or blogs to aide them in discovering new apps.
- ◆ Participants will be able to examine different apps and determine if they would be effective in therapy.
- ◆ Participants will be able to define terms such as *augmented reality* and *quick response codes*.
- ◆ Participants will able to take free and inexpensive apps and create engaging therapy activities.

Session 702

1:00 pm - 2:30 pm

Level: Intermediate

Making Practice Fun!

Dyann F. Rupp, MS, CCC-SLP

Children with CAS require specialized treatment that involves high numbers of accurate repetitions of treatment and practice targets. Keeping a child motivated during practice sessions can be difficult, given the nature of the tasks s/he is required to complete. This session will focus on strategies to keep children (and you!) motivated to practice. It’s easy to forget that practice is hard work for children. Parents and professionals need activities that are quick, kid-friendly, and mostly inexpensive. The speaker will share strategies and materials that have been successful in her practice. AND, there will also be a group participation component. Attendees will brainstorm treatment ideas that are fun, reinforcing, time-saving, and/or can become a part of a home routine. The speaker will introduce inexpensive materials that can be used in novel and creative ways that will not break the budget. Be prepared for an interactive, creative, brainstorming session!

- ◆ Participants will be able to list two reasons why/how accurate practice is essential to progress.
- ◆ Participants will be able to list two ways to make practice an integral part of a daily routine.
- ◆ Participants will be able to list two new ideas to use in the treatment room or for home practice.

Session 703

1:00 pm - 2:30 pm

Level: Intermediate

Incorporating Phonological Awareness Skills into Speech Therapy

Amy Meredith, PhD, CCC-SLP

Research has shown that children with CAS are at a high risk for difficulties in phonemic and phonological awareness skills and thus often have difficulty in reading and writing. Some research has also shown that addressing these skills can actually help improve speech production accuracy as well as reading skills. The purpose of this seminar is to discuss ways that phonemic and phonological awareness skills can be worked on at home as well as incorporated into the speech language therapy session. In addition, two specific intervention programs will be discussed. These include the Lindamood Phoneme Sequencing and the Phonic Faces program. Both of these programs are backed by evidenced based practice. The techniques discussed work best with children between pre-K and second grade.

Learning Outcomes:

- ◆ Participants will be able to explain the importance of phonemic and phonological awareness intervention for children with persistent speech sound disorders, such as CAS.
- ◆ Participants will be able to describe the basic elements of the Lindamood Phoneme Sequencing and the Phonic Faces program.
- ◆ Participants will be able to incorporate phonemic and phonological awareness skills into a child’s daily activities.

SESSION GUIDE

Session 704

1:00 pm - 2:30 pm

Level: Advanced

Childhood Apraxia of Speech in Families: Genes and Generations

Beate Peter, PhD, CCC-SLP

Childhood apraxia of speech (CAS) can run in families, although it occurs in isolation as well, and it is thought to have genetic causes. Although some genes have been proposed for CAS, it is not yet known with certainty which genes cause CAS. A recent series of research studies in multigenerational families with CAS shows that many adults with a childhood history of CAS speak normally during conversation but some subtle signs of the disorder remain. Both children and adults with a history of CAS had characteristic difficulty with rapid syllable repetition when the syllables were mixed (e.g., /patapata/) but not when single syllables were repeated (e.g., /papapa/). The same relative difficulty was observed during an alternating keyboard tapping task, compared to a repetitive keyboard tapping task. During word productions and real word and non-word imitation, the order of the phoneme sequences was less accurate in individuals with a history of CAS, compared to family members without a CAS history. Non-word reading and word spelling are two additional tasks that were more difficult for individuals with a CAS history. These difficulties are all consistent with our hypothesis that the underlying problem in CAS is a deficit in sequential processing. Once causal genes are known, future research should focus on preventative interventions in infants at genetic risk for CAS.

Learning Outcomes:

- ◆ Participants will be able to name at least three long-term effects of CAS in many adults who were affected with this disorder in childhood.
- ◆ Participants will be able to describe the sequential processing hypothesis in CAS.
- ◆ Participants will be able to name three early signs of CAS to watch for in infants and toddlers.

Session 705

1:00 pm - 2:30 pm

Level: Beginning

Teaching Children How to Talk Back: Creative and Fun Language Advancing Activities

Kathy Jakielski, PhD, CCC-SLP, Kathy Hennessy

Question: "How was school today?"

Answer: "Fine"

Question: "What did you learn today?"

Answer: "Nothin'"

Question: "Who did you eat lunch with today?"

Answer: "Nobody"

Question: "Does Nobody's mother pack a good lunch?"

Answer: "Huh?"

Everyone has experienced the blank stare or the monosyllabic answer from a child when asked a direct question. Through the structure of games and activities, this session will help participants understand why children don't automatically participate in conversations and give strategies to avoid provoking such predictable responses. This session is designed especially for parents of children with CAS and language delay or disorder; professionals also welcome. In this session, you will learn four developmental levels for categorizing thinking and reasoning skills, hierarchically ordered from basic to complex, and the four corresponding levels of question types that you can use to stimulate higher-level reasoning skills. We will demonstrate several activities and games that can be adapted for each specific skill level, working from the most basic level to the most complex level of conversational skills. The session will conclude with you working with other participants to create a novel activity that you can do with your child to influence responses and encourage communicative turn taking.

Learning Outcomes:

- ◆ Participants will be able to categorize questions and requests into four proposed levels of thinking and reasoning, based on the original work of Blank, Rose, and Berlin (1976).
- ◆ Participants will be able to generate examples of Level I-IV questions and requests.
- ◆ Participants will be able to design an activity using this approach that can be used to facilitate and maintain conversations with children.
- ◆ Participants will be able to adapt an existing game for each of the four conversational skill levels.

Conference Questions?

Contact CASANA Conference Director, Kathy Hennessy

Phone: 412-923-3402

E-mail: kathyh@apraxia-kids.org

SESSION GUIDE

Session 706

1:00 pm - 2:30 pm

Level: Advanced

Making the Diagnosis of CAS: Bridging Methods in Research with Clinical Practice

Julie Case, MA, CCC-SLP, Maria Grigos, PhD, CCC-SLP

Childhood Apraxia of Speech (CAS) has been a controversial disorder with disagreement regarding its underlying nature and core diagnostic features (Davis et al., 1998; Forrest, 2003; McCabe et al., 1998; McCauley & Strand, 2008; Shriberg et al., 1997a, 1997b, 1997c; Shriberg et al., 2012). Furthermore, there is increasing concern regarding over diagnosis and inaccurate diagnosis of CAS (ASHA, 2007; McCauley & Strand, 2008; Shriberg et al., 2012). In 2007, the American Speech Language and Hearing Association (ASHA) released a position statement about CAS following an extensive review of available research, including characteristic features of CAS and assessment procedures. Despite recent consensus regarding core diagnostic features of CAS (ASHA, 2007), there remains a lack of agreement regarding best practice for making the diagnosis (ASHA, 2007; Forrest, 2003; McCauley & Strand 2008; Shriberg et al. 2012). Researchers investigating CAS have encountered similar difficulty and varying diagnostic procedures are reported in the literature (Ballard et al., 2010; Betz & Stoel-Gammon, 2005; Davis et al., 1998; Edeal & Gildersleeve-Neumann, 2011; Moss & Grigos, in press; Murray et al., 2012; Shriberg et al., 2003). Additionally, behavioral characteristics are usually identified, but the context from which these observations were drawn are not specified. Thus, a clinician who reviews the literature for information regarding the diagnosis of CAS, may encounter conflicting assessment procedures or underspecified approaches. The purpose of this talk is: 1) provide an overview of diagnostic criteria being employed by researchers; 2) discuss procedures for managing diagnostic challenges in a research setting; and 3) make recommendations for implementations of diagnostic procedures in clinical practice.

Learning Outcomes:

- ◆ Participants will be able to describe procedures currently being used in the literature to diagnose CAS.
- ◆ Participants will be able to state how procedures being used in the literature can be applied to clinical practice to diagnose CAS.

SERIES 800

Session 801

3:00 pm - 4:30 pm

Level: Intermediate

Q and A: Video Solving for Professionals

Panel: Sue Caspari, MA, CCC-SLP; Nancy Kaufman, MA, CCC-SLP; Megan Overby, PhD, CCC-SLP

In this session, clinicians will be able to review treatment videos, submitted by participants, with apraxia experts in order to brainstorm and problem-solve key aspects of therapeutic management of various children with CAS, including challenging cases, stimuli selection, residual error, and relative contribution of speech motor planning deficits to the child's communication profile.

PLEASE NOTE: Participants for this session will have an opportunity to submit treatment videos. Kathy Hennessy, CASANA Education Director, will notify each participant registered for this session of additional details on how to submit. Selected videos will be reviewed during this session for discussion.

Learning Outcomes:

- ◆ Participants will be able to state ideas for addressing residual errors in children with CAS.
- ◆ Participants will be able to describe a process to use in consideration of stimuli selection.

Session 802

3:00 pm - 4:30 pm

Level: Beginning

Q and A: Children Newly Diagnosed with Childhood Apraxia of Speech

Panel: Margaret Fish, MS, CCC-SLP; Marnie Millington, MS, CCC-SLP; Katie Mico, MS, CCC-SLP

This session is for questions and answers regarding the new and early diagnosis of CAS or suspected CAS. Experts will address questions related to appropriate diagnosis, early speech therapy ideas for low verbal children with CAS, and approaches appropriate to younger children, aspects of family support, and more.

Learning Outcomes:

- ◆ Participants will be able to state important diagnostic features of CAS.
- ◆ Participants will be able to discuss speech therapy ideas for low verbal children with CAS.

REGISTER ONLINE AT WWW.APRAXIA-KIDS.ORG/

SESSION GUIDE

Session 803

3:00 pm - 4:30 pm

Level: Beginning

Q and A: Children in Early Childhood Diagnosed with Childhood Apraxia of Speech (preschool and early elementary)

Panel: Ruth Stoeckel, PhD, CCC-SLP; Dyann Rupp, MS, CCC-SLP; Amy Meredith, PhD, CCC-SLP

In this question and answer session, apraxia experts will respond to questions related to children of preschool and elementary age and may include aspects of speech therapy, language difficulties, pre-literacy or literacy challenges, narrative skills, social and pragmatic skills and more.

Learning Outcomes:

- ◆ Participants will be able to describe common expressive and receptive language issues experienced by many preschool and early elementary children with CAS.
- ◆ Participants will be able to identify pre-literacy and literacy difficulties in children with CAS.

Session 804

3:00 pm - 4:30 pm

Level: Beginning

Q & A: Tweens and Teens with CAS History

Panel: Sharon Gretz; MEd; Kathy Jakielski, PhD, CCC-SLP; Nancy Tarshis, MA, MA, CCC-SLP

This session is designed for questions and answers related to preteens, middle school, and high school students who have a history of CAS, and may address residual speech issues, learning disabilities, executive function difficulties, social challenges, transition from middle school or post high school, and more.

Learning Outcomes:

- ◆ Participants will be able to describe possible academic challenges faced by older children with a history of CAS.
- ◆ Participants will be able to discuss specific areas needed for transition planning at the high school level.

FOR MORE INFORMATION ON THE 2013 NATIONAL CONFERENCE,
VISIT WWW.APRAXIA-KIDS.ORG/

ADDITIONAL CONFERENCE ACTIVITIES

THURSDAY, JULY 11, 2013

Meet the CASANA Staff

7:30 PM - 10:00 PM

Root25 Taphouse and Kitchen

Hotel Lobby

No Fee - Cash Bar

FRIDAY, JULY 12, 2013

Sibling Class - Oh Brother! Finding Common Ground with Siblings with CAS

1:00 pm - 2:30 pm

Bristlecone Room - 1st Floor

Registration onsite at the Information Desk

No fee

CASANA Ladies Night - Canvas and Cocktails

7:00 pm - 10:00 pm

Wind Star Room - 1st Floor

Registration Onsite at the Information Desk

\$45 per person (all supplies provided), Cash Bar

Family Movie Night

Movie begins at 8:30 PM

By the Fire Pit on the Oasis (behind the pool)

Registration not required/No Fee (s'mores and popcorn sold separately)

Guys Poker Game

7:00 PM - 11:00 PM

Centennial Room

Top Floor/Penthouse

\$10 per person/ Join online with registration or onsite at the Information Desk

Conference Questions?

Contact CASANA Conference Director, Kathy Hennessy

Phone: 412-923-3402

E-mail: kathyh@apraxia-kids.org

CONFERENCE POLICIES

Location: The Conference will take place at the Hyatt Regency Denver Tech Center, 7800 Tufts Avenue, Denver, CO 80237. Information on the Hyatt Regency Denver Tech Center can be found at <http://techcenter.hyatt.com/hyatt/hotels-techcenter/index.jsp?null>.

Date: July 11 -13, 2013.

Parking: Parking is onsite. Self parking is complimentary. Valet daily parking is \$12.00 per day. Valet overnight parking is \$18.00.

Accommodations and Transportation: All registrants are responsible for arranging their own accommodations and transportation to and from the Hyatt Regency Denver Tech Center .

Accuracy of Speaker and Session Information: Information in this printed material is accurate as of March 15, 2013. Up-to-date information can be found at www.apraxia-kids.org.

Confirmation: Confirmation is by e-mail only. Detailed directions and parking information for the Hyatt Regency Denver Tech Center will be sent to each registrant with their confirmation.

Registration Cancellation: Paid Registrants will be refunded, less a \$35.00 cancellation fee, if written notice is received before June 30, 2013. Purchase orders are considered the same as payment and are subject to this cancellation policy. No refunds will be granted after June 30, 2013. CASANA reserves the right to cancel this workshop with due cause and refund in full. If this conference is cancelled, a full refund of all paid registration fees will be processed on or before August 31, 2013.

Professional CEU's: The Pre-Conference Seminars are offered for .2 ASHA CEU's each. (Intermediate level, Professional area) The Conference is offered for 1.2 ASHA CEUs. (Various levels, Professional area).

	<p>Childhood Apraxia of Speech Asso is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.</p>
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ASHA CE Registry: An annual ASHA CE Registry fee is required to register ASHA CEU's. 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.

CEU's for the Pre-Conference Seminars and the Conference are being offered independent of each other. Qualified Participants can receive CEU's for either a Pre-Conference Seminar or the Conference or both events. Pre-Conference Seminars are being offered for .2 ASHA CEU's each. The Conference is being offered for 1.2 ASHA CEU's.

Handouts: Session handouts will not be distributed at the Conference. Session handouts will be available electronically on the Handout Website two weeks prior to the Conference. Website and password information will be e-mailed to participants approximately two weeks prior to the Conference. Participants may also purchase a full set of handouts when registering. Please note that the availability of handouts is dependent on the presenters providing a copy of their handout to CASANA.

Childcare: The Childhood Apraxia of Speech Association does not provide childcare during the Conference. Please contact the Hyatt Regency Denver Tech Center directly for information on childcare options.

Conference T-Shirts: T-shirts with the Conference Logo are available for pre-purchase with Registration. T-shirts are 100% cotton and are \$10 each for children's sizes and \$12 each for adult sizes. T-shirts must be purchased by June 15, 2013. Participants may pick up t-shirts at the CASANA Information Desk located at the Conference Center during regular Conference hours.

Photos and Videos: By registering for this Conference you give your permission to CASANA and the Apraxia-Kids Website to use and distribute (including but not limited to uses in newsletters, appeals, web pages, and publications) at their discretion, any photographs or videotapes taken at the 2013 National Conference on Childhood Apraxia of Speech events in which you or a minor member of your family may be a part.

Liability Release: In consideration of the acceptance of each registration, each registrant assumes full responsibility for any injury or accident which may occur while they or any minor member of their family are attending this conference. Each registrant hereby releases and agrees to hold harmless the sponsor, promoters and all other persons and entities associated with this event from any and all personal injury or damage, whether it be caused by alleged negligence of the sponsors, promoters, or other persons or entities.

Hotels and Lodging: Information on accommodations can be found on the Apraxia-Kids website at www.apraxia-kids.org. Please call (888) 421-1442 for reservations at the Hyatt Regency Denver Tech Center and ask for the Childhood Apraxia of Speech Association (CASANA) 2013 group rate.

Conference Scholarships: CASANA is pleased to announce the availability of a limited number of full and partial scholarships for the 2013 National Conference on Childhood Apraxia of Speech. Applications and information will be available online at www.apraxia-kids.org by March 22, 2013. Applications must be postmarked by May 1, 2013.

REGISTRATION FORM - PAGE 1 OF 2

SESSION CHOICES: Each registrant should fill-in the schedule with a first and a second choice, marked 1 and 2, for Series 100 through Series 800. We will do our best to accommodate your first choice, however space is limited and choices will be processed in the order in which they are received. (Please refer to the session guide) Please reproduce the registration form and complete one form per registrant.

Thursday, July 11, 2013

Keynote Address 6:00 pm–7:30 pm The State of the Art in Childhood Apraxia of Speech Research Symposium: Synopsis

Friday, July 12, 2013

Series 100 Select first and second choice sessions only

- 101 8:00–9:30 am The Kaufman Speech to Language Protocol: Effective Strategies for CAS
- 102 8:00–9:30 am Differential Diagnosis, Differentiated Treatment
- 103 8:00–9:30 am Evidence of the Effects of Appropriate Intervention
- 104 8:00–9:30 am Thinking Outside the App: Emerging Technology
- 105 8:00–9:30 am S.P.E.E.C.H. Tools: A Parental Guide to Generalization on Skills in the Home Environment

Series 200 Select first and second choice sessions only

- 201 10:00–11:30 am An Overview for a Multi-Sensory Approach to Treatment for Children with CAS
- 202 10:00–11:30 am Assessing Social Learning Challenges in the Real World
- 203 10:00–11:30 am The Music of English: The Prosody Pyramid and its Application to Children with CAS
- 204 10:00–11:30 am Tablets and Apps: Getting Started in Home Use for Children with CAS
- 205 10:00–11:30 am CAS in Families: Genes and Generations
- 206 10:00–11:30 am Incorporating Phonological Awareness Skills into Speech Therapy

Series 300 Select first and second choice sessions only

- 301 1:00–2:30 pm Dynamic Temporal and Tactile Cueing (DTTC): Why, When and How Do We Use It?
- 302 1:00–2:30 pm Making the Diagnosis of CAS: Bridging Methods in Research with Clinical Practice
- 303 1:00–2:30 pm Team Work! Supporting a Child with CAS from Diagnosis to Middle School
- 304 1:00–2:30 pm Assistive Technology at Your Fingertips
- 305 1:00–2:30 pm CHAMP Camp: A Model of Intensive Speech Therapy for children with CAS
- 306 1:00–2:30 pm A Walk Through the IEP: An Overview of Special Education and CAS

Series 400 Select first and second choice sessions only

- 401 3:00–4:30 pm An Overview of the Speech EZ® Apraxia Program
- 402 3:00–4:30 pm Observed Early Characteristics for CAS Via Video Research
- 403 3:00–4:30 pm Tricks and Tools: Therapy Ideas to Enhance Repetition and Sequencing in CAS
- 404 3:00–4:30 pm Incorporating Alternative and Augmentative Techniques into a Multi-Sensory Therapy Approach
- 405 3:00–4:30 pm P.R.I.S.M.: Foundation to Effective Treatment of CAS
- 406 3:00–4:30 pm Teaching Social Thinking Through Stories and Play in Preschool and Early Elementary

Special "Texas Hold „Em" Event Just for the Guys

7:30 pm– 11:00 pm - Friday, July 12, 2013

Dads, grandpas, and all male caregivers attending the conference, you're invited to a special night out Friday evening. It's a Texas Hold 'Em poker night! If you don't know how to play, we'll teach you! For fun, and fellowship, not fortune. Please join us. You will be given poker chips to use and bragging rights will be awarded.

Saturday, July 13, 2013

Series 500 Select first and second choice sessions only

- 501 8:00–9:30 am PROMPT: An Update on Dynamic Tactile-Kinesthetic Treatment Approach
- 502 8:00–9:30 am Tablets and Apps: Getting Started in Home Use for Children with CAS
- 503 8:00–9:30 am Apraxia Intervention Phases: Acquisition, Generalization, Retention
- 504 8:00–9:30 am How Children with CAS Learn New Words: Evidence from Speech Motor Control Research
- 505 8:00–9:30 am S.P.E.E.C.H. Tools: A Parental Guide to Generalization on Skills in the Home Environment
- 506 8:00–9:30 am CHAMP Camp: A Model of Intensive Speech Therapy for Children with CAS

Series 600 Select first and second choice sessions only

- 601 10:00–11:30 am P.R.I.S.M.: Foundation to Effective Treatment of CAS
- 602 10:00–11:30 am Assessing Social Learning Challenges in the Real World
- 603 10:00–11:30 am General Language General Speech Pattern
- 604 10:00–11:30 am Incorporating Alternative and Augmentative Techniques into a Multi-Sensory Therapy Approach
- 605 10:00–11:30 am Counseling Parents and Caregiver of Children with Communication Disorders
- 606 10:00–11:30 am Team Work! Supporting a Child with CAS from Diagnosis to Middle School

Series 700 Select first and second choice sessions only

- 701 1:00–2:30 pm Appdapted: Thinking Outside the App
- 702 1:00–2:30 pm Making Practice Fun!
- 703 1:00–2:30 pm Incorporating Phonological Awareness Skills into Speech Therapy
- 704 1:00–2:30 pm CAS in Families: Genes and Generations
- 705 1:00–2:30 pm Teaching Children How to Talk Back: Creative and Fun Language Advancing Activities
- 706 1:00–2:30 pm Making the Diagnosis of CAS: Bridging Methods in Research with Clinical Practice

Series 800 Select first and second choice sessions only

- 801 3:00–4:30 pm Q & A: Video Solving for Professionals (*recommended for professionals*)
- 802 3:00–4:30 pm Q & A: Newly Diagnosed Children (*recommended for parents*)
- 803 3:00–4:30 pm Q & A: Children in Early Childhood with CAS (Preschool and early Elementary) (*recommended for parents*)
- 804 3:00–4:30 pm Q & A: Tweens and Teens with a History of CAS (*recommended for parents*)

Please fill out both pages of the Registration Form. Mail Registration Form and Payment to: CASANA, 416 Lincoln Ave, 2nd Floor, Pittsburgh, PA 15209.

