



PRE-CONFERENCE LECTURES

Thursday, July 9, 2015

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

CONFERENCE LECTURES

Thursday, July 9, 2015

- Keynote Address (optional) 6:00pm - 7:30pm

Friday, July 10 2015

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

Saturday, July 11, 2015

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

RECEPTIONS

Thursday, July 9, 2015

- Opening Reception (optional) 4:00pm - 6:00pm

Friday, July 10, 2015

- Donor Reception (invitation only) 5:00pm - 6:30pm



CONFERENCE AGENDA

Thursday, July 9, 2015

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

Friday, July 10, 2015

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 11, 2015

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 9, 2015

Pre-Conference Seminar - Session 100

2:00 pm - 4:00 pm

Level:  Beginning Parent

Ideas to Action: How to Get the Most Out of Your Conference Experience

Presenter: David W. Hammer, MA, CC-SLP, Amanda Zimmerman, MA, CCC-SLP

Childhood Apraxia of Speech (CAS) is a complex speech disorder that brings with the diagnosis brand new terminology and concepts for parents and caregivers to understand. The use of abbreviations only adds to the confusion with acronyms like IEP, DDK, DTTC and many more. Attending conference sessions is one proactive way that parents/caregivers can learn about, understand and secure needed services in order for children with apraxia to develop the best communication skills possible.

This pre-conference course is designed to introduce or review with parents and caregivers terms, acronyms and concepts associated with CAS which they will hear in the conference sessions, helping participants to feel more confident in making the very most of this unique opportunity. The most frequently used therapy approaches will be described to help with understanding the similarities and differences. Participants will also learn tips on maximizing the conference experience so that they come away from the national conference as energized, connected, confident and knowledgeable advocates for their children.

Learning Outcomes:

- ◆ Participants will be able to define vocabulary associated with CAS that they will hear throughout the course of the conference.
- ◆ Participants will be able to name five tips for gaining the most from the conference experience.

Pre-Conference Seminar - Session 200

2:00 pm - 4:00 pm

Level:  ASHA Intermediate
 Experienced Parent

Assessment and Intervention for Bilingual Children with Childhood Apraxia of Speech

Presenter: Christina Gildersleeve-Neumann, PhD, CCC-SLP

Children with childhood apraxia of speech (CAS) have specific assessment and treatment needs for their motor programming/planning disorder. Bilingual children with CAS provide unique challenges for the SLP because of their experience with and need for two languages. Current best practices on diagnosis, assessment, target selection and treatment approaches for CAS will be explored for bilinguals, including language choice(s) to increase functional communication and generalization across languages. The focus will be on Spanish-English bilinguals with application to other language combinations explored.

Learning Outcomes:

- ◆ Participants will be able to utilize motor learning principles in treatment for bilingual or non-English speaking children with CAS.
- ◆ Participants will be able to alter evidence-based assessment for CAS to assess a bilingual child in both languages.
- ◆ Participants will be able to adapt motor-based treatment approaches to match the needs of bilingual clients.



THURSDAY, JULY 9, 2015

Keynote Address

Presented by: Thomas Campbell, PhD, CCC-SLP

Over the past decade, significant progress has been made in the diagnosis and treatment of children with apraxia of speech. Research initiatives over this time period have provided parents, clinicians and researchers with some clarity and guidance on the clinical profiles and characteristics that constitute this childhood speech disorder, and in turn, new approaches to evaluation and intervention have appeared on the clinical landscape. This presentation provides the opportunity to take stock of the advancements that have taken place over the past 10 years, assess the current state of our understanding of the mechanisms that potentially underlie the disorder, and reflect on where we need to go in our pursuit of new and innovative procedures for the diagnosis and treatment of this significant speech disorder in childhood.

Learning Outcomes:

- ◆ Participants will be able to identify three clinical characteristics of children with CAS.
- ◆ Participants will be able to identify three mechanisms that potentially underlie CAS.
- ◆ Participants will be able to identify three new procedures for diagnosing or treating CAS.

Please Read About Learning Designations!

At every conference, because we offer ASHA continuing education credit, we must list sessions by ASHA designated levels (Introductory, Intermediate or Advanced). For the first time and due to past participant feedback we have added two parent learning levels: "Beginning" and "Experienced". We have done our best to mark sessions with these designations that we believe may be appropriate for parents at various stages in their journey with apraxia. **NO learning designation prohibits anyone registered for the conference from attending a session.** We offer these new designations as a helpful suggestion or place to start for parents who may be new to CASANA conferences. That said, there are courses, due to the ASHA learning designation, that presume previous or foundational knowledge of the topic area. Because of this, "basic" information will not be covered in those sessions. Please ask us if you are having trouble selecting appropriate sessions.

CASANA Learning Designations



Beginning Learning Level for Parents - These courses are appropriate for parents who are new to the CAS diagnosis and may be looking for courses that are foundational in nature and lay the groundwork for higher levels of learning.



Experienced Learning Level for Parents - These courses may be appropriate for parents who are more experienced with the CAS diagnosis, have read extensively on CAS, and have attended workshops or conferences in the past. Please note that these courses have professional content. Attendees are expected, minimally, to have fundamental knowledge

ASHA Learning Designations



Introductory - Instruction at the Introductory Level of difficulty is generally intended for professionals with novice experience in the content area.



Intermediate - Instruction at the Intermediate Level assumes some familiarity with the basic literature as well as some experience in professional practice within the area covered and is targeted for more experienced professionals.



Advanced - Instruction at the Advanced Level assumes the participant already has established experience, knowledge and skill within the area covered.

SCHEDULE OF LECTURES FOR FRIDAY, JULY 10, 2015 (PAGE 1 OF 2)

GUIDE TO SUGGESTED LEARNING LEVELS						
	Beginning Learning Level for Parents					
	Experienced Learning Level for Parents					
	ASHA Introductory Level					
	ASHA Intermediate Level					
	ASHA Advanced Level					
Series 100 8:00 AM - 9:30 AM	101 Understanding CAS: The Spanish Speaking and Bilingual Spanish/English Child <i>C. Gildersleeve-Neumann</i> THIS SESSION WILL BE CONDUCTED IN SPANISH	102 The Neurological Basis of Childhood Apraxia of Speech <i>H. Rusiewicz</i> <i>K. Micco</i>	103 More Than Fun: Examining Intensive Camp Models Designed for Children with CAS <i>K. Giesecke, J. Kumar, A. Meredith</i>	104 Using Triage Concepts for Effective Treatment Planning for Children with CAS <i>M. Millington</i> <i>A. Strautsoos</i>	105 Differential Diagnosis and Differential Treatment for Dysarthria and CAS <i>R. Stoetzel</i>	106 Hot Topics in Childhood Apraxia of Speech Treatment <i>M. Overby</i> <i>A. Van Zelt</i> <i>S. Velleman</i>
9:30 AM - 10:00 AM - BREAK						
Series 200 10:00AM -11:30AM	201 DTTC: Improving Speech Intelligibility in Children with CAS <i>S. Caspari</i>	202 The Importance of Language Development to Academic Success <i>E. Brigger</i>	203 When Words Fail, Music Speaks <i>R. Arnison</i>	204 How Speech Got It's Groove Back: Making Motivation a Priority in Therapy <i>D. Fennell</i> <i>S. Carmody</i>	205 Improve Clinical Skills Through Fascinating Case Studies of Residual CAS <i>J. Hoffmann</i>	206 Armed and Ready for Monday Morning! Twenty Six Tried and True Clinical Tools <i>L. Mitchell</i> <i>A. Van Zelt</i>
11:30 AM - 1:00 PM - LUNCH						
Series 300 1:00 PM - 2:30 PM	301 Are You PROMPT Curious? What to Expect from Assessment and Treatment <i>A. Clark</i>	302 Getting Treatment for CAS on the Right Track? Components of Effective Therapy <i>F. Dalgin-Iieberman</i>	303 Speech Development (Birth to Age 2) in Children Later Diagnosed with CAS <i>M. Overby</i>	304 Writing Treatment Goals That Matter <i>D. Fish</i>	305 Problem Solving for Slow Progress <i>D. Hammer</i> <i>S. Velleman</i>	306 The Importance of Language Development to Academic Success <i>E. Brigger</i>
2:30 PM - 3:00 PM - BREAK						
Series 400 3:00 PM - 4:30 PM	401 ABC's to AAC <i>A. Kuhlmeier</i>	402 A View from the Trenches: A School-Based SLP Discusses Balancing Treatment and Education <i>A. Van Zelt</i>	403 What's in Your IEP? <i>L. Carahaly</i> <i>N. Newman</i>	404 Slow Progress is Still Progress: Documenting Therapy Gains <i>K. Jakliski</i>	405 Manual Mimicry: Using Gestures to Cue Speech Targets <i>H. Rusiewicz</i>	406 The Challenge of Co-Occurring Autism and Apraxia : Differential Diagnosis and Therapy Strategies <i>D. Hammer</i> <i>L. Pasquel-Lefebvre</i>

SCHEDULE OF LECTURES FOR SATURDAY, JULY 11, 2015 (PAGE 2 OF 2)

<p>Series 500 8:00 AM - 9:30 AM</p>	<p>501 "Apply" Ever After: Identifying the Right Apps Isn't Just a Fairy Tale <i>K. Singleton, J. Stornik</i></p> 	<p>502 Use of Movement Related Activities/Cues to Enhance Speech Therapy <i>H. Griggs & J. Kumar</i></p> 	<p>503 Let's Talk! Questions and Answers About Older Children and Teens with CAS <i>K. Jakelski, A. Meredith</i></p> 	<p>504 Building Spunk and Grit: Promoting Resilience and Success in CAS Treatment <i>L. Mitchell, A. Van Zelt</i></p> 	<p>505 Treatment Decision Making: Using a DTTT Therapy Approach <i>S. Caspari</i></p> 	<p>506 Problem Solving for Slow Progress <i>D. Hammer, S. Vellman</i></p> 	<p>GUIDE TO SUGGESTED LEARNING LEVELS</p>  <p>Beginning Learning Level for Parents</p>
<p>9:30 AM - 10:00 AM - BREAK</p>							
<p>Series 600 10:00AM -11:30AM</p>	<p>601 Activating Executive Function Skills in Therapy and at Home <i>R. Stoekel</i></p> 	<p>602 Getting Treatment for CAS on the Right Track? Components of Effective Therapy <i>E. Dolgin-Lieberman</i></p> 	<p>603 Fostering the Acquisition of Early Language Skills to Support Later Reading Comprehension <i>M. Fish</i></p> 	<p>604 Armed and Ready for Monday Morning! Twenty Six Tried and True Clinical Tools <i>L. Mitchell, A. Van Zelt</i></p> 	<p>605 PROMPT: A Review for Current Evidence <i>A. Namostiyam, D. Hayden</i></p> 	<p>606 Are You PROMPT Curious? What to Expect from Assessment and Treatment <i>A. Clark</i></p> 	<p>Experienced Learning Level for Parents</p> 
<p>11:30 AM - 1:00 PM - LUNCH</p>							
<p>Series 700 1:00 PM - 2:30 PM</p>	<p>701 Your Oxygen Mask First: Stress Reduction Strategies for Parents of Children with Special Needs <i>S. McDonnell</i></p> 	<p>702 Motivating in Home Practice <i>J. Hoffmann</i></p> 	<p>703 Play with Me <i>N. Tarsish</i></p> 	<p>704 The Connection Between Memory and Learning <i>L. Carahaly</i></p> 	<p>705 Hot Topics in Childhood Apraxia of Speech Treatment <i>M. Overby, A. Van Zelt, S. Vellman</i></p> 	<p>706 Differential Diagnosis and Differential Treatment for Dysarthria and CAS <i>R. Stoekel</i></p> 	<p>ASHA Introductory Level</p> 
<p>2:30 PM - 3:00 PM - BREAK</p>							
<p>Series 800 3:00 PM - 4:30 PM</p>	<p>801 Don't Mess with Us: Preventing Bullying <i>N. Tarsish</i></p> 	<p>802 Go with the Flow: Fun and Engaging Activities for Working On Prosody <i>A. Boorman-Sears, S. Gee</i></p> 	<p>803 Communicating AAC and Speech Can Co-Exist in Treatment and in Life <i>A. Kuhlmeier</i></p> 	<p>804 The Challenge of Co-Occurring Autism and Apraxia : Differential Diagnosis and Therapy Strategies <i>D. Hammer, L. Pasquel-Lefebvre</i></p> 	<p>805 DTTC: Improving Speech Intelligibility in Children with CAS <i>S. Caspari</i></p> 	<p></p> 	<p>ASHA Intermediate Level</p> 
<p>ASHA Advanced Level</p> 							



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/2015-national-conference-on-childhood-apraxia-of-speech-asha-disclosure-information/>.

Rachel Arntson, MS, CCC-SLP, has been a practicing speech-language pathologist in the greater Minneapolis, Minnesota area since 1980 with a specific interest in using music to enhance the speech and language skills of children. Rachel has recorded 9 CDs (2 in Spanish), has written a parent training book entitled *WE CAN TALK*, and has created other products that provide simple, engaging speech and language practice for young children. She co-founded Kids' Express Train in 2002, and in August of 2012, began a new company entitled Talk It Rock It. In addition to Talk It Rock It, she continues to work full time with infants, toddlers, and their families in an early intervention program in Maple Grove, Minnesota. Rachel also presents nationally and internationally, sharing her passion for music through creative and interactive workshops.

Alison Boorman-Sears, MSc, R-SLP (C), is a Speech-Language Pathologist and owner of Calgary Childhood Apraxia Therapy in Calgary, Alberta, Canada (<http://www.childhoodapraxiacalgary.com/>). She holds a Masters of Science degree in Speech Language Pathology from the University of Western Ontario. Alison is registered with the Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA) and is a member of the Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA). Alison is also a graduate of the CASANA Intensive Training Institute on CAS. In her practice, she specializes in the diagnosis and treatment of Childhood Apraxia of Speech (CAS). She provides workshops and training to SLP's, parents and support staff on the topic of CAS, provides direct treatment services, and also provides assessments and consultations to assist families and SLPs in developing appropriate programming for children with CAS.

Ellen Brigger, MEd, is the lead Teacher, St. Rita School for the Deaf Apraxia Education Program. Ellen has taught K-2 at St. Rita since 1997. In 1999, Ellen developed the Montessori-based K-2 Apraxia Education Class for children with global apraxia. She has developed materials for the instruction of children with CAS in reading and writing and does private tutoring for children with apraxia and language disability.

Tom Campbell, PhD, CCC-SLP, Thomas Campbell completed his BA and MA in communication disorders at the University of Nebraska-Lincoln, and his PhD in communicative disorders from the University of Wisconsin-Madison. Prior to joining the faculty in the School of Behavioral and Brain Sciences in 2006, he was a professor in the Department of Communication Science and Disorders at the University of Pittsburgh, and the Director of Audiology and Communication Disorders at the Children's Hospital of Pittsburgh. He is currently the Ludwig A. Michael, MD, Executive Director of the Callier Center for Communication Disorders and the Sara T. Martineau Professor of Communication Disorders.

Lynn Carahaly, MA, CCC-SLP, is the owner and director of Foundations Developmental House, LLC located in Gilbert, AZ. Her facility houses an apraxia clinic for the greater Phoenix. Lynn received her Bachelor's and Master's degrees from The Ohio State University. Her area of expertise is with the treatment of childhood apraxia of speech, auditory processing disorders, related disorders and learning disabilities. She is the developer of The Speech-EZ® Apraxia Program. She is the mother of two beautiful children.

Sarah Carmody, MS, CCC-SLP, obtained her Master of Science in Speech and Language Pathology from Teachers College, Columbia University, with a focus in multilingualism and multiculturalism. She is fluent in English, French, and Spanish. Sarah provides multilingual speech and language services at the Children's Evaluation and Rehabilitation Center, located at Albert Einstein College of Medicine. She operates a small private practice in New York City, and has lectured on bilingualism and language development for various organizations. Sarah holds a Bachelor of Arts in History and French from Boston College. Prior to beginning her career as a speech pathologist, she worked as an English teaching assistant in France. She has also delivered volunteer speech and language services in a Children's Hospital in Bolivia.

Sue Caspari, MA, CCC-SLP, Sue Caspari 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 the 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 CAS 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 Neurologic Communication Disorders and Sciences, and a member of ASHA's Neurophysiology and Neurogenic Speech and Language Disorders Special Interest Division.



Conference Questions?
Contact CASANA Conference Director, Kathy Hennessy
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E-mail: kathyh@apraxia-kids.org



PRESENTERS GUIDE

Amy Clark, MS, CCC-SLP, PI, is a clinical speech-language pathologist at Children's Hospitals and Clinics of Minnesota with over 20 years of professional experience. She has been in the hospital setting for 15 years and has additional experience in public schools as well as private rehabilitation agencies. Her caseload consists of children diagnosed with a range of disabilities such as: Childhood Apraxia of Speech, Autism Spectrum Disorder, Dysarthria, Developmental Delay, Auditory Processing Disorder and a wide variety of syndromes. She primarily evaluates and treats children with motor speech disorders. Amy is certified in PROMPT and became a PROMPT instructor in 2008.

Elaine Dolgin-Lieberman, MA, CCC-SLP, is a graduate of the CASANA's Intensive CAS Bootcamp 2011 and is recognized by CASANA as having Advanced Training and Clinical Expertise in Childhood Apraxia of Speech. She is also a Speech-EZ® for Apraxia Certified Practitioner. She is a professional lecturer in the Graduate Speech and Hearing Department at Mercy College in Dobbs Ferry, New York, teaching an annual class on Childhood Apraxia of Speech. She is an experienced clinician in private practice with a primary interest in working with children with motor speech disorders.

Dana Fennel, MEd, MS CCC-SLP, obtained her Master of Science in Speech and Language Pathology from Teachers College, Columbia University. Dana provides speech and language services at the Children's Evaluation and Rehabilitation Center, located at Albert Einstein College of Medicine. She also provides home-based early intervention services in New York City. She has presented on a range of topics in language development, including literacy, feeding, and articulation. She also holds a Masters in Special Education from the University of Tennessee. Prior to pursuing speech pathology, she worked as a special educator in both self-contained classrooms and individual settings. She is passionate about her work and as a student she traveled to Ghana to provide speech and language services.

Margaret A. Fish, MS, CCC-SLP, is a speech-language pathologist working with children with speech and language challenges in Highland Park, IL. Her primary professional interests are in the areas of pediatric 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](#), by Plural Publishing. She is a frequently invited presenter at workshops around the country on the topic of evaluation and treatment of CAS. The emphasis of Margaret's workshops and writing is on providing practical treatment ideas based on strong theoretical foundations and available clinical research. Margaret serves on the Professional Advisory Board for the Childhood Apraxia of Speech Association of North America (CASANA).

Sarah Gee, MS, CCC-SLP, is a speech-language pathologist, owner of Progressive Speech Therapy in Dallas, TX, and a graduate of the CASANA Intensive Training Institute on CAS. She received her bachelor of science degree in speech-language pathology and audiology from the University of Texas at Dallas and her master of science degree in communication disorders from the same university. Her clinic specializes in the diagnosis and treatment of childhood apraxia of speech. She also provides training for parents, SLPs, and school personnel regarding CAS.

Kay Giesecke, MS, CCC-SLP, received a BFA from Southern Methodist University (1971) and a MS from University of Texas in Dallas (1996) - both in communication disorders. She worked for twelve years (1971-1983) as a public school speech-language pathologist and has been in private practice in speech-language pathology since 1992. She has specialized in treating Childhood Apraxia of Speech (CAS) since 1996, when she did an individual case study with a student diagnosed with CAS and began developing a treatment program for this student that would be applicable to other students. Currently, 70% of the caseload at her private practice, Apraxia Dallas, has a diagnosis of CAS, which includes clients from all over Texas. Ms. Giesecke has both her Texas state license to practice speech-language pathology and her Certificate of Clinical Competence from the American Speech and Hearing Association. She has been presenting workshops about CAS at conventions, regional educational service centers, and school districts since 2005.

Christina Gildersleeve-Neumann, PhD, CCC-SLP, is Associate Professor and Chair in Speech and Hearing Sciences at Portland State University in Oregon. She conducts research on speech development and disorder and treatment efficacy for speech sound disorders, with emphases on bilingual Spanish-English populations and childhood apraxia of speech.

Hannah Griggs is a graduate clinician at The George Washington University. Prior to attending GWU, Hannah received her Bachelor of Science degree in Speech Pathology & Audiology from Miami University in Oxford, OH. Areas of interest include evaluation and treatment of pediatric speech and language impairments, including Autism and neurogenic communication disorders, as well as adult and pediatric voice disorders.

Dave Hammer, MA, CCC-SLP, is the Director of Professional Development and Speech Services for the Childhood Apraxia of Speech Association of North America (CASANA). Prior to this position, Dave had 35 years of pediatric clinical experience at Children's Hospital of Pittsburgh, PA with specialty interests in childhood apraxia of speech, speech sound disorders, and childhood/adolescent stuttering. He has been invited to present over 150 workshops on childhood apraxia, speech sound disorders and stuttering throughout the United States, Canada, and Australia. 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. Dave was instrumental in the development of a unique preventative stuttering treatment approach using a wireless microphone feedback system to teach critical parental strategies. Dave is known for his practical and therapy-rich presentations.



PRESENTERS GUIDE

Deborah A. Hayden, MA, CCC-SLP, SL-P(C), Reg. CASLPO, is the Founder and Research Director of the PROMPT Institute located in Santa Fe, New Mexico and a Adjunct professor in the department of speech and hearing sciences at the University of New Mexico. Deborah's research has been in the field of developmental and adult speech production disorders; phonology, dysarthria and apraxia and CAS. She founded the PROMPT Institute, a non-profit corporation, for the purposes of treatment, training and research in speech production disorders. PROMPT training has been provided in several languages and in several continents. Deborah has authored two tests, The VMPAC (Verbal Motor Production Assessment for Children) with colleagues Paula Square and the EMCS (Early Motor Control Scales). Deborah has published extensively and presented frequently at conferences in the United States, Canada, Europe, Hong Kong, South Africa and Australia. Current research efforts involve a RCT in Canada, developing increased fidelity measures for PROMPT and a measure for both PROMPT treatment placement and treatment change.

Julie Hoffmann, MA, CCC-SLP, has been a practicing SLP for the past 26 years specializing in children with severe speech sound disorders and Childhood Apraxia of Speech. She has been on the faculty at Saint Louis University since 1994 and is currently an Assistant Clinical Professor. She provides clinical instruction for diagnostics and therapy and teaches courses in Phonetics, Survey of Speech Disorders, and Speech/Language Development & Disorders for the Classroom Teacher. Julie has a private practice in Columbia, IL specializing in treating children with severe speech disorders. She has a passion for teaching and working with challenging clients and their families.

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.

Anne Kuhlmeier, MA, CCC-SLP, is a practicing speech/language pathologist whose focus is in the area of augmentative/alternative communication. She currently works for St Lukes Children's Rehab in Meridian, Idaho. She works primarily with children with motor speech & neurological impairments & autism. She is a consultant to the Idaho Assistive Technology Project when she provides services to school staff on techniques to integrate AAC systems. Prior to moving to Idaho, she worked in the public schools, outpatient rehab centers, a university hospital, university, and ran a private practice. She served on the Idaho Speech Language and Hearing Association board for several years and continues to hold the convention chair position. She directs an annual AAC Camp in Idaho for children and young adults using speech generating devices. She presents nationally and regionally in the area of AAC. Her passion is working with those children and adults who have complex communication needs and their families, care providers and friends because communication is the key to personal and career success.

Jodi N. Kumar, MS, CCC-SLP, received her master's degree in 2004 from the College of Saint Rose in Albany, NY. She has 11 years of clinical experience working in both the U.S. and Canada across the lifespan. Areas of clinical interest include brain injury and motor speech disorders. Currently, she is the clinical supervisor for the Speech Sound and Motor Speech Disorders Track at George Washington University in Washington, D.C. She is recognized for Advanced Training and Clinical Expertise in Childhood Apraxia of Speech by CASANA. She is the developer/director of GWU's CHAMP Camp, an intensive therapy summer camp for children with apraxia since 2012.

Sarah McDonnell, MA, CCC-SLP, Sarah McDonnell is an ASHA certified, licensed (NY) pediatric speech language pathologist. She is the owner of My Theraplayce, Speech.Language.Laughter, a pediatric private practice located in Western NY. Sarah is also the walk coordinator for the WNY Walk for Childhood Apraxia of Speech. She is proud to be recognized for advanced training and clinical expertise in CAS by CASANA (2011). She has presented locally to both professionals and lectured students (SUNY Buffalo) and provides consultation services to area school districts. Sarah is passionate about evaluating and treating complex speech sound disorders in the preschool population, with a specific interest in CAS. Outside of the office, when Sarah is not spending time with her husband and two beautiful children, you can find her resting in child's pose.

Amy Skinder-Meredith, PhD, CCC-SLP, is a Clinical Associate Professor at Washington State University in Spokane, WA. She has been researching and working with children with childhood apraxia of speech (CAS) for over 20 years. Her earlier research focused on prosody and vowel errors in children with CAS. Her current interest is in the relationship between CAS and phonological awareness.

Katie Micco, MS, CCC-SLP, is the Clinical Instructor of the Speech Sound Production Clinic in the Duquesne University Speech-Language-Hearing Clinic. Ms. Micco received her bachelor's and master's degrees in Speech Language Pathology at Duquesne University. She has previous pediatric clinical experience treating various pediatric populations including children with childhood apraxia of speech and other speech sound production disorders. Ms. Micco's interests include incorporating augmentative and alternative communication techniques into a multi-sensory therapy approach.

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PRESENTERS GUIDE

Marnie Millington, MS, CCC-SLP, is co-owner of Children's Speech & Feeding Therapy, a private practice in Needham, Massachusetts. Her current focus includes assessment and treatment of children with MSDs. 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 is an adjunct professor at Emerson College and Northeastern University. Ms. Millington is a graduate of the CASANA Intensive Training Institute on CAS.

Lisa Mitchell, MS, CCC-SLP, is an ASHA certified, licensed (NH) pediatric speech language pathologist. She is the clinical director and co-owner of Clearly Speaking, a pediatric outpatient clinic with three clinics located across the state of NH. She is proud to be recognized for advanced training and clinical expertise in CAS by CASANA. She has presented nationally at the National Convention on Childhood Apraxia of Speech, and at the American Speech-Language Hearing Convention. She is passionate about evaluating and treating complex speech sound disorders in the preschool population, with a specific interest in CAS.

Aravind Namasivayam, PhD, received his PhD in Speech-Language Pathology with specialized certification in Neuroscience in 2008 from the University of Toronto. He has published several peer-reviewed scientific articles and has received several prestigious awards at the national and international levels. Dr. Namasivayam's current clinical and research interests include motor speech disorders, stuttering, sensory-motor integration, audio-visual speech perception, and motor skill learning. He serves as an editorial consultant and ad-hoc reviewer for several peer-reviewed journals in the field of Speech-Language Pathology and Audiology. Currently, he is the (consultant) research scientist at the The PROMPT Institute (Santa Fe, NM), conducting several treatment research projects which will lead to furthering evidence-based clinical practices. He also holds Adjunct Lecturer and Scientist positions at the Department of Speech-Language Pathology, University of Toronto, Toronto Rehabilitation Institute, Toronto and Medicine, Neurology Div, Toronto Western Hospital.

Nicole Newman, MEd, is a 20 year veteran of special education instruction, program design, and directorship. She has extensive knowledge/experience with autism and other pervasive developmental disorders, and communication disorders. She is extremely savvy on legal compliance for all the moving parts of IDEA. Her philosophy encompasses the belief that state-funded schools need to cease measuring the effectiveness of teachers by the progress of typical students, but instead, shift their energies and resources into designing and creating pedagogy around exceptional students. It is only because of her years of amazing, authentic and often difficult but always worth-it experiences with the kids that defined her as a teacher; the kids taught her the most. She is honored and thrilled to be helping their parents at this point in her career. Nicole is an artist, a signer, and a proud mother of a wonderful son.

Megan Overby, PhD, CCC-SLP, is an Associate Professor at Duquesne University in Pittsburgh, PA where she teaches about, and researches, childhood apraxia of speech. She has been a speech-language pathologist for several decades but over the last 10 years has focused on assessment and intervention for children with CAS. She is currently conducting several studies on children with CAS, including one with Sue Caspari to examine possible early phonological indicators of CAS. Other research pursuits include social profiles of children and adults with CAS. Megan regularly presents at conferences on topics related to speech sound disorders and has published several articles on the relationship between speech sound difficulty and literacy delays.

Lucia Pasquel-Lefebvre, MA, CCC-SLP, received a Master of Arts in Speech-Language-Hearing from Temple University in 1999 and has been a licensed SLP since 2000. She has a Certificate of Clinical Competence from the American Speech and Hearing Association and has been in the San Francisco Bay Area in private practice since 2005. She is the owner and founder of Holistic Developmental & Language Therapy, P.C. where she uses an integrative approach to the treatment of Autism Spectrum Disorders, Childhood Apraxia of Speech, Childhood Dysarthria, Expressive & Receptive Language Disorders, Auditory processing disorders, oral-motor dysfunction, communication issues related to sensory integration dysfunction, movement/Praxis disorders and feeding & swallowing difficulties. She is also trained in P.R.O.M.P.T. Therapy. Lucia is training at San Francisco State University to receive her certification as an Early Childhood Special Educator.

Heather Rusiewicz, PhD, CCC-SLP, is an Assistant Professor in the Department of Speech-Language Pathology at Duquesne University and Program Director of the Speech Production Clinic in the Duquesne University Speech-Language-Hearing Clinic. Dr. Rusiewicz received her bachelor's, master's, and doctoral degrees in Communication Science and Disorders from the University of Pittsburgh. Dr. Rusiewicz's interests include the interaction of gestures and prosody in children and adults with typical and atypical speech production. Additional areas of interest are the effects of treatment strategies such as gestural cues and biofeedback on the treatment of speech sound disorders. Lastly, Dr. Rusiewicz is interested in the experiences and functional outcomes for those with childhood apraxia of speech and other speech sound disorders.

Kim Singleton, MS, CCC-SLP, Kim Singleton, M.S., CCC-SLP, works in private practice in Philadelphia, PA. For many years, she has worked with children with complex communication challenges in community, early intervention, medical and educational settings. She uses current technology, child delight and family collaboration to treat children with CAS as well as clients using AAC [augmentative and alternative communication systems], clients on the autism spectrum and clients facing oral eating difficulties.



PRESENTERS GUIDE

Jami Slotnik, is a full-time working mother running her own advertising, PR, Branding and Social Media firm in Philadelphia, PA. She is an ad vet, having worked 20 years in the creative industry (in Philly, NYC and Boca Raton) serving national, Fortune 100 clients in numerous industries. Jami's son, Brody was diagnosed with CAS at age three and also has bi-lateral hearing loss and wears glasses to correct extreme far-sightedness. Jami has spoken at Children's Hospital Philadelphia. Jami holds a BA in Journalism and Communication from Rutgers College in New Brunswick, NJ and is also a freelance writer - blogging about beauty trends and writing about food and fitness for regional magazines.

Ruth Stoeckel, PhD, CCC-SLP, is a speech-language pathologist at the Mayo Clinic in Rochester, MN and specializes in the assessment and intervention of children with apraxia of speech. With 30 years of experience, Dr. Stoeckel has delivered services to children in schools, outpatient clinics, and rehabilitation hospital settings. Dr. Stoeckel has presented lectures, workshops and advanced training on Childhood Apraxia of Speech on an international level, including the United States, Canada, and Australia. Additionally, Dr. Stoeckel has authored and delivered numerous web-based courses focused on CAS. She has co-authored articles on CAS assessment and treatment and related learning issues in peer-reviewed journals. Dr. Stoeckel is a member of the Professional Advisory Committee of the Childhood Apraxia of Speech Association of North America.

Alice Stroutsos, MS, CCC-SLP, is in private practice in the Seattle, Washington area. She has 30 years of pediatric clinical experience with special interest in childhood motor speech disorders. She spends most of her time evaluating and treating children with MSD with a focus on family training and a team approach. She is certified in PROMPT® and has taught PROMPT workshops throughout the United States. She is a part owner of SmarTalk, Inc., a 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 whose prolific career includes extensive experience working with children and their parents. In 1992, she joined the professional team at the Children's Evaluation and Rehabilitation Center (CERC) at Einstein College of Medicine, where, in 1996, she was named Supervisor of Speech and Language Services. Currently, she maintains a clinical practice, seeing patients birth to 21 for diagnoses and therapeutic treatment, supervises nine speech pathologists, lectures to medical residents and psychology interns, participates in research projects, and serves as adjunct clinical instructor at Teachers College, Columbia, Hunter College, NYU, and Hofstra University. She is deeply experienced in a wide variety of treatment methodologies, including Social Thinking, and is a frequent speaker across the U.S. on its concepts and strategies. She is a co-author of the social emotional learning curriculum, "The Incredible Flexible You!" published through Think Social Publishing.

Anne L. Van Zelst, MA, CCC-SLP, is an ASHA certified, licensed (PA, NJ) pediatric speech-language pathologist and a certified teacher of the speech and language impaired (PA, NJ) who is currently working with children and adolescents within the Garnet Valley School District. Anne holds a Masters Degree in Speech-Language Pathology from Temple University and a Post-Graduate Certificate in Applied Behavior Analysis from Penn State University. She is a Certified Coach for the Competent Learner Model and a Certified TouchChat Trainer. Anne is Level II PROMPT trained and has also completed the alternative 8 -week course in Neuro-Developmental Treatment. She is a graduate of the 2011 Childhood Apraxia of Speech Association of North America (CASANA) Intensive Training Institute at Duquesne University. She has presented nationally at the National Autism Conference, The National Conference on Childhood Apraxia of Speech, and at the American Speech-Language Hearing Convention.

Shelley Velleman, PhD, CCC-SLP, is a Professor and Chair of Communication Sciences and Disorders at the University of Vermont. Her teaching, research, and clinical work focus on the transition from babble to speech and on motor speech disorders in children, especially children with neurodevelopmental syndromes. She is also a member of the CASANA Professional Advisory Board.

Amanda Zimmerman, MA, CCC-SLP, is a pediatric speech-language pathologist at The Columbus Speech & Hearing Center in Columbus, OH. She is a graduate of the CASANA Intensive Training Institute on CAS, and received her bachelor's and master's degrees in Speech Language Pathology at The Ohio State University. For over a decade, she has focused on the evaluation and treatment of speech disorders, with a specific interest in childhood apraxia of speech.

Conference Questions?

Contact CASANA Conference Director, Kathy Hennessy

Phone: 412-923-3401

E-mail: kathyh@apraxia-kids.org



SESSION GUIDE

FRIDAY, JULY 10, 2015

SERIES 100

Session 101

8:00 am - 9:30 am

Level:  Beginning Parent

 ASHA Introductory

Understanding Childhood Apraxia of Speech: The Spanish-Speaking and Bilingual Spanish-English Child
Christina Gildersleeve-Neumann, PhD, CCC-SLP

PLEASE NOTE: THIS SESSION WILL BE CONDUCTED IN SPANISH

Children with childhood apraxia of speech have different needs from other children with speech sound disorders. Learn more about what is unique to CAS, what speech therapy for CAS should look like, and ideas for advocating for your bilingual child with CAS.

Learning Outcomes:

- ◆ Participants will be able to understand the nature of CAS.
- ◆ Participants will be able to understand treatment for CAS.
- ◆ Participants will be able to understand how to support and advocate for bilingual or Spanish-speaking children with CAS.

Session 102

8:00 am - 9:30 am

Level:  Beginning Parent

 ASHA Introductory

The Neurological Basis of Childhood Apraxia of Speech
Heather Rusiewicz, PhD, CCC-SLP and Katie Micco, MS, CCC-SLP

It is well established that childhood apraxia of speech is a neurological motor speech disorder but often the “neurological” aspect of speech and language processing are not discussed. In this session, the presenters will overview speech production from a neurological perspective with special attention to motor planning and programming that underlie childhood apraxia of speech. Additionally, other movement and language processes such as manual movements and language development will be discussed. Recent neurological findings will be highlighted. This information will lay a framework for better understanding key features of CAS.

Learning Outcomes:

- ◆ Participants will be able to describe motor planning from a neurological perspective.
- ◆ Participants will be able to identify several key signs and symptoms of childhood apraxia of speech that are the consequence of motor planning deficits.

Session 103

8:00 am - 9:30 am

Level:  Experienced Parent

 ASHA Intermediate

More Than Fun: Examining Intensive Camp Models Designed for Children with CAS
Kay J. Giesecke, MS, CCC-SLP, Jodi Kumar, MS, CCC-SLP, and Amy Meredith, PhD, CCC-SLP

In the last 5 years several “intensive” summer camp experiences for children with CAS have arisen. These camps typically include various degrees of individual and group speech therapy and other activities that are aimed specifically at the needs of children with CAS. Through the experiences of 3 camp “creators”, this session will include camp overviews, examine theoretical underpinnings of the various camp structures and activities, strategies for staffing, funding & administering camps, the incorporation of pre-service student and parent training components, and evaluation processes of individual children and the camp experiences as a whole. The camp models being discussed include Apraxia Ranch Camp, Camp Cando, & C.H.A.M.P. Camp.

Learning Outcomes:

- ◆ Participants will be able to explain how individual speech sessions can be personalized for each camper.
- ◆ Participants will be able to identify processes that can be used to evaluate progress in individual children over the course of the camp.
- ◆ Participants will be able to describe parent training activities that could be included in an intensive camp design.

**FOR MORE INFORMATION ON THE 2015 NATIONAL CONFERENCE,
VISIT WWW.APRAXIA-KIDS.ORG/**



SESSION GUIDE

Session 104

8:00 am - 9:30 am

Level:  ASHA Intermediate

Using "Triage" Concepts for Effective Treatment Planning & Improved Quality of Life for Children with Apraxia
Marnie Millington, MS CCC-SLP and Alice Stroutsos, MS CCC-SLP

Triage is a word used in the medical field to assign the degree of urgency to a problem to decide the order of treatment. We could easily use this term to also describe a process in which a speech-language pathologist must evaluate what can, for children with apraxia, be a number of complex challenges in overall communication. This leads to effective decision-making on how much emphasis to place on any particular challenge during the treatment session and over the course of treatment. As professionals we must design and implement therapy that will not only attempt to reduce impairments but increase a child's quality of life in all areas. This session will incorporate the WHO model of international classification of functioning, disability and health to demonstrate how this model can assist with parent education and counseling as well as decisions in treatment planning and implementation. Presenters will use multiple cases to demonstrate how treatment emphasis can or should change based on child and family perspectives and "triage assessment" related to the impact of co-occurring apraxia, other speech sound disorders, language disorders and cognitive challenges on quality of life.

Learning Outcomes:

- ◆ Participants will be able to describe how the WHO classification system relates to children with complex communication disorders like apraxia.
- ◆ Participants will be able to list critical junctures in treatment that may lead to a reorganization of treatment goals and emphasis.

Session 105

8:00 am - 9:30 am

Level:  Experienced Parent  ASHA Advanced

Differential Diagnosis and Differential Treatment for Dysarthria and Apraxia
Ruth Stoeckel, PhD, CCC-SLP

Differential diagnosis of motor speech disorders can be challenging, and it is possible for a child to have characteristics of more than one problem at the same time. In this session, we will review characteristics that contribute to differential diagnosis for apraxia versus dysarthria. We will also compare and contrast how motor-based treatment may be similar or different, depending on whether the child has apraxia, dysarthria, or diagnostic therapy is being conducted to help determine the most appropriate diagnosis or diagnoses.

Learning Outcomes:

- ◆ Participants will be able to identify characteristics that differentiate motor planning from motor execution.
- ◆ Participants will be able to describe general strategies used for intervention of motor speech disorders.
- ◆ Participants will be able to describe how motor-based intervention may be modified based on diagnosis.

Session 106

8:00 am - 9:30 am

Level:  Experienced Parent  ASHA Advanced

Hot Topics in Childhood Apraxia of Speech Treatment
Megan Overby, PhD, CCC-SLP, Anne Van Zelst, MA, CCC-SLP, Shelley Velleman, PhD, CCC-SLP

While apraxia research continues to emerge, there is still much that is not know or is not definitive regarding clinical work and practices. This session will focus on three "hot topics" among those who work with children that have apraxia. First, participants will hear about the current status of telepractice and how it may or may not impact children with CAS, its advantages, and potential uses and cautions for this population, Next, while there is professional consensus that most children with CAS require frequent, individual therapy, is group therapy ever warranted? If so, for what purposes and goals would it be appropriate? A framework for examining this issue will be presented. Finally, with the sequencing of the human genome, in creasing children with CAS are being identifies as having genetic variations. Professionals wonder whether all children with CAS should be referred for genetic testing. What do researchers hope to gain by identifying the genetic causes of speech/language disorders? Participants will also learn about the potential benefits and risks to the family and child if a genetic cause is identified in a particular case.

Learning Outcomes:

- ◆ Participants will be able to summarize the research findings of the effectiveness of telepractice in assessing and treating children with speech difficulties.
- ◆ Participants will be able to discuss a process model to assist in the determination of group treatment as a option in treatment of CAS.
- ◆ Participants will be able to list potential benefits and risks to an individual child or family of identifying a genetic basis for the child's CAS symptoms.



SESSION GUIDE

SERIES 200

Session 201

10:00 am - 11:30 am

Level:  Beginning Parent

 ASHA Introductory

Dynamic Temporal and Tactile Cueing: Improving Speech Intelligibility in Children with CAS

Sue Caspari, MA, CCC-SLP

Your child has been diagnosed with CAS, now what? How can you find the appropriate treatment method for your child? Different motor-based therapy methods were reviewed in a recent paper (Maas et al, 2014) and findings indicated that “motor-based” interventions can produce gains in speech production abilities in children with CAS. The Dynamic Temporal and Tactile Cueing (DTTC) therapy method developed by Dr. E. A. Strand of the Mayo Clinic, and colleagues, was felt to have one of the strongest evidence bases for treatment of children with CAS. DTTC involves repetitive intensive drill of functional vocabulary with faded cueing support. In this session, designed specifically for parents of children with CAS, we will discuss the foundations of DTTC, and why it might be beneficial in the treatment of your child with CAS.

Learning Outcomes:

- ◆ Participants will be able to describe what is included in motor-based therapy.
- ◆ Participants will be able to describe the critical steps in a DTTC treatment approach.
- ◆ Participants will be able to describe several ways in which DTTC is thought to facilitate speech motor learning for children with CAS.

Session 202

10:00 am - 11:30 am

Level:  Experienced Parent

 ASHA Introductory

The Importance of Language Development to Academic Success

Ellen Brigger, MEd

The purpose of this presentation is to help participants understand how children learn and what parents can do at home and to also provide participants with a basic understanding of the reading/writing process, what problems to look for and what remediation is appropriate. Participants will also be given some simple practices they can do at home to help children. With a better understanding of how their child learns, how to recognize a problem and what type of remediation is needed, participants can better advocate for children in both the classroom and IEP process.

Learning Outcomes:

- ◆ Participants will be able to understand the early learning needs and academic expectations that form the foundation for future academic success.
- ◆ Participants will be able to discuss effective practices for designing, implementing and evaluating appropriate differentiated instruction.
- ◆ Participants will be able to discuss appropriate remediation for children with reading/writing process issues.

Session 203

10:00 am - 11:30 am

Level:  Experienced Parent

 ASHA Intermediate

When Words Fail, Music Speaks

Rachel Arntson, MS, CCC-SLP

Young children with apraxia have significant difficulty blending sounds to produce words and phrases. This essential skill of sound blending occurs very naturally in music. The focus of this seminar is multi-faceted - covering research, treatment approaches, case studies, and songs to illustrate how music and movement can be an effective tool for young children struggling to produce intelligible speech. If you are looking for an entertaining, practical, and evidence-based seminar, consider attending this one.

Learning Outcomes:

- ◆ Participants will be able to list 3-5 components of a verbally enticing song for young children with apraxia and/or articulation disorders.
- ◆ Participants will be able to list 5-10 songs that emphasize verbal imitation skills.
- ◆ Participants will be able to list at least 3 components of apraxia therapy that can be expanded through the use of music.



SESSION GUIDE

Session 204

10:00 am - 11:30 am

Level:  Experienced Parent

 ASHA Intermediate

How Speech Got its Groove Back: Making Motivation a Priority in Therapy from Toddlers to Adolescents

Sarah Carmody, MS, CCC-SLP and Dana Fennell, MEd, MS, CCC-SLP

Desire to change is well recognized across therapeutic literature as a major factor influencing progress. The wish to “get out of the therapy office and back to everyday life,” is a driving point in effort during rehabilitative therapy and home practice. But what about habilitation—when we are training, not retraining, speech and language skills? Unfortunately many of our children with complex speech and language difficulties, especially those with CAS, are in therapy “for the long haul.” Moreover, children and adolescents haven’t had much taste of the “therapy-free life” we want them to work toward. They will log countless hours in therapy, and will need to engage in repeated, often drill-like practice to reach the best outcome. The job of the SLP during therapy (and the parents during home practice) is easy, right? Just keep things interesting and fun! The focus of this talk is motivation in the therapeutic session and beyond. Through a series of specific examples, the presenters will offer clinicians and parents a framework for thinking about motivating children and adolescents and maximizing their participation in the therapeutic process. These will include areas such as: staying current with the interests of children and adolescents, integrating technology into therapy, and modifying materials to suit goals without losing the ‘fun factor.’ Social cognitive needs will also be discussed (i.e. making functional communication the motivator, using but not over-using preferred topics).

Learning Outcomes:

- ◆ Participants will be able to demonstrate understanding of the connection between motivation and learning.
- ◆ Participants will be able to verbalize 3-5 ways to integrate children’s interests (i.e. toys, characters, topics) into therapy or home practice while addressing functional speech and language goals.
- ◆ Participants will be able to identify technological resources (i.e. devices, Apps, website examples) that may be used in the planning and therapy process.
- ◆ Participants will be able to demonstrate knowledge of appropriate modification of materials to fit therapeutic and practice plans.

Session 205

10:00 am - 11:30 am

Level:  ASHA Advanced

Improve Clinical Skills through Fascinating Case Studies of Residual CAS

Julia Hoffmann, MA, CCC-SLP

Case studies in speech-language pathology are engaging “real-life stories” of clients that share learning experiences, improve critical thinking skills, and discuss the decision making process for all aspects of therapy. As clients progress there are often changes in goals or approaches as well as realizations of what has worked and what has not worked in therapy. This seminar will present “cases” of several children with CAS who have residual speech issues such as continued articulation errors (i.e. /r/, th’s, vowels, multisyllabic words), prosody issues (i.e. monotone, stress), voice (i.e. hypernasal), and fluency (i.e. disfluencies, linguistic non-fluencies). Evidence Based Practice and ASHA Preferred Practice Patterns are considered in all cases presented. Chabon & Cohn (2011) encourage the use of case studies to help SLP’s “learn by example”. Come explore interesting case studies through descriptions and videos that can help you improve your own clinical skills and in turn benefit clients on your caseload!

Learning Outcomes:

- ◆ Participants will identify the benefits of using case studies to enhance therapy when working with children with CAS who have residual speech errors.
- ◆ Participants will be able to understand how to plan to use varied CAS treatment approaches and techniques based from case study information.
- ◆ Participants will be able to compare and contrast outcomes from case studies of children with CAS who have residual speech errors.

Session 206

10:00 am - 11:30 am

Level:  ASHA Intermediate

Armed and Ready for Monday Morning! Twenty Six Tried-and True Clinical Tools for the Treatment of CAS

Lisa Mitchell, MS, CCC-SLP and Anne Van Zelst, MA, CCC/SLP

This presentation will provide the participant with information, helpful suggestions and unique ways to structure therapy sessions to maximize success. In this session, Presenters will explore the critical thinking that guides the choices of particular tips and/or techniques used to target certain components of this complex disorder. This presentation will help you pack your CAS treatment bag with 26 tried and true valuable clinical tools rooted in the principles of motor learning and highlighting current research compiled from therapists who are “in the trenches” just like you. See these techniques in action and see examples of effective treatment across severity levels of CAS. Access to therapy materials and video examples will be shown.

Learning Outcomes:

- ◆ Participants will be able to identify ways to create/utilize inexpensive therapy materials.
- ◆ Participants will be able to explore critical thinking used to drive the choice of therapy techniques.
- ◆ Participants will be able to understand linking therapy materials to practice type of CAS.

**SERIES 300****Session 301****1:00 pm - 2:30 pm****Level:**  Beginning Parent ASHA Introductory**Are you PROMPT Curious? What to Expect from Assessment and Treatment**
Amy Clark, MS, CCC-SLP, PI

This presentation will provide a broad overview of the fundamental components of Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) assessment and treatment. It will emphasize the interrelated and hierarchical development of the motor speech system as well as defining what participants should expect regarding PROMPT assessment, treatment and home support. This session will highlight the philosophy of PROMPT which recognizes that issues with communication are best addressed by looking at the development of the whole child. This entails assessing and targeting the core elements of the PROMPT Conceptual Framework, which is comprised of three integrated internal domains (Physical-Sensory, Cognitive-Linguistic and Social-Emotional) as well as external and environmental factors. The interaction of these three domains is critical for functional communication to occur. A PROMPT evaluation is a structured way for clinicians and parents to understand each child's strengths and weaknesses across these three domains. By determining where the child is operating, the clinician creates individualized goals. Practical and relevant examples of PROMPT treatment, home programming, and important questions to ask PROMPT clinicians will be provided as they apply to children with CAS.

Learning Outcomes:

- ◆ Participants will be able to describe the PROMPT Conceptual Framework.
- ◆ Participants will be able to list key components of PROMPT assessment and treatment.
- ◆ Participants will be able to identify how a home program can complement PROMPT therapy as well as questions to ask PROMPT therapists to support progress.

Session 302**1:00 pm - 2:30 pm****Level:**  Beginning Parent ASHA Introductory**Getting Treatment on the Right Track? Components of Effective Therapy**
Elaine Dolgin-Lieberman, MA, CCC-SLP

Speech-language pathologists utilize many treatment strategies during therapy with children with speech sound disorders. It's important to note speech sound disorders are not all "one and the same": Children with Childhood Apraxia of Speech (CAS) require specialized treatment. As a parent, how do you know your child is receiving appropriate therapy? This session will educate parents on different therapy strategies that are effective components of treatment for CAS. These will include (but not be limited to) multisensory cueing, repetitive practice, and functional words/vocabulary. It will also address ways for parents to approach their child's speech-language pathologist and ask pertinent questions regarding their child's treatment.

Learning Outcomes:

- ◆ Participants will be able to name at least one element of the following strategies: multisensory cueing, repetitive practice, and functional words/vocabulary.
- ◆ Participants will be able to list at least one strategy for effective communication with their speech-language pathologist.

Session 303**1:00 pm - 2:30 pm****Level:**  Experienced Parent ASHA Intermediate**Speech Development (Birth to Age 2) in Children Later Diagnosed with CAS**
Megan Overby, PhD, CCC-SLP

Parents of children with CAS are often the first to identify that the speech sound development of their child is different than expected. As a consequence, they may try to have their young child evaluated or treated but are often told "it is too early" to diagnosis and/or treat a very young child with CAS. While it is true there is much to be learned about the course of speech sound development in children later diagnosed with CAS, familiarity with current literature and research findings on early speech development in children with CAS should help parents and clinicians better understand why a child with suspected CAS sounds so different than expected. This familiarity can also be of help when considering possible treatment targets for very young and even older children. This presentation will review the current literature and findings on the early speech sound development (birth to age 2) for children later diagnosed with CAS. Updates from an ongoing research study on early speech development in CAS will also be included. Possible differences in the speech sound development of toddlers later identified with CAS, those with non-CAS speech sound disorders, and those with typical speech development will be discussed as well as general considerations about treatment targets that clinicians and parents can consider for a toddler or very young child. Video clips will illustrate developmental considerations.

Learning Outcomes:

- ◆ 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 GUIDE

Session 304

1:00 pm - 2:30 pm

Level:  Experienced Parent

 ASHA Intermediate

Writing Treatment Goals That Matter

Margaret A. Fish, MS, CCC-SLP

No matter the treatment setting, the speech-language pathologist will need to write treatment goals. Well-written goals can help show if progress is being made, and help to guide the next steps in treatment for a child. This workshop will describe the important components of treatment goals. Each component will be defined, and practice opportunities will be provided in identifying each component in IEP goals. The six components include:

- What will the child do?
- With what level of complexity?
- In what context(s)?
- With what degree of accuracy or frequency?
- With what level of cueing?
- With what degree of mastery?

Participants will have an opportunity to write treatment goals for children at various stages of motor speech development. It also is important to monitor a child's progress toward attainment of the treatment goals. A variety of ways to monitor progress will be discussed, and examples of progress-monitoring charts will be shown that correspond to various treatment goals.

Learning Outcomes:

- ◆ Participants will be able to describe six components of well-written treatment goals.
- ◆ Participants will be able to write treatment goals incorporating six critical components.
- ◆ Participants will be able to design progress monitoring charts that correspond to specific treatment goals.

Session 305

1:00 pm - 2:30 pm

Level:  Experienced Parent

 ASHA Advanced

Problem Solving for Slow Progress

David Hammer, MA, CCC-SLP, Shelley Velleman, PhD, CCC-SLP

A few decades ago, "making no progress in therapy" was considered to be a prominent symptom of CAS. We have refined our diagnostic criteria since that time, but SLP's working with children with CAS continue to encounter periods during which their clients seem to be "stuck". In this presentation, we will first reflect upon what "progress" means, considering alternatives to goals that focus on accuracy alone as well as varied scales of measurement. Then, we will discuss several other parameters over which we have control in therapy that may impact rates of progress, including intervention approaches, stimuli, practice patterns (mass vs. distributed, random vs. blocked, etc.) response types, cueing systems, pace, and the frequency and nature of feedback. In addition, we will discuss how to translate these factors into suggestions for home practice facilitation and increased motivation. Finally, these concepts will be applied to several video case studies, with active audience participation in problem-solving about appropriate strategies for stimulating progress in children whose intervention appears to be stalled.

Learning Outcomes:

- ◆ Participants will be able to identify at least two ways of measuring progress in a client with CAS.
- ◆ Participants will be able to identify at least three intervention parameters that may impact a client's rate of progress
- ◆ Participants will be able to outline at least three home strategies that can further enhance progress.

Session 306

1:00 pm - 2:30 pm

Level:  Experienced Parent

 ASHA Introductory

The Importance of Language Development to Academic Success

Ellen Brigger, MEd

Kindergarten, first, and second grades are the foundational years for academic success throughout the K-12 school experience. These are the grade levels that lay the groundwork for literacy in all the following grades. Children with developmental speech/language impairment are at a high risk for later reading issues. What can be done to ensure that these children reach their academic potential. The purpose of this presentation is to help participants understand how children learn and to provide a basic understanding of the reading/writing process, what problems to look for and what remediation may be appropriate. Simple practices and strategies that can be implemented at home in order to enhance learning will also be provided. With a better understanding of how children learn, how to recognize possible problems and potential remediation approaches, participants can better advocate for children in both the classroom and IEP process.

Learning Outcomes:

- ◆ Participants will be able to explain early learning needs and academic expectations that form the foundation for future academic success.
- ◆ Participants will be able to list potential problems that speech/language impairment children may encounter.
- ◆ Participants will be able to identify possible appropriate remediation.



SESSION GUIDE

SERIES 400

Session 401

3:00 pm - 4:30 pm

Level:  Beginning Parent

 ASHA Introductory

ABC's to AAC

Anne Kuhlmeier, MA, CCC-SLP, ATP

This presentation will focus on the basics of AAC and feature matching AAC to a particular child. The evaluation process will be discussed including team members, types of evaluations, comparing and selecting a system and finally how to acquire that system. Not all AAC systems are created equal and navigating the differences between language systems, programming features, and device packaging can be a mine field. This presentation will highlight the differences between low and high tech systems and what you should consider before deciding on an AAC system. Vocabulary selection is critical to any AAC system whether it is a low or high tech system. Selecting the vocabulary that will give you the most communication across different environments is important to the success of implementing that system as well as continuing to promote speech abilities. Research regarding the use of AAC and its effect on speech will also be discussed.

Learning Outcomes:

- ◆ Participants will be able to identify 3 AAC systems (low and/or high tech).
- ◆ Participants will be able to identify two steps in the process of selecting an AAC system.
- ◆ Participants will be able to identify research articles pertinent to the use of AAC and its effect on speech development.

Session 402

3:00 pm - 4:30 pm

Level:  ASHA Intermediate

A View from the Trenches: A School-Based SLP Discusses Balancing Advocacy and Best Practices in CAS Treatment and Education

Anne Van Zelst, MA, CCC-SLP

Are you a school-based SLP who is struggling to balance best clinical practices with education policies? Are you an SLP working in a clinical setting trying to understand the challenges of your school-based colleagues? With a focus on helping school-based SLPs, this seminar will review components of school-based services and their unique role in a child's speech and language programming. By sharing case studies, insights, and materials taken directly from a school-based SLP, this presentation will provide both theory and functional skills. The unique role of a school-based SLP in the treatment, advocacy, and management of Childhood Apraxia of Speech will be addressed. The importance of collaboration, examples of goals, and IEP components will be discussed.

Learning Outcomes:

- ◆ Participants will be able to discuss skills needed to access the general education curriculum by grade.
- ◆ Participants will be able to define at least three necessary goal and IEP components.
- ◆ Participants will be able to identify at least three necessary components of treating CAS within a public school setting.

Session 403

3:00 pm - 4:30 pm

Level:  Experienced Parent

 ASHA Intermediate

What's in Your IEP?

Lynn Carahaly, MA, CCC-SLP and Nicole Newman, MEd

In this session the presenters will simulate with audience volunteers the common errors that both parents and school districts make during IEP meetings that may affect students with severe communication disorders, such as Childhood Apraxia of Speech. Participants will see advocacy in action and will be encouraged to practice strategies during mock IEP meetings. Participants will come to understand the educative value of their voices during the role-playing with presenters and other attendees. This session will also focus on effectively opening the discussion on assistive technology as well as inclusion services across the curriculum. The importance of asking for a full comprehensive evaluation before the IEP team "releases" a child from special education will also be discussed.

Learning Outcomes:

- ◆ Participants will be able to understand timelines and responsibilities of school districts.
- ◆ Participants will be able to discuss the flow of PLAAFPS-ACCOMMODATIONS-GOALS-SERVICES.
- ◆ Participants will be able to discuss the importance of service time, accommodations and modifications, justifying the importance each child's unique needs.



SESSION GUIDE

Session 404

3:00 pm - 4:30 pm

Level:  Experienced Parent

 ASHA Intermediate

Slow Progress is Still Progress: Documenting Therapy Gains

Kathy Jakielski, PhD, CCC-SLP

Do you have difficulty measuring those small incremental changes in speech made by the children with CAS on your caseload? Children with CAS typically demonstrate slow progress that can be difficult to measure using metrics currently available, such as articulation tests. Yet documentation of progress in intervention is a requirement for continuing to provide SLP services. What's an SLP to do? How do you capture that slow change to justify continuing to provide intervention?

In this session, you will learn about a criterion-based metric, the Index of Phonetic Complexity (Jakielski, 2002), as a way of capturing, measuring, and understanding change in speech exhibited by children with CAS in response to your intervention. We will discuss the framework that underlies the IPC. We will review its eight parameters that are used to measure the articulatory complexity of speech targets and productions. You then will learn how to use the IPC to assess articulatory complexity and measure change over time. We will spend a considerable amount of time practicing its use, as well as discussing how to interpret findings. This session is targeted to SLPs with a working knowledge of the International Phonetic Alphabet.

Learning Outcomes:

- Participants will be able to explain the eight parameters of the Index of Phonetic Complexity.
- Participants will be able to calculate target and production IPC values for a given speech sample.
- Participants will be able to interpret target and production IPC values.
- Participants will be able to use the IPC as a static and longitudinal measure of articulatory skills.

Session 405

3:00 pm - 4:30 pm

Level:  Experienced Parent

 ASHA Advanced

Manual Mimicry: Using Gestures to Cue Speech Targets

Heather Rusiewicz, PhD, CCC-SLP

Individuals frequently use their hands to provide cues in the treatment of childhood apraxia of speech (CAS) and other speech sound disorders (SSDs). Yet, the use of such gestural cues is most often motivated by clinical experience and intuition, but is not usually theoretically motivated or empirically studied. This presentation will focus specifically on the use of manual gesture cues that are spatiotemporally analogous to the target speech sound (i.e., manual mimicry cues) in the treatment of CAS. One example of a manual mimicry cue is releasing one's fingers from a fist outward to mimic the spatiotemporal properties of /p/.

The aims of this presentation are three-fold. First, a theoretical framework will be provided to support the use of gestural cues in the treatment of speech production objectives. The utility of gestural cues in addressing prosodic goals will also be considered. Second, clear descriptions, illustrations, and case examples of the use of manual mimicry cues for individuals with CAS will be presented. Lastly, preliminary data from a study of the effect of manual mimicry cues on the production of speech targets by children with CAS, as well data from ongoing studies of the coordination of speech and gestures in children and adults without a SSDs will be discussed.

Learning Outcomes:

- ◆ Participants will be able to describe the interaction of speech and manual processes from theoretical, developmental, and behavioral perspectives.
- ◆ Participants will be able to demonstrate ways in which manual movements may be used to treat individuals with speech sound disorders such as childhood apraxia of speech and residual speech sound errors.
- ◆ Participants will be able to discuss the advantages of incorporating gestures that are spatiotemporally similar to the movement of the speech articulators as a cue for speech production targets.

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VISIT WWW.APRAXIA-KIDS.ORG/



SESSION GUIDE

Session 406

3:00 pm - 4:30 pm

Level:  Experienced Parent

 ASHA Advanced

The Challenge of Co-Occurring Autism and Apraxia: Differential Diagnosis and Therapy Strategies

David W. Hammer, MA, CCC-SLP and Lucia Pasquel-Lefebvre, MA, CCC-SLP

This presentation will focus on diagnostic and therapeutic challenges when children present with features on the autism spectrum in addition to CAS. Discussion of a toddler who exhibits these co-occurring features will be followed by videos of preschool and early school-age children to highlight differential diagnosis. Associated evaluation recommendations will be outlined to ensure that the assessment provides a foundation for therapy intervention. Various therapeutic intervention strategies will be highlighted through videos of children across ages. Essential components to consider when working with ASD & co-occurring CAS will be discussed. Evidenced-based practice methodologies for designing functional treatment plans with positive outcomes will be discussed.

Learning Outcomes:

- ◆ Participants will be able to list key differential diagnostic features for childhood autism and childhood apraxia of speech.
- ◆ Participants will be able to describe evaluation considerations that allow for optimal evaluation report writing and that set the stage for therapy intervention.
- ◆ Participants will be able to list therapy strategies & techniques for childhood autism and childhood apraxia of speech.
- ◆ Participants will be able to describe therapy considerations that allow for optimal therapy intervention.

SERIES 500

Session 501

8:00 am - 9:30 am

Level:  Beginning Parent

 ASHA Introductory

"Appily" Ever After: Identifying the Right Apps Isn't Just a Fairy Tale

Kim Singleton, MS, CC-SLP and Jami Slotnick

With well over a million apps created for desktops, smartphones and tablets, and more being added each day, how do you know which ones are 'the best' to use in your practice or with your child? Do you need to lean on specific speech development apps? What about those 'popular' apps? In an ever changing landscape with a constant barrage of information, we will strategize how to stay on top of it all? While more research is needed to fully assess the impact of new personal technology on student learning, we will discuss ways in which a multimedia approach to 'teaching talking' can have a profound positive impact for children with CAS. This open "geek talk" will invite robust audience participation.

Learning Outcomes:

- ◆ Participants will be able to identify at least four elements of appropriate technology choices.
- ◆ Participants will be able to critique at least two new apps.

Session 502

8:00 am - 9:30 am

Level:  Experienced Parent

 ASHA Intermediate

Use of Movement Related Activities/Cues to Enhance Speech Therapy

Jodi N. Kumar, MS, CCC/SLP and Hannah Griggs

This presentation will showcase the implementation of and rationale for integrating movement related activities in speech therapy to enhance motor speech production. Current literature on the use of movement to enhance learning and development (for speech, language, and reading) will be briefly presented and reviewed. Both gesture/hand movements and gross motor movement will be addressed. A variety of motor related activities will be described and illustrated via video for both speech therapists to incorporate into therapy and for parents to incorporate into a home exercise program. Presenters will identify how to elicit a greater amount of speech production out of activities while taking into account concomitant deficits (i.e. cognitive, gross/fine motor, visual, etc).

Learning Outcomes:

- ◆ Participants will be able to understand the connection between movement and its relationship to learning for speech, language, and literacy.
- ◆ Participants will be able to implement suggested activities either in therapy or in a home program to increase motivation to participate and/or to elicit a greater amount of speech production.



SESSION GUIDE

Session 503

8:00 am - 9:30 am

Level: ● Experienced Parent

● ASHA Intermediate

Let's Talk! Questions and Answers About Older Children and Teens with Childhood Apraxia of Speech *Kathy Jakielski, PhD, CCC-SLP and Amy Meredith, PhD, CCC-SLP*

Some children with CAS will continue to exhibit delays in speech and language and difficulty with academics into their teen years. In this discussion-based session targeted specifically to parents and other caregivers of older children with CAS, we will discuss the factors that contribute to some children exhibiting persistent delays in speech, language, and academics. We will discuss some of the common areas of difficulty and provide suggestions for remediation specific to teens. We also will discuss topics important to parents of older children and teens with CAS, such as when you might discontinue therapy, ask for academic accommodations, and teach your child to be a self advocate. We will reserve a considerable amount of time for questions from the audience. Please bring your own child-specific questions and concerns, so we can discuss them!

Learning Outcomes:

- ◆ Participants will be able to list the prognostic indicators of persisting areas of delay in children with CAS .
- ◆ Participants will be able to list remediation strategies for persistent speech, language, and academic delays that are effective with older children and teens with CAS.

Session 504

8:00 am - 9:30 am

Level: ● Experienced Parent

● ASHA Intermediate

Building Spunk and Grit: Promoting Resilience and Success in CAS Treatment *Lisa Beth Mitchell, MS, CCC-SLP and Anne L. Van Zelst, MA, CCC-SLP*

How can we empower the children that we treat, their families, and ourselves as SLPs treating children with Childhood Apraxia of Speech? Why are children, parents, and speech-language pathologists with the most “spunk” the most successful? Why do some therapists, children, and parents achieve more than others? What are the essential personality characteristics that lead to success? How can we apply these ideas to treatment of CAS? By incorporating the development of spunk and grit into our CAS therapy, counseling, and professional development, we can not only shape our tenacity but also increase the success of our treatment of children with CAS and their families.

Drawing on the field of educational psychology, recent research has shown that levels of the personality trait labeled as “grit” has been found to predict success more than familiar measures such as IQ. In this seminar, literature and research will be explored including the work of Dr. Angela Duckworth and the University of Pennsylvania’s Duckworth Lab. Ideas for implementing and incorporating development of “grit” within the CAS therapeutic process will be addressed. Similar concepts such as Carol Dweck’s concept of “growth mindset” and its proposed application to treatment of CAS will be explored. This seminar will provide families and speech-language pathologists with practical ideas for increasing a child’s success in therapy. Theory, current literature, and case studies will be discussed.

Learning Outcomes:

- ◆ Participants will be able to define the concepts of grit, resilience, self-control, and growth mindset.
- ◆ Participants will be able to compute his/her own grit rating and identify ideas for improving the “grit” score.
- ◆ Participants will be able to explore current literature regarding grit, resilience, growth mindset, and self-control as it relates to treatment of CAS.



Conference Questions?

Contact CASANA Conference Director, Kathy Hennessy

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SESSION GUIDE

Session 505

8:00 am - 9:30 am

Level:  ASHA Advanced

Treatment Decision Making: Using a DTTC Therapy Approach
Sue Caspari, MA, CCC-SLP

Motor based intervention protocols were reviewed in a recent paper (Maas et al, 2014) and findings revealed a trend toward more treatment efficacy studies in the treatment of children with CAS. In particular, findings indicated that “motor-based” interventions can produce gains in speech production abilities in children with CAS. The Dynamic Temporal and Tactile Cueing (DTTC) therapy method developed by Dr. E. A. Strand of the Mayo Clinic, and colleagues, was felt to have one of the strongest evidence bases for treatment of children with CAS. DTTC is an integral stimulation type of speech therapy that involves repetitive intensive drill of functional vocabulary. What are the considerations in the selection of practice words for this type of therapy? And how should practice decisions be made as therapy progresses with each of the selected targets. Join us for this stimulating session designed specifically for SLPs who are grappling with all of the ‘decisions’ inherent in preparing effective therapy programs for their students with CAS.

Learning Outcomes:

- ◆ Participants will be able to identify two parameters of speech motor complexity that may be useful in the selection of treatment targets for children with CAS.
- ◆ Participants will be able to describe how the results from a child’s motor speech assessment can be used to identify speech treatment targets.
- ◆ Participants will be able to describe the motor-based treatment approach known as DTTC, and several ways in which DTTC incorporates the principles of motor learning for facilitating speech motor learning.

Session 506

8:00 am - 9:30 am

Level:  Experienced Parent  ASHA Advanced

Problem Solving for Slow Progress
David Hammer, MA, CCC-SLP, Shelley Velleman, PhD, CCC-SLP

A few decades ago, “making no progress in therapy” was considered to be a prominent symptom of CAS. We have refined our diagnostic criteria since that time, but SLP’s working with children with CAS continue to encounter periods during which their clients seem to be “stuck”. In this presentation, we will first reflect upon what “progress” means, considering alternatives to goals that focus on accuracy alone as well as varied scales of measurement. Then, we will discuss several other parameters over which we have control in therapy that may impact rates of progress, including intervention approaches, stimuli, practice patterns (mass vs. distributed, random vs. blocked, etc.) response types, cueing systems, pace, and the frequency and nature of feedback. In addition, we will discuss how to translate these factors into suggestions for home practice facilitation and increased motivation. Finally, these concepts will be applied to several video case studies, with active audience participation in problem-solving about appropriate strategies for stimulating progress in children whose intervention appears to be stalled.

Learning Outcomes:

- ◆ Participants will be able to identify at least two ways of measuring progress in a client with CAS.
- ◆ Participants will be able to at least three intervention parameters that may impact a client’s rate of progress.
- ◆ Participants will be able to outline at least three home strategies that can further enhance progress.

SERIES 600

Session 601

10:00 am - 11:30 am

Level:  Beginning Parent  ASHA Introductory

Activating Executive Function Skills in Therapy and at Home
Ruth Stoeckel, PhD, CCC-SLP

A key aspect of having good Executive Function Skills is the ability to evaluate what is working for you and what does not, and changing behavior accordingly. Executive Function skills influence our success in daily activities at home, in academics at school, and in workplace behaviors. We all have profiles of strength and weakness in Executive function skills (attention, short term memory, and flexible thinking) that have potential to be modified to increase success. In this session, Executive Functioning will be defined, followed by a task to demonstrate Executive Function skills in action. Discussion will include how various factors affected outcomes and how lessons learned by our group and others before us can be used to help children be more successful every day.

Learning Outcomes:

- ◆ Participants will be able to define executive function and related skills.
- ◆ Participants will be able to describe strategies for improving executive function skills to increase success in daily activities.



SESSION GUIDE

Session 602

10:00 am - 11:30 am

Level:  Beginning Parent

 ASHA Introductory

Getting Treatment for CAS on the Right Track? Components of Effective Therapy

Elaine Dolgin-Lieberman, MA, CCC-SLP

Speech-language pathologists utilize many treatment strategies during therapy with children with speech sound disorders. It's important to note speech sound disorders are not all "one and the same": Children with Childhood Apraxia of Speech (CAS) require specialized treatment. As a parent, how do you know your child is receiving appropriate therapy? This session will educate parents on different therapy strategies that are effective components of treatment for CAS. These will include (but not be limited to) multisensory cueing, repetitive practice, and functional words/vocabulary. It will also address ways for parents to approach their child's speech-language pathologist and ask pertinent questions regarding their child's treatment.

Learning Outcomes:

- ◆ Participants will be able to name at least one element of the following strategies: multisensory cueing, repetitive practice, and functional words/vocabulary.
- ◆ Participants will be able to list at least one strategy for effective communication with their speech-language pathologist.

Session 603

10:00 am - 11:30 am

Level:  Experienced Parent

 ASHA Intermediate

Fostering the Acquisition of Early Language Skills to Support Later Reading Comprehension for Children with CAS

Margaret Fish, MS, CCC-SLP

It is not uncommon for children with CAS to demonstrate challenges in the areas of receptive and expressive language development. Children with difficulties acquiring language skills are at risk for literacy difficulties as well. This session will focus on acquisition of the underlying language skills that support reading comprehension. There are several underlying challenges that lead to difficulties with reading comprehension. These include deficits in: a) vocabulary knowledge, b) grammatical knowledge, c) schema knowledge, d) memory, e) prior/experiential knowledge, and f) metacognitive processes. Each of these skills will be defined, with specific emphasis on activities to support vocabulary knowledge, syntax knowledge, and schema knowledge. To support vocabulary acquisition, therapists, teachers, and parents can help children develop more robust understanding of Tier II vocabulary. Opportunities to practice locating Tier II vocabulary in children's texts will be provided, and a wide range of robust vocabulary activities will be described. Grammatical skills most closely connected with comprehension of text include understanding of: conjunctions, mental and linguistic verbs, adverbs, and elaborated noun phrases. Each of these features will be described, and examples of activities to strengthen these skills will be provided. Schema knowledge refers to understanding the structure of stories. Visual supports to engage understanding of story structure will be described. Various functions of expository texts will be reviewed and use of "Thinking Maps®" to support text comprehension will be described. The session will culminate with a group activity to practice developing a "language rich" lesson based on a children's book.

Learning Outcomes:

- ◆ Participants will be able to select Tier II vocabulary within children's texts and develop at least three robust activities to support deeper understanding of Tier II vocabulary.
- ◆ Participants will be able to design therapy activities to support development of grammatical skills associated with comprehension of literate text.
- ◆ Participants will be able to create visual supports to help enhance children's text comprehension.

Session 604

10:00 am - 11:30 am

Level:  ASHA Intermediate

Armed and Ready for Monday Morning! Twenty Six Tried-and True Clinical Tools for the Treatment of CAS

Lisa Mitchell, MS, CCC-SLP and Anne Van Zelst, MA, CCC/SLP

This presentation will provide the participant with information, helpful suggestions and unique ways to structure therapy sessions to maximize success. In this session, Presenters will explore the critical thinking that guides the choices of particular tips and/or techniques used to target certain components of this complex disorder. This presentation will help you pack your CAS treatment bag with 26 tried and true valuable clinical tools rooted in the principles of motor learning and highlighting current research compiled from therapists who are "in the trenches" just like you. See these techniques in action and see examples of effective treatment across severity levels of CAS. Access to therapy materials and video examples will be shown.

Learning Outcomes:

- ◆ Participants will be able to identify ways to create/utilize inexpensive therapy materials.
- ◆ Participants will be able to explore critical thinking used to drive the choice of therapy techniques.
- ◆ Participants will be able to understand linking therapy materials to practice type of CAS.



SESSION GUIDE

Session 605

10:00 am - 11:30 am

Level:  ASHA Advanced

The PROMPT Approach: A Review of Current Evidence

Deborah A. Hayden, MA, CCC-SLP, SL-P(C), Reg. CASLPO and Aravind Namasivayam, PhD,

To fully understand the process of research-to-clinical practice, it is critical to understand how and why a specific treatment works, for what population it works, the quality of evidence supporting the treatment approach, and how it fits into the broader context of clinical-outcome testing. We will discuss this process based on data from several recent studies utilizing the PROMPT approach on children with speech sound disorders (SSDs; e.g. Dale & Hayden, 2013). First, the potential neurophysiological mechanisms underlying these treatment effects will be discussed in light of contemporary speech production models (Van Lieshout, 2004; Guenther, 2006). Second, in order to integrate these studies into evidence-based practice, we will critically evaluate the quality of these studies using a hierarchy of evidence quality framework (Melnyk & Fineout-Overholt, 2011) and then attempt to place them within the 5-phase clinical-outcome testing model (Robey & Schultz, 1998). Finally, testing treatment efficacy using high quality designs (e.g. randomized controlled trials) requires the crucial step of process standardization. We will discuss current process standardization attempts at the PROMPT Institute with regards to the development of a criterion-based motor speech assessment to evaluate treatment change and progress made towards the standardization of treatment fidelity. Together, this review will allow clinicians and scientists to appreciate the processes involved in the integration of research into clinical practice. These steps are necessary to identify the gaps in the literature and address challenges confronting the clinicians and scientists working in the area of SSDs (Maas, Gildersleeve-Neumann, Jakielski, & Stoeckel, 2014).

Learning Outcomes:

- ◆ Participants will be able to evaluate the quality of PROMPT research evidence and determine its position within a phased clinical-outcome testing model.
- ◆ Participants will be able to describe the concept of process standardization and how PROMPT is approaching this process.

Session 606

10:00 am - 11:30 am

Level:  Beginning Parent

 ASHA Introductory

Are you PROMPT Curious? What to Expect from Assessment and Treatment

Amy Clark, MS, CCC-SLP, PI

This presentation will provide a broad overview of the fundamental components of Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) assessment and treatment. It will emphasize the interrelated and hierarchical development of the motor speech system as well as defining what participants should expect regarding PROMPT assessment, treatment and home support. This session will highlight the philosophy of PROMPT which recognizes that issues with communication are best addressed by looking at the development of the whole child. This entails assessing and targeting the core elements of the PROMPT Conceptual Framework, which is comprised of three integrated internal domains (Physical-Sensory, Cognitive-Linguistic and Social-Emotional) as well as external and environmental factors. The interaction of these three domains is critical for functional communication to occur. A PROMPT evaluation is a structured way for clinicians and parents to understand each child's strengths and weaknesses across these three domains. By determining where the child is operating, the clinician creates individualized goals. Practical and relevant examples of PROMPT treatment, home programming, and important questions to ask PROMPT clinicians will be provided as they apply to children with CAS.

Learning Outcomes:

- ◆ Participants will be able to describe the PROMPT Conceptual Framework.
- ◆ Participants will be able to list key components of PROMPT assessment and treatment.
- ◆ Participants will be able to identify how a home program can complement PROMPT therapy as well as questions to ask PROMPT therapists to support progress.

Conference Questions?

Contact CASANA Conference Director, Kathy Hennessy

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SERIES 700

Session 701

1:00 pm - 2:30 pm

Level: ● Beginning Parent

● ASHA Introductory

Your Oxygen Mask First: Stress Reduction Strategies for Parents of Children with Special Needs
Sarah McDonnell, MA, CCC-SLP

Before we are able to give ourselves fully to our children and their needs, we need to secure our own oxygen masks first. If we aren't taking the time to take care of ourselves, we ultimately have less to give. This seminar will provide practical stress reduction strategies for mindfully grounding ourselves in the here and now. We will explore how being present in the moment has shown the ability to decrease stress and create balance in our minds and in our lives. Practical application of positive psychology research will be outlined, offering tangible strategies which can be completed as part of a daily practice. We will also bring attention to the importance of nurturing our intimate relationships and how connection directly affects decreased feelings of stress and isolation. We will also explore how practicing mindfulness and self-compassion has been shown to help develop an effective set of parenting skills, including greater self-regulation, which in turn can positively affect our children's ability to self-regulate and can lead to more positive parent-child interactions.

Learning Outcomes:

- ◆ Participants will be able to list various forms of practical mindfulness techniques.
- ◆ Participants will be able to describe with external and internal stress triggers, understand the effect of thought and emotion on our well-being, and the importance of self-care.
- ◆ Participants will be able to identify ways in which they can increase happiness levels using tangible evidence-based strategies.

Session 702

1:00 pm - 2:30 pm

Level: ● Beginning Parent

● ASHA Introductory

Motivating In-Home Practice
Julia Hoffmann, MA, CCC-SLP

Besides going to speech therapy, feeding, bathing, clothing, and loving your child with CAS, families are often asked by your child's SLP to practice speech cards and drills at home. With a hectic and busy life schedule, this is not always an easy task. Your child may be tired after a school day, you may be exhausted from a work day, and practicing speech picture cards may be the last thing anyone wants to do! Your child may whine and resist practice the moment they see you getting out their cards! CAS therapy is often very difficult and frustrating for young children. So, what could motivate both you and your child to have meaningful, effective mini-practice sessions and interactions? What activities for practice could be naturally infused in your daily life tasks when bathing your child or when reading a book before bedtime? What are some fun ways to keep your child interested, engaged and attentive for practice? What are some of the most appealing activities and reinforcement to increase practice productions? How can your child's SLP help you plan for home practice? Learn to seize the moment and integrate fun into deliberate speech practice. This session will motivate families and in turn help their children progress in therapy!

Learning Outcomes:

- ◆ Participants will be able to identify varied activities and reinforcement to motivate families and children with CAS with home speech practice.
- ◆ Participants will be able to describe several ways to naturally infuse speech practice into daily home activities.
- ◆ Participants will be able to identify ways your child's SLP can help you plan and set up home practice speech activities.





SESSION GUIDE

Session 703

1:00 pm - 2:30 pm

Level:  Experienced Parent

 ASHA Intermediate

Play With Me

Nancy Tarshis, MA, MS, CCC-SLP

Shared, Collaborative, Interactive Play (SCIP) is crucial because it is the primary vehicle for learning in young children. Through this type of play children develop and strengthen the core of self-control, self-regulation, cognitive flexibility, social problem solving, communication and language. As a child grows there is a direct connection between play and the development of storytelling and narration. Just as stories have characters, setting, plot and evolving episodes, pretend play does too. Staying connected; keeping to your role, following the story as it weaves and flows and working out a logical conclusion goes a long way to helping children develop knowledge of narrative structures. From here to comprehending what they read, and understanding historical events as they unfold is a short leap. In addition to the many “academic” skills developing as a result of rich play experiences; children are also setting the stage for increased self-regulation, the growth of their moral and social standards and establishment of a sense of fairness. Each of these abilities/conceptual understandings is supported by successfully engaging in cooperative play. What happens when play is difficult? How does a communication challenge impact a child’s ability to play at the level of peers? This workshop will introduce the Social Thinking GPS (Group Play and Problem Solving Scale) as a means to talk about different levels of play ability to ultimately lead us to differentiated teaching strategies at EACH level. Participants will learn how to help young children move up the scale to the most sophisticated, abstract, complex peer-based play possible.

Learning Outcomes:

- ◆ Participants will be able to identify the role of play in the development of self-regulation, impulse control, problem solving, communication and language.
- ◆ Participants will be able to explain why a preschool or early elementary aged child who has difficulty with communication will have trouble with sharing an imagination and interacting/playing with peers.
- ◆ Participants will be able to identify differentiated teaching strategies for improving play skills of children at each of the five levels of the Social Thinking’s GPS (Group Play and Problem Solving Scale).

Session 704

1:00 pm - 2:30 pm

Level:  Experienced Parent

 ASHA Intermediate

The Connection Between Memory and Learning

Lynn Carahaly, MA, CCC-SLP

This session will focus on the role that working memory plays in reading, math and attention. Children with CAS may have other challenges not directly associated with their verbal motor planning difficulties, which have an adverse effect on academic success. Many researchers in the field of cognitive skills related to academics believe working memory is the most important predictor of learning, much more so than a student’s overall IQ score. Working memory gives us an isolated measurement of what a student is capable of learning. The SLP play a critical role in identifying suspected working memory problems, that has a great impact on learning. This session will also focus on how to monitor, manage, and integrate working memory skills in to speech therapy sessions, as well as setting goals for clinic and school based environments.

Learning Outcomes:

- ◆ Participants will be able to list several activities to improve working memory.
- ◆ Participants will be able to describe the role working memory plays in reading, math, and attention.
- ◆ Participants will be able to explain what executive functions are and how improving working memory can improve attention.

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SESSION GUIDE

Session 705

1:00 pm - 2:30 pm

Level: ● Experienced Parent

● ASHA Advanced

Hot Topics in Childhood Apraxia of Speech Treatment

Megan Overby, PhD, CCC-SLP, Anne Van Zelst, MA, CCC-SLP, Shelley Velleman, PhD, CCC-SLP

While apraxia research continues to emerge, there is still much that is not known or is not definitive regarding clinical work and practices. This session will focus on three “hot topics” among those who work with children that have apraxia. First, participants will hear about the current status of telepractice and how it may or may not impact children with CAS, its advantages, and potential uses and cautions for this population. Next, while there is professional consensus that most children with CAS require frequent, individual therapy, is group therapy ever warranted? If so, for what purposes and goals would it be appropriate? A framework for examining this issue will be presented. Finally, with the sequencing of the human genome, in creating children with CAS are being identified as having genetic variations. Professionals wonder whether all children with CAS should be referred for genetic testing. What do researchers hope to gain by identifying the genetic causes of speech/language disorders? Participants will also learn about the potential benefits and risks to the family and child if a genetic cause is identified in a particular case.

Learning Outcomes:

- ◆ Participants will be able to summarize the research findings of the effectiveness of telepractice in assessing and treating children with speech difficulties
- ◆ Participants will be able to discuss a process model to assist in the determination of group treatment as an option in treatment of CAS.
- ◆ Participants will be able to list potential benefits and risks to an individual child or family of identifying a genetic basis for the child's CAS symptoms.

Session 706

1:00 pm - 2:30 pm

Level: ● Experienced Parent

● ASHA Advanced

Differential Diagnosis and Differential Treatment for Dysarthria and Apraxia

Ruth Stoeckel, PhD, CCC-SLP

Differential diagnosis of motor speech disorders can be challenging, and it is possible for a child to have characteristics of more than one problem at the same time. In this session, we will review characteristics that contribute to differential diagnosis for apraxia versus dysarthria. We will also compare and contrast how motor-based treatment may be similar or different, depending on whether the child has apraxia, dysarthria, or diagnostic therapy is being conducted to help determine the most appropriate diagnosis or diagnoses.

Learning Outcomes:

- ◆ Participants will be able to identify characteristics that differentiate motor planning from motor execution.
- ◆ Participants will be able to describe general strategies used for intervention of motor speech disorders.
- ◆ Participants will be able to describe how motor-based intervention may be modified based on diagnosis.

SERIES 800

Session 801

3:00 pm - 4:30 pm

Level: ● Beginning Parent

● ASHA Introductory

Don't Mess With Us: Preventing Bullying

Nancy Tarshis, MA, MS, CCC-SLP

Bullying is a process, it is not one person, one event, or one experience. It is a social role. Preventing bullying requires a wholesale approach to change both the culture of the school / home and the general environment as well as the individuals within it. Bullying happens at all ages, across all social groups in all settings. Research has taught us that often the bystanders are more negatively affected in the long run than the actual victims. Changing the way students look at themselves, making sure all students feel valued within the school and home setting is step one in mitigating and potentially eliminating bullying. Changing the way students look at others is step two and step three is creating a culture in which being aggressive is not cool and helping others and stepping up is cool. This workshop will talk about the fundamentals of bullying—the developmental and social trends that create a conducive environment for bullying to grow. And then move to talking about ways to prevent or eradicate bullying by initiating a culture of change and acceptance for all, training assertiveness and finally creating upstanders among all students.

- ◆ Participants will be able to identify the role of bystanders (upstanders) in preventing bullying.
- ◆ Participants will be able to explain why bullying is a process related to the culture of the environment and not a single person.
- ◆ Participants will be able to list ways to empower children, teachers, parents and families to be upstanders and change the culture of all our settings to support all students.

SESSION GUIDE

Session 802

3:00 pm - 4:30 pm

Level:  ASHA Intermediate

 Experienced Parent

Go With the Flow: Fun and Engaging Activities for Working on Prosody

Alison Boorman-Sears, MSc, R-SLP; Sarah Gee, MS, CCC-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 speech its “flow”. Deficits in prosody contribute significantly to poor intelligibility as these features of language carry as much meaning as the speech sounds themselves. As such, teaching prosody skills should be a core feature of any treatment program for children with CAS. Often, treatment for prosodic deficits is not implemented until the child has been in therapy for some time. Uncertainty about what specific skills to target and how to make it functional often leaves therapists feeling frustrated and unsure of how to address these concerns. So, how do we target these skills in fun and engaging ways at all levels of language and motor speech development? In this workshop, we will address the importance of targeting prosody at every language level and we will provide concrete examples of fun books, songs, games and play activities to target specific prosodic features such as loudness, pitch, word stress, syllable stress, question inflection, emotions, sarcasm, chunking and speaking rate. There will be a hands on component in which participants will problem solve and design prosody treatment activities based on various games and activities using the guidelines set out in the presentation.

Learning Outcomes:

- ◆ Participants will be able to describe nine areas of prosody.
- ◆ Participants will be able to create fun, age appropriate activities for their students to practice each of the nine areas of prosody.
- ◆ Participants will be able to list several forms of technology that can be used to implement prosodic practice.

Session 803

3:00 pm - 4:30 pm

Level:  ASHA Intermediate

 Experienced Parent

Communicating! AAC and Speech CAN Co-Exist in Treatment & Life

Anne Kuhlmeier, MA, CCC-SLP, ATP

The child you are working with either can't speak or doesn't have nearly enough speech. You've decided on an AAC system (communication book, iPad with communication App, dedicated speech generating device, whatever!) and now you are struggling with implementing it as a successful communication tool. Speech is still an important goal however it isn't coming fast enough and the child is becoming more frustrated. How can you balance using this AAC system with your speech goals? How do you encourage educational staff to use this AAC system with this child? Most communication partners have been trained to model for speech, however when it comes to implementing AAC systems they fall back to quizzing the AAC User on receptive vocabulary and visual discrimination abilities. Using the AAC system is akin to talking in a foreign language. Recognizing communication opportunities for speech and AAC can be different. This presentation will focus on selecting vocabulary on the AAC system, evaluating the environment needs and developing a plan for implementing the AAC system (regardless of whether it is high or low tech!), techniques useful to help facilitate use of the AAC system and balance speech needs.

- ◆ Participants will be able to identify a minimum of 10 vocabulary words appropriate to initiate and maintain communication in 2 activities.
- ◆ Participants will be able to identify two techniques used to facilitate use of an AAC system within the environment.
- ◆ Participants will be able to identify 2 barriers to implementing AAC systems.

**FOR MORE INFORMATION ON THE 2015 NATIONAL CONFERENCE,
VISIT WWW.APRAXIA-KIDS.ORG/**

SESSION GUIDE

Session 804

3:00 pm - 4:30 pm

Level: ● Experienced Parent

● ASHA Advanced

The Challenge of Co-Occurring Autism and Apraxia

David W. Hammer, MA, CCC-SLP and Lucia Pasquel-Lefebvre, MA, CCC-SLP

This presentation will focus on diagnostic and therapeutic challenges when children present with features on the autism spectrum in addition to CAS. Discussion of a toddler who exhibits these co-occurring features will be followed by videos of preschool and early school-age children to highlight differential diagnosis. Associated evaluation recommendations will be outlined to ensure that the assessment provides a foundation for therapy intervention. Various therapeutic intervention strategies will be highlighted through videos of children across ages. Essential components to consider when working with ASD & co-occurring CAS will be discussed. Evidenced-based practice methodologies for designing functional treatment plans with positive outcomes will be discussed.

Learning Outcomes:

- ◆ Participants will be able to list key differential diagnostic features for childhood autism and childhood apraxia of speech.
- ◆ Participants will be able to describe evaluation considerations that allow for optimal evaluation report writing and that set the stage for therapy intervention.
- ◆ Participants will be able to list therapy strategies & techniques for childhood autism and childhood apraxia of speech.
- ◆ Participants will be able to describe therapy considerations that allow for optimal therapy intervention.

Session 805

3:00 pm - 4:30 pm

Level: ● Beginning Parent

● ASHA Intermediate

Dynamic Temporal and Tactile Cueing: Improving Speech Intelligibility in Children with CAS

Sue Caspari, MA, CCC-SLP

Your child has been diagnosed with CAS, now what? How can you find the appropriate treatment method for your child? Different motor-based therapy methods were reviewed in a recent paper (Maas et al, 2014) and findings indicated that "motor-based" interventions can produce gains in speech production abilities in children with CAS. The Dynamic Temporal and Tactile Cueing (DTTC) therapy method developed by Dr. E. A. Strand of the Mayo Clinic, and colleagues, was felt to have one of the strongest evidence bases for treatment of children with CAS. DTTC involves repetitive intensive drill of functional vocabulary with faded cueing support. In this session, designed specifically for parents of children with CAS, we will discuss the foundations of DTTC, and why it might be beneficial in the treatment of your child with CAS.

Learning Outcomes:

- ◆ Participants will be able to describe what is included in motor-based therapy.
- ◆ Participants will be able to describe the critical steps in a DTTC treatment approach.
- ◆ Participants will be able to describe several ways in which DTTC is thought to facilitate speech motor learning for children with CAS.



ADDITIONAL CONFERENCE ACTIVITIES

THURSDAY, JULY 9, 2015

Opening Reception

4:00 PM - 6:00 PM
Plaza San Saba

Meet the CASANA Staff

Immediately after the Keynote Address - 8:00 PM
Sire Lobby Bar

FRIDAY, JULY 10, 2015

Speaker Raffle Luncheon

11:30 AM - 1:00 PM
San Gabriel Room - Third Floor
\$5 per ticket at the CASANA Sales Desk

Donor Reception

5:00 PM - 6:30 PM
Palmer Club House (*Invitation Only*) (Shuttles to the Club House will be available from the Hotel Lobby)

SATURDAY, JULY 11, 2015

Join CASANA at the Tejas Rodeo!

Schedule of Events

- 6:30 pm Shuttle buses begin to transfer group to the Tejas Rodeo
7:30 pm Rodeo
9:30 pm Shuttle buses begin to transfer group back to the conference venue

**\$35.00 per person
(includes transportation)**

**Sign up for the Tejas
Rodeo when you register
for the Conference.**

Activities Include:

- *Pro Rodeo*
- *Calf Scramble*
- *Mechanical Bull*
- *Roping 101*
- *Photo Bull*
- *Live Music*
- *Much, much more.....*



VISIT THE SAN ANTONIO RIVER WALK!

CASANA has arranged transportation free of cost to and from the San Antonio River Walk for Conference Participants and their families.

- **Friday, July 10, 2015** - Round trip bus transportation begins from the Venue at 5:00 PM. The last bus returns from the River Walk to the Venue at 9:30 PM
- **Saturday, July 11, 2015** - Round trip bus transportation begins from the Venue at 12 Noon. The last bus returns from the River Walk to the Venue at 3:30 PM.

CONFERENCE POLICIES

Location: The Conference will take place at La Cantera Hill Country Resort, 16641 La Cantera Parkway, San Antonio, Texas, 78256. Information on La Cantera Hill Country Resort can be found at <http://www.resortlacantera.com/>.

Date: July 9 -11, 2015.

Parking: Parking is onsite. Self Parking is complimentary. Valet Parking is \$29 per day (with unlimited in and out privileges).

Accommodations and Transportation: All registrants are responsible for arranging their own accommodations and transportation to and from La Cantera Hill Country Resort .

Accuracy of Speaker and Session Information: Information in this printed material is accurate as of April 1, 2015. 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 La Cantera Hill Country Resort will be sent to each registrant with their confirmation.

Registration Cancellation: Paid Registrants will be refunded, less a \$40.00 cancellation fee, if written notice is received before June 30, 2015. Purchase orders are considered the same as payment and are subject to this cancellation policy. No refunds will be granted after June 30, 2015. 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, 2015.

Professional CEU's: The Pre-Conference Seminars are offered for .2 ASHA CEU's each. (Various levels, Professional area) The Conference is offered for 1.2 ASHA CEUs. (Various levels, Professional area). The Keynote Address is also being offered for .1 ASHA CEU's.

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.

	<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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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. Handouts will be mailed on a flash drive directly to those participants registering for the Conference prior to June 15, 2015. Those registering after June 15, 2015, as well as those attending from outside the US and Canada, will receive their flash drive when they check in at the Conference. Flash drives will be mailed to the address used when registering. Please note that Printed Handouts will no longer be available for purchase.

Childcare: CASANA does not provide childcare during the Conference. La Cantera Hill Country Resort does offer "Kids Club" camp for children 4-12 years old. Further information can be found at <http://www.resortlacantera.com/kids-club/>. Kids Club reservations should be made directly through La Cantera Hill Country Resort.

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, 2015. Participants may pick up t-shirts at the CASANA Sales Desk located at the Exhibit Hall 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 2015 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 (855) 499-2960 for reservations at La Cantera Hill Country Resort and ask for the Childhood Apraxia of Speech Association (CASANA) 2015 National Conference group rate. Reservations can also be made online at <http://tinyurl.com/oxrpsdy>.

Conference Scholarships: CASANA is pleased to announce the availability of a limited number of full and partial scholarships for parents/guardians for the 2015 National Conference on Childhood Apraxia of Speech. Partial scholarships are also available for Professionals. Applications and information is available online at <http://www.apraxia-kids.org/2015-national-conference-on-childhood-apraxia-of-speech-scholarships/>. Applications must be postmarked by April 20, 2015.



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 9, 2015

() 6:00 pm–7:30 pm Keynote Address (optional)

Friday, July 10, 2015

Series 100 Select first and second choice sessions only

- () 101 8:00–9:30 am Understanding CAS: The Spanish Speaking and Bilingual Spanish/English Child THIS SESSION WILL BE CONDUCTED IN SPANISH
- () 102 8:00–9:30 am Neurology of Speech Motor Planning
- () 103 8:00–9:30 am More Than Fun: Examining Intensive Camp Models Designed for Children with CAS
- () 104 8:00–9:30 am Using Triage Concepts for Effective Treatment Planning for Children with CAS
- () 105 8:00–9:30 am Differential Diagnosis and Differential Treatment for Dysarthria and CAS
- () 106 8:00–9:30 am Hot Topics in Childhood Apraxia of Speech Treatment

Series 200 Select first and second choice sessions only

- () 201 10:00–11:30 am DTTC: Improving Speech Intelligibility in Children with CAS
- () 202 10:00–11:30 am The Importance of Language Development to Academic Success
- () 203 10:00–11:30 am When Words Fail, Music Speaks
- () 204 10:00–11:30 am How Speech Got it's Groove Back: Making Motivation a Priority in Therapy
- () 205 10:00–11:30 am Improve Clinical Skills Through Fascinating Case Studies of Residual CAS
- () 206 10:00–11:30 am Armed and Ready for Monday Morning! Twenty Six Tried and True Clinical Tools

Series 300 Select first and second choice sessions only

- () 301 1:00–2:30 pm Are you PROMPT Curious? What to Expect from Assessment and Treatment
- () 302 1:00–2:30 pm Is Your Child's Therapy on the Right Track? Components of Effective Therapy
- () 303 1:00–2:30 pm Speech Development (Birth to Age 2) in Children Later Diagnosed with CAS
- () 304 1:00–2:30 pm Writing Treatment Goals that Matter
- () 305 1:00–2:30 pm Problem Solving for Slow Progress
- () 306 1:00–2:30 pm The Importance of Language Development to Academic Success

Series 400 Select first and second choice sessions only

- () 401 3:00–4:30 pm ABC's to AAC
- () 402 3:00–4:30 pm A View from the Trenches: A School Based SLP Discusses Balancing Advocacy and Best Practices in CAS Treatment
- () 403 3:00–4:30 pm What's in Your IEP?
- () 404 3:00–4:30 pm Slow Progress is Still Progress; Documenting Therapy Gains
- () 405 3:00–4:30 pm Manual Mimicry: Using Gestures to Cue Speech Targets
- () 406 3:00–4:30 pm The Challenge of Co-Occurring Autism and Apraxia: Differential Diagnosis and Therapy Strategies

Saturday, July 11, 2015

Series 500 Select first and second choice sessions only

- () 501 8:00–9:30 am "Apply" Ever After: Identifying the Right Apps Isn't Just a Fairy Tale
- () 502 8:00–9:30 am Use of Movement Related Activities/Cues to Enhance Speech Therapy
- () 503 8:00–9:30 am Let's Talk! Questions and Answers About Older Children and Teens with CAS
- () 504 8:00–9:30 am Building Spunk and Grit: Promoting Resilience and Success in CAS Treatment
- () 505 8:00–9:30 am Treatment Decision Making: Using a DTTC Approach
- () 506 8:00–9:30 am Problem Solving for Slow Progress

Series 600 Select first and second choice sessions only

- () 601 10:00–11:30 am Activating Executive Function Skills in Therapy and at Home
- () 602 10:00–11:30 am Is Your Child's Therapy on the Right Track? Components of Effective Therapy
- () 603 10:00–11:30 am Fostering the Acquisition of Early Language Skills to Support Later Reading Comprehension
- () 604 10:00–11:30 am Armed and Ready for Monday Morning! Twenty Six Tried and True Clinical Tools
- () 605 10:00–11:30 am PROMPT: A Review of Current Evidence
- () 606 10:00–11:30 am Are you PROMPT Curious? What to Expect from Assessment and Treatment

Series 700 Select first and second choice sessions only

- () 701 1:00–2:30 pm Your Oxygen Mask First: Stress Reduction Strategies for Parents of Children with Special Needs
- () 702 1:00–2:30 pm Motivating In-Home Practice
- () 703 1:00–2:30 pm Play With Me!
- () 704 1:00–2:30 pm The Connection Between Memory and Learning
- () 705 1:00–2:30 pm Hot Topics in Childhood Apraxia of Speech Treatment
- () 706 1:00–2:30 pm Differential Diagnosis and Differential Treatment for Dysarthria and CAS

Series 800 Select first and second choice sessions only

- () 801 1:00–2:30 pm Don't Mess With US: Preventing Bullying
- () 802 1:00–2:30 pm Go With the Flow: Fun and Engaging Activities for Working on Prosody
- () 803 1:00–2:30 pm Communicating! AAC and Speech Can Co-Exist in Treatment and in Life
- () 804 1:00–2:30 pm The Challenge of Co-Occurring Autism and Apraxia: Differential Diagnosis and Therapy Strategies
- () 805 1:00–2:30 pm DTTC: Improving Speech Intelligibility in Children with CAS

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

