

Imagine

THE POSSIBILITIES

2017 NATIONAL CONFERENCE *on* CHILDHOOD APRAXIA *of* SPEECH



THURSDAY - SATURDAY
JULY 6 - 8, 2017

**PARADISE POINT RESORT AND
SPA**
SAN DIEGO, CALIFORNIA



CONFERENCE AGENDA

Thursday, July 7, 2016

2:00 pm — 4:00 pm	Pre-Conference Seminar 100
2:00 pm — 4:00 pm	Pre-Conference Seminar 200
12 Noon - 4:00 pm	Pre-Conference Seminar 300
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 8, 2016

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 (Learn @ Lunch Sessions and 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 9, 2016

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 (Speaker Raffle)
1:00 pm — 2:30 pm	Concurrent Sessions/Series 700
2:30 pm — 3:00 pm	Break
3:00 pm — 4:30 pm	General Session

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 6, 2017

Pre-Conference Seminar - Session 100

2:00 pm - 4:00 pm

Level:  Beginning Parent

Putting the Pieces Together: How to Get the Most Out of Your Conference Experience
Presenters: Ruth Stoeckel, PhD, CCC-SLP and Heather Hamilton, MS, CCC-SLP

Hearing that your child has been diagnosed with childhood apraxia of speech can be overwhelming and often frightening as you learn to navigate a whole new world with its own language. At this conference you will find a wealth of information. As you attend the sessions, you will hear about a wide variety of topics and concepts related to CAS; some will be familiar to you and some will not. During this session, we will provide an overview of commonly used terms, treatment approaches and abbreviations that are associated with CAS. Through this pre-conference session you will build your background knowledge so that you feel more confident during subsequent sessions.

This session will provide tips on ways to make the most of your time at the conference, so that you leave ready to put all the pieces together to empower yourself, your child and your child's team to help your child reach their communication potential.

Learning Outcomes:

- ◆ Participants will be able to define vocabulary and concepts associated with CAS that they will hear throughout the conference.
- ◆ Participants will be able to name tips that will enhance their conference experience.

Pre-Conference Seminar - Session 200

2:00 pm - 4:00 pm

Level:  ASHA Advanced

Building Speech: A New Approach for Developing Speech Goals and Stimuli
Presenters: Kathy J. Jakielski, PhD, CCC-SLP, Lisa Mitchell, MS, CCC-SLP

Building Speech is a new intervention approach designed for children of any age who have a limited expressive repertoire. Building Speech is a phonetics-based approach for selecting words and phrases to target in therapy, proceeding from phonetically-basic constructions to incrementally increasing the complexity of the sounds, sound combinations, and syllable length in target words and phrases.

To increase your understanding of the foundation for Building Speech, we will begin by quickly reviewing the acquisition of early typical vocal and verbal skills, including some of the early patterns of speech development. We will discuss the eight patterns targeted in Building Speech and review their rationale. In a hands-on manner, we then will build phonetic complexity into the speech of children with CAS by constructing words and phrases based on the eight patterns. We will end the session by providing practical ways to implement Building Speech into your clinical practice, and show videotaped examples of the progression of phonetic complexity in children with CAS. This session is intended for speech-language pathologists with a working knowledge of the International Phonetic Alphabet.

Learning Outcomes:

- ◆ Participants will be able to describe the underlying premise of the *Building Speech* approach.
- ◆ Participants will be able to explain the eight speech movement patterns targeted in *Building Speech*.
- ◆ Participants will be able to develop phonetic complexity-based words and phrases for children with CAS.
- ◆ Participants will be able to incorporate the *Building Speech* approach into clinical practice.



THURSDAY, JULY 6, 2017

Pre-Conference Seminar - Session 300

12:00 Noon - 4:00 pm

Level: ★ Experienced Parent

Shoe Camp - A Parent Pre-Conference Experience

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

Requests to have a "Boot Camp" experience for parents have paved the way for this 4-hour extended pre-conference session that is designed for parents who want to "lace up their shoes" and delve more in-depth to parent struggles, strategies, and solutions. The session will be designed for parents who have been dealing with CAS issues for an extended time so that more complex discussions can take place in an interactive format. The session is not for parents of newly diagnosed children or who have children in the toddler/early preschool age range. Video examples will be used by presenters to highlight topics and encourage engaging participant discussion .

Learning Outcomes:

- ◆ Participants will be able to identify the five key struggles in the CAS journey.
- ◆ Participants will be able to apply speech terminology to "real life" communication challenges.
- ◆ Participants will be able to list therapy and home activities that promote motor learning.
- ◆ Participants will be able to describe ways to engage other family members in the therapy process.



THURSDAY, JULY 6, 2017
Keynote Address 6:00 PM

Honoring the Voices of the Journey

Presented by:
Theresa Fagundes, MA, CCC-SLP

Learning Level:



Although the bulk of responsibility for treating motor speech disorders such as CAS tends to fall on the speech-language pathologist, like many endeavors, success is maximized when responsibilities are shared. When 5-year-old Harrison struggled to achieve speech progress, his family assembled a “village” of family, friends, and community members to embark upon a two-month motor speech therapy journey. His experience included intensive clinic-based motor speech therapy, parent training, home-practice, extended family involvement, community support, and peer group interactions. Like every journey, this one included successes, struggles, and Eureka! moments. The unique “team” approach that was used will be discussed to reveal how each voice was honored. Supportive video examples of those “voices” will be an integral part of this unique Keynote address.

Learning Outcomes:

- ◆ Participants will be able to develop a carryover plan of action that includes professionals, family and community members.
- ◆ Participants will be able to strategize home and community practice ideas.
- ◆ Participants will be able to describe key considerations in adapting and changing an action plan.
- ◆ Participants will be able to develop a transition plan.



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). Responding 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.

Conference Questions?
Contact CASANA Conference Director, Kathy Hennessy
Phone: 412-923-3401
E-mail: kathyh@apraxia-kids.org

SCHEDULE OF LECTURES FOR FRIDAY, JULY 7, 2017 (PAGE 1 OF 2)

Series	Time	101	102	103	104	105	106	Guide to Suggested Learning Levels
Series 100	8:00 AM - 9:30 AM	Utilizing the Unilateral Phonemic Sequencing Program in the Treatment of CAS Alyssa Hampson	Fun and Effective Motor Planning Activities for Use in Early Intervention Carl Ebert	Creative Middle School Ideas for Using Apps in Speech Language Therapy Erik Raj	Play With Me: Using Play to Develop Social Connection in Children with CAS (FOR PROFESSIONALS) Nancy Tarshis Sarah McDonnell	Becoming Your Child's Best Advocate Jen LaVercelle	Co-Occurring Phonemes: Other "Letters" that May Go with CAS Ruth Stoekel	 Beginning Learning Level for Parents
9:30 AM - 10:00 AM -- BREAK								
Series 200	10:00 AM - 11:30 AM	Individualizing Treatment for CAS: Using Dynamic Verbal Tactile Cueing (DITC) Ruth Stoekel	Evidence-Based Approach to the Treatment of CAS Shelley Valleman	AAC: What's Missing in Your Intervention Practice Kathleen Post Michelle Retzlaff	Social and Behavioral Goals for Young Children with CAS Megan Overly Katie Micco	Achieving with Apraxia Allyson Taylor Dana Taylor	Considerations for Developing an Intensive Motor Based Speech Program for Children with CAS Sue Caspari	 Experienced Learning Level for Parents
11:30 AM - 1:00 PM -- LUNCH								
Series 300	1:00 PM - 2:30 PM	An Overview of PROMPT in Action Amy Clark	Assessment and Treatment of Multilingual Children with CAS Sarah Carmooy Remy	Apps for Speech Sound Production and/or Augmentative Communication: What to Choose and How to Use It Heather Hamilton	Play With Me: Using Play to Develop Social Connection in Children with CAS (FOR PARENTS) Nancy Tarshis Sarah McDonnell	Life After Apraxia: The Good, the Bad, and the Ugly Laura Smith Michelle Leigh	Decision Making for Complex Cases David Hammer	 ASHA Introductory Level
2:30 PM - 3:00 PM -- BREAK								
Series 400	3:00 PM - 4:30 PM	P.R.I.S.M.: A Model for Successful Treatment of CAS Margaret Fish	How to Get Started When There's More Than CAS Brianna Walthrop	Tailoring IEP Goals to the Individual Needs of Children with CAS Sue Caspari	Empowering Older Children and Young Adults with CAS: Building Executive Functioning and Social Communication Amy Clark	Overcoming Apraxia: I Couldn't be Bigger, I Had to be Better Charlotte Trotter	Proxody Explained and Treated Haide Dolph Lieberman	 ASHA Intermediate Level
ASHA Advanced Level								

SCHEDULE OF LECTURES FOR SATURDAY, JULY 8, 2017 (PAGE 2 OF 2)

<p>Series 500 8:00 AM – 9:30 AM</p>	<p>501 ★☆☆☆ Syllables as the Foundation for the Treatment of CAS Andy McMillin</p>	<p>502 ★☆☆☆ How Speech got It's Groove Back: Making Motivation a Priority in Therapy Sarah Carmody Remy</p>	<p>503 ★☆☆☆ Creative (Inter)ventive Self-Ideas for Using Apps in Speech Language Therapy Luk Rai</p>	<p>504 ★☆☆☆ Working Through Oppositional Behaviors in CAS Therapy Julie Hoffmann</p>	<p>505 ★☆☆☆ Using Features of Speech Motor Planning to teach Reading to Children Diagnosed with CAS Kay Gleske Brianna Waldrup</p>	<p>506 ★☆☆☆ Addressing Sensory Issues in Speech Therapy for CAS Earl Ebert</p>	<p>Guide to Suggested Learning Levels ★☆☆☆ Beginning Learning Level for Parents</p>
<p>9:30 AM – 10:00 AM – BREAK</p>							
<p>Series 600 10:00 AM – 11:30 AM</p>	<p>601 ★☆☆☆ Co-Occurring Diagnoses: Other "letters" that May Go with CAS Ruth Stockel</p>	<p>602 ★☆☆☆ Addressing the Ongoing Challenges of Adolescents with CAS Margaret Fish</p>	<p>603 ★☆☆☆ Making Communications Easier When Talking is Tough Kim Singleton</p>	<p>604 ★☆☆☆ Addressing Sensory Issues in Speech Therapy for CAS Earl Ebert</p>	<p>605 ★☆☆☆ Coaching Comprehension: Creating Conversation (CECC): An Interactive Story Based Intervention for Children with Complex Learning Needs Lauren Frankle</p>	<p>606 ★☆☆☆ Moving from "I can't Do This" to "I Can't Do This Yet!" Nancy Tomblin</p>	<p>★☆☆☆ Experiential 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 ★☆☆☆ Motor Speech Dysfunction in Children with Autism: Evaluation and Treatment Using the PEGMART Approach Jennifer Moore</p>	<p>702 ★☆☆☆ Privately Explained and Treated Elaine Dolgin Liberman</p>	<p>703 ★☆☆☆ Empowering Older Children and Young Adults with CAS: Building Executive Functioning and Social Communication Amy Clark</p>	<p>704 ★☆☆☆ Food for Thought: Tough Feeding Tough Feeding</p>	<p>705 ★☆☆☆ I Can Tell Stories Too!: Storytelling Strategies for Students with CAS Theresa Fagundes</p>	<p>706 ★☆☆☆ Decision Making for Complex Cases David Hammer</p>	<p>★☆☆☆ ASHA Introductory Level ★☆☆☆ ASHA Intermediate Level ★☆☆☆</p>
<p>2:30 PM – 3:00 PM – BREAK</p>							
<p>Series 800 3:00 PM – 4:30 PM</p>	<p>801 ★☆☆☆ A Time to Reflect, A Time to Learn Panel Discussion</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/2017-national-conference-speakers/>.

Sarah Carmody Remy, MS, CCC-SLP, has several years of experience providing multilingual speech and language services. She works for Nemours / Alfred I du Pont Hospital for Children at their Deptford, New Jersey outpatient satellite center. She was previously affiliated with the Children's Evaluation and Rehabilitation Center in the Bronx, has contracted with New Jersey school districts and provides services through a small private practice. Sarah primarily works with children age birth to 21, with communication challenges that include speech and language impairment, social pragmatic difficulties, voice disorders, feeding impairment, apraxia and other motor speech impairments. Sarah obtained her Master of Science in Speech and Language Pathology from Teachers College, Columbia University, with a focus in multilingualism and multiculturalism. She holds a Bachelor of Arts in History and French from Boston College. Sarah is fluent in French and Spanish, having spent time providing volunteer speech and language services in a Children's Hospital in Bolivia and working as an English Teaching Assistant in France.

Sue Caspari, MA, CCC-SLP, is nationally recognized as a leading practitioner in the area of Childhood Apraxia of Speech (CAS). In her current position, Sue is a full-time instructor and clinical supervisor in the Communication Sciences and Disorders Department (CSD) at Temple University. Temple's highly ranked graduate program in CSD attracts exceptional students who provide evaluation and therapy services to children in the newly formed Childhood Apraxia of Speech Treatment, Learning and Evaluation (CASTLE) Center under Sue's supervision. Sue is a professional advisory board member of CASANA. Sue is also the owner of Caspari and Colleagues, LLC, a group of SLPs dedicated to providing consultation, evaluation and therapy services to children with CAS and other severe speech sound disorders; and the director of an intensive 5-week summer program for children with CAS.

Amy Clark, MS, CCC-SLP, is a treatment clinician and CARES representative at Children's Minnesota. She has 20 years of extensive experience working with children with developmental delays, motor speech disorders, autism spectrum disorders, and language disorders. She holds her Certificate of Clinical Competency and is licensed in Minnesota. She has been responsible for providing supervision for other speech-language pathologists and graduate students. She became a Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) Instructor in 2008 and presents regularly throughout the US and Canada. Amy has a special interest in motor speech disorders and PROMPT. She is driven and thankful to share what she has learned throughout her years in practice to help other SLPs grow clinically and most importantly help patients reach their full potential.

Sally Christian, MS, CCC-SLP, is a Senior Speech-Language Pathologist in San Diego Unified School District. She is a former Coordinator for the Childhood Apraxia of Speech Resource Center, and continues to provide support to the current Coordinator regarding professional development, material procurement, logistics (e.g. forms, resource access), and communication with staff via periodic Speech-Language Pathology Department updates. Her professional interests include building staff capacity in a multiple areas of practice, including the communication and language development of students with complex communication needs, AAC, motor speech disorders, and building the student language for and within collaborative academic conversations.

Elaine Dolgin Lieberman, MA, CCC-SLP, is a pediatric speech language pathologist working in private practice with special interest in treating children with motor speech sound disorders. She is a graduate of CASANA's Intensive CAS Boot Camp 2011 and is recognized by CASANA as having Advanced Training and Clinical Expertise in Childhood Apraxia of Speech. Elaine is a professional lecturer in the Graduate Communication Disorders Program at Mercy College in Dobbs Ferry and teaches an annual course on Childhood Apraxia of Speech. Elaine has provided workshops on evidenced-based therapy strategies locally and at CASANA National Conferences.

Cari Ebert, MS, CCC-SLP, is a pediatric Speech-Language Pathologist in private practice. She received her B.A. degree from the University of Iowa and her M.S. degree from Southern Illinois University at Carbondale. She has found her niche working in early intervention, providing family centered services in the child's natural learning environment. Cari is a therapist, a consultant and a nationally recognized speaker who gets paid to do what she loves most...TALK! She has an energetic personality and this translates to a high-energy speaking style. She also has a child with autism and apraxia and can therefore discuss relevant issues both as a professional and as a parent.

FOR MORE INFORMATION ON THE 2017 NATIONAL CONFERENCE
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PRESENTERS GUIDE

Theresa Fagundes MA, CCC-SLP, is the founder of Fagundes Speech, Language, and Communication Center, a family-oriented private practice in downtown Turlock, CA. She provides a range of services to children with communication disorders. As a speech-language pathologist, Theresa has worked with children for over 13 years. Her areas of interest are Autism Spectrum Disorders and Motor Speech Disorders, including Childhood Apraxia of Speech. Theresa earned her undergraduate and graduate degrees from California State University, Chico. She is a past recipient of the American Speech-Language Hearing Association Higher Education Fellowship and guest instructor for the American Samoa Speech and Language Teaching program. She is PROMPT trained (Level 2, Bridging Technique to Intervention) and attended the 2016 Childhood Apraxia of Speech Intensive Training Institute. Her hobbies include event planning, volunteering, creative writing, and cooking.

Tovah Feehan, MS, CCC-SLP, obtained her Master of Science in Speech Language Pathology from Hunter College. Tovah currently works in outpatient therapy at Nemours Al DuPont Hospital for Children, with a special interest in early communication as well as feeding and swallowing difficulties. Tovah started her career in early intervention and quickly recognized the importance of ongoing support and education for families. Her practice is driven by a passion to empower families and bridge the gaps that often exist in care. She works closely with specialists, therapists and families to provide care with the whole child and family in mind. In her current role, Tovah helps develop interdisciplinary clinics and hospital processes to streamline care. She is involved in community outreach to educate doctors, nurses and families. Last year, Tovah helped launch a community space that fosters social inclusion of people with disabilities and their families and friends.

Margaret Fish, MS, CCC-SLP, is a speech-language pathologist working in private practice in Northbrook, Illinois, with 35 years experience as a pediatric SLP. Her primary professional interests are in the areas of children's speech sound disorders, language disorders, and social language development. Margaret is the author of the book, Here's How to Treat Childhood Apraxia of Speech, now in its Second Edition. She is a frequently invited speaker at local, state and national workshops. Her workshops and writing focus on providing practical, evidence-based ideas to support clinicians working with children with CAS. Margaret is proud to serve on the Professional Advisory Board for CASANA.

Lauren Franke PsyD, CCC/SP, has over 33 years experience working with children with ASD and their families and training professionals in the areas of autism assessment and narrative based language intervention. She directed the Long Beach Scottish Rite Clinic for Childhood Language Disorders for 30 years and has taught at several universities. She currently maintains a private practice along with consulting with IEP teams to implement "best practices" for assessment and intervention. Dr. Franke's therapy and research interests are in the areas of narrative based language intervention. She has developed a narrative based language intervention program used by therapists, teachers and parents entitled Nurturing Narratives: "Coaching Comprehension Creating Conversation. When it is time for fun she enjoys boating adventures with her husband and two dogs and scuba diving.

Kay J. 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, founding two private practices in Texas that specialize in the treatment of children diagnosed with CAS, Apraxia Dallas and Apraxia Austin. Currently, 70% of the caseload at the initial 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.

Heather Hamilton, MS, CCC-SLP, owns Keystone Pediatric Therapy in Northampton, PA where she evaluates and treats children with childhood apraxia of speech. She is a graduate of the CASANA Intensive Training Institute on CAS. She is the Walk Coordinator for the Lehigh Valley Walk for Children with Apraxia of Speech and coordinates the Lehigh Valley Apraxia Network for Parents and Professionals. Heather's two passions within the field of speech pathology are augmentative communication and treating children with CAS.

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 and speech sound disorders. He has been invited to present workshops on childhood apraxia and speech sound disorders 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 is known for his practical and therapy-rich presentations.

Alyssa Hampson, MS, CCC-SLP, is an SLP residing in Las Vegas, Nevada. Alyssa is co-owner of Let's Talk! Rehabilitation Services. She is CASANA certified for Advanced Training and Clinical Expertise in CAS. Alyssa has worked with children who had CAS for over 20 years. She has presented at local clinics, school districts and local universities, regarding CAS diagnosis/treatment and Augmentative Alternative Communication (AAC).



PRESENTERS GUIDE

Julie Hoffmann, MA, CCC-SLP, specializes 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 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 where she serves as Chair of the Department of Communication Sciences and Disorders. She has over thirty years of clinical experience working with children, adolescents, and young adults with severe speech impairment, including CAS. She currently conducts research on genetic bases, differential diagnosis, and intervention efficacy on children with CAS. Teaching the next generation of SLPs and thinking about CAS is what gets her out of bed in the morning.

Lou LaVecchia, is a parent of child with CAS who has successfully advocated for an IEP that has proven successful. He has been self-taught on the laws and rights that all parents with special needs are entitled to in the PPT I IEP process. Lou has a proven record of working with his school district to improve the appropriate services for children in need of speech services. Lou achieved a Bachelor of Science in Business Management and Organization from the University of Central Connecticut. He currently is the vice president of All Seasons Landscaping Inc. (ASL) a construction company located in Connecticut. His strongest attributes are negotiating and organizational skills.

Michelle Leigh, is the mother of a young child with CAS. After her son Ryder's diagnosis, it became her lifelong mission to make his voice, and that of every other child living with apraxia heard. Her son was diagnosed with Global Apraxia as well as Sensory Processing Disorder (SPD) around his 3rd birthday. She has been the apraxia walk coordinator for Jacksonville for the last two years and is admin to the Facebook group Apraxia Kids Jax. She is passionate about spreading CAS awareness and her passion led her to develop the website ApraxiaMammaBear.com, as well as guest-write for various publications including The Mighty, Florida Times Union, Coastline Newspaper, and Jax Moms Blog. In addition to her writing endeavors, Michelle has garnered numerous media spotlights including appearances on News 4 Jax and YouTube. Michelle has worked with the state of Florida and city of Jacksonville in 2015 and 2016 to secure proclamations dedicating May 14th as Apraxia Awareness Day. She has also worked with actress Gage GoLightly to share her story and bring awareness to her fight with global apraxia and sensory processing.

Sarah McDonnell MA, CCC-SLP, earned her M.A. from SUNY Buffalo, and has spent more than 10 years developing her clinical skills as a pediatric SLP with special interest in treating children with CAS and related disorders. Sarah is a graduate of the 2011 CASANA Intensive Training Institute. She is currently in private practice at Play Works Gorge Children's Therapies in Oregon. Sarah developed the TheraPLAY Motor Kids Camp (summer 2015) and Kids in Motion summer Intensive (2016). Sarah enjoys presenting workshops and seminars for parents and professionals in the areas of motor speech disorders, social communication, and play!

Andy McMillin, MA, CCC-SLP, is a Clinical Associate Professor at Portland State University (PSU). He directs the Speech-Sound Disorders clinic at PSU, which focuses on working with more complex cases, including children with Childhood Apraxia of Speech (CAS). Prior to joining the faculty full-time, Andy taught as an adjunct for several years, and he was a full-time practicing clinician for more than a decade. His interest in speech sound analysis goes back to his undergraduate degree in Linguistics, when he studied with Nick Clements, one of the originators of non-linear phonological analyses such as Feature Geometry.

Katie Micco, MS, CCC-SLP, is a clinical instructor in the Speech Production Disorder Clinic in the Department of Speech-Language Pathology at Duquesne University where she supervises graduate students in the evaluation and treatment of children and adults with speech production disorders. She has been a practicing SLP since 2007 in both the pediatric outpatient and educational settings, focusing on the treatment of children with childhood apraxia of speech, structural speech issues, voice disorders, language disorders, and pragmatic language disorders. Katie has presented at both the local and national levels on the topics of childhood apraxia of speech and AAC.

Lisa Mitchell, MS, CCC-SLP, is Clinical Director of Clearly Speaking, a private practice with three offices in New Hampshire. She is an ASHA-certified speech-language pathologist who has been evaluating and treating children with speech and/or language difficulties for over 15 years. She is recognized by CASANA for advanced training and clinical expertise in CAS. She is passionate about treating and evaluating children with complex speech sound disorders with a particular interest in CAS.

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Jennifer Moore, MS, CCC-SLP, is a licensed speech-language pathologist in Northern NJ. She currently has a full time private practice where she services children and adults with motor speech disorders. Prior to settling in private practice, Jennifer worked in special education schools and a pediatric hospital. At her current private office, she works closely with an occupational therapist and together they treat motor and sensory issues in order to streamline motor speech acquisition. She has been practicing speech pathology since receiving her Bachelor of Science and Master of Science in Speech-Language Pathology with a minor in Psychology from East Stroudsburg University in PA in 2007. She is currently pursuing a Doctor of Education in Speech-Language Pathology with a minor in Autism studies from NOVA Southeastern University. She holds national certification from the American Speech-Language Hearing Association, licensure from the State of New Jersey and New York, and certification from the NJ Department of Education. Jennifer has teaching experience as an adjunct professor at Kean University in NJ and also lectures 4-6 times per year for the PROMPT Institute. She also holds educational workshops for parents and other professionals at her practice.

Megan Overby, PhD, CCC-SLP, is an Associate Professor at Duquesne University in Pittsburgh, PA where she teaches courses in speech sound development, assessment, language disorders, and literacy and coordinates the provision of telepractice clinical services. Prior to obtaining her doctorate, she worked for several decades as a speech-language pathologist in schools, hospitals, agencies, and university clinics in addition to having maintained a private practice. Dr. Overby researches the early development and consequences of CAS and other speech sound disorders. She presents regularly on her findings and has published her work.

Kathleen A. Post, MS, CCC-SLP, is the Clinic Coordinator and an Assistant Professor at MWU's Speech-Language Institute. She teaches courses in Augmentative and Alternative Communication and supervises SLP graduate student clinicians at the Speech-Language Institute in all facets of speech and language service. Previously, Kathleen was the Director of Assistive Technology, Speech/Language and Nutrition Departments at a large pediatric outpatient rehabilitation center in Illinois. For over 30 years, Kathleen Post has served individuals and their families who struggle with communication disorders. Her areas of interest continue to include pediatric speech-language disorders, early intervention services, augmentative and alternative communication, and assistive technology for persons of all ages and disabilities.

Erik X. Raj, PhD, CCC-SLP, holds a Certificate of Clinical Competence from the American Speech-Language-Hearing Association and is a practicing speech-language pathologist who works daily with school-age children with various communication difficulties. He is currently an assistant professor and clinical supervisor in the Department of Speech Language Pathology at Monmouth University in West Long Branch, New Jersey. Dr. Raj regularly presents interactive workshops demonstrating how school-based speech-language pathologists can use Internet and software-based technology to motivate and teach students on their caseload. In addition to developing numerous top-ranking educational iPad apps for children with communication difficulties, he has directed the instructional video components to the speech-language pathology book titled 'Your Voice is Your Business' by Plural Publishing, which is currently in its second edition (2016). Dr. Raj has obtained his Bachelor of Science degree in Speech-Language Pathology and Audiology from Stockton University in New Jersey and a Master of Science degree in Speech-Language Pathology from Misericordia University in Pennsylvania. He earned his Doctor of Philosophy degree in Communication Sciences and Disorders at Wayne State University in Detroit, Michigan.

Michelle Retzlaff, M.A., CCC-SLP, is a regional consultant in Illinois for Saltillo Corporation. Michelle graduated from the University of Minnesota -Twin Cities with a Master of Arts in Communication Sciences and Disorders. She has worked as a Speech-Language Pathologist in the public school setting and in an acute hospital setting with adults with acquired cognitive communication disorders. These settings allowed Michelle to develop a passion for AAC. Her experiences helped to build a strong knowledge base regarding the areas of low to high technology Augmentative and Alternative Communication (AAC) and how to incorporate AAC with individuals with various disorders and disabilities. Ms. Retzlaff has developed and presented numerous ASHA and Early Intervention (EI) approved trainings regarding the use and implementation of AAC to various school districts, parents, related services providers, and undergraduate and graduate students at various universities.

Kim Singleton, MS, CCC-SLP, is the Assistive Technology Program Director at the Institute on Disabilities at Temple University 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 generic and assistive technology, multiple treatment methods, child delight and family collaboration to treat children with CAS.

Laura Smith, MA, CCC-SLP, is CASANA-certified for advanced training and clinical expertise in Childhood Apraxia of Speech, has completed the PROMPT Level 1 training, and the Kaufman Speech to Language Protocol (K-SLP). She has lectured throughout the United States on Childhood Apraxia of Speech and related issues. Laura is committed to raising and spreading CAS awareness following her own daughter's diagnosis of CAS and dyspraxia. She is the apraxia walk coordinator for Denver, and writes for various publications including the ASHA wire blog, The Mighty, and on her website, slpmommyofapraxia.com. In 2016, Laura was awarded ASHA's media award for garnering national media attention around apraxia detailing her encounter with UFC fighter Ronda Rousey, and also received ASHA's ACE award for her continuing education, specifically in the area of childhood motor speech disorders.

PRESENTERS GUIDE

Ruth Stoeckel, PhD, CCC-SLP, is a speech-language pathologist at Mayo Clinic. She has worked as a clinician and independent consultant in schools, private practice, private rehabilitation agency, and clinic. Dr. Stoeckel is the author of ASHA web courses on diagnosis and treatment of CAS. She is on the professional advisory board of the Childhood Apraxia of Speech Association of North America (CASANA). In addition to childhood motor speech disorders, interests include learning challenges associated with an early history of speech language problems and speech-language development in children with low-incidence disorders such as hearing loss. Dr. Stoeckel has presented both nationally and internationally and has co-authored articles appearing in the Journal of Speech, Language, and Hearing Research and Journal of Developmental and Behavioral Pediatrics.

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 eight speech pathologists, lectures to medical residents and social work and psychology interns, participates in research projects, and serves as adjunct clinical instructor at Teachers College, Columbia, Hunter College, and NYU. 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!" We Thinkers Volume 1&2, published through Think Social Publishing.

Alyson Taylor, graduated from Emory University with a Bachelors of Arts in Political Science and Spanish. She was diagnosed with CAS when she was three years old. Alyson attended speech therapy until the age of 16 when she made the personal decision to end speech therapy. She is an avid fan and participant in water polo and has been heavily involved in her local community, such as Girl Scouts, where she received the highest award, The Gold Award, by presenting the need for a marked crosswalk at a dangerous intersection to Burbank's Traffic Commission. Presently, she commits herself to sharing her stories with Apraxia through personal blog posts.

Dena Taylor is a mother of two, Alyson and Sara Taylor, and wife to Robert Taylor. She encountered Apraxia after her eldest daughter, Alyson Taylor, was diagnosed at the age of three in the mid-nineties. Ms. Taylor relates to every parent's fears and concerns for their children diagnosed with Apraxia. After facing this disorder with her child during a time with limited information, Dena Taylor is passionate about discussing her experiences with other parents facing the diagnosis in their children.

Charlotte Trattner was diagnosed with CAS over eighteen years ago. Currently she is a freshman at University of Central Florida on a full scholarship studying Journalism. She is the founder of Just Like Me 2, a community service organization which mentors children with learning disabilities and speech disorders. She has competed at Miss Florida Teen USA, Miss Teen United States and most recently at Miss United States Teen Earth as Miss Florida Teen Earth. It was at that pageant where Charlotte won the title of Miss Global Charity Queen US. She will be competing in Taipei this summer representing the United States in a pageant that recognizes the importance of volunteerism with likeminded women from all over the world.

Shelley Velleman, PhD, CCC-SLP, is Professor and Chair of Communication Sciences and Disorders at the University of Vermont. Her teaching, research, and clinical work focus on typical and atypical speech development in a variety of dialects and languages. She specializes in pediatric motor speech disorders, especially Childhood Apraxia of Speech in children with neurodevelopmental syndromes, including Autism Spectrum Disorders, Down syndrome, Williams syndrome, and 7q11.23 Duplication syndrome. She is the author of many articles and presentations and three books on these topics. She is a founding member of the Advisory Board of the Childhood Apraxia of Speech Association of North America.

Breanna Waldrup, MS, CCC-SLP, is a speech-language pathologist and the new owner of Apraxia Dallas, PLLC. Breanna earned a Bachelor of Science degree in biology (with a focus on neurobiology), as well as a Bachelor of Science degree in communication sciences and disorders from the University of Texas at Austin and a Master of Science degree from the University of Texas at Dallas. She holds a license to practice speech-language pathology in the state of Texas and the ASHA Certificate of Clinical Competence. Breanna's primary area of expertise is motor planning disorders, especially childhood apraxia of speech (CAS). She has attended numerous continuing education courses on motor planning disorders including an invitation only intensive three day work shop with Edythe Strand, PhD, the creator of DTTC (Dynamic Temporal and Tactile Cueing). She also attended the 2015 and 2016 CASANA conferences. Breanna's secondary interest is in disorders that affect social-pragmatic skills, including autism. She has attended a variety of trainings in different methodologies, including those of Michelle Garcia Winner, MS, CCC-SLP and Patricia Prelock, Ph.D. Breanna has also received training in verbal behavior and PECS (picture exchange communication systems). Breanna believes strongly that every child has the right to communicate and strives to help each child she works with to find his/her voice.

SESSION GUIDE

FRIDAY, JULY 7, 2017

SERIES 100

Session 101

8:00 am - 9:30 am

Level:

 ASHA Intermediate

 Experienced Parent

Utilizing the Lindamood Phoneme Sequencing Program (LiPs) in the Treatment of Childhood Apraxia of Speech *Alyssa Hampson, MS, CCC-SLP*

The LiPs® Program is based on a multi-sensory approach that establishes phonemic awareness and applies it to reading, spelling and speech. A multi-sensory approach is critical for successful treatment of Childhood Apraxia of Speech. LiPs® teaches the students to discover and label the oral-motor movements of phonemes using an oral-motor, visual, and auditory feedback system. The key word in this sentence is discovery. The Speech-Language Pathologist guides the children through systematic learning that in turn facilitates the discovery process. The process of identifying and feeling how sounds are made is quickly placed on the child's motor and learning system. The LiPs® program can be used in conjunction with other multi-sensory strategies. Once the Speech-Language Pathologist has established a foundation for learning the program can be easily explained and utilized during home practice sessions.

Learning Outcomes:

- ◆ Participants will be able to understand the foundation of the Lindamood Phoneme Sequencing Program.
- ◆ Participants will be able to feel and identify the movement and label for consonant sounds.
- ◆ Participants will be able to know how to introduce the consonant sounds to their own students.

Session 102

8:00 am - 9:30 am

Level:

 ASHA Intermediate

 Experienced Parent

Fun and Effective Motor Planning Activities for Use in Early Intervention *Cari Ebert, MS, CCC-SLP*

Providing very young, minimally verbal children with enough repetitions to enhance motor learning can be a challenge in early intervention. When treating older children, SLPs can rely on commercialized therapy products, however, in early intervention SLPs must think outside the proverbial box and identify fun and effective motor planning activities that match the way young children learn best. One of the most important strategies we must focus on early in the therapeutic process is repetition of target sounds and words, understanding that young children learn best through play that is relevant and meaningful to their life, not through direct instruction, drill work or flashcards. Participants in this idea-filled presentation will take away motor planning treatment guidelines as well as dozens of developmentally appropriate activities for very young children with suspected CAS.

Learning Outcomes:

- ◆ Participants will be able to recognize how motor planning therapy differs from traditional therapy approaches typically utilized in early intervention.
- ◆ Participants will be able to outline the ten motor planning goals for use with very young, minimally verbal children with suspected CAS.
- ◆ Participants will be able to give examples of developmentally appropriate motor planning activities for use in early intervention.

Session 103

8:00 am - 9:30 am

Level:

 ASHA Intermediate

 Experienced Parent

Creative Middle School Ideas for Using Apps in Speech Language Therapy *Erik X. Raj, PhD, CCC-SLP*

This hands-on course is designed to meet the needs of speech-language pathologists serving middle school-age children with various communication difficulties by providing them with original and exciting ways to motivate and teach students. Creative ideas will be shared on how to put new spins on traditional speech-language therapy by introducing various iPad apps and Web-based technologies that revolve around the iPad. Participants will be involved in discussions related to skills and foundational knowledge. There will also be numerous prize giveaways throughout this course to ensure that this workshop is one of the most exciting educational experiences ever!

Learning Outcomes:

- ◆ Participants will be able to identify iPad apps that are appropriate to use with middle school-aged children in speech-language therapy.
- ◆ Participants will be able to use iPad apps to assist middle school-aged children with practicing numerous speech and language goals.
- ◆ Participants will be able to summarize unique digital motivational strategies to help middle school-aged children become more effective communicators.
- ◆ Participants will be able to demonstrate different ways to appropriately introduce digital audio-visual materials into speech-language therapy.

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SESSION GUIDE

Session 104

8:00 am - 9:30 am

Level:  ASHA Advanced

Play With Me: Using Play to Develop Social Connection in Children with CAS (FOR SLP's)
Nancy Tarshis, MA, MS, CCC-SLP and Sarah McDonnell, MA, CCC-SLP

Playing together is the most natural way for children to connect, get to know each other and have fun. It is also a child's best method for developing physical, imaginative, cognitive and social skills. Play develops social connections through expressing thoughts and feelings and offers opportunities for joint problem-solving and success. It is also how young children learn best. Research tells us that in play with peers, children generate more complex language; which is reflective of increased complexity of thought. Peer play provides a platform for children to reason about others' feelings, so it serves as a unique tool for empathy development and social executive functioning. Children have an internal drive for pretend play; which allows them to experience many different roles, growing their capacity to feel the internal world of another. These early play experiences while assisting in creating social connections, are also cultivating a solid sense of self and security. The evidence is growing that meaningful social connections increase feelings of safety and wellbeing! Through play, children are offered increased opportunities to develop confidence and gain self-control and the motivation to try new things. During play they can take the time they need to master activities that interest them! Flexible thinking and creative problem solving skills are also promoted through play. In addition to the above, play is a unique venue for helping a child develop the ever important self regulation skill set that is so necessary for personal and academic success. We can help children put disappointments into words so they can calm themselves and focus on putting things back together. This session will identify for professionals how a child with CAS may be at risk for decreased social connection due to limited early play experiences. Children with CAS often have decreased opportunities for rich early social experiences due to restricted speech production and expressive language abilities. This seminar will identify our role as speech pathologists in supporting increased peer/social interactions during purposeful play and provide a way to assess and then intervene to increase positive peer play experiences.

Learning Outcomes:

- ◆ Participants will be able to identify the role of play in early childhood development and its effects on building social connection, empathy, and resilience.
- ◆ Participants will be able to explain why an individual with CAS may have trouble with collaborative interactive play.
- ◆ Participants will be able to assess collaborative peer play ability in children with CAS with the goal of knowing how to intervene at the level of each child.
- ◆ Participants will be able to generate social language targets with varying phonetic complexity to facilitate peer interactions in play.

Session 105

8:00 am - 9:30 am

Level:  ASHA Introductory  Beginning Parent

Becoming Your Child's Best Advocate
Lou LaVecchia

Many parents feel lost and fearful as the time comes each year to meet with their school district and create their child's Individual Education Plan (IEP). For some, speaking up or advocating is a new skill or one that causes discomfort. As a result, many parents leave the school meetings feeling disappointed because the school and parent did not agree on the details. Parents may begin to develop other emotions in response to perceived roadblocks toward their view of success for their child in the school program; emotions that further interfere with what they hope to achieve on their child's behalf. Not all parents will come to the IEP process with knowledge of language development or speech motor planning, but all parents have the capability to stay informed, be involved as an active team member, expressing and advocating for what their child needs. This session will share insights and effective strategies for educational advocacy. Details for pre-IEP preparation and knowledge will be highlighted. Successful organizational strategies for identifying and tracking goals will be shared. Key aspects of negotiation and compromise, even in uncomfortable circumstances, will demonstrate how collaboration between parents and schools can lead to success for the child. The examples will also use pre/post negotiation IEP goals. Interwoven in the presentation, will be video and audio examples from the time the speaker's child was first enrolled in birth to three early intervention, entered an early childhood development program, and transitioned to elementary school.

Learning Outcomes:

- ◆ Participants will be able to describe organizational strategies for IEP preparation and follow-through
- ◆ Participants will be able to identify barriers to collaboration, and strategies on how to proceed within their legal rights.

Session 106

8:00 am - 9:30 am

Level:  ASHA Intermediate  Experienced Parent

Co-Occurring Diagnoses: Other "Letters" That May Go With CAS
Ruth Stoeckel, PhD, CCC-SLP

Many, if not most, children with CAS will have a co-occurring diagnosis at some time. For example, one child may be born with a known genetic condition associated with CAS, while another child appears to have "pure CAS" initially but has difficulty learning to read. Additional issues can include sensory differences, autism, learning disabilities, neurologic problems such as seizures, and physical or cognitive impairment. These issues can affect a child's long-term prognosis for intelligible verbal communication and academic success. There are currently studies looking at large groups of children with a diagnosis of CAS to examine problems that may go along with CAS. This session will discuss conditions to watch for and ways to potentially reduce the impact of co-occurring problems.

Learning Outcomes:

- ◆ Participants will be able to discuss evidence regarding disorders that frequently co-occur with CAS.
- ◆ Participants will be able to identify how other issues can affect outcomes for a child with CAS.
- ◆ Participants will be able to identify interventions that have been shown to be effective for children with multiple diagnoses.

SESSION GUIDE

SERIES 200

Session 201

10:00 am - 11:30 am

Level:  ASHA Intermediate  Experienced Parent

Individualizing Treatment for CAS Using Dynamic Temporal and Tactile Cuing Ruth Stoeckel, PhD, CCC-SLP

SLPs face the task of providing appropriate, individualized treatment for children with CAS of different ages and degrees of severity. Dynamic Temporal and Tactile Cuing (DTTC) is a treatment framework for CAS based on integral stimulation for which there is research support, based on several small scale studies. The SLP chooses targets that are meaningful for a particular child based on input from caregivers and an understanding of the child's speech sound system. Targets are taught using a hierarchy of cues and incorporating principles of motor learning, adapting instruction based on the child's responses. This framework allows for use of different types of visual, verbal, and/or tactile cues, as well as use of both commercially available or clinician-created materials. Videos and participant activities will be used in his session to acquaint participants with this treatment approach.

Learning Outcomes:

- ◆ Participants will be able to describe how a dynamic treatment approach can facilitate progress for children with CAS.
- ◆ Participants will be able to explain how to choose functional stimuli for treatment using a DTTC framework.
- ◆ Participants will be able to describe how DTTC can be adapted based on a child's level of skill and progress.

Session 202

10:00 am - 11:30 am

Level:  ASHA Advanced

Evidence-Based Approaches to Treatment of Childhood Apraxia of Speech Shelley Velleman, PhD, CCC-SLP

This presentation will be an update on evidence-based practice for CAS. The presentation will focus on two questions: What do (we think) we know about CAS? and What do (we think) we know about CAS treatment? The review of current research on CAS will focus not only on symptoms but on hypotheses about the underlying causes of those symptoms. The review of current research on CAS treatment will focus not only on the approaches for which efficacy has been documented but also on the shared features of those approaches, to home in on core intervention principles upon which we can build individualized treatment strategies.

Learning Outcomes:

- ◆ Participants will be able to describe implications of theoretical models of motor speech development for intervention for childhood apraxia of speech.
- ◆ Participants will be able to describe the primary evidence-based treatment models for childhood apraxia of speech.

Session 203

10:00 am - 11:30 am

Level:  ASHA Introductory  Beginning Parent

AAC: What's Missing in Your Intervention Practice Kathleen Post, MS, CCC-SLP and Michelle Retzlaff, MA, CCC-SLP

Is augmentative and alternative communication (AAC) the last resort in treatment methodology when working with children with CAS? This session will explore the current relationship between augmentative and alternative communication (AAC) and treatment strategies utilized in intervention with children with CAS. Participants will learn what research says regarding this integration and results of an informal survey will be shared. Case studies will be presented that involve a variety of AAC platforms in order to demonstrate the integration of AAC and other intervention methods focused on verbal speech. Participants will be provided with resources to further their knowledge of this area and give them support for inclusion of AAC when appropriate.

Learning Outcomes:

- ◆ Participants will be able to describe treatment strategies utilized in conjunction with AAC supports for children with CAS.
- ◆ Participants will be able to develop a plan of action to incorporate AAC into current treatment methods for children with CAS.
- ◆ Participants will identify resources for implementation and integration of AAC with treatment methods for children with CAS.

SESSION GUIDE

Session 204

10:00 am - 11:30 am

Level:  ASHA Intermediate

 Experienced Parent

Social and Behavioral Goals for Young Children with Childhood Apraxia of Speech *Megan Overby, PhD, CCC-SLP and Katie Micco, MS, CCC-SLP*

Children with speech sound disorders are likely to experience negative comments, isolation, and teasing from other children and adults because of their disorder. Even mild disorders may be associated with lack of intelligence, incompetence, and poor academic potential. A child may internalize these unfavorable attitudes and begin to “play the part” expected of him, negatively affecting both his academic performance and emotional-social well-being. Children with CAS are even more likely to experience these attitudes, perhaps because of their poor intelligibility and/or difficulty initiating conversations. This presentation will summarize the results of the current literature about the social and behavioral skills of children with speech sound difficulty and discuss the results of an on-going investigation of these skills in young children diagnosed with CAS. In this study, the social-emotional skills and problem behaviors of children with CAS are analyzed from two perspectives, the child’s parent(s) and the child’s teacher. The child’s parent(s) and teacher each completed the Social Skills Improvement Rating (Gresham & Elliott, 2008) and participated in a 20-minute interview about the weaknesses and strengths of their child. Results of the study will be presented followed by a discussion of ways to address these concerns in an individual or group setting. The utility of a social skills curriculum across settings will be introduced including how such a curriculum can be created, and implemented, with a family-focused approach.

Learning Outcomes:

- ◆ Participants will be able to describe how the “expectancy hypothesis” may limit what young children with significant speech disorders may accomplish socially.
- ◆ Participants will be able to identify possible social weaknesses and strengths associated with young children with CAS and consider possible treatment goals.
- ◆ Participants will be able to identify strategies to enhance social skills across environments, including the home, to increase functional communication.

Session 205

10:00 am - 11:30 am

Level:  ASHA Introductory

 Beginning Parent

Achieving With Apraxia *Alyson Taylor and Dena Taylor*

Meet a young woman with resolved apraxia who has successfully travelled through middle school, high school, and college. Mother and daughter will share their stories and answer your questions. You will walk away from this session with a renewed sense of hope and inspiration for the future.

Learning Outcomes:

- ◆ Participants will be able to describe the possible challenges faced by young adults with CAS and their families.
- ◆ Participants will be able to identify areas of strength and success as characterized by a young adult with CAS.

Session 206

10:00 am - 11:30 am

Level:  ASHA Advanced

Considerations for Developing an Intensive Motor-Based Speech Program for Children with Childhood Apraxia of Speech *Sue Caspari, MA, CCC-SLP*

Current ASHA recommendations for treatment of children with CAS include intensive, individualized motor-based speech therapy. With this in mind, some clinicians have developed intensive speech programs for children with CAS. In this session, considerations for developing such a program will be discussed including: criteria for enrollment, number of students to enroll, number of therapists to include, family involvement, home practice, and treatment protocols. The format of this session will be interactive. The speaker will facilitate a discussion of factors and participation is encouraged.

Learning Outcomes:

- ◆ Participants will be able to describe reasons for developing an intensive motor-based speech program for children with CAS.
- ◆ Participants will be able to list considerations for developing an intensive motor-based speech program for children with CAS.

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SESSION GUIDE

SERIES 300

Session 301

1:00 pm - 2:30 pm

Level:  ASHA Intermediate  Experienced Parent

An Overview of PROMPT in Action *Amy Clark, MS, CCC-SLP*

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a philosophy, approach, system and technique that helps clients reach their full potential. This presentation will describe and demonstrate the multi-dimensional approach and system as they pertain to specific cases of children with CAS. These interactive case studies will highlight specific aspects of PROMPT assessment and treatment such as mass/distributed practice, reciprocal turn-taking and repetitive predictable play routines. In addition, case studies will demonstrate how PROMPT meets the individual needs of each children with CAS and facilitates for optimal functional communication outcomes.

Learning Outcomes:

- ◆ Participants will be able to identify movement patterns as they apply to the System Analysis Observation (SAO) and Motor Speech Hierarchy (MSH).
- ◆ Participants will be able to identify treatment priorities as they apply to the Motor Speech Hierarchy (MSH).
- ◆ Participants will be able to list and explain levels of PROMPT, mass/distributed practice, reciprocal turn-taking and repetitive predictable play routines.

Session 302

1:00 pm - 2:30 pm

Level:  ASHA Intermediate  Experienced Parent

Assessment and Treatment of Multilingual Children with CAS *Sarah Carmody Remy, MS, CCC-SLP*

Whether you are encountering a child for their first speech and language evaluation or tasked with confirming/clarifying a diagnosis, the assessment process for CAS is complex, multifaceted, and dynamic. The same is true when approaching speech and language diagnostics for children with multilingual backgrounds. We have a growing community of dual language learners in our communities, schools, and speech-language clinics—representing many different cultures. This presentation will offer SLPs an opportunity to further their knowledge in the specific assessment approaches and treatment considerations needed for multilingual children with CAS. Attendees will gain an understanding of how characteristics (syllable structure, sound development) of other languages differ from English, with specific attention to the features of Spanish. Topics such as treatment planning, language of therapy, target selection techniques, and adjusting treatment as academic and literacy skills develop will be addressed. Attention will also be given to home practice plans that are sensitive to home language use, as well as guidance for parents navigating educational and language decisions.

Learning Outcomes:

- ◆ Participants will be able to learn the essential components of a multilingual assessment for CAS.
- ◆ Participants will be able to gain an understanding of how the sound structure of other languages (i.e. Spanish) should inform bilingual assessment and treatment.
- ◆ Participants will be able to learn how to approach treatment planning for bilingual children with CAS.

Session 303

1:00 pm - 2:30 pm

Level:  ASHA Introductory  Beginning Parent

Apps for Speech Sound Production and/or Augmentative Communication: What to Choose and How to Use It *Heather Hamilton, MS, CCC-SLP*

Technology surrounds us in all aspects of life, but what role does technology play in speech therapy for children with CAS. All children with CAS need frequent repeated practice in order to achieve functional speech. How can we incorporate use of apps in the child's repeated practice? How do we know what apps to choose? We will explore different apps that can be incorporated into daily speech practice. We will discover that apps don't need to be specifically designed for CAS to be great opportunities for speech practice. It is equally as difficult to decide what iPad application will work best for your child whose speech is not yet functional. We will compare and contrast the communication apps for augmentative communication available on iPads. Learn the rationale for how the language is arranged to support generative language development using AAC.

Learning Outcomes:

- ◆ Participants will be able to learn how to use a variety of apps to encourage speech sound production for children with CAS.
- ◆ Participants will be able to learn the rationale and process of determining which augmentative communication application is best suited for an individual whose speech is not yet functional.

Conference Questions?
Contact CASANA Conference Director, Kathy Hennessy
Phone: 412-923-3401
E-mail: kathyh@apraxia-kids.org

SESSION GUIDE

Session 304

1:00 pm - 2:30 pm

Level:



ASHA Intermediate



Experienced Parent

Play With Me: Using Play to Develop Social Connection in Children with CAS (FOR PARENTS)

Nancy Tarshis, MA, MS, CCC-SLP and Sarah McDonnell, MA, CCC-SLP

Playing together is the most natural way for children to connect, get to know each other and have fun. It is also a child's best method for developing physical, imagination, cognitive and social skills. Play allows children to develop social connections through expressing thoughts and feelings and offers opportunities for joint problem solving and success. It is also the way young children learn best. While playing, children generate multiple ways of expressing their thinking while engaging with peers. Research tells us that in play with peers, children generate more complex language; which is reflective of increased complexity of thought. Peer play provides a platform for children to reason about others' feelings, and can serve as a unique tool for empathy development as well as social executive functioning. Children have an internal drive for pretend play; which allows them to experience many different roles, growing their capacity to feel the internal world of another. These early play experiences while assisting in creating social connections, are also cultivating a solid sense of self and security. The evidence is growing that meaningful social connections increase feelings of safety and wellbeing! Through play, children are offered increased opportunities to develop confidence and gain self-control and the motivation to try new things. During play they can take the time they need to master activities that interest them! Flexible thinking and creative problem solving skills are also promoted through play. In addition to the above, play is a unique venue for helping a child develop the ever important self regulation skill set that is so necessary for personal and academic success. We can help children put disappointments into words so they can calm themselves and focus on putting things back together.

This workshop will identify for parents how a child with CAS may be at risk for decreased social connection due to limited early play experiences. Children with CAS often have decreased opportunities for rich early social experiences due to restricted speech production and expressive language abilities. This seminar will identify for parents questions to ask their child's therapists in order to understand their child's play development as well as ways they can support their child in peer and social interactions during play.

Learning Outcomes:

- ◆ Participants will be able to identify the role of play in early childhood development and its effects on building social connection, empathy, and resilience
- ◆ Participants will be able to explain why an individual with CAS may have trouble with collaborative interactive play.
- ◆ Participants will identify three key components of parent-therapist collaborative relationships in supporting peer play ability in children with CAS.

Session 305

1:00 pm - 2:30 pm

Level:



ASHA Introductory



Beginning Parent

Life After Apraxia: the Good, the Bad, and the Ugly

Laura Smith, MA, CCC-SLP and Michelle Leigh

When your child is first diagnosed with Childhood Apraxia of Speech, your world may feel like it was turned upside down. Fear, sadness, anxiety and confusion might be just a few of the emotions you experience. You may feel lost or feel like you are all alone. You might feel you don't have time to think about that though, because the fight to help your child find their voice becomes your top priority. You may neglect other relationships and responsibilities and then feel guilty for not doing enough. This presentation is designed to be a source of support for the caregivers. It will address the feelings and emotions that happen to the caregivers of a child with CAS and issues families experience having a child with special needs. Resources will be provided on ways to cope and find balance.

Learning Outcomes:

- ◆ Participants will be able to describe at least two common health outcomes parents may experience who have kids with speech disorders.
- ◆ Participants will be able to illustrate how romantic partner support and family support affects caregiver somatic and depressive symptoms.
- ◆ Participants will be able to list at least 3 different ways to help cope with the feelings and emotions that come after a CAS diagnosis.

Session 306

1:00 pm - 2:30 pm

Level:



ASHA Advanced

Decision Making for Complex Cases

David W. Hammer, MA, CCC-SLP

A percentage of children diagnosed with CAS present a complex diagnostic profile of mixed speech sound and motor planning deficits that challenge treatment planning and implementation. This presentation will focus on case studies of children for whom this is the case in order to facilitate engaging discussion for learning. Videos of the children will be provided to highlight these challenges and to provide a foundation for discussion on decision-making in prioritizing therapy goals and development of treatment strategies accordingly.

Learning Outcomes:

- ◆ Participants will be able to identify challenging diagnostic findings and implications for therapy for children who demonstrate a mixed SSD with CAS features.
- ◆ Participants will be able to list key parent and therapist considerations for tackling these more complex cases.
- ◆ Participants will be able to describe strategies that are useful in prioritizing therapy goal planning.

SESSION GUIDE

SERIES 400

Session 401

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

PRISM: A Model for Successful Treatment of Childhood Apraxia of Speech *Margaret Fish, MS, CCC-SLP*

How do I organize treatment programs that align with the principles of motor learning, how do I prioritize goals, which target utterances should be addressed, which are the most beneficial cueing techniques; these are all questions that SLPs and families need to consider with when working with children with CAS at various ages and stages of speech development. This session will provide a framework of essential considerations when developing and implementing treatment programs for individuals with CAS. Practical advice will be offered for selecting target utterances for treatment, making repetitive practice fun, and utilizing a wide variety of multisensory cues in treatment in a dynamic manner.

Learning Outcomes:

- ◆ Participants will be able to list five foundations for effective treatment of CAS.
- ◆ Participants will be able to select appropriate target utterances for children with various communication profiles.
- ◆ Participants will be able to describe at least 10 multisensory cueing techniques and how they can be dynamically integrated into speech praxis treatment.
- ◆ Participants will be able to list several treatment activities that support repetitive practice and allow for maximum practice opportunities during treatment sessions.

Session 402

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

How to Get Started When There's More Than Childhood Apraxia of Speech *Breanna Waldrup, MS, CCC-SLP*

Implementing apraxia therapy usually requires several prerequisite skills on the part of the child, such as the ability to engage in joint attention, sustain attention, and engage in an adult-led task. However, many children with apraxia or who are suspected of having apraxia also have other challenges. Some children may have a diagnosis of autism while others struggle with sensory processing, social communication and/or emotional regulation. The SCERTS (Social Communication, Emotional Regulation, Transactional Support) model (Prizant et al., 2003) is a research-based model that was designed to address these challenges through natural routines and relationships between the child, family and therapist. SCERTS is flexible enough to be individualized to each child's needs and incorporate strategies from other approaches. Thus, AAC and apraxia therapy techniques can be introduced and included within the SCERTS framework. The SCERTS model and ideas of how to incorporate techniques based on the principles of motor learning will be discussed. Examples of therapy that addresses the whole child - not only their difficulties motor planning for speech but also sensory issues, social communication and emotional regulation - will be explored.

Learning Outcomes:

- ◆ Participants will be able to discuss the meaning of the acronym SCERTS ?
- ◆ Participants will be able to identify 3 examples of transactional supports.
- ◆ Participants will be able to explain one way in which a parent can help target social communication while also using apraxia therapy techniques.

Session 403

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

Tailoring IEP Goals to the Individual Needs of Children with Childhood Apraxia of Speech *Sue Caspari, MA, CCC-SLP*

For children with communication needs, writing specific, measurable IEP goals is crucial to being able to monitor their progress. Children with CAS often have needs in more than one communication area. For example, in addition to motor speech needs, a child with CAS may have needs in the areas of expressive language, social pragmatics, and/or literacy skills to name a few, and may need to supplement their verbal speech attempts with an augmentative and alternative communication (AAC) system. This session will focus on how goals can be written for each of the child's need areas. Resources will be provided describing methods for effective IEP goal writing. And cases will be reviewed demonstrating goals written for children with a variety of communication profiles that address their specific and individual needs.

Learning Outcomes:

- ◆ Participants will be able to describe important elements of IEP goal writing.
- ◆ Participants will be able to identify appropriate IEP goals for various speech and language needs
- ◆ Participants will be able to describe important considerations for IEP goal writing for children with CAS.

SESSION GUIDE

Session 404

3:00 pm - 4:30 pm

Level:  ASHA Advanced

Empowering Older Children and Young Adults with CAS: Building Social Communication and Executive Functioning Skills *Amy Clark, MS, CCC-SLP*

Older children and young adults with CAS may continue to have unresolved communication challenges related to social communication and executive functioning skills. Social communication difficulties relate to communication skills as they apply to interacting with others in various environments. They can include trouble with perspective taking, interpreting situations, social self-awareness, and behavioral adaptations. Executive functioning difficulties relate to organizational skills as they apply to accomplishing tasks. They can include trouble planning ahead, prioritizing, starting activities, and shifting from one task to another. Both require critical thinking. This presentation will examine social communication and executive functioning processes and highlight how caregivers and SLPs can support improvements in these skills

Learning Outcomes:

- ◆ Participants will be able to recognize and understand social communication deficits.
- ◆ Participants will be able to identify 5 Core Executive Functioning Processes.
- ◆ Participants will be able to determine how to support improvements in social communication and executive functioning skills.

Session 405

3:00 pm - 4:30 pm

Level:  ASHA Introductory  Beginning Parent

Overcoming Apraxia: I Couldn't Be Bitter, I Had to Be Better *Charlotte Trattner*

The goal of this presentation is to encourage parents to find and adopt appropriate strategies that will support the development of the child with CAS. Participants will hear directly from a young adult that has resolved apraxia about the strategies her family employed to guide their child to success and emphasize her strengths.

Learning Outcomes:

- ◆ Participants will be able to understand the importance of resilience as a key component to their child's development.
- ◆ Participants will be able to discuss the importance of finding appropriate strategies to support the success of their child with CAS.

Session 406

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

Prosody Explained and Treated *Elaine Dolgin Lieberman, MA, CCC-SLP*

Prosody, defined as the stress, rhythm, and tempo of language, plays an extremely important role in communication as it affects the meaning of our message. Although sensitivity to variation in prosodic parameters is observed early in infancy in children who will go on to acquire typical speech sound production, children diagnosed with Childhood Apraxia of Speech display differences in prosodic development well past the age when prosody is fully developed. "Inappropriate prosody, especially in the realization of lexical or phases stress," is one of the three core features of childhood apraxia of speech (CAS), according to the American Speech and Hearing Association (2007). This presentation will identify the characteristics of atypical prosody in children with CAS and offer suggestions for informal assessment and treatment, based on the Principles of Motor Learning. Prosody will be analyzed, including syllable, word, phrase, and sentence stress, rate, duration, pitch, and loudness. Specific strategies to mitigate the impact of prosodic differences will be directed to preschoolers and school-aged children.

Learning Outcomes:

- ◆ Participants will be able to identify 3 prosodic irregularities in children diagnosed with Childhood Apraxia of Speech.
- ◆ Participants will be able to identify 3 treatment strategies to address prosodic irregularities specific to children with Childhood Apraxia of Speech.

Conference Questions?
Contact CASANA Conference Director, Kathy Hennessy
Phone: 412-923-3401
E-mail: kathyh@apraxia-kids.org

SESSION GUIDE

SATURDAY, JULY 8, 2017

SERIES 500

Session 501

8:00 am - 9:30 am

Level:  ASHA Advanced

Syllables as the Foundation for the Treatment of Childhood Apraxia of Speech
Andy McMillin, MA, CCC-SLP

Many current treatment approaches for Childhood Apraxia of Speech (CAS) identify the syllable as a core unit. This presentation will cover the structure of a syllable, providing simple rules-of-thumb that identify syllable boundaries in nearly all cases. Participants will practice syllabifying a variety of multi-syllabic words according to these principles. We will also look at lexical and phrase-level stress assignment, which apply at the syllable level, and see how stress patterns can predict specific types of speech errors. Participants will practice strategies for identifying primary and secondary stresses in words and phrases. Finally, we will see how lexical-level syllabification and stress rules can also apply to phrases, and we will apply a prosodic account of syllable deletions at the word and phrase levels. Implications for treatment strategies such as backward-chaining, Melodic Intonation Therapy, and other therapy techniques that target prosody will be discussed, with a particular focus on excess-equal stress patterns.

Learning Outcomes:

- ◆ Participants will be able to identify the three core units of a syllable: onset, nucleus, and coda, and be able to fully parse any word's syllable structure according to these units.
- ◆ Participants will be able to identify and label stress at multiple levels at the word and phrase level.
- ◆ Participants will be able to apply principles of syllabification and stress assignment to common prosodic patterns such as syllable deletions, and describe treatment approaches well-suited to such deletions.

Session 502

8:00 am - 9:30 am

Level:  ASHA Intermediate  Experienced Parent

How Speech Got It's Groove Back: Making Motivation a Priority in Therapy
Sarah Carmody Remy, MS, CCC-SLP

Many children with complex speech and language difficulties, including those with CAS, are in treatment "for the long haul" and will log countless hours in therapy. Improvement and prognosis is dependent on many factors, but literature suggests that the quality of practice, the individual's desire to change, and even therapeutic rapport play a significant role. So, the job of the SLP designing therapy (and parents facilitating homework) is easy, right? Just keep things interesting and fun during hundreds of trials, several times during the week! The focus of this talk is motivation within the therapeutic session and beyond. Attendees will gain a better understanding of motivation across age groups, from infancy through early adulthood—and will learn how these relate to designing effective therapy with maturational and social-cognitive needs in mind. Through a series of specific examples, the session will offer clinicians and parents a framework for approaching motivational roadblocks in the therapy process. Topics such as staying current with children's interests, integrating technology into therapy, maximizing tried-and-true materials, and modifying the tools you have on hand will be discussed. You will also have an opportunity to problem solve and participate in motivation challenges in real time.

Learning Outcomes:

- ◆ Participants will be able to demonstrate understanding of the connection between motivation and learning.
- ◆ Participants will be able to demonstrate the ability to state 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 503

8:00 am - 9:30 am

Level:  ASHA Intermediate  Experienced Parent

Creative Elementary School Ideas for Using Apps in Speech-Language Therapy
Erik X. Raj, PhD, CCC-SLP

This hands-on course is designed to meet the needs of speech-language pathologists serving elementary school-age children with various communication difficulties by providing them with original and exciting ways to motivate and teach students. Creative ideas will be shared on how to put new spins on traditional speech-language therapy by introducing various iPad apps and Web-based technologies that revolve around the iPad. Participants will be involved in discussions related to skills and foundational knowledge. There will also be numerous prize giveaways throughout this course to ensure that this workshop is one of the most exciting educational experiences ever!

Learning Outcomes:

- ◆ Participants will be able to identify iPad apps that are appropriate to use with elementary school-aged children in speech-language therapy.
- ◆ Participants will be able to use iPad apps to assist elementary school-aged children with practicing numerous speech and language goals.
- ◆ Participants will be able to summarize unique digital motivational strategies to help elementary school-aged children become more effective communicators.
- ◆ Participants will be able to demonstrate different ways to appropriately introduce digital audio-visual materials into speech-language therapy.

SESSION GUIDE

Session 504

8:00 am - 9:30 am

Level:  ASHA Intermediate  Experienced Parent

Working Through Oppositional Behaviors in CAS Therapy *Julie Hoffmann, MA, CCC-SLP*

Motor speech therapy is difficult and tiring for children with CAS! When children struggle to make progress in therapy or find tasks difficult in sessions, changes in behaviors often occur. Inability to communicate and communication breakdowns increase frustration which often turns into non-compliance and oppositional behaviors in therapy and at home. In particular, children with CAS struggle with unintelligible speech, making nearly all communication interactions challenging. We do not want motor speech practice to become a battle nor do we want practice to be a negative experience for children in therapy. What are effective strategies for helping children cooperate and maintain focus during intensive therapy even when practice is difficult? This seminar will provide numerous ideas for addressing negative behaviors in a positive manner so children with CAS can receive maximal benefits from therapy and home practice.

Learning Outcomes:

- Participants will be able to explain causes of non-compliance and opposition during speech and language therapy.
- Participants will be able to apply numerous effective behavioral strategies within treatment sessions with children with CAS.

Session 505

8:00 am - 9:30 am

Level:  ASHA Intermediate  Experienced Parent

Using Features of Speech Motor Planning Therapy to Teach Reading to Children Diagnosed with CAS *Kay J. Giesecke, MS, CCC-SLP and Breanna Waldrup, MS, CCC-SLP*

On apraxia-kids.org Joy Stackhouse says, "children's speech difficulties arise from problems at one or more points in their underlying speech processing system. This system is the foundation for their written language as well as their spoken language skills. If this foundation is unstable, additional support will be needed to enable a child to use the strengths s/he has to develop phonological awareness skill and letter knowledge. This is tough but not insurmountable". Sometimes using the traditional techniques for teaching reading are not enough for the child diagnosed with CAS. Thus, the same motor planning therapy techniques used to teach speaking to children with CAS could be used to teach reading to children with CAS. Such motor planning features as focused attention of child reinforced by early success, use of additional cueing, use of cueing hierarchies, multiple repetition of target behaviors, use of a slower rate, multisensory input and feedback, and prosody remediation can facilitate the reading progress of the child with CAS. This presentation will focus on incorporating evidence-based motor planning features in teaching reading to children with CAS, as well as how to work on speaking and reading concurrently within a therapy session.

Learning Outcomes:

- ◆ Participants will be able to list five features of motor planning therapy.
- ◆ Participants will be able to identify how to apply five basic features of motor planning therapy to teach reading to children with CAS.
- ◆ Participants will be able to identify 2 ways to work on reading and speaking concurrently in therapy.

Session 506

8:00 am - 9:30 am

Level:  ASHA Intermediate  Experienced Parent

Addressing Sensory Issues in Speech Therapy for CAS *Cari Ebert, MS, CCC-SLP*

How young children take in and respond to sensory information can significantly impact their development. Occupational Therapists are the professionals who specialize in Sensory Processing Disorder, however, Speech-Language Pathologists need to have a basic understanding of how sensory issues can impact speech and language development as well as how to address sensory related behaviors that arise during speech therapy sessions. This seminar will provide an overview of self-regulation and the three ways a child can be dysregulated. Sensory over-responsivity, sensory under-responsivity and sensory seeking behaviors will be examined along with strategies to help young children interact more effectively with their environment.

Learning Outcomes:

- ◆ Participants will be able to list and describe the external and internal sensory systems.
- ◆ Participants will be able to contrast sensory over-responsivity, sensory under-responsivity and sensory-seeking behaviors.
- ◆ Participants will be able to explain how providing the appropriate sensory supports can positively impact speech and language development.

SESSION GUIDE

SERIES 600

Session 601

10:00 am - 11:30 am

Level: ★ ASHA Intermediate ★ Experienced Parent

Co-Occurring Diagnoses: Other "Letters" That May Go With CAS
Ruth Stoeckel, PhD, CCC-SLP

Many, if not most, children with CAS will have a co-occurring diagnosis at some time. For example, one child may be born with a known genetic condition associated with CAS, while another child appears to have "pure CAS" initially but has difficulty learning to read. Additional issues can include sensory differences, autism, learning disabilities, neurologic problems such as seizures, and physical or cognitive impairment. These issues can affect a child's long-term prognosis for intelligible verbal communication and academic success. There are currently studies looking at large groups of children with a diagnosis of CAS to examine problems that may go along with CAS. This session will discuss conditions to watch for and ways to potentially reduce the impact of co-occurring problems.

Learning Outcomes:

- ◆ Participants will be able to discuss evidence regarding disorders that frequently co-occur with CAS.
- ◆ Participants will be able to identify how other issues can affect outcomes for a child with CAS.
- ◆ Participants will be able to identify interventions that have been shown to be effective for children with multiple diagnoses.

Session 602

10:00 am - 11:30 am

Level: ★ ASHA Intermediate ★ Experienced Parent

Addressing the Ongoing challenges of Adolescents with CAS
Margaret Fish, MS, CCC-SLP

As children with a history of CAS reach adolescence, they may continue to have unresolved difficulties with their speech. Some children may have trouble using natural sounding prosody or learning how to produce those later developing speech sounds, such as /r/ and "j." Other children with more severe CAS may continue to have substantial difficulty achieving the motor control necessary for intelligible speech, especially in the flow of a conversation. This webinar will focus on learning how to help older children improve prosody, acquire a full repertoire of speech sounds, and continue to gain motor control for more intelligible speech. Two case studies will be discussed that illustrate how dynamic evaluation is used to guide selection of meaningful goals and development of treatment plans.

Learning Outcomes:

- ◆ Participants will be able to describe at least five strategies to support acquisition of later developing speech sounds and natural sounding prosody in adolescents.
- ◆ Participants will be able to describe at least five strategies to support improved motor speech control in adolescents who continue to have limited speech intelligibility.
- ◆ Participants will be able to develop meaningful goals based on dynamic progress monitoring to support ongoing speech needs of adolescents with CAS.

Session 603

10:00 am - 11:30 am

Level: ★ ASHA Introductory ★ Beginning Parent

Making Communication Easier When Talking is Tough
Kim Singleton, MS, CCC-SLP

While children with CAS are working hard to learn to speak, we need to help them communicate everything they can using any means they can. When a child struggles to talk, technology assists the child to expand or clarify spoken words. Some of this technology is dedicated such as formal augmentative or alternative communication (AAC) systems. Some of these tools are common and things we use everyday. For example, most of us use mobile phones, tablets or computers to help with our own communication. In addition to using our voices to talk on the phone, we text, we chat, we take pictures, we sketch, we send emojis. We gesture. We show. We act out. All of this communicates. We all are actively augmenting and expanding our verbal speech to communicate our ideas, share emotions and clarify our messages. How can we think about teaching and using these strategies with children with CAS? Why would we use technological supports with a young child who is learning to talk? What non-speech strategies should be emphasized? What are the benefits? Are there any risks? Where do we start? This session will explore these questions and answer more questions about expanding and augmenting a child's speech system with generic and assistive communication technology.

Learning Outcomes:

- ◆ Participants will be able to identify at least three common technological supports to incorporate in their interactions with children with CAS.
- ◆ Participants will be able to non-verbally generate ten messages with their bodies or tools they organically bring to the session (i.e. in their purse or pocket.)

Conference Questions?
Contact CASANA Conference Director, Kathy Hennessy
Phone: 412-923-3401
E-mail: kathyh@apraxia-kids.org

SESSION GUIDE

Session 604

10:00 am - 11:30 am

Level:



ASHA Intermediate



Experienced Parent

Addressing Sensory Issues in Speech Therapy for CAS *Cari Ebert, MS, CCC-SLP*

How young children take in and respond to sensory information can significantly impact their development. Occupational Therapists are the professionals who specialize in Sensory Processing Disorder, however, Speech-Language Pathologists need to have a basic understanding of how sensory issues can impact speech and language development as well as how to address sensory related behaviors that arise during speech therapy sessions. This seminar will provide an overview of self-regulation and the three ways a child can be dysregulated. Sensory over-responsivity, sensory under-responsivity and sensory seeking behaviors will be examined along with strategies to help young children interact more effectively with their environment.

Learning Outcomes:

- ◆ Participants will be able to list and describe the external and internal sensory systems.
- ◆ Participants will be able to contrast sensory over-responsivity, sensory under-responsivity and sensory-seeking behaviors.
- ◆ Participants will be able to explain how providing the appropriate sensory supports can positively impact speech and language development.

Session 605

10:00 am - 11:30 am

Level:



ASHA Advanced

Coaching Comprehension-Creating Conversation (CCCC): An Interactive Story Based Intervention for Children with Complex Learning Needs

Lauren Franke, Psy.D., CCC-SP

Coaching Comprehension-Creating Conversation (CCCC) is a story-based approach for language intervention for children with complex learning needs (CLN) that can be embedded throughout the child's day. Children work on critical language, social communication skills and literacy while learning to retell fictional stories and share personal narratives. Children with CLN often find themselves in learning situations that are too complex for learning to occur. As a result, it is important to provide a language learning environment that helps the children make sense of the world around them and "fits" their perceptual, memory, cognitive, language and social skills. To do this, CCCC provides an instructional framework with three levels of language development. Stories are prepared and presented during a "story lesson" that "fit" the child. The child then participates in various exposures to the story such as listening to the story, reenacting the story with props, drawing pictures and story retelling to address their language and communication goals. The overall goal of CCCC is for the child to develop the joy of sharing "stories" with others during extended interactions. The approach blends applied behavior analysis, social-pragmatics, and Vygotskian strategies. Reflecting this blend of theoretical approaches, the CCCC motto is "Simplify, Support, Play and Practice". The presentation will include overview of the teaching guidelines, five levels of stories, conducting a story lesson and ideas for embedding stories throughout the child's day.

Learning Outcomes:

- ◆ Participants will be able to discuss the importance of adjusting language input to the child with CLN to facilitate language development
- ◆ Participants will be able to express the "4 m's" or the instructional framework for CCCC.
- ◆ Participants will be able to describe "tailored stories."
- ◆ Participants will know the components needed to customize interactive language for children and to create "tailored stories."
- ◆ Participants will be able to express the different story exposures to guide the child to story retelling.

Session 606

10:00 am - 11:30 am

Level:



ASHA Intermediate



Experienced Parent

Moving From "I Can't Do This" to "I Can't Do This Yet" *Nancy Tarshis, MA, MS, CCC-SLP*

Is stress a bad thing or a good thing? One thing for sure is...it's a given for all of us. How do we help children develop the tools they need to cope with stress and other challenges?

Our goal as parents and therapists is **not** to assure our children will never have an unhappy or stressful day or experience, but, rather, to make sure they have the skillset to cope with one. All children with social learning challenges, especially apraxia, confront greater stress than the every day kind we all experience. Teaching better perspective taking, stronger executive functioning and self-regulation, and better problem solving will help them to be more resilient.

Resilience is the ability to bounce back from adversity, push through difficult moments, or take on important tasks, even if they make us uncomfortable or unhappy. Learning coping skills and strategies and developing the ability to self-regulate in difficult circumstances is the foundation of resilience. Kids with social, learning, and communication challenges become so upset when difficulties arise because they fear they cannot solve their problems, don't possess strategies for problem solving, or don't know they have skills for creating solutions. Helping them understand that all learning is an uphill climb and that challenging learning is learning that sticks will change the focus to effort, not product. Teaching the upside of stress and underpinnings of growth mindset, while shifting the lens from "I can't do this" to "I can't do this yet" is the focus of this valuable workshop.

Learning Outcomes:

- ◆ Participants will be able to describe a resilient view and how it impacts development and learning.
- ◆ Participants will learn key strategies to help children be better problem solvers.
- ◆ Participants will be able to describe the key components of the learning pit and see how understanding this concept will help our children to be more resilient learners.
- ◆ Participants will be able to define the concept of growth mindset and connect it to working with children with apraxia.

SESSION GUIDE

SERIES 700

Session 701

1:00 pm - 2:30 pm

Level:  ASHA Intermediate  Experienced Parent

Motor Speech Dysfunction in Children with Autism: Evaluation and Treatment Using the PROMPT Approach *Jennifer Moore, MS, CCC-SLP*

Research in the area of motor and sensory impairment in children with autism suggests that there are several factors that may impact the acquisition of language and motor speech movements required for verbal communication. Although children with autism may not generally fit within the diagnostic parameters of true apraxia, there is evidence of motor speech dysfunction which is suspected to be caused by the atypical neurophysiology in this population. Currently, there are interventions for improving motor speech control for children without autism who fit into the true diagnosis of apraxia; however, there is no research specifically supporting the use of a motor and muscle based approach for children with autism and motor speech dysfunction. This discussion will address motor speech evaluation in this population and the use of PROMPT therapy as a treatment modality.

Learning Outcomes:

- ◆ Participants will be able to discuss methods for evaluating and treating children with suspected dual diagnosis.
- ◆ Participants will be able to understand the deficits in the motor and sensory systems which may contribute to poor acquisition of motor speech skills in children with autism.
- ◆ Participants will be able to identify the prerequisite skills for motor speech acquisition.

Session 702

1:00 pm - 2:30 pm

Level:  ASHA Intermediate  Experienced Parent

Prosody Explained and Treated *Elaine Dolgin Lieberman, MA, CCC-SLP*

Prosody, defined as the stress, rhythm, and tempo of language, plays an extremely important role in communication as it affects the meaning of our message. Although sensitivity to variation in prosodic parameters is observed early in infancy in children who will go on to acquire typical speech sound production, children diagnosed with Childhood Apraxia of Speech display differences in prosodic development well past the age when prosody is fully developed. "Inappropriate prosody, especially in the realization of lexical or phrases stress," is one of the three core features of childhood apraxia of speech (CAS), according to the American Speech and Hearing Association (2007). This presentation will identify the characteristics of atypical prosody in children with CAS and offer suggestions for informal assessment and treatment, based on the Principles of Motor Learning. Prosody will be analyzed, including syllable, word, phrase, and sentence stress, rate, duration, pitch, and loudness. Specific strategies to mitigate the impact of prosodic differences will be directed to preschoolers and school-aged children.

Learning Outcomes:

- ◆ Participants will be able to identify 3 prosodic irregularities in children diagnosed with Childhood Apraxia of Speech.
- ◆ Participants will be able to identify 3 treatment strategies to address prosodic irregularities specific to children with Childhood Apraxia of Speech.

Session 703

1:00 pm - 2:30 pm

Level:  ASHA Advanced

Empowering Older Children and Young Adults with CAS: Building Social Communication and Executive Functioning Skills *Amy Clark, MS, CCC-SLP*

Older children and young adults with CAS may continue to have unresolved communication challenges related to social communication and executive functioning skills. Social communication difficulties relate to communication skills as they apply to interacting with others in various environments. They can include trouble with perspective taking, interpreting situations, social self-awareness, and behavioral adaptations. Executive functioning difficulties relate to organizational skills as they apply to accomplishing tasks. They can include trouble planning ahead, prioritizing, starting activities, and shifting from one task to another. Both require critical thinking. This presentation will examine social communication and executive functioning processes and highlight how caregivers and SLPs can support improvements in these skills.

Learning Outcomes:

- ◆ Participants will be able to recognize and understand social communication deficits.
- ◆ Participants will be able to identify 5 core executive functioning processes.
- ◆ Participants will be able to determine how to support improvements in social communication and executive functioning skills.



SESSION GUIDE

Session 704

1:00 pm - 2:30 pm

Level:  ASHA Intermediate  Experienced Parent

Food for Thought

Tovah Feehan, MS, CCC-SLP, CEIM

ASHA lists “feeding difficulties” as a possible co-occurring symptom of Childhood Apraxia of Speech (CAS). While a diagnosis of CAS might not happen until 2 years old or later, feeding challenges may be present in these children from early infancy. Depending on the underlying interplay of medical, motor/praxis, sensory, developmental, structural and relational components, feeding difficulties can persist and evolve as children grow. Families are confronted with a myriad of possible solutions to feeding their children, one view often contradicting the next. In the age of social media, hectic family schedules and endless diet options, it can be overwhelming to filter information and find an approach that fits your child and family’s specific needs. When CAS and feeding difficulties overlap, the tenets of motor learning theory that inform treatment approaches for children with CAS can also be useful in developing a treatment plan for feeding. However, each case is truly unique and best addressed when parents as the experts on their children, partner with speech therapists as experts in feeding and praxis skills to co-investigate and collaborate care. This presentation will outline common contributing variables to feeding difficulties and mealtime stress. Cultivating curiosity and internal motivation is the first important step toward meaningful outcomes. Participants will be armed with practical, positive treatment approaches with the whole child and whole family in mind. By understanding the underlying causes and treatment options, parents and clinicians can be empowered to ask the right questions and find solutions that make mealtime more enjoyable for the whole family.

Learning Outcomes:

- ◆ Participants will be able to identify the factors that impact feeding including sensory, oral motor, medical, developmental, mealtime structure, and behavior.
- ◆ Participants will be able to identify when direct feeding therapy is appropriate and questions to ask their providers.
- ◆ Participants will be able to describe 5 ways parents can help promote positive mealtime opportunities.

Session 705

1:00 pm - 2:30 pm

Level:  ASHA Introductory  Beginning Parent

I Can Tell Stories Too; Storytelling Strategies for Students with Childhood Apraxia of Speech

Theresa Fagundes Diener, MA, CCC-SLP

Humans have been telling stories across cultures for millions of years. Telling one’s story is a critical part of relating to others. Whether it is recounting what occurred at school, relaying a joke, retelling a plot, or participating in a play, students with CAS have more to say than their motor speech systems will enable them. This course is designed to showcase strategies to help students with CAS find their storytelling voices.

Learning Outcomes:

- ◆ Participants will be able to develop meaningful scripts based on their student’s target word lists.
- ◆ Participants will be able identify types of narratives and specific ways to foster each type in a fun and meaningful way.
- ◆ Participants will be able develop a lesson plan using at least one new low-tech or high-tech strategy during a partner role-play activity.

Session 706

1:00 pm - 2:30 pm

Level:  ASHA Advanced

Decision Making for Complex Cases

David W. Hammer, MA, CCC-SLP

A percentage of children diagnosed with CAS present a complex diagnostic profile of mixed speech sound and motor planning deficits that challenge treatment planning and implementation. This presentation will focus on case studies of children for whom this is the case in order to facilitate engaging discussion for learning. Videos of the children will be provided to highlight these challenges and to provide a foundation for discussion on decision-making in prioritizing therapy goals and development of treatment strategies accordingly.

Learning Outcomes:

- ◆ Participants will be able to identify challenging diagnostic findings and implications for therapy for children who demonstrate a mixed SSD with CAS features.
- ◆ Participants will be able to list key parent and therapist considerations for tackling these more complex cases.
- ◆ Participants will be able to describe strategies that are useful in prioritizing therapy goal planning.



SESSION GUIDE

SERIES 800

Session 801

3:00 pm - 4:30 pm

Level:



ASHA Introductory



Beginning Parent

**A Time to Reflect, A Time to Learn
*Panel Discussion***

Building communities of support and education is part of the mission of the Childhood Apraxia of Speech Association of North America. To ensure that participants leave the National Conference with ideas about how they can translate knowledge gained and relationships built into real action steps, the final session will involve two panels. The first panel will be made up of members of the CASANA Professional Advisory Board and the second will include the CASANA staff. Questions will be secured during the conference that will be distributed, and then addressed by the appropriate speaker, with time set aside for spontaneous questions as well.

Learning Outcomes:

- ◆ Participants will be able to identify the primary functions of the CASANA Advisory Board.
- ◆ Participants will be able to list ways to reach out to the Advisory Board for education and research support.
- ◆ Participants will be able to describe the roles of the CASANA staff.
- ◆ Participants will be able to list ways to tap into staff resources for community building.



Conference Questions?
Contact CASANA Conference Director, Kathy Hennessy
Phone: 412-923-3401
E-mail: kathyh@apraxia-kids.org



Use these webinars to build the foundation to enhance your learning experience
with these Conference Speakers!

(All webinars can be found at www.apraxia-kids.org/webinars/)

Sue Caspari, MA, CCC-SLP

Creating IEP Goals for Children with CAS, and Other Communication Needs
The Do's and Don'ts of Therapy for Childhood Apraxia of Speech

Elaine Dolgin-Lieberman, MA, CCC-SLP

Home Strategies for Carryover and Generalization for Childhood Apraxia of Speech

Cari Ebert, MS, CCC-SLP

Early Intervention - Speech Matters
Suspected Childhood Apraxia of Speech: Making a Differential Diagnosis
Treatment Strategies for Young Children with Suspected Childhood Apraxia of Speech

Margaret Fish, MS, CCC-SLP

Addressing the Ongoing Communication Challenges of Adolescents with Childhood Apraxia of Speech
Promoting Expressive Language Development in Children with Childhood Apraxia of Speech

David Hammer, MA, CCC-SLP

An Overview of a Multi-Sensory Approach to CAS for Achieving Speech Outcomes
Preschool Therapy for Childhood Apraxia of Speech: Strategies in Action
Sibling Struggles, Support, and Survival Strategies
Stuttering Disfluency and Childhood Apraxia of Speech
Those Darn R's Strategies for Remediation for Persistent R Distortions in Childhood Apraxia of Speech
Thumbsucking, Pacifiers, Tongue-Tie Oh My - Additional Challenges We Face in CAS Intervention

Ruth Stoeckel, PhD, CCC-SLP

Are We There Yet? Keeping Data So You Know
Dealing with Dysarthria and Childhood Apraxia of Speech
Researching The Research: How Do I Know What To Believe?
Supporting Literacy in Children with Childhood Apraxia of Speech: Techniques for Clinicians and Parents
What If Its More When Cognitive and Learning Issues Co-occur with Childhood Apraxia of Speech

Shelley Velleman, PhD, CCC-SLP

Treatment of Childhood Apraxia of Speech in Older Children

ADDITIONAL CONFERENCE ACTIVITIES

THURSDAY, JULY 6, 2017

Opening Reception

4:00 PM - 6:00 PM

Paradise Terrace

(Included in Conference Registration Fee)

FRIDAY, JULY 7, 2017

Yoga on the Beach

6:00 AM - 7:00 AM

Paradise Terrace

Exhibit Hall

7:00 AM - 4:30 PM

Island Room

(Included in Conference Registration Fee)

Learn at Lunch (All Learn at Lunch discussions are Included in Conference Registration Fee/Seating is Limited)

11:30 AM - 1:00 PM

Literacy Skills: What's at Stake?

Location TBA

Kenda Hammer, Med

The Importance of Involving Dads

Location TBA

Dave Hammer, MA, CCC-SLP

The San Diego Unified School District Did It and So Can You! Developing a Resource Center for CAS

Location TBA

Sally Christian, MS, CCC-SLP

Donor Reception

5:00 PM - 6:30 PM

Paradise Terrace

(Invitation only)

SATURDAY, JULY 9, 2016

Yoga on the Beach

6:00 AM - 7:00 AM

Paradise Terrace

Exhibit Hall

7:00 AM - 4:30 PM

Island Room

(Included in Conference Registration Fee)

Speaker Raffle Luncheon

11:30 AM - 1:00 PM

Bayview Room

\$5 per ticket at the CASANA Sales Desk

CONFERENCE POLICIES

Location: The Conference will take place at Paradise Point Resort and Spa, 1404 Vacation Road, San Diego, CA, 92109. Information on Paradise Point Resort and Spa can be found at <http://www.paradisepoint.com/>.

Date: July 6 - 8, 2017.

Parking: Parking is onsite. The parking fee for overnight guests is discounted at \$20.00 per night. Day parking is complimentary for conference guests.

Accommodations and Transportation: All registrants are responsible for arranging their own accommodations and transportation to and from Paradise Point Resort and Spa.

Accuracy of Speaker and Session Information: Information in this printed material is accurate as of April 3, 2017. Up-to-date information can be found at www.apraxia-kids.org.

Confirmation: Confirmation is by e-mail only. Detailed directions to Paradise Point Resort and Spa will be sent to each registrant with their confirmation.

Registration Cancellation: Paid Registrants will be refunded, less a \$50.00 cancellation fee, if written notice is received before June 15, 2017. Purchase orders are considered the same as payment and are subject to this cancellation policy. No refunds will be granted after June 15, 2017. 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, 2017.

Professional CEU's: Pre-Conference Seminar 100 and 200 are offered for .2 ASHA CEU's each. (Various levels, Professional area) The Conference is offered for 1.3 ASHA CEUs. (Various levels, Professional area).

	<p>Childhood Apraxia of Speech Asso is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.</p>
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ASHA CE Registry: An annual ASHA CE Registry fee is required to register ASHA CEU's. ASHA CE registry fees are paid by the participant directly to the ASHA National Office. The annual ASHA CE Registry fee allows registration of an unlimited number of ASHA CEUs for the calendar year. Contact the ASHA CE staff at 800-498-2071, ext. 4219 for CE Registry fee subscription information.

CEU's for the Pre-Conference Seminars, and the Conference, including the Keynote Address, are being offered independent of each other. Qualified Participants can receive CEU's for either a Pre-Conference Seminar, or the Conference, including the Keynote Address, or all events. Pre-Conference Seminars are being offered for .2 ASHA CEU's each. The Conference, including the Keynote Address, is being offered for 1.35 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, 2017. Those registering after June 15, 2017, as well as those attending from outside the US, 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. Please contact Paradise Point Resort and Spa directly for information on childcare options; 858.274.4630.

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, 2017. Participants may pick up t-shirts at the CASANA Sales Desk located in 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 2017 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 858.274.4630 for reservations at Paradise Point Resort and Spa. Ask for the Childhood Apraxia of Speech Association (CASANA) 2017 National Conference group rate. The CASANA Group rate is guaranteed until June 4, 2017. Reservations can also be made online at <http://www.apraxia-kids.org/2017-national-conference-accommodations/>.

REGISTRATION FORM - PAGE 1 OF 2

SESSION CHOICES: *Participants registering by mail should fill-in the schedule with a first and a second choice, marked 1 and 2, for Series 100 through Series 700. 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. Participants registering online do not need to fill out this form or forward it to CASANA.*

Thursday, July 6, 2017

- 6:00 pm–7:00 pm Keynote Address

Friday, July 7, 2017

Series 100 Select first and second choice sessions only

- 101 8:00–9:30 am Utilizing the Lindamood Phoneme Sequencing Program in the Treatment of CAS
 102 8:00–9:30 am Fun and Effective Motor Planning Activities for Use in Early Intervention
 103 8:00–9:30 am Creative Middle School Ideas for Using Apps in Speech Language Therapy
 104 8:00–9:30 am Play With Me: Using Play to Develop Social Connection in Children with CAS (FOR PROFESSIONALS)
 105 8:00–9:30 am Becoming Your Child's Best Advocate
 106 8:00–9:30 am Co-Occurring Diagnoses: Other "Letters" That May Go with CAS

Series 200 Select first and second choice sessions only

- 201 10:00–11:30 am Individualizing Treatment for CAS Using Dynamic Temporal Tactile Cueing (DTTC)
 202 10:00–11:30 am Evidenced-Based Approach to the Treatment of CAS
 203 10:00–11:30 am AAC: What's Missing in Your Intervention Practice
 204 10:00–11:30 am Social and Behavioral Goals for Young Children with CAS
 205 10:00–11:30 am Achieving with Apraxia
 206 10:00–11:30 am Considerations for Developing an Intensive Motor-Based Speech Program for Children with CAS

Learn at Lunch Optional Activity/Choose one only if interested/Seating is limited

- L100 11:30 am - 1:00 pm Literacy Skills: What's at Stake?
 L200 11:30 am - 1:00 pm The Importance of Involving Dads
 L300 11:30 am - 1:00 pm The San Diego Unified School District Did It and So Can You! Developing a Resource Center for CAS

Series 300 Select first and second choice sessions only

- 301 1:00–2:30 pm An Overview of PROMPT in Action
 302 1:00–2:30 pm Assessment and Treatment of Multilingual Children with CAS
 303 1:00–2:30 pm Apps for Speech Sound Production and/or Augmentative Communication: What to Choose and How to Use it
 304 1:00–2:30 pm Play with Me: Using Play to Develop Social Connection in Children with CAS (FOR PARENTS)
 305 1:00–2:30 pm Life After Apraxia: The Good, the Bad, and the Ugly
 306 1:00–2:30 pm Decision Making Complex Cases

Series 400 Select first and second choice sessions only

- 401 3:00–4:30 pm PRISM: A Model for Successful Treatment of CAS
 402 3:00–4:30 pm How to Get Started When There's More Than CAS
 403 3:00–4:30 pm Tailoring IEP Goals to the Individual Needs of Children with CAS
 404 3:00–4:30 pm Empowering Older Children and Young Adults with CAS: Building Executive Functioning and Social Communication
 405 3:00–4:30 pm Overcoming Apraxia: I Couldn't be Bitter, I Had to Be Better
 406 3:00–4:30 pm Prosody Explained and Treated

Saturday, July 8, 2017

Series 500 Select first and second choice sessions only

- 501 8:00–9:30 am Syllables as the Foundation for the Treatment of CAS
 502 8:00–9:30 am How Speech Got It's Groove Back: Making Motivation a Priority in Therapy
 503 8:00–9:30 am Creative Elementary School Ideas for Using Apps in Speech Language Therapy
 504 8:00–9:30 am Working Through Oppositional Behaviors in CAS Therapy
 505 8:00–9:30 am Using Features of Speech Motor Planning to Teach Reading to Children with CAS
 506 8:00–9:30 am Addressing Sensory Issues in Speech Therapy for CAS

Series 600 Select first and second choice sessions only

- 601 10:00–11:30 am Co-Occurring Diagnoses: Other "Letters" That May Go With CAS
 602 10:00–11:30 am Addressing the Ongoing Challenges of Adolescents with CAS
 603 10:00–11:30 am Making Communications Easier When Talking is Tough
 604 10:00–11:30 am Addressing Sensory Issues in Speech Therapy for CAS
 605 10:00–11:30 am Coaching Comprehension-Creating Conversation (CCCC): An Interactive Story Based Intervention for Children with Complex Learning Needs
 606 10:00–11:30 am Moving From "I Can't Do This" to "I Can't Do This Yet"

Series 700 Select first and second choice sessions only

- 701 1:00–2:30 pm Motor Speech Dysfunction in Children with Autism: Evaluation and Treatment Using the PROMPT Approach
 702 1:00–2:30 pm Prosody Explained and Treated
 703 1:00–2:30 pm Empowering Older Children and Young Adults with CAS: Building Executive Functioning and Social Communication
 704 1:00–2:30 pm Food for Thought
 705 1:00–2:30 pm I Can Tell Stories Too; Storytelling Strategies for Students with CAS
 706 1:00–2:30 pm Decision Making for Complex Cases

Series 800

- 801 3:00–4:30 pm A Time to Reflect, a Time to Learn

REGISTRATION FORM - PAGE 2 OF 2

Please complete one form for each registrant.

Name _____

Street _____ City _____ State _____ Zip _____

Phone _____ Alternate Phone _____

E-Mail (Confirmation is by e-mail only) _____

Please describe any special accommodations required: _____

Do you request vegetarian food options? ____ Yes ____ No

Is there a topic you would like to see for our Topic Table Networking Luncheon? _____

If you are a parent of a child with CAS, is your child newly diagnosed with CAS? ____ Yes ____ No

If you are a parent of a child with CAS, how old is your child with CAS? _____ years of age

Have you attended a CASANA National Conference in the past? ____ Yes ____ No

PAYMENT

Pre-Conference

(If interested in attending, please select only ONE seminar)

AMOUNT

Pre-Conference Seminar:
Session 100 Putting the Pieces Together: How to Get the Most Out of Your Conference ____ \$60 Per Individual

Pre Conference Seminar:
Session 200 Building Speech: A New Approach for Developing Speech Goals and Stimuli ____ \$60 Per Individual

Pre Conference Seminar:
Session 300 Shoe Camp: A Parent Pre-Conference Experience (Experienced Parents Only) ____ \$100 Per Individual

Conference:

Advanced General Early Bird Registration (best rate EVER!) ____ \$250 Per Individual
General Early Bird Registration (received after 4/30/17) ____ \$275 Per Individual
General Registration (received after 6/15/17) ____ \$300 Per Individual

Advanced Professional Early Bird Registration (best rate EVER!) ____ \$350 Per Individual
Professional Early Bird Registration (received after 4/30/17) ____ \$375 Per Individual
Professional Registration (received after 6/15/17) ____ \$400 Per Individual

Advanced Student Early Bird Registration (best rate EVER!) ____ \$250 Per Individual
Student Early Bird Registration (received after 4/30/17) ____ \$275 Per Individual
Student Registration received after (6/15/17) ____ \$300 Per Individual

Please call 412-923-3401 or e-mail kathyh@apraxia-kids.org for Group Rate information.

Advanced Early Bird Registration requires receipt of a Registration Form with Full Payment by April 30, 2017

Early-Bird Registration requires receipt of a Registration Form with Full Payment by June 15, 2017

CONFERENCE EXTRAS

T-shirt with Conference Logo:

(All t-shirts must be ordered by June 15, 2017) Please indicate how many t-shirts in each size.

____ YS ____ YM ____ YL X \$10 per t-shirt _____

____ XS ____ S ____ M ____ L ____ XL X \$12 per t-shirt _____

TOTAL AMOUNT OF DUE _____

METHOD OF PAYMENT

____ Check (made payable to CASANA) ____ Money Order

____ MasterCard ____ Visa ____ Discover ____ American Express

Credit Card# _____

CVV # _____ Expiration Date _____ Month _____ Year Signature _____