20th Anniversary
Apraxia Kids
National Conference
July 11-13, 2024
Sheraton Pittsburgh Hotel at Station Square
225 W Station Square Drive
Pittsburgh, PA 15219

PROGRAM BOOK

ASHA CE APPROVED PROVIDER | Apraxia Kids

Preconference	**Up to 6 Hours**	**(0.60 ASHA CEUs)**
Live Conference	**Up to 13.5 Hours**	**(1.35 ASHA CEUs)**
Virtual Conference	**Up to 44.5 Hours**	**(4.45 ASHA CEUs)**
Total Available	Up to 64 Hours	(6.40 ASHA CEUs)

The Apraxia Kids National Conference is the only major conference on the speech, language, learning, and life needs of children with childhood apraxia of speech (CAS). The National Conference brings together parents, professionals, educators, and others who are seeking the most up-to-date and in-depth learning opportunities available.

CONFERENCE SCHEDULE

Please Note: Not all sessions are the same length of time.
Please continue reading to see the complete National Conference Session Guide for session descriptions.
Read the National Conference FAQ

CAS NTRODUCTORY LEARNING

If you are new to the diagnosis or the conference, we suggest enjoying some free videos prior to the start of the National Conference to help you learn introductory vocabulary and content. You can find a series of 3 introductory CAS 101* videos on our YouTube page, and 8 more introductory videos in our Lecture Series.

THURSDAY, JULY 11

9:00am - 12:00pm	**Professional Preconference** *(requires additional registration fee)*
1:00pm - 4:00pm	**Professional Preconference** *(requires additional registration fee)*
4:00pm - 5:00pm	Exhibit Hall, Research Posters*
5:00pm - 6:30pm	Welcome & Keynote
6:30pm - 7:30pm	Reception*

FRIDAY, JULY 12

7:00am - 8:15am	Breakfast*
8:15am - 9:15am	Research Update
9:15am - 9:30am	Break
9:30am - 11:30am	Series 100 Breakout Sessions
11:30am - 12:45pm	Lunch, Topic Tables, Lunch & Learns*
1:00pm - 2:30pm	Series 200 Breakout Sessions
2:30pm - 3:00pm	Break
3:00 - 4:30/5:00pm	Series 300 Breakout Sessions
6:30pm - 9:00pm	Gateway Clipper Event* (Paid registration, Adults 16+ only)

SATURDAY, JULY 13

7:15am - 8:30am	Breakfast*
8:30am - 10:00am	Series 400 Breakout Sessions
10:00am - 10:30am	Break
10:30am - 11:30am	Series 500 Breakout Sessions
11:30am - 1:00pm	Lunch, Topic Tables, Speaker Luncheon*
1:00pm - 2:30pm	Series 600 Breakout Sessions
2:30pm - 3:00pm	Break
3:00pm - 4:30pm	Closing Session

VIRTUAL SESSIONS

All session details are listed in this Program Book. Each session description will list how it will be presented: live only, virtual only, or available both live and virtually.

If you purchase a **Virtual Ticket**, you do not have to select any sessions when you register.
You will have access to all virtually available sessions for the month of July 2024.

If you purchase an **In-Person Ticket**, you will select any live in-person sessions of your choice.
Additionally, you will also have access to all virtually available sessions for the month of July 2024.

These sessions are not available for ASHA CEUs.

CAS Introductory Learning

Recommended for those new to CAS: Childhood Apraxia of Speech 101 *(Not available for CEUs)*

Time: Any Time

Audience: Both Families and Professionals

Level: Introductory

Presenters: Amy Meredith, PhD, CCC-SLP; Laura Moorer, MA, CCC-SLP; and Amy Salera, Parent of Apraxia Star

This session is Virtual Only.

A parent-friendly introduction to the characteristics, assessment, and treatment of childhood apraxia of speech broken into 3 videos, approximately one hour each.

Learning Objectives:
1. List the 3 core characteristics of CAS.
2. List 3 critical components of an assessment of CAS.
3. List 3 features of an evidenced based treatment approach for CAS.

FREE ACCESS HERE: YouTube.com/ApraxiaKids

National Conference Features

Professional Preconference: We are offering a preconference just for intermediate level SLPs wanting to advance their CAS knowledge. This preconference is two 3 hour sessions and requires an additional paid registration fee.

Gateway Clipper Event: Back by popular demand, we are also pleased to host an adult-only cruise on the Gateway Clipper on the evening of Friday, July 12th. Tickets are limited and may be purchased during registration. This event is walkable from the hotel and includes dinner and a wonderful evening catching up with friends and meeting new apraxia families and SLPs while seeing the great city of Pittsburgh from our three rivers.

Exhibit Hall: Our Exhibit Hall will be open throughout the conference. You can visit each booth to learn more about their products, services, and more.

SLP-Is-In Booth: This is a one-on-one time with an Apraxia Kids Boot Camp Graduate SLP to discuss your specific apraxia questions in detail with a knowledgeable professional. This is just for parents and available on a first come first serve basis. We will email all registered parents closer to the event with details for you to sign up and reserve a spot.

Speaker Luncheon: You will have a chance to win a one-on-one lunch with the attending speaker of your choice for Saturday during lunch time. Speaker options will be set up raffle style during the conference.

Lunch & Learns: During registration, you will have the opportunity to sign up for a free special topic Lunch & Learn that will be held on Friday at lunch time. If you do not choose to attend one of the special topics, you will have your lunch in the main meeting space.

Meals: Light refreshments and a cash bar are provided Thursday evening. Breakfast and lunch are provided on Friday and Saturday. Dinner and a cash bar on the Gateway Clipper are provided to paid registered attendees.

Regional & Topic Tables: During lunch, the main meeting space will have signs on the tables to designate regions where conference attendees are from, or CAS related topics to discuss.

Registration Desk: If you have any questions during the live conference, please do not hesitate to find an Apraxia Kids staff member at the Registration Desk at any time.

SESSION GUIDE

Thursday, July 11, 2024

PROFESSIONAL PRE-CONFERENCE (Requires additional registration fee)

Session 001: Bridging the Gap Between Foundational Knowledge and Advanced Skills: Assessment of CAS
Day/Date: Thursday, July 11
Time: 9:00am - 12:00pm (3 hours)
Audience: Professionals
Level: Intermediate
Speakers: Sue Caspari, MA, CCC-SLP and Ruth Stoeckel, PhD, CCC-SLP
This session will be Live Only.
In recent years there has been heightened awareness of CAS and, more generally, pediatric motor speech disorders. This session is intended for clinicians who already have some expertise in diagnosis and treatment to expand knowledge and skills for assessment through a case study approach. Currently available assessment tools and tasks will be covered that can be adapted across a variety of settings. Instruction will include lecture and interactive activities.
Learning Objectives:
1. Discuss applicability of a variety of assessment tools across a range of ages and levels of verbal skill.
2. Transcribe responses to inform diagnostic decision-making in the provided case study.
3. Consider assessment information in the context of the World Health Organization (WHO) model (whole child).

Session 002: **Bridging the Gap Between Foundational Knowledge and Advanced Skills: Treatment of CAS**
Day/Date: Thursday, July 11
Time: 1:00 - 4:00pm (3 hours)
Audience: Professionals
Level: Intermediate
Speakers: Sue Caspari, MA, CCC-SLP and Ruth Stoeckel, PhD, CCC-SLP
This session will be Live Only.
In recent years there has been heightened awareness of CAS and, more generally, pediatric motor speech disorders. This session is intended for clinicians who already have some expertise in diagnosis and treatment to expand knowledge and skills for intervention through a case study approach. Currently available treatment practices will be covered that can be adapted across a variety of settings. Instruction will include lecture and interactive activities.
Learning Objectives:
1. Describe features of treatment that underly effective interventions for CAS.
2. Apply knowledge gained through assessment to select treatment approaches.
3. Identify the components needed to write motor-based goals.
4. Discuss methods for monitoring progress.

OPENING EVENTS

Welcome: **Celebrating the 20th Anniversary of the Apraxia Kids National Conference**
Day/Date: Thursday, July 11
Time: 5:00 - 5:15pm (15 minutes)
Audience: All Registered Attendees
This session will be Live Only.
Kicking off the 20th annual National Conference with a look back on where we came from.

Session 003, Keynote Speaker: **Thinking Critically About Critical Thinking and Executive Functioning: What Do Children Need to be Successful?**
Day/Date: Thursday, July 11
Time: 5:15 - 6:15pm (1 hour)
Audience: Both

Level: Introductory
Speakers: Nancy Tarshis, MA, MS, CCC-SLP
This session will be Live Only.
A workshop to understand the development of executive functioning and when there are challenges. Beginning with a brief overview of EF development and connecting to academic and social-emotional functioning. It will illustrate key points and tasks for promoting the growth of the necessary skills for solid executive functioning.
Learning Objectives:
1. List the core processes that underlie executive functioning.
2. Define 5 crucial critical thinking skills.
3. List several activities and strategies designed to increase executive functioning ability in children.

Reception: **Meet & Greet**
Day/Date: Thursday, July 11
Time: 6:30 – 7:30pm (1.0 hour)
Audience: All Registered Attendees
This session will be Live Only.
Light refreshments and a cash bar will be provided for all registered attendees to enjoy in our conference hotel.

Friday, July 12, 2024

Session 004: **Research Update**
Day/Date: Friday, July 12
Time: 8:15 - 9:15am (1 hour)
Audience: All Registered Attendees
Level: Introductory
Speakers: Tricia McCabe, PhD BAppl(SP) FSPAA, CPSP and Molly Beiting, PhD, CCC-SLP
This session will be Live Only.
Consumer engagement is best practice in many fields involving clinical research (e.g., autism research; "nothing about us without us") but has been rarely used in speech research. Consumer-led research is not without its challenges, but it leads to better alignment with the outcomes most important to people with apraxia and their families. Join us to bring the movement to the CAS community! This session is co-designed and presented by a team of parents, young people with apraxia, and researcher-clinicians. The session will open with an overview of current models of consumer engaged research, with the majority of time spent in small group discussions about benefits and challenges to consumer engaged CAS research. Please note that this session involves an opportunity to participate in research. Everyone is invited and encouraged to participate in small group discussions. You may choose whether to allow us to collect your discussion notes and background information to include in our synthesis of the discussion and subsequent publication. We expect that this publication will provide important insights on CAS community perspectives and strategies for improving uptake of consumer engaged research methodology.
Learning Objectives:
1. Understand the principles of consumer engaged research.
2. Summarize potential benefits and challenges to consumer led research from various perspectives.
3. Reflect on their own capacity to engage in consumer-led research.

Series 100 Breakout Sessions
Session 101: **Apraxia Journeys: Acceptance, Advocacy, and Allyship**
Day/Date: Friday, July 12
Time: 9:30 - 11:30am (2 hours)
Audience: Both
Level: Introductory
Speakers: Samantha Novick, MS, CCC-SLP; Elina Csapo, Founder of Young Able Voices; Lauren Davidson, BA, MSED Student; Tessa McEvoy; and Elizabeth White, LMSW
This session will be Live Only.

This presentation will discuss the importance of self-acceptance, advocacy and friendships for people with CAS across the lifespan through the lens of young adults with apraxia and an SLP. Through lived experiences, research and helpful strategies, attendees will learn to maximize speech therapy sessions and build stronger communities. Three main points of acceptance, speech therapy experiences, and community will be highlighted. A question and answer will be held at the end of the presentation for anyone with lingering questions.

Learning Objectives:
1. Explain why friendship, advocacy and self-acceptance are important for people with childhood apraxia of speech.
2. Describe how the social-emotional needs of people with apraxia may change over time and how to best support these evolving challenges and interests.
3. Provide two examples of goals speech-language pathologists can include in their therapy sessions to promote connection and empowerment.

Session 102: **More Than Motor: PROMPT**
Day/Date: Friday, July 12
Time: 9:30 - 11:30am (2 hours)
Audience: Both
Level: Introductory
Speakers: Amy Clark, MS, CCC-SLP, PI
This session will be Both Live & Virtual.
PROMPTs for Restructuring Oral Muscular Phonetic Targets (PROMPT) are primarily known for effectively treating motor speech disorders such as CAS, however this approach addresses so much more than motor. PROMPT is a whole child approach based on Conceptual Framework (CF), which is comprised of three domains: Physical-Sensory, Cognitive-Linguistic, and Social-Emotional. It takes into consideration how children understand and use language, socially interact with others and how their articulators move during speech production. Case studies comprised of children who exhibit CAS and other comorbidities such as autism will be presented to promote discussion and highlight how PROMPT approaches assessment and treatment to meet the global needs of each individual child.

Learning Objectives:
1. Describe key components of PROMPT assessment and treatment.
2. Explain the Physical-Sensory, Cognitive-Linguistic, and Social-Emotional Domains.
3. Summarize what makes PROMPT a whole child approach.

Session 103: **Scream Free Therapy: Addressing Behaviors Through Functional Communication and Shaping Scripted Language**
Day/Date: Friday, July 12
Time: 9:30 - 11:30am (2 hours)
Audience: Both
Level: Intermediate
Speakers: Emily Hathaway, MS, CCC-SLP and Kent Hathaway, SLP-A, Behavior Analyst
This session will be Both Live & Virtual.
Oftentimes, children who struggle to communicate can develop challenging behaviors in an attempt to communicate. Working with children with communication disorders, these challenging behaviors can be detrimental to progress….but what do we do?! We know that behavior IS communication, but how do we make progress when these challenging behaviors seem to make it impossible to provide appropriate speech and language interventions? And what if our child is only able to use scripted language? How can we facilitate functional language through echolalia? This course will debunk some myths and misconceptions about challenging behaviors and help us overcome those obstacles and achieve progress!

Learning Objectives:
1. Analyze behavior to collect data to determine the function of that behavior, and develop appropriate replacement behaviors specifically targeted toward communication.
2. Utilize reinforcement techniques to increase the level of success of their child(ren) both in and out of the therapy room, and therefore increase attempts at communication.

3. Describe the benefits of functional communication and be equipped to utilize functional communication strategies as replacement behaviors in order to shape behaviors into meaningful communication.

Session 104: **Considering the Whole Child: Applying Evidence-Based Practice to Therapy for Children with CAS/CAS+**
Day/Date: Friday, July 12
Time: 9:30 - 11:30am (2 hours)
Audience: Both
Level: Intermediate
Speakers: Jennifer Sakowicz, MS, CCC-SLP; Sarah Carmody, MS, CCC-SLP; and Aubrie Hagopian, MA, CCC-SLP
This session will be Live Only.
Therapy for children with CAS is not a one-size fits all approach. Each child's individual needs should be considered during planning and implementation of motor speech therapy. This session will highlight how to integrate evidence and apply principles of motor learning in treatment sessions for children with varied diagnostic profiles.
Learning Objectives:
1. Demonstrate an understanding of principles of motor learning and understand how one could apply those principles in therapy sessions for a variety of children with CAS/CAS+.
2. Describe the difference between Dynamic Temporal and Tactile Cueing (DTTC) with fidelity and modified DTTC.
3. Think critically about case studies and describe how one might adjust treatment to meet the needs of the individual child.

Session 105: **Integrating Neurodiversity-Affirming Practices into Evidence-Based Treatment for Moderate to Severe CAS**
Day/Date: Friday, July 12
Time: 9:30 - 11:30am (2 hours)
Audience: Both
Level: Intermediate
Speakers: Katherine McKernan, SLPD, CCC-SLP
This session will be Both Live & Virtual.
Children with moderate-severe CAS and co-occurring neurodivergence require integration of neurodiversity (ND) - affirming practices in order to reduce harm and produce maximum growth of communication skills. With an understanding of neurodivergence, gestalt cognitive-linguistic processing, sensory differences, and AAC, participants will leave with immediately-applicable ND-affirming strategies to incorporate with CAS treatment.
Learning Objectives:
1. Define neurodivergence and list 3 strategies that support learning for neurodivergent children with co-occurring CAS.
2. Define gestalt cognitive-linguistic processing and list 3 strategies that support learning for gestalt learners with co-occurring CAS.
3. Describe 3 strategies to modify CAS approaches for neurodivergent learners.

Session 106: **You do WHAT with the IPC?**
Day/Date: Friday, July 12
Time: 9:30 - 11:30am (2 hours)
Audience: Professionals
Level: Intermediate
Speakers: Sue Caspari, MA, CCC-SLP and Lisa Mitchell, SLPD, CCC-SLP
This session will be Live Only.
Measuring phonetic complexity allows an SLP to identify elements of phonetic complexity, choose targets for treatment, and monitor progress in targeted vs. produced speech production. Join us as we explore the Index of Phonetic Complexity, or IPC (Jakielski, 2006), and look in-depth at this invaluable clinical tool's many uses.
Learning Objectives:
1. Recognize and define specific elements contributing to phonetic complexity in speech.
2. Demonstrate the ability to choose appropriate treatment targets using the IPC framework.

3. Engage in practical exercises, demonstrating proficiency in applying the IPC in real-world clinical scenarios.
4. Gain an understanding of the diverse ways in which the IPC can be employed in clinical settings for assessment, treatment planning, and progress monitoring.

Session 107: **Tailoring CAS Assessment to the Age and Stage of a Child**
Day/Date: Friday, July 12
Time: 9:30 - 11:30am (2 hours)
Audience: Professionals
Level: Intermediate
Speakers: Amy Meredith, MS, PhD, CCC-SLP and Elaine Dolgin-Lieberman, MA, CCC-SLP
This session will be Live Only.
This workshop will focus on the assessment and differential diagnosis of CAS based on the child's age and severity of the speech sound disorder. Various assessment tools will be discussed for gathering data. Dynamic assessment will be explained for various stages of development.
Learning Objectives:
1. Identify the key components of a comprehensive assessment of Childhood Apraxia of Speech based on the child's age and stage of development.
2. Explain how dynamic assessment will allow for the examiner to evaluate the child's response to cueing.
3. Integrate information gathered from all tasks to make a differential diagnosis and treatment plan.

Lunch & Learn Sessions
Discussions will occur during these lunches, each in their own breakout room. These are optional. If you do not sign up for one of these, you will still receive a lunch in the main event space. Not available for CEUs.
Lunch & Learn: **Dad's Lunch & Learn**
Day/Date: Friday, July 12
Time: 11:30am - 12:45pm (1.25 hours)
Audience: Dad's Only
Speakers: Lou LaVecchia and Dave Hammer
This session will be Live Only.
This group lunch will be a forum for all dads to discuss the issues they face along their apraxia journey. Hear from several dads who are in different places in the journey as they candidly discuss the highs and lows.

Lunch & Learn: **Advocacy Lunch & Learn**
Day/Date: Friday, July 12
Time: 11:30am - 12:45pm (1.25 hours)
Audience: Everyone interested in learning more about advocacy
Speakers: Alita-Geri Carter and Amy Salera
This session will be Live Only.
This group lunch will be a forum for all parents and professionals to discuss the issues they face along the apraxia journey and how to advocate at different levels for their child with apraxia.

Series 200 Breakout Sessions
Session 201: **Mayo Clinic Model of Care for Childhood Motor Speech Disorders**
Day/Date: Friday, July 12
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Both
Level: Introductory
Speakers: Becky Baas, MA, CCC-SLP; Taylor Brown, MA, CCC-SLP; and Tess Hansen, MA, CCC-SLP
This session will be Both Live & Virtual.
This session explores the Mayo Clinic model of care for children with motor speech disorders. Interdisciplinary care for children with motor speech disorders will be described, including indicators for referral for medical specialty evaluation

and collaboration between medical and educational teams. Considerations for treatment and long-term follow-up will be discussed.

Learning Objectives:
1. Describe the importance of interdisciplinary care for children with motor speech disorders.
2. Identify indicators for a referral for medical specialty evaluation.

Session 202: **Understanding Vowel Errors in Childhood Apraxia of Speech**
Day/Date: Friday, July 12
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Both
Level: Introductory
Speakers: Alonna Bondar, MS, CCC-SLP
This session will be Both Live & Virtual.
Children with childhood apraxia of speech often produce vowel errors, which can have a significant impact on their ability to be understood. Vowel distortions are considered to be a more discriminative characteristic of this speech disorder. Therefore, any therapy aimed at treating apraxia must focus on addressing these errors.

Learning Objectives:
1. Describe the various vowel errors that are typically produced by children with childhood apraxia of speech.
2. Demonstrate understanding of cueing techniques for vowel errors.
3. Develop a therapy plan to remediate vowel errors.

Session 203: **Practical Tips and Strategies for Parents of Children with CAS**
Day/Date: Friday, July 12
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Both
Level: Introductory
Speakers: Megan Overby, PhD, CCC-SLP; Sarah Carmody, MS, CCC-SLP; and Lisa Mitchell, SLPD, CCC-SLP
This session will be Both Live & Virtual.
Evidence-based strategies are provided for parents of children with CAS to assist the child's progress in therapy. Strategies across all ages are presented and include improving foundational skills in speech sound development, literacy, and social emotional development. The live presentation will offer practice not available in the recorded session.

Learning Objectives:
1. Name at least 3 parent strategies for improving speech sound skills in children with CAS.
2. Name at least 3 parent strategies for addressing literacy development in children with CAS.
3. Name at least 3 parent strategies for supporting the social-emotional, self-regulatory, and/or gross motor development in children with CAS.

Session 204: **When EBPs Collide: CAS Treatment in the Context of a Caregiver Coaching Early Intervention Model**
Day/Date: Friday, July 12
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Both
Level: Intermediate
Speakers: Laurie Sherman, MA, CCC-SLP and Erin Schmidt, MA, CCC-SLP
This session will be Both Live & Virtual.
Explore the intersection of Evidence Based Practice (EBP) for SLPs providing intervention for children with (or suspected to have) CAS in the Birth to Three (0-3) Early Intervention (EI) system. Identify the early signs of Childhood Apraxia of Speech (CAS) which may be apparent in the 0-3 EI population. Explore ways to leverage the unique opportunities of an EI setting to empower families, implement Augmentative and Alternative Communication (AAC), and build foundational motor speech skills through a caregiver coaching model.

Learning Objectives:
1. Recognize and differentiate early signs of Childhood Apraxia of Speech (CAS) within the 0-3 Early Intervention (EI) population.

2. Identify effective caregiver coaching strategies to build foundational motor skills for children with or suspected to have Childhood Apraxia of Speech (CAS).
3. Identify effective caregiver coaching strategies to implement Augmentative and Alternative Communication (AAC) for children with or suspected to have CAS.

Session 205: **Genetics of Childhood Apraxia of Speech**
Day/Date: Friday, July 12
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Both
Level: Intermediate
Speakers: Angela Morgan, BSpPath Aud (Hons), PhD, CSPS and Ruth Stoeckel, PhD, CCC-SLP
This session will be Both Live & Virtual.
In the past three years, genetic analysis has revealed over 30 causative genes implicated from 122 children across 3 cohorts. These results show that one in three children have a genetic variant that explains their CAS. Many of the new genes for CAS are associated with previously described conditions that include intellectual disability, autism and epilepsy. Clinical genetic testing should be implemented for those with CAS, in order to parallel many other neurodevelopmental disorders where this testing is already standard of care. The implications of genetic diagnosis on clinical management will be discussed.
Learning Objectives:
1. List three clinical features shared by children with genetic forms of childhood apraxia of speech.
2. List two known genetic conditions associated with CAS.
3. Describe the implications of a genetic diagnosis on clinical management of CAS.

Session 206: **Forging Success: Streamlining CAS Treatment for School-Aged Children with the Speech Motor Chaining Website**
Day/Date: Friday, July 12
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Professionals
Level: Intermediate
Speakers: Nicole Caballero, MS, Ed, CCC-SLP; Megan Leece, MA, CCC-SLP; and Jonathan Preston, PhD, CCC-SLP
This session will be Live Only.
Speech Motor Chaining, an evidenced-based treatment for CAS, is now accessible through a customizable website. Tailored for busy SLPs, the website automates practice/feedback on speech sounds according to principles of motor learning. This hands-on training covers setup, execution of individual/group sessions, and progress monitoring capabilities. Bring laptops for interactive learning!
Learning Objectives:
1. Describe the principles of motor learning that can be customized by Speech Motor Chaining.
2. Complete custom client and session template set up on the Speech Motor Chaining Website.
3. Role-play a customized session and download the completed data collection instrument.

Session 207: **Applying Principles of Motor Learning in Child-Led Therapy with Young Children**
Day/Date: Friday, July 12
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Professionals
Level: Intermediate
Speakers: Gretchen Myers, MSLP-CCC and Julie Stevens, MS, CCC-SLP
This session will be Live Only.
The presentation will focus on therapy strategies for young children with a suspected or confirmed Childhood Apraxia of Speech diagnosis. SLP's will learn to apply principles of motor-learning and practical therapy strategies using a child-led approach to therapy.
Learning Objectives:
1. Explain why a child-led therapy is developmentally appropriate for young children.

2. Describe how to apply principles of motor learning in child-led therapy.
3. List three practical therapy strategies using a child-led approach to therapy for children with CAS.

Series 300 Breakout Sessions

Session 301: **Parents as Team Members and Advocates in Goal Writing**
Day/Date: Friday, July 12
Time: 3:00 - 4:30pm (1.5 hours)
Audience: Both
Level: Introductory
Speakers: Megan Overby, PhD, CCC-SLP and Katie Micco, MS, CCC-SLP
This session will be Both Live & Virtual.
Parents and SLPs are important co-partners in developing goals and monitoring a child's progress. We review identifying key areas of communication breakdown, aspects to writing meaningful goals, and methods for monitoring progress. Developing motor-programming goals inclusive of parents' input and understanding helps parents better advocate for their child.
Learning Objectives:
1. Identify how to write skill-based goals specific for motor-programming breakdowns and parent input.
2. Describe differences in short-term and long-term goals.
3. Describe at least two methods of progress monitoring for CAS.

Session 302: **AACtion! Use of Augmentative Communication (AAC) with Childhood Apraxia of Speech (CAS): Assessment to Treatment**
Day/Date: Friday, July 12
Time: 3:00 - 4:30pm (1.5 hours)
Audience: Both
Level: Introductory
Speakers: Laura Reeger, MA, CCC-SLP
This session will be Both Live & Virtual.
Individuals with Childhood Apraxia of Speech (CAS) and frequently co-ccurring disorders have complex communication needs which may benefit from Augmentative Alternative Communication (AAC). Implementing evidence based AAC considers the whole child in assessment and treatment. An interactive case study promotes discussions around dynamic assessment and goal planning including teaching strategies for functional communication outcomes across environments.
Learning Objectives:
1. List AAC assessment, set up, and treatment considerations for motorically, linguistically, and/or culturally diverse AAC users.
2. Apply dynamic goal planning for individuals with CAS using Augmentative and Alternative Communication (AAC).
3. Identify teaching strategies to support functional communication across environments for AAC users.

Session 303: **Getting in Gear: Helping the Whole Child with CAS Move Forward in Treatment**
Day/Date: Friday, July 12
Time: 3:00 - 4:30pm (1.5 hours)
Audience: Both
Level: Intermediate
Speakers: Sue Caspari, MA, CCC-SLP and Ruth Stoeckel, PhD, CCC-SLP
This session will be Live Only.
An important part of providing appropriate intervention for CAS is developing goals that address the unique features of this speech disorder and downstream effects on effective communication. This session will discuss ideas for intervention that integrate motor-based speech therapy with consideration of issues relating to the whole child.
Learning Objectives:
1. Describe the types of concomitant speech, language and literacy difficulties that children with CAS often have.

2. Describe a multi-faceted approach to treatment of children with CAS that addresses the changing profile of speech, language and literacy needs over time.

Session 304: **A Moment of Science: Channeling Best Practices in Reading Instruction for Children with CAS**
Day/Date: Friday, July 12
Time: 3:00 - 5:00pm (2 hours)
Audience: Both
Level: Intermediate
Speakers: Sarah Carmody, MS, CCC-SLP
This session will be Both Live & Virtual.
This session explores the growing body of evidence about how children learn to read (often referred to as Science of Reading/SOR), and its influence on best practices for teaching reading. We will detail elements of high-quality reading instruction, and how these can be adapted specifically to support children with CAS.
Learning Objectives:
1. Describe 5 major components of a high-quality reading instructional program.
2. List at least 5 evidence-based strategies that can support early readers with adaptations (as needed) for the needs of children with CAS.
3. Name and describe at least 3 key components of developing literacy skills.

Session 305: **Tackling Challenging Conversations**
Day/Date: Friday, July 12
Time: 3:00 - 5:00pm (2 hours)
Audience: Both
Level: Intermediate
Speakers: Amy Clark, MS, CCC-SLP, PI
This session will be Live Only.
Communication is integral to connecting and establishing a therapeutic relationship to achieve optimal clinical outcomes for children with CAS. As SLPs, our job is to help improve communication skills of children with CAS, yet communication continues to be one of the most challenging aspects of our job. A caregiver's role is vast, however aspects such as advocating for your child, ensuring there is open and regular dialogue with professionals involved in their care, and following through with home programming are vital to successful outcomes. Strong emotion and make-or-break moments can make conflict resolution and problem solving difficult. A variety of effective communication strategies will be discussed, demonstrated, and applied to challenging communication situations during this presentation. It will highlight how clinicians and caregivers can engage in healthy dialogue.
Learning Objectives:
1. Identify challenging communication situations.
2. List four ways to facilitate healthy dialogue.
3. Describe ways to apply conversation strategies to challenging communication situations.

Session 306: **Building Bridges: Connecting Speech & AAC to Support the Whole Person**
Day/Date: Friday, July 12
Time: 3:00 - 5:00pm (2 hours)
Audience: Both
Level: Intermediate
Speakers: Samantha Novick, MS, CCC-SLP; Jennifer Bergstrom, Ed, CCC-SLP; and Patricia Mayro, MA, CCC-SLP
This session will be Both Live & Virtual.
CAS is described as a motor speech disorder, often leading to an emphasis in intervention that solely addresses motor speech goals while paying little attention to strategies that enhance overall communication. This presentation seeks to demonstrate real-world integration of AAC with speech therapy to support communication for individuals with CAS.
Learning Objectives:
1. Identify practical uses for augmentative and alternative communication (AAC) to reduce communication breakdowns, enhance speech, bolster literacy skills and increase confidence.

2. Describe evidence-based AAC strategies tailored to the unique needs of individuals with childhood apraxia of speech (CAS) and the symbiotic relationship between AAC and motor speech therapy.
3. Explain how to apply intervention techniques to provide a spectrum of communication options for individuals with CAS and respond to their evolving needs throughout the lifespan

Session 307: **Syllable Segregation: Core Feature of CAS But What Is It?**
Day/Date: Friday, July 12
Time: 3:00 - 4:30pm (1.5 hours)
Audience: Professionals
Level: Intermediate
Speakers: Tricia McCabe, PhD, BAppl(SP) FSPAA, CPSP
This session will be Live Only.
Syllable segregation is a feature of the speech of some children with CAS. It occurs when there is a longer than expected pause between syllables within a multi-syllabic word and is associated with the ASHA (2007) core feature of "difficulty transitioning across sounds and syllables". This workshop will discuss syllable segregation and provide opportunities to listen to and judge pauses in the speech of children with CAS.
Learning Objectives:
1. Define syllable segregation as seen in children with CAS.
2. Explain how extended between-syllable pausing distorts our perception of the following sounds.
3. Improve the accuracy of their judgement of syllable segregation.

EVENING EVENT
Gateway Clipper Event
Day/Date: Friday, July 12
Time: 6:30 pm – 9:00 pm
Audience: All registered attendees 16 years and above who purchased a Gateway Clipper ticket
This event will be Live Only.
Paid registration is required for this event and space is limited. The evening will include dinner, an opportunity to meet apraxia families and SLP's, and a chance to catch up with some familiar faces all while seeing our great city from the deck of the Gateway Clipper.

Saturday, July 13, 2024

Series 400 Breakout Sessions
Session 401: **How Do I Know What's Right? Evaluating Apraxia Therapy In Real Life (IRL) and Online**
Day/Date: Saturday, July 13
Time: 8:30 - 10:00am (1.5 hours)
Audience: Both
Level: Introductory
Speakers: Jennifer Sakowicz, MS, CCC-SLP and Aubrie Hagopian, MA, CCC-SLP
This session will be Both Live & Virtual.
In this course, participants will learn to utilize the evidence-based practice triangle to determine if 1) therapy meets requirements of EBP for CAS and 2) if what they see online can or should be applied to their child's intervention plan. Participants will be provided with checklists and flowcharts to support independent practice of evaluating whether or not what they see in real life (IRL) and online is evidence based. Guidance on how to determine if a specific treatment may be appropriate for their child/client will be given.
Learning Objectives:
1. List and describe the three parts of the evidence-based practice triangle.
2. Evaluate if a video/information posted online is a valid source of information.
3. Determine if intervention meets criteria for evidence-based practice and uses principles of motor learning.

Session 402: **Intelligibility and Comprehensibility: Teaching AAC Communication Repair Strategies the Fun Way**
Day/Date: Saturday, July 13
Time: 8:30 - 10:00am (1.5 hours)
Audience: Both
Level: Introductory
Speakers: Ewa Grzelak, MA, SLP, Lecturer
This session will be Both Live & Virtual.
During this presentation the importance of teaching communication repair strategies will be highlighted in order to improve comprehensibility. Being misunderstood is a part of the life of a child with CAS, and it can be stressful both for a child and their communication partners. How to equip children with certain strategies via games, play activities using AAC devices as well as other means of communication will be shown. Discussion of why "say it with your talker" might not work and some fun ideas of building personal repertoire of communication repair strategies will be provided.
Learning Objectives:
1. Explain why teaching communication repair strategies is essential in CAS therapy.
2. Describe how to teach communication repair strategies in a child friendly way via games.
3. Define various roles AAC can play in improving comprehensibility.

Session 403: **Understanding the Social Landscape: How it Interfaces Social Skills, Friendship, and Academic Success!**
Day/Date: Saturday, July 13
Time: 8:30 - 10:00am (1.5 hours)
Audience: Both
Level: Intermediate
Speakers: Nancy Tarshis, MA, MS, CCC-SLP
This session will be Live Only.
This session will look at how communication differences in CAS interface with the development of social competencies in young children. In addition, early social development and its impact on social skills, friendship, play and academic success will be discussed. Finally, intervention and ideas for structuring therapy to address both speech and social goals will be provided.
Learning Objectives:
1. Name 5 key milestones of early social cognitive development.
2. List 3 reasons why a child with a motor speech disorder might have differences in social reciprocity and difficulty playing with peers.
3. List and define key goals for structuring therapeutic intervention in the context of supporting development of social competencies in CAS

Session 404: **Beyond Words: Centering Engagement & Motivation in Teletherapy for Older Children & Teens with CAS**
Day/Date: Saturday, July 13
Time: 8:30 - 10:00am (1.5 hours)
Audience: Both
Level: Intermediate
Speakers: Molly Beiting, PhD, CCC-SLP and Jami Slotnick, Parent
This session will be Both Live & Virtual.
This presentation is a collaboration between a researcher-clinician and a parent of a teen with apraxia. The gap in intervention research for older children will be discussed along with our take on their unique treatment needs. Video demonstrations highlight suggested strategies, informed by motivation/learning theory. Learn practical tips to apply today!
Learning Objectives:
1. Describe the importance of motivation for learning, both generally and within the context of speech motor learning.
2. Define key terms, including: intrinsic and extrinsic motivation, rapport, growth mindset, challenge-point, resilience, and therapeutic alliance.
3. List at least two treatment strategies suggested for older children and teens.

Session 405: **CAS Treatment - It's YOU-nique**
Day/Date: Saturday, July 13
Time: 8:30 - 10:00am (1.5 hours)
Audience: Both
Level: Intermediate
Speakers: Katherine Robertson, MA, CCC-SLP and Anne Hodits-Evans, MA, CCC-SLP/L
This session will be Live Only.
Childhood Apraxia of Speech is a motor-based speech sound disorder that impacts many neurodiverse individuals. It is important that speech therapy incorporates principles of motor planning and neurodiverse-affirming strategies in order to allow all children to leave every session with positive learning experiences. This presentation will discuss how to plan and implement motor based therapy that focuses on the whole child and their specific needs and interests.
Learning Objectives:
1. Discuss and summarize childhood apraxia of speech in children with developmental disorders.
2. Discuss and summarize evidence-based research and principles of motor learning in the treatment of childhood apraxia of speech.
3. Discuss how to plan and implement motor-based principles in speech therapy for neurodiverse children that are tailored to a child's interests, sensory needs, and emotions.

Session 406: **Differential Diagnosis of CAS and Dysarthria in Children with Complex Motor Speech Profiles**
Day/Date: Saturday, July 13
Time: 8:30 - 10:00am (1.5 hours)
Audience: Professionals
Level: Intermediate
Speakers: Peggy Earnest, PhD, CCC-SLP
This session will be Live Only.
The ProCAD is a decision-making tool that has recently been developed to aid in the differential diagnosis of dysarthria and CAS in children (Iuzzini-Seigel et al, 2022). This presentation will review the application of the tool to clinical decision-making for SLPs and will provide preliminary information regarding its use to differentiate complex motor speech disorders in the Down syndrome population.
Learning Objectives:
1. Discuss general motor speech characteristics of children and adolescents with dysarthria and CAS and identify the reasons for clinical difficulties in differentiating these two motor speech disorders.
2. Identify perceptual features of these motor speech disorders in children and adolescents with complex motor speech profiles and apply them to the ProCAD checklist and decision-making flowchart.
3. Review & discuss the decision-making process and potential usefulness for this tool in the differential diagnosis of CAS & dysarthria in participants with complex motor speech diagnoses related to Down syndrome.

Session 407: **See the Sounds: A Hands-On Introduction to Ultrasound Biofeedback**
Day/Date: Saturday, July 13
Time: 8:30 - 10:00am (1.5 hours)
Audience: Professionals
Level: Advanced
Speakers: Megan Leece, MA, CCC-SLP; Nicole Caballero, MS, Ed, CCC-SLP; Jonathan Preston, PhD, CCC-SLP; Brooke Rea, M.Cl.Sc., SLP (C), reg. CASLPO; and Michelle Turner Swartz, PhD, CCC-SLP
This session will be Live Only.
Get hands-on experience using ultrasound biofeedback to address speech sound errors linked to Childhood Apraxia of Speech (CAS). Gain insights from a practitioner on integrating ultrasound biofeedback into the private practice setting. Leave with practical insights for using ultrasound biofeedback to evaluate and treat speech errors in the CAS population.
Learning Objectives:
1. Review candidacy for ultrasound biofeedback.
2. Illustrate the application of ultrasound biofeedback in addressing speech sound errors.
3. Discuss considerations for integrating ultrasound biofeedback into a private practice setting.

Series 500 Breakout Sessions

Session 501: **Building Your Apraxia Toolbox: A Parent's Perspective on Cultivating your Apraxia Dream Team**
Day/Date: Saturday, July 13
Time: 10:30 - 11:30am (1 hour)
Audience: Families
Level: Introductory
Speakers: Ericka Lucas, Parent; Shannon Kelly; and Isabella Maguire, MS, CCC-SLP
This session will be Live Only.
A parent-led discussion on building a toolbox of resources, the relationship between parents and specialists (pediatricians, OTs, SLPs and education teams) and the importance of engaging more than just your SLP and how this can be the game changer to your child's success! Everything I wish I knew when I learned of my son's Apraxia diagnosis so I could have moved faster.
Learning Objectives:
1. List strategies to cultivate a dynamic team to help with Apraxia, related challenges and comorbidities.
2. Describe advantages for a positive parent / "resource" relationship (i.e. your child's daycare/teacher, pediatrician, etc).
3. List a stratey for advocating for your child & keeping them motivated.

Session 502: **Tips and Tricks for Raising Awareness, Education and Support in All Communities**
Day/Date: Saturday, July 13
Time: 10:30 - 11:30am (1 hour)
Audience: Both
Level: Introductory
Speakers: Jami Slotnick, Chelsea Boytim, Amy Salera
This session will be Both Live & Virtual.
Learn creative ways to amplify the mission and message of Apraxia Kids and raise awareness of childhood apraxia of speech from parents who have been there. Hear how to bolster unity and understanding in your community through fun events and out-of-the-box ideas. Participants will be encouraged to share ideas, ask questions, and discuss ways to turn a vision into a reality when trying to raise awareness about childhood apraxia of speech in order to make a differnce in your community.
Learning Objectives:
1. Name 3 resources that could be helpful in raising awareness of childhood apraxia of speech in your community.
2. Name 2 ideas or events to build community and a supportive network around childhood apraxia of speech in your community.

Session 503: **Let's Talk About Principles of Motor Learning in Treatment of Childhood Apraxia of Speech**
Day/Date: Saturday, July 13
Time: 10:30 - 11:30am (1 hour)
Audience: Both
Level: Introductory
Speakers: Anne Hodits, MA, CCC-SLP/L
This session will be Live Only.
Childhood Apraxia of Speech is a speech sound disorder that requires speech therapy to target speech movements utilizing what is called the principles of motor learning. In this session, we will discuss what therapy for childhood apraxia of speech looks like when incorporating principles of motor learning into treatment sessions.
Learning Objectives:
1. Discuss an overview of Childhood Apraxia of Speech.
2. Discuss principles of motor learning.
3. Discuss how to implement principles of motor learning into apraxia treatment.

Session 504: **Charting the Course: Navigating Challenges of CAS Beyond Early Childhood**
Day/Date: Saturday, July 13
Time: 10:30 - 11:30am (1 hour)
Audience: Both
Level: Intermediate
Speakers: Melissa Taberski, MS, CCC-SLP
This session will be Live Only.
Come explore CAS's impact on children as they transition to upper elementary and middle school. Beyond speech sound production, the intricate challenges these children face in their educational journey will be examined and suggestions for strategies to support children as they get older will be provided.
Learning Objectives:
1. Identify at least 4 ways that CAS can impact an older child in the educational setting.
2. Identify 3 strategies parents and professionals can use to support a child with CAS.

Session 505: **How Executive Function Skills Affect Therapy for CAS**
Day/Date: Saturday, July 13
Time: 10:30 - 11:30am (1 hour)
Audience: Both
Level: Intermediate
Speakers: Kelli Vaudreuil, MA, CCC-SLP
This session will be Live Only.
Executive function skills play a role in all types of learning, including motor learning. Learn how to determine a child's current abilities in perception, attention, inhibition, and self-monitoring and how that will affect the explicit motor learning at the core of CAS therapy.
Learning Objectives:
1. Use an executive function skills framework to assess how well a child is engaging with therapy techniques.
2. Use critical thinking skills to modify therapy according to a child's EF strengths and weaknesses.
3. Use strategies for improving EF skills within a CAS therapy framework in order to increase engagement.

Session 506: **Considering the Whole Child: How an Orofacial Myofunctional Disorder Can Impact Function Across Domains**
Day/Date: Saturday, July 13
Time: 10:30 - 11:30am (1 hour)
Audience: Both
Level: Intermediate
Speakers: Emilia del Pino, MS, CCC-SLP, COM®
This session will be Live Only.
The muscles in and around our mouth and face are critical for many of our basic human functions. When these muscles are not working correctly or in the way they are not meant to, they can negatively impact the body. A child who mouth breathes, drools, snores, grinds their teeth, or has misaligned teeth can be displaying signs of a possible orofacial myofunctional disorder also known as OMDs. Children with CAS should be evaluated for the possibility of having a co-occuring underlying OMD.
Learning Objectives:
1. Define orofacial myofunctional disorders in the pediatric population.
2. Describe the impact OMDs have in airway/breathing, sleep, speech, feeding and swallowing etc.
3. Discuss the importance of identifying and treating underlying OMDs in children with CAS.

Session 507: **Building Relationships: Neurodivergent Affirming Practices for Providers, Parents, and Educators**
Day/Date: Saturday, July 13
Time: 10:30 - 11:30am (1 hour)
Audience: Both
Level: Intermediate

Speakers: Ashley Hinkle, MEd, Neurodiversity-Affirming Educational Advocate
This session will be Both Live & Virtual.
Historically, providers, parents, and educators have been assessing a child's performance and focusing on correcting or supporting their deficits. As more research becomes available into neurodivergent affirming practices, there is an urgent need for a mental shift in how we engage with different learners.
Learning Objectives:
1. Describe how to create targeted IEP goals, modifications, and accommodations based on students strengths.
2. Describe student behavior with neurodiversity-affirming language rather than using descriptions that are deficit-driven.
3. List three strategies used to build a relationship as a safe person with the neurodivergent child.

Series 600 Breakout Sessions

Session 601: **Becoming Your Child's Best Advocate**
Day/Date: Saturday, July 13
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Families
Level: Introductory
Speakers: Lou LaVecchia, Parent
This session will be Live Only.
Navigating the IEP process can often be confusing and difficult to understand for parents of children with disabilities. Parents play a crucial role in the process and will gain an understanding of the IEP process and their rights as a caregiver. Guidance, tips, and tricks to help parents be prepared and stay organized, advocate within the process, and when and how to connect with legal representation if needed will be provided.
Learning Objectives:
1. List strategies to advocate for your child to obtain needed school based services.
2. Explain the process of how to obtain legal representation if needed.
3. Describe strategies to help be prepared and organized when advocating for school based services.

Session 602: Assessment Tools to Differentiate CAS vs Phono vs Dysarthria
Day/Date: Saturday, July 13
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Professionals
Level: Introductory
Speakers: Laura Moorer, MA, CCC-SLP
This session will be Live Only.
There are several informal assessment tools that are readily available to help differentiate between CAS, phonological process disorder, and dysarthria including the Syllable Repetition Task, Buy Bobby a Puppy task, mulitsyllable word tasks, dynamic assessment of motor speech, and analysis of spontaneous speech. How to analyze the data and determine a diagnosis using the Mayo 10+1 will be explained. Come join in order to become more confident in ruling a motor speech disorder in or out.
Learning Objectives:
1. Describe differentiating characteristics between CAS, Phonological disorders, and Dysarthria.
2. List 4 tasks to differentially diagnose between CAS, Phonological disorders, and Dysarthria.
3. Use the Mayo 10+1 to determine a diagnosis in a case study.

Session 603: **SLP and Caregiver Collaboration: Empowering Teams to Advocate for Medical Services and Increased Progress**
Day/Date: Saturday, July 13
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Both
Level: Introductory

Speakers: Emily Hathaway, MS, CCC-SLP; Amy Hightower, MS, CCC-SLP; and Kylie Hilliard, MA, CCC-SLP
This session will be Both Live & Virtual.
Speech therapy alone, especially if it's only once or twice a week, will never be enough to overcome the struggles brought about by apraxia of speech. We MUST have caregiver involvement and frequent, early, and intense practice! Working with children with communication disorders, either as parents or as professionals, also requires a level of advocacy that we must participate in. This presentation will explore ways to increase caregiver involvement in order to increase progress, as well as exploring WHY and HOW to best advocate for your child(ren) for medically necessary services.

Learning Objectives:
1. List resources for families to support medical necessity of speech/language or other therapeutic services to support insurance reimbursement for services.
2. Describe strategies to advocate for medical needs and to collaborate with medical professionals to ensure that appropriate services are obtained.
3. Describe strategies to coach/teach to different learning styles in order to actively engage learners (including parents/caregivers) in their therapy process.

Session 604: **How to PREPARE: Supporting Young Children with CAS for DTTC Therapy**
Day/Date: Saturday, July 13
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Both
Level: Intermediate
Speakers: Melissa Taberski, MS, CCC-SLP; Alison Chamallas, MS, CCC-SLP; and Jillian LeVos-Carlson, MS, CCC-SLP; and Mary Maczuga, MS, CCC-SLP
This session will be Live Only.
Join a group of Apraxia Kids Boot Camp Graduates as they explore the precursors to successful implementation of Dynamic TactileTemporal Cuing (DTTC) therapy with young children. Learn the strategies to help support a child to engage and participate in effective therapy in a variety of environments.

Learning Objectives:
1. Identify 7 components of precursors to successful implementation of DTTC with young children.
2. List strategies to help support a child to engage and participate in effective DTTC therapy.

Session 605: **Implementing Babble Boot Camp: A Proactive Speech-Language Virtual Therapy Approach for Babies and Toddlers**
Day/Date: Saturday, July 13
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Both
Level: Intermediate
Speakers: Victoria Heinlen, MS, CCC-SLP and Nancy Potter, PhD, CCC-SLP
This session will be Both Live & Virtual.
Babble Boot Camp (BBC) is a virtual parent-implemented therapy approach focused on incorporating speech and language-enhancing activities and routines into a 2-24 month old child's daily life. We will discuss the outcomes of the BBC clinical trial and introduce the new BBC SLP training curriculum.

Learning Objectives:
1. Describe the key components of the Babble Boot Camp approach to early intervention.
2. Participants will describe basic training needed to implement the Babble Boot Camp approach to early intervention.
3. Given a case study, determine an appropriate next step within the Zone of Proximal Development for progressing speech skills.

Session 606: **/R/ We There Yet? A Step-by-Step Guide for Coarticulation of /r/**
Day/Date: Saturday, July 13
Time: 1:00 - 2:30pm (1.5 hours)

Audience: Professionals
Level: Intermediate
Speakers: Laurie Sherman, MA, CCC-SLP and Hannah Sheridan, MA, CCC-SLP
This session will be Live Only.
This presentation explores articulation of /r/ for children with CAS. It emphasizes the challenges beyond mastering isolated /r/, addressing coarticulatory errors, motor planning issues, and offers a practical and step-by step approach to supporting mastery of /r/ coarticulation for children with CAS.
Learning Objectives:
1. Describe the specific coarticulatory challenges for /r/ production specific to children with CAS.
2. Explain "The Liquid Rules" as they apply to coarticulation of /r/.
3. Describe applying motor-based treatment approaches for teaching coarticulation of /r/.

Session 607: **Rapid Syllable Transition Treatment (ReST): Jumpstart Your Practice**
Day/Date: Saturday, July 13
Time: 1:00 - 2:30pm (1.5 hours)
Audience: Professionals
Level: Intermediate
Speakers: Tricia McCabe, PhD, BAppl(SP) FSPAA, CPSP and Brooke Rea, M.Cl.Sc., SLP (C), reg. CASLPO
This session will be Live Only.
This workshop is for clinicians who want to try ReST with their clients but feel like it's going to be complicated or hard to learn. We will walk you through the critical parts of the intervention so that you can treat a child on Monday. Come prepared to engage as this will be hands on.
Learning Objectives:
1. Define the basics of sounds, beats, and smoothness in ReST therapy.
2. Describe the typical progress of children and young people in ReST therapy.
3. Explain how to create and modify resources for ReST therapy.

CLOSING

Session 701: **Dyad Dynamics: Firsthand Child and Caregiver Perspectives of CAS Impact on Well-being and Interpersonal Relationships**
Day/Date: Saturday, July 13
Time: 3:00 - 4:30pm (1.5 hours)
Audience: Both
Level: Introductory
Speakers: Michelle Turner Swartz, PhD, CCC-SLP; Kathryn Cabbage, PhD, CCC-SLP; Elina Csapo, Founder of Young Able Voices; Krista Csapo, MBA; and Elaine Hitchcock, PhD, CCC-SLP
This session will be Live Only.
This presentation reviews previously collected qualitative data focused on psychosocial effects of CAS on school-age children followed by a panel discussion involving older children/young adults with CAS and their caregivers.
Learning Objectives:
1. Describe how children with CAS reported to experience social and emotional interactions across environments, such as academics, home, and peer-to-peer exchanges.
2. List factors that impact the social and emotional interactions for children with CAS and their caregivers as described t+hrough exploration of their lived experiences.

VIRTUAL SESSIONS
These sessions will be pre-recorded and available virtually.
All ticketholders will have access to all virtual sessions listed here, as well as sessions listed above as being offered "Both Live & Virtual." There are 31 virtually available pre-recorded sessions totaling over 40 hours.

Session 901: **Clinicians as Research Partners: From Project Conception to Research Dissemination**
Length: 1.5 hours
Audience: Professionals
Level: Introductory
Speakers: Jenya Iuzzini-Seigel, PhD, CCC-SLP; Julie Case, PhD, CCC-SLP; Maria Grigos, PhD, CCC-SLP; Jillian LeVos-Carlson, MS, CCC-SLP; Marnie Millington, MS, CCC-SLP; Elizabeth Murray, PhD, SLP; Ruth Stoeckel, PhD, CCC-SLP; Donna Thomas, PhD, CPSP; and Shelley Vellema
This session will be Virtual Only.
This presentation includes a panel of clinicians and researchers who partnered to conduct studies of CAS. We will discuss the various contributions clinicians make in the data collection and analysis process and different perspectives on what it means to be a community clinician involved in research. A review of the grant writing and review process will also be presented for those interested in research involvement at the conceptualization or administration levels. If you are a clinician who constantly seeks to learn more about the best evidence or who has ideas for ways to innovate clinical practice, this presentation is for you.
Learning Objectives:
1. Identify a variety of ways community clinicians can contribute to research from conceptualization to data collection and beyond.
2. Describe the research planning or grant writing process and criteria for a successful research project.

Session 902: **Data-Driven Advocacy: Crafting an Impactful Strategy for Success**
Length: 1 hour
Audience: Both
Level: Introductory
Speakers: Alita-Geri Carter, MSN, RN, CPNP-PC
This session will be Virtual Only.
Explore the transformative power of data in advocating for Maryland's House Bill 5. In this presentation, we delve into crafting compelling narratives for effective advocacy. Discover how leveraging data enriches storytelling, amplifying the impact of your message. Uncover strategies to harness data as a persuasive tool, driving meaningful change and influencing legislative decisions such as House Bill 5 and integrating communication boards in public playgrounds.
Learning Objectives:
1. Describe the importance and impact of working with legislators to improve policy.
2. Explain how to advocate for legislative changes, using data-driven approaches.

Session 903: **Deep Dive into Generalization: Determining When True Learning has Occurred in Treatment**
Length: 1.5 hours
Audience: Professionals
Level: Intermediate
Speakers: Elizabeth Murray, PhD, SLP; Julie Case, PhD, CCC-SLP; Maria Grigos, PhD, CCC-SLP; Jenya Iuzzini-Seigel, PhD, CCC-SLP; Donna Thomas, PhD, CPSP; and Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP
This session will be Virtual Only.
A major goal of CAS therapy is improvement in untreated words, representing long-term changes to the person's movement gestures and speech system. This workshop provides the ins and outs of response generalization, from strategically developing a list of untreated stimuli for generalization, to administering a probe and interpretating the data.
Learning Objectives:
1. Describe the rationale for collecting generalization data.

2. Explain the key principles in organizing a generalization probe, taking into consideration the child's speech level, treatment goals, and expected transfer of skills.

Session 904: **How I Overcame My Challenges as an Apraxic Young Adult while Navigating the World**
Length: 1 hour
Audience: Families
Level: Introductory
Speakers: Tessa McEvoy, Adult with Apraxia
This session will be Virtual Only.
This presentation will focus on how I overcame my challenges as an Apraxic young adult. I'll discuss the importance of always believing in your child no matter what educators or other parents say. My mother believing in my abilities led to me holding a full-time video editing career, landing a digital design internship, becoming an award-winning comic book artist, and small business owner

Learning Objectives:
1. Explain the impact of always believing in your child and never underestimating a child's comprehension, abilities and passions.
2. Describe ways a child may be communicating with you without words.

Session 905: **How to Interpret the Evidence in Evidence-Based Practice for CAS: An Introduction to Clinical Trials**
Length: 1.5 hours
Audience: Both
Level: Introductory
Speakers: Edwin Maas, PhD
This session will be Virtual Only.
This presentation introduces clinical trials - treatment studies - with examples from the CAS treatment research literature. The purpose is to provide families and clinicians with a foundation that will facilitate their ability to critically evaluate the existing and emerging evidence base for CAS treatment, and thereby enhance clinical decision-making and advocacy.

Learning Objectives:
1. Explain the importance of experimental control in treatment research.
2. Identify strengths and weaknesses of a range of SCED and group designs.
3. Critically evaluate the evidence in treatment studies for CAS.

Session 906: **- CANCELLED - Inchstones over Milestones**
~~**Length**: 1 hour~~
~~**Audience**: Both~~
~~**Level**: Introductory~~
~~**Speakers**: Sarah Kernion, Autism & Apraxia Advocate~~
~~*This session will be Virtual Only.*~~
~~Adopting the inchstone mentality can transform the way you embrace your special needs parenthood or practitioner journey. By celebrating each child's individual development timeline and foster experiences to do so, we challenge and reorient society's view on what successful development looks like allowing for us to champion any child into the best version of themselves.~~
~~**Learning Objectives:**~~
~~1. Explain a more aligned view of neurodivergent children (and all children!) as they grow and develop.~~
~~2. Describe how micro-milestones - INCHSTONES- can keep a parent and their child's team of practitioners present and able to find joy in the process of their special kid's development.~~

Session 907: **Incorporating Music, Rhythm, and Repetitive Games into Treatment for Motor Speech Disorders**
Length: 1 hour
Audience: Both
Level: Intermediate

Speakers: Antonela Chezan, Speech Therapist, ASTTLR Member (Speech and Language Therapists Association from Romania)

This session will be Virtual Only.

Therapy approaches for motor programming disorders need to focus on improving the movements of speech and overall communication skills by providing repetitive practice of speech in a diverse and natural manner. Strategies for incorporating music, rhythm and fun games into the repetitive practice will be discussed.

Learning Objectives:
1. List 3 music/rhythm strategies to treat motor speech disorders.
2. List 3 repetitive language games to incorporate into speech practice.

Session 908: **Motor Profiles and Indication of Developmental Coordination Disorder (DCD) in 63 Children Diagnosed with Childhood Apraxia of Speech**

Length: 1 hour
Audience: Both
Level: Introductory
Speakers: Jenya Iuzzini-Seigel, PhD, CCC-SLP and Priscila Tamplain, PhD (Co-Authors also include Justine Phan, Peyton Johnson, and Kassandra Miranda)

This session will be Virtual Only.

Preliminary data suggest most children with CAS have motor deficits severe enough to be diagnosed with DCD. There is a critical need to determine to what extent DCD is prevalent among children with CAS, so that targeted assessments and treatment can be provided to help children in this population thrive. The current study determined prevalence of DCD in 63 children diagnosed with CAS.

Learning Objectives:
1. List criteria for DCD diagnosis.
2. Report prevalence of DCD in a nationwide sample of children with CAS.
3. Describe the impact of DCD on children's development.

Session 909: **The Complete Guide to Writing a Motor-Based Goal for CAS: From A to D**

Length: 1 hour
Audience: Both
Level: Intermediate
Speakers: Julie Case, PhD, CCC-SLP; Sue Caspari, MA, CCC-SLP; and Ruth Stoeckel, PhD, CCC-SLP

This session will be Virtual Only.

Children with apraxia of speech (CAS) require a motor-based approach to intervention. Clinical goals must therefore reflect key elements of intervention for CAS, yet are often challenging for clinicians to design. This talk presents CAS ABCD Goal-Writing, designed to guide clinical decision-making and goal-writing in the treatment of CAS.

Learning Objectives:
1. Explain treatment considerations for motor-based intervention related to stimulus design, targeting all aspects of movement, and structuring practice sessions to support optimal speech motor learning.
2. Describe how core components of goals can be written to reflect behaviors targeted in the treatment of CAS.
3. Apply the framework to two case studies of children with CAS.

Session 910: **Twenty Questions: Navigating Evaluation and Treatment of Co-occurring CAS and ASD**

Length: 1.5 hours
Audience: Both
Level: Introductory
Speakers: Tess Hansen, MA, CCC-SLP; Becky Baas, MA, CCC-SLP; and Taylor Brown, MA, CCC-SLP

This session will be Virtual Only.

Navigating co-ocurring childhood apraxia of speech (CAS) and autism spectrum disorder (ASD) can result in challenging questions regarding diagnosis, prognosis, treatment, and ongoing support. Using a "Q&A" format, this presentation will introduce and answer questions frequently encountered in a clinical setting.

Learning Objectives:

1. Describe three features of comorbid CAS and ASD.
2. Describe three considerations for treatment of comorbid CAS and ASD

Session 911: **Understanding the IEP**
Length: 1 hour
Audience: Both
Level: Intermediate
Speakers: Jessica Kong, RBT, Master IEP Coach
This session will be Virtual Only.
In 2023, the CDC reported that approximately 1 in 4 children in the U.S. is diagnosed with a disability. This session will provide an overview of the process into the Special Education process to receive a free and appropriate education. This will be followed with a discussion and practical information about communication, collaboration and data collection between Independent Education Plan Team members. Explanations of steps to assist with the transition to institutes of higher learning will be provided. Childhood Speech of Apraxia and Autism are both disorders that involve speech and communication, but they are not the same disorder. One recent scientific study suggests that as much as 65% of children with Autism also have childhood apraxia of speech.
Learning Objectives:
1. Identify key steps in the IEP process.
2. Communicate information appropriately among all seats on the IEP Team.
3. Distinguish their role at the IEP Table and process.

Session 912: **Using Speech Intelligibility to Inform Assessment and Treatment of Children with Speech Disorders**
Length: 1 hour
Audience: Both
Level: Intermediate
Speakers: Marnie Millington, MS, CCC-SLP and Kristen Allison, PhD, CCC-SLP
This session will be Virtual Only.
This presentation will provide viewers with research on intelligibility assessment and describe the benefits of using objective intelligibility testing. Pros and cons of different approaches will be shared. Tools designed to assess speech intelligibility will be presented. Case studies will highlight how clinicians can use results from intelligibility assessment to design treatment, establish rapport, track progress, and consider discharge.
Learning Objectives:
1. Summarize current research findings on development of speech intelligibility in children with and without motor speech disorders.
2. Describe two validated approaches to measurement of speech intelligibility in children.
3. Explain how clinicians can use results obtained from objective speech intelligibility assessment to inform treatment planning.

Session 913: **Which Motor Speech Therapy to Choose and When? A Practical Guide**
Length: 1 hour
Audience: Both
Level: Intermediate
Speakers: Elizabeth Murray, PhD, SLP; Rebecca MacCallion, B.Mus (voice), MSLP, CPSP; Jessica Murray, Allied Health Assistant; and Lauren Osborne, B.App.Sci (SpPath), MSPA, CPSP
This session will be Virtual Only.
People with CAS require multiple blocks of therapy. This presentation discusses which therapies can be used and when to improve speech motor skills. We focus on Dynamic Temporal Tactile Cueing, the Nuffield Dyspraxia Programme - 3rd edition and the Rapid Syllable Transition treatment, based on published and practice-based research.
Learning Objectives:
1. Determine who is best suited to DTTC treatment from external evidence, factor analysis and practice-based evidence.

2. Determine who is best suited to the NDP3 treatment from external evidence, factor analysis and practice-based evidence.
3. Determine who is best suited to ReST treatment from external evidence, factor analysis and practice-based evidence.

RESEARCH POSTERS

Posters will be available virtually and at the in-person (when indicated) conference. Not available for CEUs.

Live and Virtual Poster 1001: **Overview of Developmental Milestones 5-18 years**
Speakers: Becky Baas, MA, CCC-SLP; Taylor Brown, MA, CCC-SLP; and Tess Hansen, MA, CCC-SLP
Many children with childhood apraxia of speech (CAS) may have developmental delays in language, intellectual, social or motor development or literacy skills. Parents and providers may not be aware of expected milestones. This poster reviews evidence-based developmental milestones 5-18 years and recommendations if a child has delays.
Learning Objectives:
1. Describe where to find evidence-based developmental milestones for speech, language, intellectual, social, motor, and literacy development from age 5 to 18.
2. Explain which provider to refer to when a child is delayed in specific developmental areas.

Live and Virtual Poster 1002: **Acoustic-Prosodic Measures of Speech for Children with Childhood Apraxia of Speech**
Speakers: Meghan Littlejohn, MS, CCC-SLP/L and Edwin Maas, PhD
This retrospective study analyzes the convergent validity of three prosodic acoustic measures with clinical perceptual judgments using diagnostic recordings of 37 children with CAS. Preliminary findings show good inter-rater reliability and support the potential utility of several acoustic measures. Complete findings will be presented at the conference.
Learning Objectives:
1. Describe the results of acoustic measures of prosody obtained from children with CAS.

Live and Virtual Poster 1003: **Phonological Representations in Children With and Without Speech Sound Disorders**
Speakers: Meghan Littlejohn, MS, CCC-SLP/L and Edwin Maas, PhD
Phonological planning was examined via a reaction time task in 62 children. Findings indicate comparable performance between typical children and adults. We expect that children with speech sound disorders of phonological origin will perform differently, and disorders of motoric origin will perform similarly. Complete findings will be discussed at the conference.
Learning Objectives:
1. Describe the potential utility of the auditory picture-word interference task relative to the diagnosis of SSDs.

Live and Virtual Poster 1004: **Protocol for the Identification of Eary Signs of Speech Motor Disorders**
Speakers: Elisabete Giusti, PhD, SLP; Fabíola Flabiano Almeida, PhD, SLP; and Marina Puglisi, PhD, Professor
We aimed to create and validate the content of the Protocol for the Identification of Early Signs of Speech Motor Disorders (SMD Early Signs) based on a comprehensive and integrative view that included feeding, oral sensory processing, gross and fine motor development, and speech and language development skills.
Learning Objectives:
1. Identify the most relevant early signs of speech motor disorders.
2. Explain the importance of an integrative and comprehensive view of speech motor development comprising pre-feeding and feeding skills; oral sensory processing; gross and fine motor development; and speech and language abilities.

Live and Virtual Poster 1006: **Etiologia genética de crianças com Apraxia de Fala em um co-hospedeiro brasileiro (Genetic Etiology of Children with Apraxia of Speech in a Brazilian Cohort)**
Speakers: Jose Marcio Fernandes, Elisabete Giusti ; Maria Rita dos Santos e Passos-Bueno ; Ana Cristina De Sanctis Girardi; Denise Nakamura, Fabiana Collavini

A major study of genetic etiology for Children with CAS conducted in 93 Brazilian CAS proband confirmed the high yield of exome analysis (>50%) in this condition and discovering 16 new genes not previously associated with CAS.

Learning Objectives:
1. Identify new genetic links or syndromes newly associated with CAS which reinforce the importance of genetic tests in severe CAS patients.

Virtual Poster 1007: **Diagnostic Accuracy of Maximum Performance Tasks (MPT) and Syllable Repetition Tasks (SRT) for Cantonese-Speaking Preschool Children with Childhood Apraxia of Speech**
Speakers: Eddy Wong, PhD, SLP

MPT and SRT are useful for diagnosing childhood apraxia of speech (CAS) in English/Dutch speakers. However, their diagnostic accuracy for Cantonese-speaking children with CAS is uncertain. Our study found limited effectiveness of MPT and SRT in diagnosing CAS in Cantonese speakers. Additional assessments are recommended for accurate diagnosis.

Learning Objectives:
1. Describe the linguistic modifications of the maximum performance tasks (MPT) and syllable repetition task (SRT) for Cantonese speakers.
2. Describe the differentiability of the MPT and SRT measures among children with and without childhood apraxia of speech.
3. Describe the sensitivity and specificity of the MPT and SRT for CAS diagnosis in Cantonese speakers

Virtual Poster 1008: **Exploring Early Indicators of Persisting versus Resolving Childhood Apraxia of Speech**
Speakers: Calyn Evans, Student

Children with persisting CAS are expected to meet speech developmental milestones later and show more associated risk factors than children with resolving CAS. We will compare milestone and risk factor responses from 10 children with persisting CAS and 10 children with resolving CAS. Clinical implications will be discussed.

Learning Objectives:
1. Describe the speech developmental milestones and associated risk factors that characterize persisting versus resolving CAS.

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