



**2025 National Conference:  
Creating Community Connections  
Virtual**

**July 9-12th, 2025**

**Recorded Content Available  
July 1 - August 31, 2025**

# PROGRAM BOOK



**ASHA CE  
APPROVED PROVIDER**

Apraxia Kids

Continuing Education Credits will be available for this conference.

**64 General Conference Sessions are offered for up to 8.30 ASHA CEUs, various levels**  
**10 DEI Conference Sessions are offered for up to 1.25 ASHA CEUs, various levels**

**For non-ASHA professionals, this conference has over  
90 hours of professional development clock hours available.**

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 INTRODUCTORY 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](#).

## WEDNESDAY, JULY 9, 2025

1:00pm - 2:30pm	Series 100 Breakout Sessions
2:45pm - 4:15pm	Series 200 Breakout Sessions
4:15pm - 4:45pm	Exhibits
4:45pm - 6:00pm	Welcome / Keynote Speaker
6:00pm - 6:30pm	Exhibits
6:30pm - 8:00pm	Series 300 Breakout Sessions

## THURSDAY, JULY 10, 2025

11:00am - 12:45pm	Exhibits
1:00pm - 2:30pm	Series 400 Breakout Sessions
2:45pm - 4:15pm	Series 500 Breakout Sessions
4:45pm - 6:00pm	Research Update
6:15pm - 8:00pm	Networking

## FRIDAY, JULY 11, 2025

11:00am - 12:45pm	Exhibits
1:00pm - 2:00pm	Series 600 Breakout Sessions
2:15pm - 4:15pm	Series 700 Breakout Sessions
6:15pm - 8:00pm	Exhibits
6:15pm - 8:15pm	Series 800 Breakout Sessions

## SATURDAY, JULY 12, 2025

11:00am - 12:45pm	Exhibits
1:00pm - 2:30pm	Series 900 Breakout Sessions
2:45pm - 4:30pm	Closing / Young Adult Panel

**All sessions are listed in the Eastern United States Time Zone, using Pittsburgh, Pennsylvania as the home base of Apraxia Kids. Please adjust the listed times to your time zone using [www.worldtimebuddy.com](http://www.worldtimebuddy.com) or similar time converter tool.**

**You do not have to select your sessions when you register for the conference. You will be able to choose and change your schedule in the conference platform during the event. More detailed information about networking, exhibits, research posters, and more will follow.**

## About the Sessions

All sessions will be available through the virtual conference platform. Access to the virtual conference platform will be open from July 1 - August 31, 2025.

"Pre-Recorded" sessions (1000 level) were recorded before the event and will be available to view any time after the conference platform opens.

"Live Only" sessions (only 4 total session) will be live streamed during its scheduled time slot and NOT recorded for later viewing and are indicated as **LIVE ONLY** on the time slot.

All other "Live" #100-900 sessions will be simultaneously recorded and available to view on the conference platform through August 31, 2025.

Sessions that qualify for **DEI CEUs** are noted throughout the Session Guide.

# SOCIAL ENGAGEMENT GUIDE

## Anytime for Anyone

**Game:** "Everyone Deserves a Point"

**Availability:** July 1 - July 12

**Audience:** All Attendees, Opt In to Join

"Everyone Deserves a Point" is the interactive game of the 2025 Apraxia Kids National Conference! Get ready to learn, have fun, make connections, gather valuable resources, and score points while you're doing it! The game is optional so just click "opt in" if you want to play, and points will be tracked for you automatically. Prizes will be awarded to the top earners!

## Direct Messaging

**Availability:** July 1 – August 31

**Audience:** All Attendees

Connect with anyone around the world through the Direct Messaging portion of the virtual platform. Update your profile to include your best contact information and photo so you can easily make connections and stay in touch throughout the event!

## Expo

**Staffed Hours:** An exhibitor will be available during these times to chat with you about their exhibit.

Wednesday July 9	4:15pm - 4:45pm Eastern
Wednesday July 9	6:00pm - 6:30pm Eastern
Thursday July 10	11:00am - 12:45pm Eastern
Friday July 11	11:00am - 12:45pm Eastern
Friday July 11	6:15pm - 8:00pm Eastern
Saturday July 12	11:00am - 12:45pm Eastern

## Expo: Sponsors

**Open Availability:** July 1 – August 31

**Audience:** All Attendees

Visit our Sponsor Exhibits to learn more about their programs and services by chatting with a staff person, viewing videos, downloading brochures, and more.

## Expo: Research Posters

**Open Availability:** July 1 – August 31

**Audience:** All Attendees

Visit our Research Posters to learn about the newest research in CAS. You can view the researcher's posters, watch a video summary of their poster, and chat with the researchers during staffed hours.

## Scheduled Events

**S 1: New Parent Meet & Greet**

**Day/Date:** Wednesday, July 9

**Time:** 11:30am - 12:45pm EST

**Audience:** Parents/Caregivers New to CAS and/or the National Conference

Parents and caregivers new to the apraxia journey and the Apraxia Kids National Conference will enjoy the camaraderie of meeting new people and sharing stories, questions, and ideas. Come in and take a seat at a table to chat with others.

## **S 2:** SLP Networking Time

**Day/Date:** Wednesday, July 9

**Time:** 11:30am - 12:45pm EST

**Audience:** Speech-Language Professionals

This time will provide an opportunity for all speech-language professionals to come together to share knowledge, ideas, and advice. Move between tables to meet new people and talk about pertinent topics.

## **S 3:** Topic Tables – By Region

**Day/Date:** Wednesday, July 9

**Time:** 6:30pm - 8:00pm EST

**Audience:** All Attendees

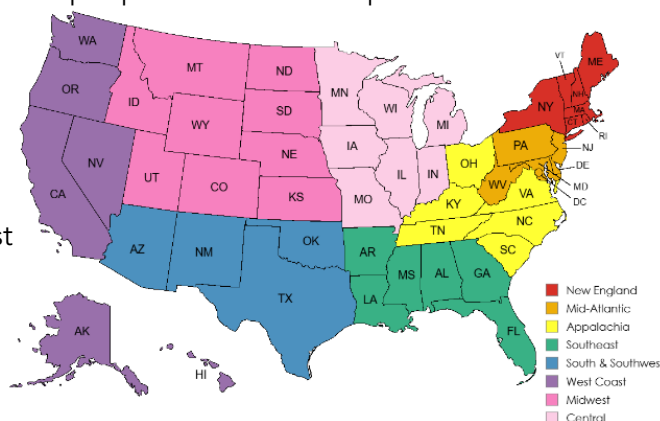
Come into this room and join a table labeled by your geographic region to help you find friends near you!

Throughout the allotted time, move between tables to meet new people and talk about pertinent issues. Regional Tables will be labeled as followed:

Spanish-Speaking Countries  
Australia & NZ  
International  
Canada



USA: New England  
USA: Mid-Atlantic  
USA: Appalachia  
USA: Southeast  
USA: South & Southwest  
USA: West Coast  
USA: Midwest  
USA: Central



## **S 5:** Canadian Get Together

**Day/Date:** Thursday, July 10

**Time:** 10:45am - 11:45am EST

**Audience:** Canadian Attendees

Our Canadian cohort will have a Zoom room for both caregivers and professionals to discuss regional topics.

## **S 14:** Dynamic Star Duos

**Day/Date:** Thursday, July 10

**Time:** 11:30am - 12:45pm EST

**Audience:** Parent Attendees

Come help launch our newest support group for parents and young apraxia stars aged 6-12. Future meetings of this group will bring together young stars who want to engage with other young stars in a fun and safe environment with their parents. This Zoom meeting will gather input from parents on what would be most helpful for this group to do to meet the needs of young stars.

## **S 4:** Dads' Discussion

**Day/Date:** Thursday, July 10

**Time:** 11:30am - 12:45pm EST

**Audience:** Dads Only!

This is a Zoom room just for dads to join together and support one another in a judgement free zone. Led by dads who are also on the apraxia journey.

## **S 6:** Walk Coordinators Meet Up

**Day/Date:** Thursday, July 10

**Time:** 11:45 am - 12:45pm EST

**Audience:** Walk Coordinators Only!

Join April and Jaimie from Apraxia Kids to discuss all things Walk for Apraxia! Ideas for activities, gaining new sponsors, advertising, fundraising, and more will be discussed in this Zoom session.

### **S 7: Social Hour**

**Day/Date:** Thursday, July 10

**Time:** 6:15pm - 8:00pm EST

**Audience:** All Attendees

Everyone is welcome to join the social hour - bring your favorite snack and beverage and join a table to see new and familiar faces from around the world. Move to different tables to meet more people! Speakers will be there to discuss their favorite topics!

### **S 10: Star Supporters Group**

**Day/Date:** Friday, July 11

**Time:** 11:30am - 12:45pm EST

**Audience:** All Attendees

This live support group is open to parents, professionals, and teens/adults with apraxia to join together to support and learn from one another. Join the Zoom room as parent-leaders Chelsea and Anthony Boytim guide the discussion around pertinent topics and share success and struggles of their apraxia journey.

### **S 11: Family Hour Magic Show**

**Day/Date:** Friday, July 11

**Time:** 5:00pm - 6:00pm EST

**Audience:** All Attendees, and in-home guests!

All are welcome in this Zoom room; bring the whole house - parents, apraxia stars, siblings, even the family pet - for an exciting evening! Special guest, Harrison Kramer, will be hosting a magical evening, creating connections, and maybe even teaching a magic trick!



### **S 12: Parent Panel**

**Day/Date:** Saturday, July 12

**Time:** 11:30am - 12:45pm EST

**Audience:** Parents / Caregivers

Caregivers anywhere on their apraxia journey will benefit from hearing experienced parents share their perspectives on a variety of topics and questions asked by the audience.

### **S 3: Topic Tables – By Topic**

**Day/Date:** Saturday, July 12

**Time:** 11:30am - 12:45pm EST

**Audience:** All Attendees

Come into this room and join a table labeled by topic that interests! Throughout the allotted time, move between tables to meet new people and talk about pertinent issues.

Topic Tables will be labeled as followed:

AAC	IEPs / Schooling / Homeschooling	Co-Occurring – Genetic Disorders
Literacy	Parents of Young Children	Co-Occurring – Autism
Insurance	Parents of Older Children	Co-Occurring – Motor Skills
Multilingual	Teens & Young Adults with CAS	Open Conversation

# SESSION GUIDE

Wednesday, July 9, 2025

## Series 100 Breakout Sessions

### **Session 101: Treatment Fidelity: What is it and what does it mean for my clinical practice?**

**Day/Date:** Wednesday, July 9

**Time:** 1:00pm - 2:00pm EST (1 hr Panel)

**Audience:** Professionals

**Level:** Introductory

**Speakers:** Maria Grigos, PhD, CCC-SLP; Edythe Strand, PhD, CCC-SLP; Panagiota Tampakis, SLPD, CCC-SLP, TSSLD; Emily Wang, PhD, CCC-SLP; Nicole Kolenda, MS, CCC-SLP, PC; and Julie Case, PhD, CCC-SLP

Treatment fidelity ensures an intervention is implemented as intended. This talk outlines a framework for measuring fidelity during Dynamic Temporal and Tactile Cueing (DTTC) for apraxia of speech, providing clinicians with strategies to adhere to protocols, generalize fidelity practices to other disorders, and apply them in diverse clinical settings.

#### **Learning Objectives:**

1. Describe key elements of treatment fidelity.
2. Describe strategies to implement high-fidelity treatment during motor-based intervention for children with apraxia of speech.
3. Discuss challenges associated with maintaining fidelity to a treatment approach.

### **Session 102: Differential Diagnosis of Motor Speech Disorders When Oral Structural Anomalies are Present**

**Day/Date:** Wednesday, July 9

**Time:** 1:00pm - 2:30pm EST (1.5 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Katie Micco, MS, CCC-SLP and Megan Overby, PhD, CCC-SLP

This presentation reviews the overlapping features of sCAS, structural anomalies, and other neurodevelopmental disorders that make differential diagnosis challenging. Using literature findings and case studies, we focus on how oral structural anomalies are associated with many of the same speech sound errors and characteristics as sCAS.

#### **Learning Objectives:**

1. Identify at least 3 overlapping characteristics of sCAS and structural anomalies reported in the literature.
2. Describe at least 2 reasons why speech sound errors associated with structural anomalies are similar to those with sCAS.
3. Consider structural anomalies as a possible primary or co-appearing feature in sCAS.

### **Session 103: AAC in Public Schools: Elevating Caregiver Voices**

**Day/Date:** Wednesday, July 9

**Time:** 1:00pm - 2:00pm EST (1 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Madison Brumbaugh, MS, CCC-SLP

Various factors impact a student's use of AAC at school, from teacher training to the inclusion of peer models. However, largely missing from research on AAC in public schools is the parent/caregiver. This session describes current evidence and considers how educators, researchers, and caregivers themselves can elevate caregiver voices.

#### **Learning Objectives:**

1. Describe current special education law that supports the provision of AAC-type supports by public school systems.
2. Summarize the existing evidence on AAC implementation in public school settings.
3. Explain how these gaps in existing evidence may be filled by efforts to elevate parent/caregiver voices.

#### **Session 104: The Magic of Storytelling: Incorporating Art into Apraxia Advocacy**

**Day/Date:** Wednesday, July 9

**Time:** 1:00pm - 2:00pm EST (1 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Tessa McEvoy, BFA

Jullie Brown is a visual artist who educates about the challenges she faces as an Apraxic individual. Her use of storyboarding, illustrations, and ongoing comic series 'Scribbles Autistic World' reflect her lived experiences while teaching self-advocacy.

#### **Learning Objectives:**

1. Describe how apraxia does not stop someone from living their fullest life.
2. Explain how creative strategies can be used to personally navigate the world or help someone you support with Apraxia of speech.

#### **Session 105: When Disfluencies are Present - Is it Stuttering or Apraxia?**

**Day/Date:** Wednesday, July 9

**Time:** 1:00pm - 2:30pm EST (1.5 hr)

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Breanna Waldrup, MS, CCC-SLP and Jaime Michise, MS, CCC-SLP, BCS-SCF

The presence of disfluencies in a child's speech may be indicative of difficulties motor planning/programming. In some cases, it may be difficult to decipher whether these disfluencies are characteristic of apraxia or stuttering. In this case study, presenters will discuss the differential diagnosis of these two disorders.

#### **Learning Objectives:**

1. List 2 types of disfluencies that are indicative of stuttering.
2. List 2 types of disfluencies that are not indicative of stuttering.
3. List 2 differentiating factors between apraxia and stuttering.

### **Series 200 Breakout Sessions**

#### **Session 201: Assessment & Diagnosis of CAS: A Stepped Guide to Clinical Decision-Making**

**Day/Date:** Wednesday, July 9

**Time:** 2:45pm - 3:45pm EST (1 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Jenya Iuzzini-Seigel, PhD, CCC-SLP; Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP; Maria Grigos, PhD, CCC-SLP; Julie Case, PhD, CCC-SLP; Elizabeth Murray, PhD, CCC-SLP; and Donna Thomas, PhD, MSPA, CPSP

One of the most challenging roles an SLP plays is that of the diagnostician. This presentation will walk you through a comprehensive, yet efficient, assessment battery used by our research team to diagnose CAS and provide ideas for individualization depending on the child's severity, verbal output, cognitive-linguistic ability, and co-occurring conditions.

#### **Learning Objectives:**

1. List 2 components of a streamlined yet comprehensive assessment protocol.
2. List 2 options for individualizing the assessment based on the specific characteristics of the children on their caseload.

#### **Session 202: Demystifying CAS Research: The WHOs, WHATs, WHEREs, WHYs, and HOWs**

**Day/Date:** Wednesday, July 9

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Molly Beiting, PhD, CCC-SLP; Tricia McCabe, PhD, BAppl(SP), FSPAA, CPSP; and Edwin Maas, PhD, Clinical Researcher

This session answers your big questions about CAS research: trends in WHAT has been studied, WHERE research may be headed, and insights into WHY some topics are better studied than others. We'll also introduce you to some people WHO are doing the work, plus practical tips on HOW to connect.

**Learning Objectives:**

1. Cite at least 2 current trends in CAS research.
2. Describe at least 2 CAS research needs.
3. List at least 2 ways that families and clinicians can meaningfully connect with researchers.

**Session 203: Empowering Students with Apraxia of Speech as They Transition to College**

**Day/Date:** Wednesday, July 9

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Melissa Packwood, M.S.ED.

This presentation examines ways to address the unique challenges faced by students with CAS as they progress through high school toward higher education. Emphasis will be placed on essential skills for college success which include executive functioning skills, communication strategies, requesting accommodations, self-advocacy, and building resiliency.

**Learning Objectives:**

1. Describe 2-3 differences between high school and college accommodations and how these differences may affect students with apraxia.
2. List 2-3 strategies that can assist students in building necessary skills to prepare for the independence and self-advocacy higher education requires.
3. Outline action steps to assist students in achieving the academic and emotional readiness for higher education success.

**Session 204: From Suspected to Confirmed: Navigating Diagnosis**

**Day/Date:** Wednesday, July 9

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Lisa Mitchell, SLPD, CCC-SLP; Megan Overby, PhD, CCC-SLP; and Sarah Carmody, MS, CCC-SLP

In this presentation, we discuss the steps SLPs should take to move from a diagnosis of suspected CAS (sCAS) to CAS, particularly for minimally verbal communicators. We will examine appropriate processes, criteria, and timeframes for moving toward a definitive diagnosis, which promotes optimal parental understanding, educational support, and therapeutic planning.

**Learning Objectives:**

1. Outline the steps necessary to move from a provisional diagnosis to a formal diagnosis of CAS.
2. Identify 3-5 characteristics in infants/toddlers that may be considered cautionary signs for CAS
3. Explore assessment tools to assist in the diagnosis of suspected childhood apraxia of speech (sCAS).

**Session 205: Let's Talk PROMPT! Optimizing Outcomes Through Caregiver Involvement**

**Day/Date:** Wednesday, July 9

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Families

**Level:** Introductory

**Speakers:** Amy Clark, MS, CCC-SLP

PROMPTs for Restructuring Oral Muscular Phonetic Targets (PROMPT) is 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 the 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. It is inclusive as it brings caregivers into the

assessment and treatment process. This presentation will describe and demonstrate PROMPT assessment and treatment from a clinical perspective that is accessible to caregivers. Case studies of children who exhibit CAS and other comorbidities such as autism will be presented to promote discussion and highlight functional strategies to promote motor learning and communication development through everyday routines, which caregivers are uniquely positioned to do.

**Learning Objectives:**

1. Describe 2 key components of PROMPT assessment and treatment.
2. Explain the Physical-Sensory, Cognitive-Linguistic, and Social Emotional Domains.
3. List and describe 5 strategies to promote motor learning and communication development through everyday routines.

**Session 206: Childhood Apraxia of Speech: Parenting Approaches in Clinical Collaboration**

**Day/Date:** Wednesday, July 9

**Time:** 2:45pm - 3:45pm EST (1 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Shivani Raina, SLPD, CCC-SLP

CAS affects speech planning and coordination, often accompanied by receptive and expressive language impairments, impacting academic and social skills. Parenting approaches are vital in fostering development. Family-centered practices position parents as advocates in intervention. This presentation explores the classification of parenting approaches and their impact on communication and developmental outcomes.

**Learning Objectives:**

1. Describe 2 primary parenting approaches.
2. Utilize knowledge of parenting approaches in clinical collaboration.
3. Identify best practices in various parenting approaches towards fostering speech development.

**Session 207: Inclusive Education: Empowering Teachers to Include Children with CAS**

**Day/Date:** Wednesday, July 9

**Time:** 2:45pm - 3:45pm EST (1 hr)

**DEI  
CEUs**

**Audience:** Both

**Level:** Introductory

**Speakers:** Fabiana Collavini, Founder, Board Member, and President for ABRAPRAXIA and Mariana Chuy, Founder, Board Member, and Legal Director for ABRAPRAXIA

The presentation aims to highlight the importance of training teachers to include children with Childhood Apraxia of Speech (CAS) in the school context. Through the online course "I have a student with CAS, how can I help?", we aim to promote inclusive practices, ensure the right to quality education, and spread information.

**Learning Objectives:**

1. List 3 characteristics of Childhood Apraxia of Speech (CAS) and its impact in the school context.
2. Identify at least 2 inclusive strategies to support students with CAS in the classroom.
3. Explain how teacher training can transform the experience of students with CAS in the educational environment.

**Session 208: Thriving as a Parent of a Child with Apraxia: Building Your Dream Team and Finding Balance**

**Day/Date:** Wednesday, July 9

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Michelle Choairy, MS, ATC Masters Degree, Certified Athletic Trainer

Parenting a child with apraxia of speech comes with unique challenges that require resilience, advocacy, and a strong support system. In this session, we will explore how to build a dream team of professionals, educators, and supportive allies while maintaining balance in family life. Through real-life experiences and practical strategies, we'll discuss ways to navigate the complex journey of apraxia, prioritize self-care, and celebrate the small yet significant victories. Participants

will leave with actionable tools to strengthen their support network, advocate effectively, and cultivate a sense of balance and confidence in their parenting journey. Learn to advocate for your child by building a cohesive support team and mastering communication with professionals. This session emphasizes the critical role of self-care in preventing burnout and equips parents with actionable strategies for creating balance and confidently leading their child's care journey.

**Learning Objectives:**

1. Identify key team members essential for supporting a child with apraxia and their roles in the child's progress.
2. List 3 strategies for building effective partnerships with therapists, educators, and medical professionals.
3. Explain the importance of self-care for parents and how it impacts their ability to advocate effectively.
4. Describe 3 techniques for balancing therapy, school, and family life without burnout.
5. Evaluate their current support system and implement strategies to strengthen it for long-term success.
6. Discuss 2 ways to celebrate progress and maintain motivation throughout the apraxia journey.

## **KEYNOTE SPEAKER**

**Session 001: My Unique Brain: Neuropsychology's Role in Care Planning**

**Mi cerebro es único: El rol de la neuropsicología en la planificación de servicios.**

**Day/Date:** Wednesday, July 9

**Time:** 5:00pm - 6:00pm EST (1 hr) **RECORDING IN SPANISH**

**Audience:** Both

**Level:** Introductory

**Speakers:** Dr. Marivelisse Rodriguez-Rivera

Discover how a comprehensive neuropsychological assessment can provide valuable insights into your child's unique brain. Understand when to seek an assessment and explore the types of recommendations that may result from the process. Learn strategies for sharing this information with your child to foster self-awareness and acceptance.

*Descubra cómo una evaluación neuropsicológica comprensiva puede proporcionar información valiosa sobre el cerebro único de su hijo. Aprenda cuándo solicitar una evaluación y descubra qué tipos de recomendaciones pueden resultar del proceso. Aprenda estrategias para compartir información con su hijo a fin de fomentar el autoconocimiento y la aceptación.*

**Learning Objectives:**

1. List 3 key clinical indicators, such as cognitive, emotional, and behavioral symptoms, to identify and refer patients who may benefit from a neuropsychological assessment.
2. List 2 developmentally appropriate methods to communicate assessment findings to patients.

**Objetivos de aprendizaje:**

1. Enumere 3 indicadores clínicos clave, como síntomas cognitivos, emocionales y conductuales, para identificar y derivar a pacientes que podrían beneficiarse de una evaluación neuropsicológica.
2. Enumere 2 métodos apropiados para el desarrollo para comunicar los hallazgos de la evaluación a los pacientes.

## **Series 300 Breakout Sessions**

**Session 301: "I just want him to be understood." Parent Perspectives of CAS Early Intervention**

**Day/Date:** Wednesday, July 9

**Time:** 7:00pm - 8:00pm EST (1 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Chantelle Highman, PhD, BSc(Hons), CPSP and Megan Overby, PhD, CCC-SLP

This presentation outlines a qualitative study exploring parent perceptions of early intervention for children with CAS. Fourteen participants from Australia and the US took part in an online in-depth interview. Parents' long term hopes for their child as well as perspectives of early intervention were explored, using reflexive thematic analysis. Resulting themes and clinical implications are discussed.

**Learning Objectives:**

1. Identify 2-3 hopes that parents expressed as long term outcomes for their children with CAS.

2. Describe 3 main themes parents described relating to their experiences of early intervention services for CAS.
3. Describe 2 ways to improve clinical services for very young children with CAS.

### **Session 302: A Beginner's Tutorial on Genetics & Implications for CAS**

**Day/Date:** Wednesday, July 9

**Time:** 7:00pm - 8:00pm EST (1 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Mariana Lauretta, BBioMed, MSpeechPath, MGenCouns and Angela Morgan, BSpPath Aud (Hons), PhD, CSPS  
As more children with CAS are offered genetic testing, we need a greater understanding of what genetic testing means and how to interpret genetic reports. We also need a greater understanding of parental and SLP views and experiences around genetic testing. We will cover this information at an introductory level.

#### **Learning Objectives:**

1. Explain the difference between a chromosomal condition and a single gene condition.
2. List the different types of genetic testing relevant to a child with CAS.
3. Describe 2 practical and emotional factors to consider as a parent or SLP if considering genetic testing for a child with CAS.

### **Session 303: Family Experiences with CAS Diagnosis and Speech Therapy: A Questionnaire Summary and Parent Led Discussion**

**Day/Date:** Wednesday, July 9

**Time:** 7:00pm - 8:00pm EST (1 hr Panel)

**Audience:** Both

**Level:** Introductory

**Speakers:** Donna Thomas, PhD, MSPA, CPSP; Maryane Gomez, PhD; Angela Muis, SLP-A; Nathan Trezise, M.Ed.L., B.Ed.; \*Elizabeth Murray, PhD, SLP; \*Julie Case, PhD, CCC-SLP; \*Maria Grigos, PhD, CCC-SLP; \*Jenya Iuzzini-Seigel, PhD, CCC-SLP; \*Eliza Williamson, Research Assistant; and Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP

*\*contributing author, not presenting in this session*

This presentation focusses on caregivers' experiences with CAS and will: (1) report findings of an international questionnaire exploring caregivers' experiences with CAS diagnosis, accessing speech therapy, and working with SLPs, and (2) deliver a parent-led discussion of the findings with application for SLPs and families.

#### **Learning Objectives:**

1. The learner will state the average age of CAS diagnosis and list barriers to more timely diagnosis
2. The learner will describe the factors that caregivers value when working with SLPs
3. The learner will name two strategies that can help when working with multiple providers.

### **Session 304: Shortcuts for Busy People: Accessing and Critiquing CAS Research**

**Day/Date:** Wednesday, July 9

**Time:** 6:30pm - 8:00pm EST (1.5 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Tricia McCabe, PhD BAppl (SP) FSPAA, CPSP; Molly Beiting, PhD, CCC-SLP; Elina Csapo, Young Able Voices; Alyson Taylor, Board Member for Apraxia Kids; and Paula Pando de Hill, Esq., LL.M., CIPP U/EU, CIPM, Board Member for Apraxia Kids

Choosing the right approach at the right time from all the information available is stressful. This tutorial will provide busy parents and clinicians with key skills to find evidence based treatments, to understand the CAS research, and to ask the right questions which will reduce the stress of decision making.

#### **Learning Objectives:**

1. Define evidence-based practice.
2. Describe at least 2 effective strategies for finding the best available research evidence.
3. List 3 questions to consider when weighing the pros and cons of a suggested approach based on research evidence.

**Thursday, July 10, 2025**

## **Series 400 Breakout Sessions**

### **Session 401: Charting the Course: Navigating Challenges of CAS Beyond Early Childhood**

**Day/Date:** Thursday, July 10

**Time:** 1:00pm - 2:30pm EST (1.5 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Melissa Taberski, MS, CCC-SLP

Supporting children with Childhood Apraxia of Speech beyond early childhood requires adapting intervention strategies as they transition to academic demands. This session will examine the "who, what, and why" during two case studies, examining clinical decision-making in evaluation and treatment, and offer insights on supporting children with CAS.

**Learning Objectives:**

1. Identify 2 key developmental changes in the needs of school-aged children with CAS.
2. Apply decision-making frameworks to evaluate and treat children with CAS using case study examples.
3. Develop at least 2 collaborative strategies to support children with CAS in educational settings.

### **Session 402: Early Literacy and Childhood Apraxia of Speech: Components of Instruction**

**Day/Date:** Thursday, July 10

**Time:** 1:00pm - 2:30pm EST (1.5 hr) **LIVE ONLY, NOT RECORDED**

**Audience:** Both

**Level:** Intermediate

**Speakers:** Cynthia Jacobsen, PhD, CCC-SLP, Fellow ASHA Speech-Language Pathologist, Wilson® Dyslexia Therapist  
Children ages 5-8 with Childhood Apraxia of Speech (CAS) are at risk for reading difficulties. Teaching methods must be evidenced based. Attendees will learn multisensory methods for linking letters and sounds to read and spell. Vocabulary and comprehension strategies will be described. Accommodations for motor speech difficulties are considered.

**Learning Objectives:**

1. Describe how to link letters and sounds for reading and spelling for children ages 5-8 by using key words, finger tapping, and manipulation of concepts with letter tiles.
2. Describe several strategies and methods for understanding text, i.e. repeated readings of scooped text, phrasing and visual mapping.

### **Session 403: A Community Fireside Chat: Answering Burning Questions about CAS Therapy**

**Day/Date:** Thursday, July 10

**Time:** 1:00pm - 2:00pm EST (1 hr Panel)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Jennifer Sakowicz, MS, CCC-SLP; Sarah Carmody, MS, CCC-SLP; Julie Case, PhD, CCC-SLP; Experienced Parent  
Understanding evidence-based practice for treatment of CAS may feel overwhelming to both parents and clinicians alike. When a child is diagnosed with apraxia, having a community of individuals to turn to for support and guidance is critical for building knowledge while minimizing stress and uncertainty. The purpose of this panel presentation is to take the format of a fireside chat, allowing a safe, intimate space for parents and clinicians to ask questions regarding evidence-based CAS treatment from a research, clinician, and parent perspective.

**Learning Objectives:**

1. List at least 1 takeaway regarding best techniques and components of evidence-based treatment of CAS.
2. List at least 1 takeaway regarding how research connects to therapy practice for CAS.
3. List at least 1 takeaway regarding supporting the whole child with CAS.

### **Session 404: Speech-Music Therapy in the Treatment of Childhood Apraxia of Speech**

**Day/Date:** Thursday, July 10

**Time:** 1:00pm - 2:30pm EST (1.5 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Mirjam van Tellingen, MA and Ariska Groen, BA

The application of Speech-Music Therapy for Aphasia and Apraxia (SMTA) in the treatment of Childhood Apraxia of Speech is supported by structural similarities in music and speech, overlap in neural processing and effects of music on mood and motivation. The procedure for SMTA will be discussed and demonstrated.

**Learning Objectives:**

1. Broadly describe the theory supporting the use of music in the treatment of CAS.
2. List the steps in an SMTA exercise.

**Session 405: Genetic Etiology for CAS in a Brazilian Cohort: Novel Candidate Genes**

**Day/Date:** Thursday, July 10

**Time:** 1:00pm - 2:00pm EST (1 hr)

**DEI  
CEUs**

**Audience:** Both

**Level:** Intermediate

**Speakers:** Jose Marcio Fernandes, Co-Founder, Board Member, and Research Director for ABRAPRAXIA; Ana Cristina De Girardi, Researcher; and Denise Nakamura, Research and Finance Director for ABRAPRAXIA

Research in genetic architecture of CAS is still in its early stages. Approximately 36 genes have been currently identified, mostly associated with monogenic forms of CAS. We aim to further advance our knowledge of the CAS genetic architecture by clinically and genetically characterizing the largest CAS cohort to date (n=93).

**Learning Objectives:**

1. Describe the importance of exome analysis in children with CAS.
2. Identify the number of related genetic syndromes related to CAS.
3. List 2-3 new genes to be investigated considering CAS children.

## Series 500 Breakout Sessions

**Session 501: Closing the Gap: Embracing Best Practices and Avoiding Pitfalls in Treatment**

**Day/Date:** Thursday, July 10

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Sarah Carmody, MS, CCC-SLP and Jennifer Sakowicz, MS, CCC-SLP

This session will focus on how to incorporate and maximize evidence-based approaches to CAS treatment, while avoiding common pitfalls or missteps that are less supportive of progress. Professionals will learn how to 'level up' their therapy plans and parents/families will gain an understanding of what appropriate treatment 'looks like.'

**Learning Objectives:**

1. Describe 2-3 elements of a high quality, evidence-based therapy plan for children with CAS.
2. Explain at least 2 techniques or tools that are less likely to support efficient progress for children with CAS.

**Session 502: Apraxia del Habla Infantil: ¿Qué es y qué necesito saber para apoyar a mi niño?**

**Childhood Apraxia of Speech: What is it and What Do I Need to Know to Support my Child?**

**Day/Date:** Thursday, July 10

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**DEI  
CEUs**

**Audience:** Both, **Spanish Speaking**

**Level:** Introductory

**Speakers:** Julie Case, PhD, CCC-SLP and Rocío Sepúlveda, SLP

Esta presentación en español aborda información fundamental sobre la apraxia del habla infantil (AHI), incluyendo su definición, las características en niños hispanohablantes y el proceso diagnóstico. Además, se revisan hallazgos recientes en investigaciones con niños monolingües y bilingües, junto con recomendaciones generales para el manejo clínico de la AHI en niños hispanohablantes.

*This presentation provided in Spanish shares fundamental information about childhood apraxia of speech (CAS), including its definition, characteristics in Spanish-speaking children, and the diagnostic process. In addition, recent*

*findings from research studies of mono- and bilingual Spanish-speaking children will be shared, along with general recommendations for the clinical management of CAS.*

**Objetivos de aprendizaje:**

1. Definir Apraxia del Habla Infantil y el déficit subyacente.
2. Nombrar las características de la Apraxia del Habla Infantil (AHI) en niños hispanohablantes monolingües y bilingües.
3. Describir técnicas de evaluación para el diagnóstico diferencial de AHI

**Learning Objectives:**

1. Define childhood apraxia of speech and the underlying deficit of this disorder.
2. Name features of CAS in monolingual and bilingual Spanish-speaking children.
3. Describe assessment techniques for the differential diagnosis of CAS.

**Session 503: Everything You Always Wanted to Know About Clinical Trials But Were Afraid to Ask**

**Day/Date:** Thursday, July 10

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Both

**Level:** introductory

**Speakers:** Edwin Maas, PhD, Clinical Researcher

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 the strengths and weaknesses of a range of SCED and group designs.
3. Critically evaluate the evidence in treatment studies for CAS.

**Session 504: Comprehensive Treatment of CAS and Co-Occurring Diagnoses**

**Day/Date:** Thursday, July 10

**Time:** 2:45pm - 3:45pm EST (1 hr)

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Leah Solomon, MS, CCC-SLP

This presentation will explore effective treatment strategies for young children with childhood apraxia of speech (CAS), focusing on tailored speech therapy approaches. It will also address commonly co-occurring challenges such as language delays, motor difficulties, and social challenges, emphasizing interdisciplinary collaboration and individualized care to improve communication outcomes for children with CAS.

**Learning Objectives:**

1. List 1 evidence-based treatment method for CAS and describe how to apply it to support speech motor planning and production.
2. Identify 2-3 common co-occurring challenges associated with CAS and describe how to integrate interdisciplinary approaches to address these conditions in treatment plans.
3. Describe the importance of individualized, family-centered treatment approaches.

**Session 505: More Than: Zooming Out to See the Whole Child & Creating Individualized Plans for Success**

**Day/Date:** Thursday, July 10

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Families

**Level:** Introductory

**Speakers:** Noelle Scolieri, MS, CCC-SLP

This session reviews childhood apraxia of speech (CAS) and related difficulties, including a discussion of CAS differentiating characteristics and why treatment should be individualized, especially for children with other difficulties. Advocating bullet points and "quick tips" to implement at home will be shared to help empower parents.

**Learning Objectives:**

1. Describe 2-3 unique characteristics of CAS and hallmarks that differentiate CAS from other difficulties their child may be experiencing.
2. List at least 3 "advocating bullet points" to help get the right speech therapy or assistance at school for their child.
3. List at least 2 "quick tips" for use at home to help their child work on both CAS difficulties and other possible comorbid areas such as literacy at the same time.

**Session 506: Rapid Syllable Transition Treatment (ReST) - Jumpstart your Practice**

**Day/Date:** Thursday, July 10

**Time:** 2:45pm - 4:15pm EST (1.5 hr)

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Tricia McCabe, PhD BAppl(SP) FSPAA, CPSP and Brooke Rea, MCISc., SLP (C)

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. Describe the basics of sounds, beats, and smoothness in ReST therapy.
2. Outline the typical progress of children and young people in ReST Therapy.
3. Explain 2 ways to create and modify resources for ReST therapy.

**Session 507: Executive Function: Surviving and Thriving in a Complex World**

**Day/Date:** Thursday, July 10

**Time:** 2:45pm - 4:15pm EST (1.5 hr) **LIVE ONLY, NOT RECORDED**

**Audience:** Both

**Level:** Introductory

**Speakers:** Nancy Tarshis, MA, MS, CCC-SLP

This workshop will help parents and SLPs understand the development of Executive Function (EF) and when challenges present. We will cover: development, application to CAS, connecting EF to academics/social-emotional, assessment tasks, and ways in which we can promote the growth of the necessary skills for solid executive functioning for tweens through young adulthood.

**Learning Objectives:**

1. List the core processes that underlie executive functioning.
2. Identify the developmental trajectory of executive functioning.
3. List 3 activities and strategies designed to increase executive functioning ability in teens through adulthood.

## **RESEARCH UPDATE**

**Session 002: Research Update**

**Day/Date:** Thursday, July 10

**Time:** 5:00pm - 6:00pm EST (1 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Molly Beiting, PhD, CCC-SLP and Tricia McCabe, PhD, BAppl(SP), FSPAA, CPSP

This session will provide information from multiple researcher interviews on what current CAS projects they are working on, the status of them, and the potential outcomes for the field and future assessment and treatment.

**Learning Objectives:**

1. List 2 current CAS focused research projects and their associated researchers.
2. Explain how current research projects will increase the current knowledge base around CAS.

**Friday, July 11, 2025**

**Series 600 Breakout Sessions**

**Session 601: Dream Team: Cooperation of Parents and SLPs in Therapy**

**Day/Date:** Friday, July 11

**Time:** 1:00pm - 2:00pm EST (1 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Ewa Grzelak, SLP, Freelance Lecturer

As an SLP, educator, and parent of an apraxia star, Ewa will share her experiences and practical tips on how parents and SLPs can cooperate to maximize a child's learning. This session will emphasize the role of parent's education, the importance of good communication and partnership, and how to create meaningful communication opportunities.

**Learning Objectives:**

1. Create at least 2 more learning opportunities throughout the day.
2. List at least 2 sources of meaningful speech targets.
3. Describe the importance of the fun factor in increasing intrinsic motivation

**Session 602: Therapy, Advocacy, and Medical Examinations for CAS: Experiences in Germany**

**Day/Date:** Friday, July 11

**Time:** 1:00pm - 2:00pm EST (1 hr) **DEI CEUs**

**Audience:** Both

**Level:** Advanced

**Speakers:** Olesja Staroverova, Bachelor's Degree

This presentation examines therapeutic strategies in Germany for children with Childhood Apraxia of Speech (CAS), including speech and occupational therapy, genetic testing, neuro-assessments, orthoptic evaluations, and others. This session also highlights personal experiences navigating this journey and insights from families in the "Children with Special Needs in Germany" group shared through seminars.

**Learning Objectives:**

1. Describe 2 unique challenges in diagnosing CAS and the critical factors for selecting effective therapy approaches.
2. Describe how to integrate 1 evidence-based strategy and practical tool into therapy for CAS.
3. List 2 factors of a holistic approach that improve outcomes for children with CAS.

**Session 603: Including Individualized Social-Emotional Factors in CAS Treatment Planning**

**Day/Date:** Friday, July 11

**Time:** 1:00pm - 2:00pm EST (1 hr Panel)

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Michelle Swartz, PhD, CCC-SLP; Katy Cabbage, PhD, CCC-SLP; and Elaine Hitchcock, PhD, CCC-SLP

The session introduces a newly developed survey tool designed to assess social-emotional attitudes in children with CAS, offering clinicians a practical resource for holistic treatment planning. This presentation will offer evidence-based suggestions and interactive discussion for clinical application of this tool focused on the social-emotional impact of CAS.

**Learning Objectives:**

1. Identify at least 2 social-emotional impacts of CAS.
2. Utilize the ICF framework in CAS treatment.
3. Incorporate at least 1 new assessment tool into practice.

**Session 604: Empowering Learning using AAC as a Universal Design for Learning (UDL) Support**

**Day/Date:** Friday, July 11

**Time:** 1:00pm - 2:00pm EST (1 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Melanie Gylling, MA, CCC-SLP and Andrea King, MA, CCC-SLP/L

In this talk we will explore how AAC can be utilized as a UDL support by allowing for instructional routines to be embedded right within AAC and provide a case study of a school utilizing Grid software as a UDL support. We provide example strategies that professionals can implement immediately on their AAC and UDL journey.

**Learning Objectives:**

1. Describe 3 strategies for supporting language, learning, and literacy using Grid.
2. Describe 3 factors for successful implementation of AAC as a UDL tool.
3. Identify 3 communication supports and/or strategies they can immediately deploy across a classroom.

**Session 605: IEP Analysis: Are your child's goals producing meaningful outcomes?**

**Day/Date:** Friday, July 11

**Time:** 1:00pm - 2:00pm EST (1 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Angela McKee, BCBA/LBA, M.Ed Special Education

The Individualized Education Plan is an ever changing document that revolves around your child's current strengths and needs. This presentation will review the 4 components of an IEP goal and discuss the importance of aligning IEP goals to the most critical areas of need to ensure meaningful outcomes.

**Learning Objectives:**

1. List the 4 required components of an IEP goal.
2. Identify how to ensure alignment between the present levels and an IEP goal.
3. Describe the importance of each members' role within the development of IEP goals.

**Session 606: Beyond Speech: Amplifying Caregiver Voices in CAS Treatment**

**Day/Date:** Friday, July 11

**Time:** 1:00pm - 2:00pm EST (1 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Stacey Landberg, MS, CCC-SLP

Explores the global impact of CAS on children and caregivers. This course is designed for SLPs and caregivers to foster collaboration and reflection, while elevating caregiver voices and integrating research on psychosomatic experiences, CAS comorbidities, and social participation. Attendees leave with strategies, new perspectives, and tools to support families holistically.

**Learning Objectives:**

1. Explain the WHO model and its relevance with CAS.
2. Analyze research on the psychosomatic experiences of parents with children who have childhood apraxia of speech (CAS).
3. Describe caregivers' perspectives related to their journey through a CAS diagnosis and speech therapy for their child.

## **Series 700 Breakout Sessions**

**Session 701: Exploring Apraxia in Spanish: A Journey Through Its Characteristics and Challenges**

*Explorando la apraxia en español: un recorrido por sus características y desafíos*

**Day/Date:** Friday, July 11

**Time:** 2:15pm - 4:15pm EST (2 hr) **LIVE ONLY, NOT RECORDED / SOLO EN VIVO, NO GRABADO**

**Audience:** Both, **Spanish Speaking** **DEI**

**Level:** Introductory **CEUs**

**Speakers:** Carol Rodriguez, MS, MEd, SLP

La apraxia es un trastorno neurológico complejo que afecta la capacidad de un individuo para planificar y ejecutar movimientos voluntarios precisos. Esta presentación se centrará en explicar en palabras sencillas: "¿Qué es la apraxia del habla infantil?" y discutirá las características discriminatorias de la apraxia en español y las dificultades significativas

asociadas con su identificación en la población hispana de Puerto Rico. Para mejorar la comprensión, se utilizarán ejemplos de casos reales. Este curso se ofrecerá en español.

*Apraxia is a complex neurological disorder that affects an individual's ability to plan and execute voluntary movements. This presentation will focus on explaining in simple words – “What is Childhood Apraxia of Speech” and discuss the discriminatory characteristics of apraxia in Spanish and the significant difficulties associated with identifying them in the Spanish population in Puerto Rico. To enhance understanding, real case examples will be utilized. This course will be offered in Spanish.*

**Objetivos de aprendizaje:**

1. Describir cómo la apraxia altera el acto complejo de hablar en español
2. Describir las características distintivas de la apraxia del habla en el idioma español
3. Identificar las características principales según ASHA y Mayo Clinic en casos reales de participantes que hablan español

**Learning Objectives:**

1. Describe how apraxia disrupts the complex act of speaking in Spanish
2. Describe the distinctive features of Apraxia of Speech in the Spanish language
3. Identify the main characteristics according to ASHA and Mayo Clinic in real cases of Spanish language learners

**Session 702: How to Work with Older Children with Childhood Apraxia of Speech**

**Day/Date:** Friday, July 11

**Time:** 2:15pm - 4:15pm EST (2 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Anne Hodits, MA, CCC-SLP/L and Lauren Lozneau, MS, CCC-SLP

In this presentation, we will explore how to integrate principles of motor learning with motor based and language strategies to improve the expressive language skills in older children with childhood apraxia of speech. We will discuss how to work on speech and language simultaneously, formulate functional goals, and provide resources for overall language development in upper elementary through high school children.

**Learning Objectives:**

1. Describe 3 speech characteristics and language challenges that are seen in older children with CAS.
2. Describe 3 tenants of motor based and language approaches that can be used for older students with CAS.
3. Describe at least 3 strategies and activities to help expressive language skills, including syntax, morphology, phonology, and vocabulary, in older children with CAS.

**Session 703: TechTalk with an SLP: Using Tech to Talk**

**Day/Date:** Friday, July 11

**Time:** 2:15pm - 4:15pm EST (2 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Heera Chandani, MA, CCC-SLP/L

A speech-language pathologist and technology enthusiast presents the various ways of using technology to improve and support speech, language, and overall communication skills, for children of all ages. This session will provide an overview and demonstration of several technology applications that can be used as therapeutic tools and increase engagement and active learning. Main topics include the use of Augmentative and Alternative Communication (AAC); ways to increase communication opportunities and self-advocacy; and useful tech tools (apps, websites, programs, AAC) for communication, reading, executive functioning, and learning in general. The goal of this session is to help you grow your inventory of tech-tools that you can use to help empower your loves ones. Let's get together and tech talk!

**Learning Objectives:**

1. List 6 common myths about AAC.
2. List the 3 commonly referenced levels on the AAC continuum and state at least 2 differences between the levels (which will help them understand which level(s) may be appropriate for their client/child).
3. List at least 3 different tools/supports/strategies for each level of the continuum and state their uses.

#### **Session 704: Extending the CAS Camp Model to Include Bilingual Children**

**Day/Date:** Friday, July 11

**Time:** 2:15pm - 4:15pm EST (2 hr)

**DEI  
CEUs**

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Amy Meredith, MS, PhD, CCC-SLP and Laura Moorer, MA, CCC-SLP

Camps for children with CAS are very much in demand. Learn the essential elements for planning a camp including assessment, treatment, and logistics from experienced directors. In addition, gain knowledge on how to expand a camp to include bilingual children. Discover the many benefits camps provide our children and families.

##### **Learning Objectives:**

1. List 5 of the components that need to be included when planning a camp.
2. Explain how to provide differentiated instruction in a group setting for motor speech skills.
3. Explain how to incorporate language, literacy, and social skills into your daily camp activities.
4. Describe adaptations needed to provide camp to a bilingual population.
5. List 3 potential benefits of camp.

#### **Session 705: Hunter's Voice: A Parent's Journey with AAC in Early Intervention**

**Day/Date:** Friday, July 11

**Time:** 2:15pm - 4:15pm EST (2 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Danielle Maglinte, MAT, MS, CCC-SLP and Kendra Decker, COTA/L

Have you thought about introducing AAC to your little one in Early Intervention (EI), but worried your child was too young? In this session we will look at one parent's experience with getting a speech-generating device (SGD) for her little one in EI. We will discuss the myths and research about introducing AAC to young children, talk about the benefits and challenges of introducing AAC in EI, and discuss strategies for implementing AAC in the home with little ones.

##### **Learning Objectives:**

1. Describe 3 myths about AAC and SGDs and current research about AAC with young children.
2. List 3 benefits to introducing AAC and SGDs to young children.
3. List 3 strategies for implementing SGDs in the home with young children.

#### **Session 706: Leveling Up Your Apraxia Therapy Skills**

**Day/Date:** Friday, July 11

**Time:** 2:15pm - 4:15pm EST (2 hr)

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Breanna Waldrup, MS, CCC-SLP

Several effective treatment methods for apraxia exist. However, in addition to being trained in these specific treatment methods, there are other clinical skills that are needed to implement these methods effectively. This session will discuss multisensory cueing and coarticulation that can be included within established treatment methods to maximize progress.

##### **Learning Objectives:**

1. Describe 3 types of visual cues.
2. Explain the rationale for using multisensory cueing.
3. Name 3 coarticulatory contexts that occur within and between words in Standard American English.

### **Series 800 Breakout Sessions**

#### **Session 801: Inconsistency, Variability, and CAS: What is it and what does it tell us?**

**Day/Date:** Friday, July 11

**Time:** 6:15pm - 7:45pm EST (1.5 hr)

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Tricia McCabe, PhD, BAppl (SP), FSPAA, CPSP; Ilaria Scarcella, BScSP; Alison Purcell, PhD, MAppSc, BAppSc; Jacqueline McKechnie, PhD, B.App.Sci., B.Arts; Jacqueline Lim, S-LP(C), CCC-SLP; and Maryane Gomez, PhD

Inconsistency is a key feature of CAS. Recent research suggests that consistency may start to improve BEFORE accuracy does. This session will describe consistency, how to measure it, what is too little or too much inconsistency, and how SLPs may use speech consistency as an indicator that treatment is progressing even when accuracy is static.

**Learning Objectives:**

1. Describe 3 measures of consistency.
2. Explain why too little or too much consistency may inhibit therapy progress.
3. Develop an action plan to measure consistency in a client.

**Session 802: Build Your Reading Toolkit: Enhancing Literacy Assessment and Intervention**

**Day/Date:** Friday, July 11

**Time:** 6:15pm - 8:15pm EST (2 hr)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Sarah Carmody, MS, CCC-SLP; Lauren Osborne, B.App.Sci, SpPath, MSPA, CPSP; Jennifer Sakowicz, MS, CCC-SLP

Join us for a collaborative exploration of best practices for literacy assessment and intervention, specifically in the context of CAS and complex speech production challenges. The session will detail practical strategies, resources, and how-to's, empowering attendees to support CAS stars at various points in their reading journey.

**Learning Objectives:**

1. List 5 key components of literacy assessment, adapted for individuals with CAS.
2. Describe 3 ways to adapt/adjust literacy instruction for individuals with CAS.

**Session 803: SLP Perspectives on the Implementation of DTTC in Research and Clinical Contexts**

**Day/Date:** Friday, July 11

**Time:** 6:15pm - 7:15pm EST (1 hr Panel)

**Audience:** Both

**Level:** Intermediate

**Speakers:** Heather Rusiewicz, PhD, CCC-SLP and Donna Thomas, PhD, MSPA, CPSP

**Panelists:** Erin Carpenter, BSpPath; Bree Kusz, MS, CCC-SLP; Sorina Larson, MS, CCC-SLP; Marnie Millington, MS, CCC-SLP

This session will explore the implementation of Dynamic Temporal and Tactile Cueing for the treatment of childhood apraxia of speech in research and non-research contexts by highly trained SLPs. The clinicians' experiences will be presented via (1) quantitative and qualitative data in a survey/interview study and (2) a panel discussion.

**Learning Objectives:**

1. Reflect about knowledge on implementation science to personal professional and/or personal experiences in the support of individuals with CAS.
2. Explain 2 barriers & 2 benefits of adhering to defined procedures of an established treatment like DTTC.
3. Describe 2 essential components of DTTC that are less likely to be modified in varied clinical contexts.

**Session 804: Different Therapy Methods and Your Child's Treatment Progression**

**Day/Date:** Friday, July 11

**Time:** 6:15pm - 7:45pm EST (1.5 hr)

**Audience:** Families

**Level:** Introductory

**Speakers:** Breanna Waldrup, MS, CCC-SLP and Elizabeth Murray, PhD, SLP

A single, best treatment method for apraxia doesn't exist. There are several motor-based treatment methods that have a strong research evidence base (Maas, 2024; McCabe et al, 2024). The what, when, where, why, and how of these approaches will be discussed to help families know what options are available.

**Learning Objectives:**

1. Describe the child profile most likely to benefit from DTTC.
2. Describe the child profile most likely to benefit from ReST.
3. Describe a possible therapy progression for a child with apraxia.

## Saturday, July 12, 2025

### Series 900 Breakout Sessions

#### **Session 901: "Implementing ReST within a team approach to treat CAS and co-morbidities: A case study"**

**Day/Date:** Saturday, July 12

**Time:** 1:00pm - 2:30pm EST (1.5 hr)

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Isabella Maguire, MS, CCC-SLP; Amy Hart, MS, CCC-SLP; Meredith Forster, MS.Ed. Literacy Specialist, Orton Gillingham Practitioner; and Ericka Mather, Parent

This session analyzes a case study to demonstrate how a team effectively communicated and collaborated to administer ReST therapy and support other co-morbidities across settings. The case study highlights the importance of collaboration between the outpatient SLP, school SLP, and literacy specialist to better understand the impact of CAS on therapy interventions and academic progress. By exploring these perspectives, the presentation aims to provide a comprehensive understanding of how team education and alignment of therapy can achieve greater speech gains and support the whole child in overcoming co-morbidities associated with CAS.

Last year this team presented on "Building Your Apraxia Toolbox: A Parent's Perspective on Cultivating your Apraxia Dream Team". This year, the parent, outpatient SLP, school SLP, and school literacy specialist are back to expand on the topic of aligning the school and outpatient SLP on treatment techniques, the parent's ongoing role in therapy, and the role of literacy intervention to support co-morbidities.

#### **Learning Objectives:**

1. Identify 3 factors that can impact the decision to choose ReST as an effective treatment plan.
2. Identify possible comorbidities associated with CAS and who to contact on the team for additional interventions.
3. Identify the roles of different team members and understand how each role supports CAS or comorbidities.

#### **Session 902: When Behavior Impedes Progress: The Power of Positive Behavior Supports!**

**Day/Date:** Saturday, July 12

**Time:** 1:00pm - 2:30pm EST (1.5 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Angela McKee, BCBA/LBA, M.Ed Special Education

As caregivers and professionals, our focus is on maximizing our time with therapy sessions but what happens when behaviors begin to interfere and impede progress? Discover the power of positive behavior supports in the home, school, and therapy setting to overcome hurdles and continue down the path of progress.

#### **Learning Objectives:**

1. List at least 3 functions of behavior.
2. Identify 2 antecedent/proactive strategies.
3. Identify 2 reinforcement strategies.

#### **Session 903: Build your Self-Advocacy Toolkit and Unleash your Super-Empower!**

**Day/Date:** Saturday, July 12

**Time:** 1:00pm - 2:30pm EST (1.5 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Heera Chandani, MA, CCC-SLP/L

This session will equip parents, caregivers, and providers with tools to help children develop self-advocacy skills. Topics include promoting self-awareness, executive functioning, coping skills, and effective communication, as well as how to create support networks (your "village") and advocate effectively throughout the IEP process. Heera Chandani, a caregiver and speech-language pathologist, will share strategies for supporting children, particularly those with childhood apraxia of speech (CAS), ensuring they have every opportunity to thrive.

#### **Learning Objectives:**

1. List at least 5 effective communication techniques that help children articulate their needs, preferences, and goals.
2. List at least 5 strategies for promoting self-regulation and coping skills to enhance self-advocacy.
3. State at least 5 ways in which a parent can advocate for necessary supports and accommodations throughout the Individualized Education Program (IEP) process.
4. Identify at least 5 key strategies to promote self-awareness in children and support their development of self-advocacy skills. This includes understanding the impact of brain function and executive functioning on a child's ability to self-advocate and foster independence, as well as ways to foster a growth mindset.

#### **Session 904: Beat the Clock: Using Time to Promote Speech Motor Learning in Young Adults with CAS**

**Day/Date:** Saturday, July 12

**Time:** 1:00pm - 2:30pm EST (1.5 hr) **LIVE ONLY, NOT RECORDED**

**Audience:** Professionals

**Level:** Advanced

**Speakers:** Anne van Zelst, PhD, CCC-SLP

For speech-motor learners, how time is spent immediately following speech-motor practice may modulate performance enhancement in the absence of further training. Using a web-administered experiment to train a novel vowel contrast, we evaluated whether a post-practice period of rest or one containing nocturnal sleep could facilitate increased movement accuracy.

##### **Learning Objectives:**

1. Define speech-motor learning; the memory processes of encoding, consolidation, and interference; and offline performance gains and enhancement.
2. Describe the post-practice conditions of wakeful rest and sleep as well as discuss their possible effects on the time course of speech-motor learning.
3. Connect the potential importance of time-of-day effects and speech-motor post-practice conditions to facilitate and maximize speech-motor learning in those with and without childhood apraxia of speech.

## **CLOSING**

#### **Session 003: Closing - Young Adult Panel**

**Day/Date:** Saturday, July 12

**Time:** 3:00pm - 4:30pm EST (1.5 hr)

**Audience:** Both

**Level:** Introductory

**Speakers:** Mikey Akers, Founder of Mikey's Wish Foundation and Elina Csapo, Founder of Young Able Voices with Aaron Blum, Saida Mahoney, and Hannah Malott

The most important perspective we can learn from are apraxia stars with lived experiences. This session will have a panel of young adults with CAS who will share their apraxia journey stories and answer pertinent questions to explaining what barriers they overcame and what was helpful in their overall success.

##### **Learning Objectives:**

1. Describe 2 barriers young adults with apraxia face in navigating their world today.
2. Describe 2 strategies that helped them overcome barriers and be successful.
3. List 2 resources that would be helpful to a young adult with apraxia

# PRE-RECORDED SESSIONS

These sessions will be pre-recorded and available to view at any time.

## **Session 1001: Start Using High-Tech AAC Today: Free Apps to Support Communication in Children with CAS**

**Length:** 1 hour

**Audience:** Families

**Level:** Introductory

**Speakers:** Vivienne Finche, MA, CCC-SLP

Curious how a speech-generating app could support your child with CAS? Discover currently available free speech-generating apps, what to look for in any other free apps you come across, and tips for how to begin using a speech-generating app with your child right away.

### **Learning Objectives:**

1. Name at least 3 speech-generating apps currently available for free for Apple and/or Android devices.
2. Evaluate if a potential free speech-generating app is appropriate for a specific child.
3. Understand basic principles of introducing a speech-generating app to a child for the first time.

## **Session 1002: An Educational Resource to Support Home Practice for Caregivers of Children with CAS**

**Length:** 1 hour

**Audience:** Both

**Level:** Introductory

**Speakers:** Julie Case, PhD, CCC-SLP; Hannah Deschaine, MS, CCC-SLP; Maria Grigos, PhD, CCC-SLP; and Kelly Sullivan, MA, CCC-SLP

Caregivers are vital in managing childhood apraxia of speech (CAS). This talk highlights a self-paced online platform designed to educate caregivers on CAS, covering its definition, the underlying impairment, and elements of intervention. Data from pre- and post-surveys will showcase caregiver progress, with implications for therapeutic outcomes discussed.

### **Learning Objectives:**

1. Describe 2 components of an online educational platform designed for caregivers of children with CAS.
2. Describe caregiver performance on knowledge checks related to the definition of CAS, features of CAS, and the underlying impairment in CAS.
3. Name 2 areas where caregivers displayed increased knowledge of CAS upon completion of the online educational platform.

## **Session 1003: Suspected Childhood Apraxia of Speech in the Early Intervention Population**

**Length:** 1 hour

**Audience:** Both

**Level:** Introductory

**Speakers:** Alonna Bondar, MS, CCC-SLP

Improve your ability to recognize and support children with Suspected Childhood Apraxia of Speech (CAS). These children require a motor speech approach, as traditional language-based or articulation approaches often result in minimal to no progress. This course includes practical therapy videos that showcase apraxia treatment in action and demonstrate effective multisensory cueing techniques.

### **Learning Objectives:**

1. List the components of a motor speech assessment a 2-3.5 year old with suspected CAS.
2. Describe 4 of the factors that are involved in diagnosing suspected CAS.
3. List the 5 main differences between a language based therapy approach and a motor based therapy approach.
4. Describe the 5 components of the framework for CAS therapy.

## **Session 1004: Teleapraxia: Evidence-Based Strategies for Treating CAS via Teletherapy**

**Length:** 1 hour

**Audience:** Both

**Level:** Introductory

**Speakers:** Nanette Cote, MA, CCC-SLP

This session explores evidence-based teletherapy approaches for Childhood Apraxia of Speech (CAS), introducing the concept of "Teleapraxia." Learn to implement assessment tools, treatment protocols, and principles of motor learning. Discover innovative techniques for engaging clients, supporting caregivers, and addressing the unique needs of individuals with CAS through teletherapy.

**Learning Objectives:**

1. List 3 ways teletherapy reduces barriers, enhances focus, and provides consistent, effective treatment for motor speech disorders.
2. Describe 2 ways to implement protocols like DTTC and K-SLP in teletherapy.
3. Identify 2 strategies for caregiver collaboration while adhering to state teletherapy regulations.

**Session 1005: Three Sessions in One Day? Results and Insights into Completing a Blocked Massed Practice Therapy Approach**

**Length:** 1 hour

**Audience:** Both

**Level:** Introductory

**Speakers:** Elizabeth Murray, PhD, SLP; Donna Thomas, PhD, MSPA, CPSP; Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP; and Jenya Iuzzini-Seigel, PhD, CCC-SLP

Community SLPs and participants completed 3 consecutive hours of DTTC, 1x/week, for 8 weeks in a research study. While 3-hour blocks were initially daunting, all 4 participants demonstrated treatment gains, indicating this is a viable treatment delivery option. Recommendations for planning/completing 3-hour sessions will be shared along with clinician and family insights.

**Learning Objectives:**

1. Describe 3 strategies for how to complete 3 sessions of therapy in one day.
2. Identify blocked service delivery for DTTC as a viable treatment option for children with CAS.
3. Describe 2 key clinician and family perspectives from experience completing a blocked model.

**Session 1006 : - CANCELLED - Building Social Confidence and Self-Advocacy for Children with CAS and ASD**

**Length:** 1 hour

**Audience:** Both

**Level:** Intermediate

**Speakers:** Alexis Lawton, MS+30, CCC-SLP and Regina Lemmon Bush, PhD, CCC-SLP

This session highlights strategies to help children with Childhood Apraxia of Speech (CAS) and Autism Spectrum Disorder (ASD) build social confidence and self-advocacy skills. Practical approaches for enhancing social interactions, communication, and self-expression will be discussed, enabling children to become effective communicators and advocates for their needs.

**Learning Objectives:**

1. List 3 strategies for building social confidence in children with CAS and ASD.
2. Explain 2 ways self-advocacy skills can be developed in children with CAS and ASD.
3. Identify 2 ways to enhance social communication and peer interactions in children with CAS and ASD.

**Session 1007: - CANCELLED - Culturally and Linguistically Responsive Practices for CAS: Empowering Families and Building Connections Across Languages**

**Length:** 1.5 hour **DEI**

**Audience:** Both **CEUs**

**Level:** Intermediate

**Speakers:** Alexis Lawton, MS+30, CCC-SLP and Regina Lemmon Bush, PhD, CCC-SLP

This presentation explores culturally and linguistically responsive strategies for working with children with Childhood Apraxia of Speech (CAS). It emphasizes the importance of empowering families and fostering connections across language differences to support successful communication and language development in diverse cultural contexts.

**Learning Objectives:**

1. List 3 culturally and linguistically responsive strategies for supporting children with CAS.
2. Explain the impact of culture and language differences on CAS intervention.
3. Identify 2-3 ways to empower families and build connections to enhance outcomes for children with CAS.

**Session 1008: - CANCELLED - Promoting Literacy and Phonological Awareness in Children with CAS**

**Length:** 1 hour

**Audience:** Both

**Level:** Intermediate

**Speakers:** Alexis Lawton, MS+30, CCC-SLP and Regina Lemmon Bush, PhD, CCC-SLP

This presentation addresses effective methods for promoting literacy and phonological awareness in children with Childhood Apraxia of Speech (CAS). Emphasizing early intervention and individualized approaches, participants will learn how to support reading and writing development in children with CAS, focusing on phonological skills and language processing.

**Learning Objectives:**

1. Define phonological awareness and its importance for children with CAS.
2. List 3 evidence-based strategies for promoting literacy in children with CAS.
3. Explain how to adapt phonological awareness activities for children with CAS.

**Session 1009: Getting Started with Literacy: Supporting Children with CAS Aged 4-6 to Read & Spell**

**Length:** 1.5 hours

**Audience:** Both

**Level:** Intermediate

**Speakers:** Lauren Osborne, B.App.Sci (SpPath), MSPA, CPSP; Elizabeth Murray, PhD, SLP; Rebecca MacCallion, B.Mus, MSLP, CPSP; Selina Moujalli, BSpPath; Marly Asad, BSpPath. CPSP; Jessica Murray, Allied Health Assistant; and Livia Gerber, MSLP, CPSP

Children with CAS are at risk of difficulties with literacy (Chou et al 2024). This presentation for families and professionals will give an overview of how reading and spelling can be supported in preschool and the first two years of schooling using evidence-based and practical methods to promote success.

**Learning Objectives:**

1. Describe the "Big 6" components of literacy instruction.
2. Describe 2 strategies to help children with CAS learn phonics.

**Session 1010: Let's Talk About Play and Motor-Based Intervention**

**Length:** 1.5 hours

**Audience:** Both

**Level:** Intermediate

**Speakers:** Julie Case, PhD, CCC-SLP and Nancy Tarshis, MA, MS, CCC-SLP

Play is an integral part of the therapeutic process for young children. A common misconception suggests CAS intervention should not include play to maintain a distraction-free environment where children are engaged in conscious practice. This talk tackles this hot topic to understand play and discuss its role within CAS intervention.

**Learning Objectives:**

1. Define play and how it is used in the therapeutic contexts.
2. Describe 2 ways play can be integrated into motor-based intervention.
3. Discuss 2 myths and common errors of using play within motor-based intervention.

**Session 1011: Planning Ahead for Functional, Connected Speech: Assessment and Therapy**

**Length:** 1 hour

**Audience:** Both

**Level:** Intermediate

**Speakers:** Elizabeth Murray, PhD, SLP and Rebecca MacCallion, B.Mus, MSLP, CPSP; with Lauren Osborne, B.App.Sci (SpPath), MSPA, CPSP; Selina Moujalli, BSpPath; Marly Asad, BSpPath. CPSP; Jessica Murray, Allied Health Assistant; and Livia Gerber, MSLP, CPSP as non-presenting authors

The ultimate goal of motor speech therapy for children with childhood apraxia of speech (CAS) is to speak clearly in sentences and conversation with a range of people. This workshop shares evidence-based assessment and treatment strategies at any stage of therapy to work towards this goal.

**Learning Objectives:**

1. Describe 2 ways connected speech assessment is valuable at all stages of CAS therapy.
2. Identify why recording connected speech is crucial to assessment and therapy.
3. Describe 2 key strategies to use within motor speech therapy across all stages of CAS therapy.

**Session 1012: Rapid Syllable Transition Treatment (ReST) for Brazilian Portuguese: Update**

**Length:** 30 minutes **DEI**

**Audience:** Both **CEUs**

**Level:** Intermediate

**Speakers:** Aline Mara de Oliveira, Post Doctorate

The Rapid Syllable Transition Treatment (ReST) is an evidence-based intervention designed to address the hypothesized core speech motor planning disorder in childhood apraxia of speech (CAS) (McCabe et al., 2014) and other pediatric motor speech disorders (McCabe et al., 2020). The lack of evidence-based treatments for Brazilian children with CAS, it is crucial to develop and adapt methods for Brazilian Portuguese (BP). Oliveira and Oliveira (2022) translated and adapted ReST to the linguistic and cultural specifics of BP (vowel and consonant repertoire and accentual pattern). Research (Oliveira and Oliveira, 2023; Bucci, 2024) explores the linguistic specificity, therapeutic design, dosage, and other key aspects of ReST in BP. Moreover, updates from the second edition of the ReST manual (McCabe et al., 2024) are being incorporated into the Brazilian adaptation, further enhancing its applicability and effectiveness in clinical settings. The aim of the presentation is to show the application of Rapid Syllable Transition Treatment (ReST), as well as current studies and the recent update to PB.

**Learning Objectives:**

1. Understand ReST Structure (Participants will gain insight into the treatment phases, including Pre-Practice, Practice Phase, and Generalization Phase, and how each stage contributes to the development of speech motor skills in Brazilian children);
2. Demonstrating the Effectiveness of ReST in Treating CAS (including research conducted in Brazil);
3. Understanding the updates incorporated in the second edition of the ReST manual (McCabe et al., 2024) in Brazilian Portuguese Manual.

**Session 1013: Supporting Tweens & Teens Through Community Connections**

**Length:** 1 hour

**Audience:** Both

**Level:** Intermediate

**Speakers:** Brooke Rea, MCISc., SLP(c)

This session explores the unique needs of tweens and teens with Childhood Apraxia of Speech (CAS), focusing on emotional, social, and developmental challenges. We'll discuss strategies for addressing academic struggles, self-esteem, and social connections, while emphasizing the importance of community support to foster independence, confidence, and inclusion.

**Learning Objectives:**

1. Describe 3 critical community connections necessary for the care of tweens and teens with CAS.
2. Describe at least 3 co-occurring concerns prevalent among tweens and teens with CAS requiring community connection.

**Session 1014: The Parental Perspective of the Familial Effects of CAS**

**Length:** 1 hour

**Audience:** Both

**Level:** Intermediate

**Speakers:** Kamelia Rouhani Slankard, PhD, CCC-SLP

This presentation will review findings from a recent dissertation study on the parental experience with and the familial impact of CAS.

**Learning Objectives:**

1. Explain the familial impact of CAS.
2. Describe the importance of considering the family system.
3. Explain how SLPs can support families of children with CAS.

**Session 1015: Connecting Through Collaboration: Strategies for Intraprofessional Collaboration in Treating Childhood Apraxia of Speech****Length:** 1 hour**Audience:** Professionals**Level:** Intermediate**Speakers:** Lisa Mitchell, SLPD, CCC-SLP and Joseph Ashenden, SLPD, CCC-SLP

This session highlights strategies for enhancing collaboration among SLPs working with children with Childhood Apraxia of Speech (CAS). Attendees will learn practical tools for fostering teamwork, bridging therapeutic contexts, addressing implementation barriers, and strengthening professional practice across therapeutic settings.

**Learning Objectives:**

1. Identify 2 barriers to intraprofessional collaboration.
2. Define 3-5 principles of intraprofessional collaboration.
3. Apply the principles of intraprofessional collaboration to case-based examples.
4. Identify taught strategies to apply to personal clinical practice.

**Session 1016: Considerations for Assessment and Treatment for Children with Complex Communication Profiles****Length:** 1.5 hours**Audience:** Professionals**Level:** Intermediate**Speakers:** Karen Chenausky, PhD, CCC-SLP; Kristen Allison, PhD, CCC-SLP; and Jenya Iuzzini-Seigel, PhD, CCC-SLP

Children with CAS often experience co-occurring conditions. This necessitates modifying the standard treatments and addressing multiple speech and language goals simultaneously. In this talk, we will discuss and practice applying a developmental framework for assessing the communication skills of children with CAS and co-occurring conditions and for choosing therapeutic targets.

**Learning Objectives:**

1. List the differentiating and non-differentiating characteristics of phonological disorder, CAS, and childhood dysarthria.
2. Use a checklist to identify a child's level of performance across four developmental domains.

**Session 1017: Differential Diagnosis in Young, Low-Verbal Children****Length:** 1.5 hours**Audience:** Professionals**Level:** Intermediate**Speakers:** Tess Hansen, MA, CCC-SLP; Becky Baas, MA, CCC-SLP; and Taylor Brown, MA, CCC-SLP

When young children present for speech-language evaluation with concerns about "not talking," SLPs carefully assess several possible diagnoses and etiologies. This case-study based presentation explores differential diagnosis of young, low-verbal children through characterization of speech, language, and communication features, along with the pathway of evaluation for possible etiologies and comorbidities.

**Learning Objectives:**

1. Describe 2 features of CAS that may be observed during speech/language evaluation in young, low-verbal children.
2. Describe 2 features of ASD that may be observed during speech/language evaluation in young, low-verbal children.
3. Describe 2 features of developmental delay that may be observed during speech/language evaluation in young low-verbal children.

### **Session 1018: Tackling Tricky Targets with Tech: Using Ultrasound Visual Biofeedback**

**Length:** 1.5 hours

**Audience:** Professionals

**Level:** Intermediate

**Speakers:** Brooke Rea, MCISc., SLP(c)

Join Brooke for an honest discussion on overcoming barriers to using ultrasound visual biofeedback (UVB) in motor speech therapy. Learn practical strategies, review real therapy videos, and discover how to introduce UVB to kids, improve sound production, and identify clients who can benefit from this innovative tool.

#### **Learning Objectives:**

1. List 4 tips for overcoming perceived barriers to using UVB in their treatment of motor speech disorders.
2. Describe 3 factors that make a client suitable for UVB motor speech therapy.
3. Explain 3 visual feedback cues for supporting accurate sound production and sound sequencing in their treatment of motor speech disorders.

### **Session 1019: Adjust our Interventions in Real Time for Optimal Motor Learning Efficiency**

**Length:** 1 hour

**Audience:** Professionals, **French Speaking**

**Level:** Advanced

**Speakers:** Line Charron, MOA, MS, SLP

Line will present this session in French. Effective intervention for childhood apraxia of speech requires a solid understanding of principles of motor Learning (PMLs), as well as the ability to make quick clinical decisions on how to apply and adjust them during treatment. This adds a layer of complexity to our work. Based on real cases (videos), this presentation will describe key elements to make the best clinical decisions on how apply PMLs - such as cues, training schedules, variability, and the amount of practice - in real time. Our goal is to creating "dynamic interventions."

#### **Learning Objectives:**

1. Explain 2 ways to better adjust the type and quantity of cues.
2. Name at least 3 strategies for increasing the number of repetitions.
3. Describe at least 3 ways of increasing motivation.

### **Session 1020: Clinical Features of CAS in Different Languages: A Narrative Review**

**Length:** 1 hour

**Audience:** Professionals **DEI CEUs**

**Level:** Advanced

**Speakers:** Eddy Wong, PhD, SLP; Dora Knežević, PhD; and Emily Wang, PhD, CCC-SLP

This study reviews the literature on childhood apraxia of speech (CAS) in non-English speakers, identifying its presence in at least 29 languages. A full-text review is in progress, and the findings aim to inform clinical practices across diverse linguistic contexts.

#### **Learning Objectives:**

1. Describe the procedure of searching and including articles in this review.
2. Describe the clinical features that are commonly identified in CAS speakers who speak non-English languages.
3. Describe the CAS clinical feature(s) that is/are specific to a language.

### **Session 1021: Dynamic Temporal and Tactile Cueing in a Cantonese-English Bilingual Child**

**Length:** 1 hour

**Audience:** Professionals **DEI CEUs**

**Level:** Advanced

**Speakers:** Eddy Wong, PhD, SLP; Min Ney Wong, Professor; Anson Wong; and Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP

This study investigates the efficacy of Dynamic Temporal and Tactile Cueing (DTTC) for a Cantonese-English bilingual child with childhood apraxia of speech (CAS). Using an ABACA design, the child underwent 12 sessions in both languages. Outcomes will focus on segmental accuracy, prosodic accuracy, and speech intelligibility, with results to be presented in July 2025.

**Learning Objectives:**

1. Evaluate the efficacy of Dynamic Temporal and Tactile Cueing (DTTC) for a Cantonese-English bilingual child with CAS by analyzing its impact on segmental and prosodic accuracy, intelligibility, and transcription reliability, while considering the implications for treatment in bilingual contexts.

**Session 1022: Introduction to Dynamic Temporal and Tactile Cueing (DTTC)****Length:** 1 hour**Audience:** Both**Level:** Introductory**Speakers:** Edythe Strand, PhD, CCC-SLP

Dynamic Temporal and Tactile Cueing (DTTC) is an evidenced based treatment for children with severe childhood apraxia of speech (CAS). This presentation describes the rationale for DTTC and demonstrates the basic procedure and cueing methods and strategies for applying principles of motor learning within DTTC.

**Learning Objectives:**

1. Explain 2 rationales for DTTC.
2. Describe the DTTC Hierarchy.
3. Demonstrate 3 DTTC cuing strategies.

## RESEARCH POSTERS

Research Posters will be available virtually with authors available at specified times to be determined.  
Continuing Education Credits are not available for posters.

**Research Poster 2001: Speech Motor Learning for Toddler (SMoLT) Program: Principles and Structure**

**Lead Researcher:** Laura Nelson, BSc(Hons) (Human Communication Science); CPSP; GradCertAutDiag; PhD Student  
The Speech Motor Learning for Toddlers (SMoLT) program is a novel early intervention designed to address the paucity of evidence-based treatments available for toddlers at risk of CAS. A mixed methods study to assess the outcomes of SMoLT is underway. This poster will describe the principles and structure of SMoLT.

**Learning Objectives:**

1. Explain how the SMoLT is designed and what is involved when delivering, or participating, in the SMoLT program.

**Research Poster 2002: How Frustrating!: Clinician-Rated Child Frustration in Intensive Treatment**

**Lead Researcher:** Shina Cook, MA, CCC-SLP

This study examined clinician-rated frustration during intensive CAS treatment across three periods (in-person and virtual; total N=49). Findings showed low reliability, no associations with age, CAS severity, speech gains, treatment conditions, or day of week, but higher frustration in virtual and afternoon sessions. Implications and future directions will be discussed. [Funded by R01 DC017768]

**Learning Objectives:**

1. Describe the role of frustration in intensive speech therapy for childhood apraxia of speech and its relationship with treatment factors.

**Research Poster 2003: Analysis of Voice Onset Time Characteristics in Persisting vs Resolving CAS**

**Lead Researcher:** Calyn Evans, BA

We investigated voice onset time (VOT) in children with persisting CAS, resolving CAS, and typical development (TD). We expect children with persisting CAS to produce voiceless stops with shorter and more variable VOT values compared to children with resolving CAS and children with TD. Clinical and theoretical implications will be discussed.

**Learning Objectives:**

1. Describe voice onset time characteristics in children with persisting and resolving CAS.

#### **Research Poster 2004: Exploring the Experiences and Needs of Caregivers of Children with CAS**

**Lead Researcher:** Mary Dawoud, Honours

This study investigated Australian caregivers' lived experience of having a child with CAS, and their perceived needs. 13 caregivers participated in focus groups and interviews. Data analysis produced three themes related to caregivers' experiences and three themes related to perceived need. The implications of the findings will be discussed.

#### **Learning Objectives:**

1. Name 2 experiences common to caregivers who have a child with CAS and two perceived needs of caregivers.

#### **Research Poster 2005: Unpacking Early Intervention SLPs Beliefs and Practices on CAS in Toddlers**

**Lead Researcher:** Hannah Valentine, MS, CCC-SLP

This study surveyed early intervention SLPs (N=298) to examine their knowledge, perspectives, and practices regarding CAS in children under three-years-old. Results suggest ongoing diagnostic uncertainty and limited use of motor-based interventions. Additional clinical education on CAS is needed for early intervention SLPs.

#### **Learning Objectives:**

1. Report the percentage of early intervention SLPs who believe it is not possible to diagnose CAS in children under three-years-old.

#### **Research Poster 2006: Relationship Between Attention and Accuracy During DTTC for CAS**

**Lead Researcher:** Jessica Katz, High School Student

Motor learning literature highlights the role of attention in motor skill acquisition. This study investigates the relationship between attention and speech accuracy within DTTC intervention. Differences in engagement are examined within both caregiver and SLP practice. The findings are discussed in relation to ways to optimize intervention effectiveness and generalization.

#### **Learning Objectives:**

1. State the potential relationship between time-on-task/productivity and speech accuracy.

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