



Apraxia Kids National Conference

Pittsburgh, PA
July 9-11, 2026



Sheraton Pittsburgh Hotel at Station Square

300 W Station Square Drive
Pittsburgh, PA 15219

SESSION GUIDE

[Please refer to the Speaker Guide to learn more about these presenters.](#)

The annual Apraxia Kids National Conference is the longest-running and only major conference focusing on the speech, language, learning, and life needs of children of all ages with childhood apraxia of speech (CAS). This unique event brings together families, professionals, researchers, educators, SLPs and future SLPs, young adults with CAS, and others who are seeking the most up-to-date evidence-based information from renowned speakers from around the world.

Continuing Education Credits are available for Speech-Language Pathologists.

Full instructions will be shared before and during the in-person conference and virtual sessions.

In-Person	Up to 19 Clock Hours	Up to 1.90 ASHA CEUs
Virtual	Up to 42.5 Clock Hours	Up to 4.25 ASHA CEUs
Total	Up to 61.5 Clock Hours	Up to 6.15 ASHA CEUs



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CONFERENCE SCHEDULE

Please note that not all sessions are the same length of time. 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.

THURSDAY, JULY 9, 2026

9:00am - 12:00pm	Professional Preconference <i>(requires additional registration fee)</i>
1:00pm - 4:00pm	Professional Preconference <i>(requires additional registration fee)</i>
2:00pm - 4:00pm	Parents Only Preconference* <i>(free for parent attendees)</i>
4:00pm - 5:00pm	Exhibit Hall, Research Posters*
5:00pm - 6:30pm	Welcome & Keynote Address
6:30pm - 7:30pm	Opening Reception*

FRIDAY, JULY 10, 2026

6:45am - 8:15am	Breakfast, Research Posters*
8:15am - 9:15am	Research Update
9:15am - 9:30am	Break
9:30am - 11:30am	Series 100 Breakout Sessions
11:30am - 1:00pm	Lunch, Topic Tables, Lunch Events*
1:00pm - 2:30pm	Series 200 Breakout Sessions
2:30pm - 3:00pm	Break
3:00pm - 4:30pm	Series 300 Breakout Sessions
4:00pm - 5:00pm	Family Social Hour*
6:40pm	Pirates vs. Brewers Game begins*

SATURDAY, JULY 11, 2026

6:45am - 8:15am	Breakfast, Research Posters*
7:00am - 8:00am	Parent Coffee Corner*
8:15am - 10:15am	Series 400 Breakout Sessions
10:15am - 10:45am	Break
10:45am - 11:45am	Series 500 Breakout Sessions
11:45am - 1:15pm	Lunch, Topic Tables, Speaker Luncheon*
1:15pm - 2:45pm	Series 600 Breakout Sessions
2:45pm - 3:15pm	Break
3:15pm - 4:30pm	Closing Session

All sessions are listed in Eastern Daylight Time (EDT), the time zone of the conference location Pittsburgh, Pennsylvania

* These sessions are not available for ASHA CEUs.

IS A SESSION PRESENTED LIVE, VIRTUAL, OR BOTH?

All session details are listed in this Session Guide. Each session description will list how it will be presented:

Live Only = Only presented in-person at the scheduled time and not recorded for later viewing.

Virtual Only = Only pre-recorded available on the virtual platform and not presented in-person.

Live & Virtual = The speaker has pre-recorded the session for the virtual platform and is also presenting the session in-person at the scheduled time.

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 from July 1st through August 31st, 2026.

If you purchase an **In-Person Ticket**, you must select your in-person sessions when you register.

Additionally, you will also have access to all virtually available sessions from July 1st through August 31st, 2026.

NATIONAL CONFERENCE FEATURES

Parent Preconference: We are offering a preconference just for registered parent attendees at no additional cost. This two hour session will include CAS 101 information, tips on making the most of your conference experience, Apraxia Kids resources, and networking.

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

Pirates Baseball Game: Join us at our reserved block of seats on the evening of Friday, July 10th. The Pittsburgh Pirates take on the Milwaukee Brewers for a fun game followed by a fireworks show. Tickets are limited and may be purchased during online registration only. This is a family fun event for kids of all ages!

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. Apraxia Kids will also have a Community Hub table and Support Group table for resources, support, and connection.

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 lunchtime. 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 at the Reception on Thursday evening. Breakfast and lunch are provided on Friday and Saturday in the main ballroom.

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!

Research Posters: All registered attendees will have access to the virtual posters and video summaries from our Research Poster presenters. In-person attendees will also be able to engage with the researchers sharing their posters during set times throughout the conference.

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 lunchtime. Speaker options will be set up raffle style during the conference.

Topic Tables: During lunches, the main meeting space will have signs on some of the tables to designate specific discussion topics if you choose to.

SESSION GUIDE

Thursday, July 9, 2026

Professional Pre-Conference Sessions

Session 001: Clinical Tutorial and Ear Training to Support Differential Diagnosis of CAS and Dysarthria

Day/Date: Thursday, July 9

Time: 9:00am - 12:00pm

Length: 3 hours / 0.30 ASHA CEUs

This session will be presented Live Only.

Audience: Professionals

Level: Intermediate

Speakers: Jenya Iuzzini-Seigel, PhD, CCC-SLP and Kristen Allison, PhD CCC-SLP

Description: This course will support your differential diagnosis of CAS and dysarthria. Participants will engage in structured ear training to build confidence in identifying auditory perceptual features and learn how to use the ProCAD, a freely available tool that organizes speech characteristics by subsystem and considers them in a decision-making framework.

Learning Objectives:

1. List and detect auditory perceptual features unique to CAS and dysarthria.
2. List and detect features that overlap both disorders.
3. Identify auditory perceptual features present in case study video examples.
4. Determine which diagnosis/diagnoses are likely for case studies using the ProCAD decision making tree to guide clinical thinking.

Session 002: Rapid Syllable Transition Treatment (ReST) - Jumpstart your Practice

Day/Date: Thursday, July 9

Time: 1:00 - 4:00pm

Length: 3 hours / 0.30 ASHA CEUs

This session will be presented Live Only.

Audience: Professionals

Level: Intermediate

Speakers: Tricia McCabe, PhD BAppl(SP) FSPAA, CPSP and Donna Thomas, PhD

Description: This workshop is for clinicians who want to start doing ReST therapy but are worried it will be complicated. The critical components will be explained, opportunities to practice the core concepts will be given, and clinical expertise will be shared.

Learning Objectives:

1. Explain the concepts of sounds, beats, and smoothness as used in ReST.
2. Create a list of feedback phrases for use in ReST practice.
3. Describe the typical progress of a child in ReST therapy.

Parent Pre-Conference Session

Session 003: A Parent's Guide to CAS, Conference, and Community

Day/Date: Thursday, July 9

Time: 2:00 - 4:00pm

Length: 2 hours / Not available for CEUs

This session will be presented Live Only.

Audience: Parent Attendees

Level: Introductory

Speakers: Susan Caspari, MA, CCC-SLP; Amy Salera, Apraxia Kids Staff and Mom of Apraxia Star; and Amanda Stein, Apraxia Kids Staff

Description: This welcoming session is designed for any parent attending the conference who wants to connect with others in the apraxia community—whether it’s your first conference or you’ve attended many before! The session will include a CAS 101 overview, exploration of Apraxia Kids resources and supports, and plenty of time and space for parents to meet and learn from each other through informal icebreakers and guided conversation. This is a great way for parents to find their community and feel comfortable, welcome, and prepared before the conference officially begins.

Session Outline:

1. Understand key apraxia concepts of childhood apraxia of speech (CAS) including common terminology, characteristics, and foundational information on diagnosis & treatment.
2. Identify a few ways you can make the most of your conference experience.
3. List several Apraxia Kids resources and supports that can help you and your apraxia star on your journey.
4. Familiarize yourself with the community of parents surrounding you at the conference.

Opening Events

Session 004: Welcome & Keynote Address: “Mind, Muscle, and Moxie”

Day/Date: Thursday, July 9

Time: 5:00 - 6:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: All Attendees

Level: Introductory

Speakers: Dr. Abigail Schlesinger, MD

Description: Anxiety is common among youth and impacts behavior, especially alongside apraxia. Dr. Schlesinger will share practical strategies for recognizing and addressing anxiety so children and families can thrive.

Learning Objectives:

1. Recognize 2 ways in which anxiety presents in children.
2. Describe at least 1 strategy to address anxiety.

Opening Reception

Day/Date: Thursday, July 9

Time: 6:30 - 7:30pm

Length: 1 hour / Not available for CEUs

This event will be Live Only.

Audience: All Attendees

Description: Join your fellow conference goers at a casual evening social with light refreshments and a cash bar.

Friday, July 10, 2026

Morning Events

Session 005: Research Update

Day/Date: Friday, July 10

Time: 8:15 - 9:15am

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live Only.

Audience: All Attendees

Level: Introductory

Speakers: TBD

Description: TBD

Learning Objectives: TBD

Series 100 Breakout Sessions

Session 101: IEPPrepared: Navigating School Transitions with Confidence

Day/Date: Friday, July 10

Time: 9:30 - 11:30am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live Only.

Audience: Families

Level: Intermediate

Speakers: Sarah Carmody, MS, CCC-SLP and Melissa Taberski, MS, CCC-SLP

Description: Equip yourself with strategies, action steps, and tangible resources to be an informed, strong voice on your child's team. This session will focus on key school transitions—from early classroom entry through high school (and beyond). You'll leave feeling prepared to navigate the IEP process proactively, with confidence and clear expectations.

Learning Objectives:

1. Develop a personalized checklist of preparation steps for upcoming IEP meetings or transitions.
2. Describe connections between communication goals and academic expectations for at least 2 educational stages.

Session 102: Treating CAS/sCAS and Coaching Caregivers in Early Intervention

Day/Date: Friday, July 10

Time: 9:30 - 11:30am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live Only.

Audience: Professionals

Level: Intermediate

Speakers: Jill Hess, MS, CCC-SLP and Caroline Mancuso, MA, CCC-SLP

Description: This presentation explores assessment and intervention of Childhood Apraxia of Speech, a motor speech disorder affecting speech coordination. It reviews diagnostic features, early signs in children under three, and evidence-based intervention using motor-learning principles. Emphasis is placed on parent coaching, practical strategies, and family collaboration to support consistent, effective communication outcomes across settings daily.

Learning Objectives:

1. Identify at least 3 primary diagnostic features/indicators of CAS in children under three years of age.
2. Explain the rationale for early intervention in suspected CAS (sCAS) even in the absence of a formal diagnosis.
3. Outline 2 parent-coaching and family-collaboration strategies to support speech goals across daily environments.

Session 103: Strive Beyond the Therapy Room: Coaching Families as Motor Learning Partners

Day/Date: Friday, July 10

Time: 9:30 - 11:30am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Anne Hodits, MA, CCC-SLP/L; Lauren Lozneau, MS, CCC-SLP; and Maelah Nadeau, MS, CCC-SLP

Description: Family members play an essential role in a child's speech journey. This presentation explores family-centered strategies for supporting and coaching caregivers as confident partners in motor-based treatment for Childhood Apraxia of Speech. Participants will learn practical ways to extend practice beyond the clinic and support meaningful progress through everyday interactions.

Learning Objectives:

1. Explain how to communicate 2 key principles of motor learning relevant to CAS treatment to caregivers in family-friendly language.
2. Describe 2 ways family involvement as motor learning partners helps carryover & generalization of speech practice.
3. Describe 3 practical strategies for teaching caregivers what their child is working on, why specific speech movements are targeted, and how treatment approaches support speech growth.
4. List 2 strategies for coaching caregivers to support meaningful speech practice within daily routines.

Session 104: Flipping the Script: Turning Clinical Uncertainty into Practice-Based Evidence Decision Making

Day/Date: Friday, July 10

Time: 9:30 - 11:30am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live Only.

Audience: Professionals

Level: Advanced

Speakers: Laurie Sherman, MA, CCC-SLP and Susan Caspari, MA, CCC-SLP

Description: Children with CAS and cooccurring communication disorders frequently present with clinical profiles that extend beyond those examined in intervention research. This interactive, case-based presentation engages participants in hypothesis-driven treatment planning using practice-based evidence to guide clinical decision making.

Learning Objectives:

1. Distinguish practice-based evidence from clinical opinion and clinical expertise within evidence-based practice.
2. Apply a systematic, hypothesis-driven process for selecting treatment approaches for children with cooccurring communication disorders in cases presented.
3. Describe clinically feasible procedures for data collection, analysis, and decision making using practice-based evidence that will evaluate and refine intervention effectiveness.

Session 105: Principles of Motor Learning: Buzzword or Bedrock? A Research Update and Implications for Treatment

Day/Date: Friday, July 10

Time: 9:30 - 11:30am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Professionals

Level: Intermediate

Speakers: Molly Beiting, PhD, CCC-SLP; Nina Benway; Edwin Maas, PhD; and Jonathan Preston, PhD, CCC-SLP

Description: Treatment rooted in principles of motor learning (PMLs) is best practice for CAS. But what does that really mean? This presentation shares findings from a recent systematic review of PMLs and uses case examples to show how clinicians can apply principles thoughtfully, navigate evidence gaps, and tailor practice-based data collection.

Learning Objectives:

1. Summarize key findings from a recent systematic review of principles of motor learning in child speech treatment.
2. Identify common evidence gaps and implementation challenges when applying principles of motor learning in CAS intervention.
3. Select data collection strategies that assess desired outcomes (i.e., acquisition, retention, generalization).

Session 106: Handling Tough Conversations with Confidence and Connection

Day/Date: Friday, July 10

Time: 9:30 - 11:30am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

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

Description: Discussing progress, advocating for needs, and making challenging decisions about therapy can lead to tough conversations, whether you're an SLP or a caregiver. Strong emotions 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 highlighting how clinicians and caregivers can engage in healthy dialogue with confidence and connection.

Learning Objectives:

1. List 4 questions and statements that can create connection and encourage others to share.
2. Describe 4 effective communication strategies to facilitate dialogue.
3. Apply effective communication strategies to challenging communication situations.

Session 107: Does Treatment Frequency Matter? Results of a Treatment Study in 61 Children with CAS

Day/Date: Friday, July 10

Time: 9:30 - 11:00am

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Intermediate

Speakers: Jenya Iuzzini-Seigel, PhD, CCC-SLP; Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP; and Maria Grigos, PhD, CCC-SLP (with contributions from Donna Thomas, PhD; Elizabeth Murray, Speech Pathologist; Rob Cavanaugh, PhD, CCC-SLP; Shelby Anumandla, MS, CF-S, and Julie Case, PhD, CCC-SLP)

Description: Given caseload demands and resource constraints in schools/other clinical settings, we sought to determine whether frequency of treatment sessions impacts treatment outcomes. Results of a dose frequency Randomized Control Trial will be reported. Do more frequent treatment sessions lead to better gains for children with CAS? Join us to find out!

Learning Objectives:

1. Describe the Dynamic Temporal and Tactile Cueing treatment hierarchy.
2. Identify any differences in treatment outcomes for children who received DTTC 2x/week vs. 4x/week.
3. Identify any differences in generalization outcomes for children who received DTTC 2x/week vs. 4x/week.

Lunch Events

Lunch events and sessions are optional social gatherings for different audiences, each in their own breakout room. All include lunch, or if you opt out you can still enjoy lunch in the main event space. Not available for CEUs.

Friday Lunch Events

Day/Date: Friday, July 10

Time: 11:30am - 1:00pm

Length: 1.5 hours / Not available for CEUs

These sessions are Live Only. Lunch is provided.

Dad's Lunch & Learn

Audience: Dads Only

Speakers: Lou LaVecchia and Anthony Boytim, both Dads of Apraxia Stars

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.

Topic Tables

Audience: All Attendees not attending another lunch event

The main ballroom will be open for seating during lunch. Tables will have signs in the middle designating it for certain audience types to find each other – regions where attendees are from, CAS related topics, moods, or blank. Find a sign that relates to you and meet others with the same interest. Or enjoy a solo lunch to regroup.

Boot Camp Grad Meetup

Invitation Only: Apraxia Kids Boot Camp Graduates

This group lunch gives all graduates of Apraxia Kids Boot Camp the opportunity to connect and mingle between cohorts and geek out together!

Apraxia Star Lunch

Invitation Only: Teens & Young Adults traveling with their family to the conference

Apraxia Kids is planning a special social lunch for teens and young adults who are traveling to Pittsburgh with their families while parents attend conference sessions. Apraxia Kids will contact registered parents/caregivers with the full details closer to the event.

***Please note!** Teens and young adults **do not** need to register for the conference to be invited. Since minors are not eligible to register for conference sessions, they will automatically be included in this opportunity through their registered parent or caregiver.*

Series 200 Breakout Sessions

Session 201: Getting Them Talking: Tips and Techniques from a Motor Speech Perspective

Day/Date: Friday, July 10

Time: 1:00 - 2:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Peggy Earnest, PhD, CCC-SLP

Description: Children with significant speech delays or suspected motor speech disorders often begin speech therapy with few or no words. This poses a challenge to SLPs who develop and implement treatment plans for them. This presentation will review what we currently know about motor speech development and discuss therapy targets and activities for children who are at the very beginning of their speech therapy journey.

Learning Objectives:

1. Describe the process of early motor speech development, especially components focused on the earliest stages.
2. Develop 2 speech intervention targets based on a child's level of motor speech development.
3. Explain 2 ways the speech motor system can potentially limit which CV productions are produced by the child.
4. List the principles of motor learning that address specific early motor speech goals and objectives.

Session 202: AI Can't Hug, But It Can Help

Day/Date: Friday, July 10

Time: 1:00 - 2:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Maggie San Pedro, MS, CCC-SLP and Samantha Novick, MS, CCC-SLP

Description: Artificial intelligence (AI) is now part of our everyday world. While AI cannot replace dynamic evaluation, clinical judgment, or human connection, it can support therapists and parents by streamlining documentation, supporting treatment planning, facilitating difficult conversations and navigating available evidence. This presentation explores ethical, practical uses of AI, along with clear limitations, to enhance efficiency and care alongside human-led therapy.

Learning Objectives:

1. Identify 2 practical tools and applications of artificial intelligence that can be used to support therapy.
2. Describe 2 different forms of artificial intelligence commonly encountered in healthcare and education and evaluate their benefits, limitations, and ethical considerations within therapy practice.
3. Distinguish between appropriate and inappropriate uses of artificial intelligence in therapy, clearly identifying tasks AI can support versus those that must remain human-led.

Session 203: Expanding the Goals of CAS Treatment: Early Insights from a Socially Focused Group Intervention

Day/Date: Friday, July 10

Time: 1:00 - 2:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Intermediate

Speakers: Molly Beiting, PhD, CCC-SLP; Elina Csapo, Lived Experience; Tricia McCabe, PhD BAppl(SP) FSPAA, CPSP; Kerry McNamara, MS, CCC-SLP; Jami Slotnick, Parent; and Donna Thomas, PhD

Description: This presentation introduces a new group teletherapy treatment currently under study, funded by an Apraxia Kids Clinical Research Grant. Designed for older children with CAS, the treatment emphasizes effective communication, self-advocacy, and peer connection rather than producing "perfect" speech. Early insights related to treatment development and implementation will be shared.

Learning Objectives:

1. Describe 2 potential ways of supporting communication effectiveness and participation in older children and adolescents with CAS (beyond speech accuracy).
2. List 3 key components of the described socially focused group intervention.
3. Discuss 2 early potential clinical implications from this ongoing CAS research study.

Session 204: Assessing and Treating Multilingual Children with CAS: Two Case Reports

Day/Date: Friday, July 10

Time: 1:00 - 2:00pm

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live Only.

Audience: Professionals

Level: Intermediate

Speakers: Denise Ng, PhD, MSLP, CPSP; Tricia McCabe, PhD BAppI(SP) FSPAA, CPSP; and Jenna Wu, BA

Description: The features of CAS in and treatment approaches for multilingual children with CAS are understudied. Using case reports, this presentation will explore (1) speech characteristics of bilingual children with CAS, and (2) the clinical implications for assessment, diagnosis, and treatment of CAS in multilingual children.

Learning Objectives:

1. Describe how speech features of CAS in bilingual children might overlap with cross-linguistic transfer.
2. Describe the efficacy of DTTC for bilingual children with CAS, compared to monolingual children.
3. Identify 2 considerations and relevant frameworks for working with multilingual children with CAS, especially if clinicians do not speak the same language(s) as the child.

Session 205: Assessment of CAS - A Stepped Guide to Clinical Decision-Making

Day/Date: Friday, July 10

Time: 1:00 - 2:00pm

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Professionals

Level: Intermediate

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

Description: 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 3 components of a streamlined yet comprehensive assessment protocol.
2. List 2 options for individualizing the assessment based on the specific characteristics of individual children.

Session 206: Caregiver Training and DTTC Outcomes in CAS: A Randomized Controlled Trial

Day/Date: Friday, July 10

Time: 1:00 - 2:00pm

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Intermediate

Speakers: Maria Grigos, PhD, CCC-SLP and Julie Case, PhD, CCC-SLP (Co-Authors: Hannah Deschaine, MS, CCC-SLP; Kelly Sullivan, MA, CCC-SLP; Ying Lu, PhD; Zhuojun Lyu, PhD Student; and Zhiyue Mo, MS)

Description: This randomized controlled trial examined the outcomes of Dynamic Temporal and Tactile Cueing combined with home practice in forty children with childhood apraxia of speech whose caregivers either received minimal training or direct, focused clinician guidance.

Learning Objectives:

1. Identify 2 key components of a caregiver training program used to support home practice during DTTC treatment.
2. Describe the impact of caregiver training on DTTC outcomes.
3. Discuss the treatment outcomes between trained and untrained caregivers.

Session 207: Overcoming Childhood Apraxia of Speech: My Journey

Day/Date: Friday, July 10

Time: 1:00 - 2:00pm

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Families

Level: Introductory

Speakers: Kale Miller, Lived Experience

Description: This presentation explores the personal and academic journey of Kale Miller who was diagnosed with Childhood Apraxia of Speech in 2005 and has since transformed that challenge into a foundation for success. Through perseverance, family support, and years of intensive communication development, Kale graduated Cum Laude from Ashland University with dual degrees in Business Marketing and Sport Management. Now a marketing professional, he brings a confident, engaging presence to every setting. This presentation highlights his progression from early speech difficulties to delivering academic publications before large audiences, illustrating the power of resilience, advocacy, and a growth-oriented mindset.

Learning Objectives:

1. Identify at least 3 common emotional and social challenges experienced by children with CAS.
2. Describe 2 ways CAS can impact a child's confidence, peer interactions, and overall development using real-life examples.
3. Explain 2 or more strategies that families, educators, and peers can apply to support children with CAS in academic and social environments.

Series 300 Breakout Sessions

Session 301: Building Expertise in CAS: Essential Knowledge and Skills for SLPs

Day/Date: Friday, July 10

Time: 3:00 - 4:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Professionals

Level: Intermediate

Speakers: Sarah Carmody, MS, CCC-SLP

Description: This session explores growth pathways for SLPs seeking to enhance skill sets in supporting children with CAS. In addition to core clinical areas, essential whole-child and family factors that influence outcomes will be emphasized. Participants will leave with actionable steps for developing specialization and supporting optimal outcomes for CAS Stars.

Learning Objectives:

1. List at least 4 areas of further professional training or self-study that will contribute to an SLP's individual development of CAS/motor speech specialization.
2. Describe 1-2 immediate next steps on the learning journey that are most critical to expanding CAS/motor speech specialization.

Session 302: Navigating Insurance When Your Child Needs Therapy: Updated Version!

Day/Date: Friday, July 10

Time: 3:00 - 4:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Families

Level: Introductory

Speakers: Gretchen Myers, MSLP-CCC and Amber Vecchio, Parent

Description: This presentation will cover topics related to navigating insurance, advocacy, and current legislation in Pennsylvania regarding 'Insurance Coverage for Childhood Apraxia of Speech' and is relevant for families and professionals.

Learning Objectives:

1. Identify basic insurance terminology.
2. Describe at least 2 strategies to navigate insurance and advocate for coverage.
3. List 3 questions to ask when contacting insurance companies.

Session 303: I Think It's CAS-Now What? Part 1: Getting Started with Assessment and Differential Diagnosis

Day/Date: Friday, July 10

Time: 3:00 - 4:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Professionals

Level: Introductory

Speakers: Danielle Plater, MA, CCC-SLP

Description: This session provides a framework for identifying and assessing childhood apraxia of speech (CAS). Participants will review core characteristics, differential diagnosis considerations, and a dynamic assessment battery to support evidence-informed clinical decision-making when CAS is suspected.

Learning Objectives:

1. Define and identify key characteristics of CAS.
2. Describe a structured, dynamic assessment protocol for children with suspected CAS.
3. Differentiate CAS from other speech sound disorders using key diagnostic features.

Session 304: Reading the Research: A Guide for Busy Parents and Clinicians

Day/Date: Friday, July 10

Time: 3:00 - 4:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

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

Description: Finding, reading, and understanding the CAS research can be time consuming and frustrating. This presentation will walk you through the basics of understanding how to find relevant research, getting a copy of the paper without cost, knowing if the research applies to your child, and discussing the research with your child's SLP or parent.

Learning Objectives:

1. List 3 ways to find journal articles for free.
2. Describe 2 ways to know if a journal article is high quality research.
3. List 3 questions to ask their SLP or themselves about the research evidence behind clinical decisions.

Session 305: Partnering Beyond the Session: Building the Relationship For AAC Intervention

Day/Date: Friday, July 10

Time: 3:00 - 4:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Intermediate

Speakers: Sheridan McClurg, MS, CCC-SLP

Description: This presentation explores the effectiveness of collaboration between providers and families to elevate AAC. Drawing from the perspective of a practitioner and parent, learners explore barriers and evidence based strategies to increase engagement for cohesive and strong partnerships for AAC use beyond the therapy room.

Learning Objectives:

1. Identify 2 key components and barriers to effective provider-parent collaboration.
2. List 2 evidence-based strategies to empower parents as active communication partners.
3. Name practical methods for measuring and enhancing AAC carryover between therapy and home environments.

Session 306: A Sound Connection: Embedding Early Literacy Skills in CAS Therapy

Day/Date: Friday, July 10

Time: 3:00 - 4:30pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Anne Hodits, MA, CCC-SLP/L and Jennifer Sakowicz, MS, CCC-SLP

Description: Research indicates that children with childhood apraxia are at greater risk for having trouble with literacy skill development. To become a proficient reader, one must demonstrate adequate development in the following five areas: phonemic awareness, phonics, vocabulary, fluency, and language comprehension (National Reading Panel, 2000). Furthermore, oral language is a critical component for learning to read and write (ASHA, 2001). As children with apraxia are at greater risk for difficulty developing reading, this presentation will explore ways in which speech-language pathologists, parents, and other professionals can easily embed literacy activities into home and therapeutic environments.

Learning Objectives:

1. Explain 2 ways underlying motor planning and programming difficulties may contribute to challenges in literacy skills development.
2. List at least 3 practical strategies for embedding phonemic and phonological awareness, vocabulary, phonics, fluency, and comprehension into motor speech therapy.
3. Describe how to apply meaningful, literacy-based activities into the home and therapeutic environments to strengthen the connection between speech production and reading development.

Session 307: The Acceptance Journey: Finding Peace With Your Voice

Day/Date: Friday, July 10

Time: 3:00 - 4:00pm

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Elina Csapo, Lived Experience

Description: This session explores the acceptance journey for individuals with Childhood Apraxia of Speech, using select moments from my experience to illustrate how understanding, identity, and self-advocacy develop over time. Families, SLPs, and teens will gain insight into the emotional factors that shape confidence, resilience, and healthy self-concept beyond speech progress.

Learning Objectives:

1. Describe how each of the six stages of the acceptance journey for individuals with CAS influences emotional development and communication confidence.
2. Identify at least three caregiver or SLP communication practices that reduce shame and support a child's movement toward confidence, resilience, and self-advocacy.
3. Explain how identity, mindset, and supportive relationships contribute to long-term acceptance and positive self-concept in children and teens with CAS.

Evening Events

Family Social Hour

Day/Date: Friday, July 10

Time: 4:00 - 5:00pm

Length: 1.0 hour / Not available for CEUs

This session will be Live Only.

Audience: Kids, Teens, Young Adults with CAS, and Parent Attendees. Open to any children and family members who traveled with the registered conference attendee. No additional costs!

Description: All children, teens, young adults with CAS, their parents, and any other siblings and family members who traveled with you to Pittsburgh are welcome to join us for a social hour! We will have games, activities, and open space to meet and mingle with other kiddos and families.

Pirates vs Brewers Game

Day/Date: Friday, July 10

Time: 6:40pm / Not available for CEUs

Audience: Ticket Holders – Tickets available when registering for the conference.

Description: Let's take you out to the ballgame! Join us for the Pirates vs. Brewers game at 6:40pm at PNC Park in Pittsburgh's North Shore. The stadium is visible across the river from the conference hotel with ample affordable public transportation options available. Join us for a wonderful evening catching up with friends and meeting new apraxia families and SLPs while enjoying our city in this fun new way! Play ball!

Saturday, July 11, 2026

Morning Events

Parent Coffee Corner

Day/Date: Saturday, July 11

Time: 7:00 - 8:00am

Length: 1.0 hour / Not available for CEUs

This will be Live Only.

Audience: Registered Parents/Caregivers

Description: Join fellow parent attendees to start your final conference morning together over coffee! Led by volunteer facilitators, Chelsea & Anthony Boytim, of the monthly virtual support group, "Star Supporters by Apraxia Kids."

Series 400 Breakout Sessions

Session 401: Becoming Your Child's Best Advocate

Day/Date: Saturday, July 11

Time: 8:15 - 10:15am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live Only.

Audience: Families

Level: Introductory

Speakers: Lou LaVecchia, Prior Speaker & Apraxia Dad; Chelsea Boytim, Apraxia Mom; & Anthony Boytim, Apraxia Dad

Description: Advocating for your child is one of the most important responsibilities a parent has. This session focuses on strategies and real world experiences from two successful families to provide parents with the knowledge and confidence to advocate for their child.

Learning Objectives:

1. List 3 rights a parent of a child with an PPT/IEP has.
2. Describe 2 pros and cons of bringing in a lawyer to help advocate for services.
3. List 2 strategies to organize PPT/IEP information and make sure your child gets the needed services for success.

Session 402: A Guide to Understanding Apraxia within the Context of Speech Sound Disorders

Day/Date: Saturday, July 11

Time: 8:15 - 10:15am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Jennifer Sakowicz, MS, CCC-SLP and Aubrie Hagopian, MA, CCC-SLP

Description: With increasing information regarding differential diagnosis of pediatric speech sound disorders, this presentation aims to provide participants with a clearer understanding of how SLPs differentiate CAS from other speech sound disorders. Overlapping perceptual features of apraxia and other speech sound disorders will be explored and features which disguise themselves as apraxia doppelgängers will also be explained.

Learning Objectives:

1. Identify 2 necessary components of a motor speech examination that SLPs use in differential diagnosis of apraxia amongst other SSDs.
2. Identify at least 3 features of apraxia that help SLPs discriminate apraxia from other speech sound disorders.
3. List at least 3 overlapping features of apraxia and other speech sound disorders.

Session 403: PROMPT: Helping Apraxia Stars Shine

Day/Date: Saturday, July 11

Time: 8:15 - 10:15am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Intermediate

Speakers: Amy Clark, MS, CCC-SLP, PI and Laura Reeger, MA, CCC-SLP

Description: PROMPTs for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a whole child approach based on a Conceptual Framework (CF), which is comprised of three domains: Physical-Sensory, Cognitive-Linguistic, and Social-Emotional. This framework is grounded in Dynamic Systems Theory (DST). 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. Support strategies will be shared to help create the best conditions for our apraxia stars to shine.

Learning Objectives:

1. List & describe the Physical-Sensory, Cognitive-Linguistic, & Social Emotional Domains of the Conceptual Framework.
2. Describe 4 effective support strategies to apply during everyday routines and therapy.
3. Apply Dynamic Systems Theory in assessment & treatment of children with CAS and common comorbidities.

Session 404: Tech Talk with an SLP: Using Tech to Talk (Hands-On)

Day/Date: Saturday, July 11

Time: 8:15 - 10:15am

Length: 2 hours / 0.20 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Intermediate

Speakers: Heera Chandani, Multilingual SLP

Description: Back by popular demand, this interactive, in-person session invites you to explore practical technology for supporting authentic, multimodal communication. Led by an SLP and technology enthusiast, you'll experience Augmentative and Alternative Communication (AAC), apps, and digital tools that boost engagement, self-advocacy, executive functioning, literacy, and learning. Bring your device and learn by doing. Let's get together and tech talk!

Learning Objectives:

1. Explain evidence-based realities that counter four common myths related to AAC.

2. Describe 1 key difference between the three commonly referenced levels of the AAC continuum to support informed decision-making for individual children or clients.
3. Explain the functional uses of at least two tools, supports, or strategies at each level of the AAC continuum, in therapy, home, or educational settings.

Session 405: Evaluating Evidence: An Introduction to Clinical Trials Research

Day/Date: Saturday, July 11

Time: 8:15 - 9:45am

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Edwin Maas, PhD

Description: 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 research study designs.
3. Critically evaluate the evidence in treatment studies for CAS.

Session 406: Treating Prosody in Children with Childhood Apraxia of Speech

Day/Date: Saturday, July 11

Time: 8:15 - 9:45am

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Intermediate

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

Description: This presentation discusses the importance of addressing prosody in CAS treatment. We explain the different aspects (i.e., types) of prosody and how prosodic variations alter the coordination of coarticulatory movement. Literature-supported techniques for addressing prosody in children, including very young and older children, will be presented.

Learning Objectives:

1. Explain 2 reasons for addressing prosody throughout therapy.
2. List 3 parent-friendly ways caregivers can support prosodic development in very young children.
3. List 2 therapy ideas for addressing prosody in older children.

Session 407: Lived Experience of Making Friends and Overcoming the Communication Barrier

Day/Date: Saturday, July 11

Time: 8:15 - 9:45am

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Mikey Akers, Lived Experience and Josh Lowe, Shared Experience

Description: A presentation hosted by Mikey, who has lived experience of CAS, and Josh, Mikey's friend, about forming a friendship and overcoming the communication barriers imposed by Mikey's diagnosis of CAS.

Learning Objectives:

1. List 2 strategies to aid development of friendship.
2. Describe 3 ways to incorporate speech therapy into everyday life.

Series 500 Breakout Sessions

Session 501: In My Own Words: A First-Person Perspective on Growing up in Speech Therapy

Day/Date: Saturday, July 11

Time: 10:45 - 11:45am

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Introductory

Speakers: Laurie Sherman, MA, CCC-SLP and Shelby Stewart, Lived Experience

Description: Shelby is 14 years old. As a toddler she was diagnosed with CAS, and she began stuttering at age 5.

Together with her long-time SLP, Laurie Sherman, M.A. CCC/SLP, Shelby provides first-hand advice for fellow children with CAS, their family members, and their treating SLPs. This presentation brings together first-person experience and applicable research-based perspectives on resilience and well-being.

Learning Objectives:

1. List at least 3 social-emotional challenges commonly experienced by children and adolescents with communication disorders, as described through first-person lived experience.
2. Name at least 2 resilience-supporting factors which help children with communication disorders develop confidence and self-advocacy for participation
3. Articulate 1 strategy that can embed resilience-building into therapy sessions for individuals with communication differences.

Session 502: A Neurobiological, Whole-Body Framework for Childhood Apraxia of Speech

Day/Date: Saturday, July 11

Time: 10:45 - 11:45am

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Intermediate

Speakers: Chitra Thadathil, Masters in Speech & Hearing; Post Graduate Certificate in Sensory Integration

Description: Childhood Apraxia of Speech (CAS) was initially conceptualized as a developmental speech disorder.

However, current research identifies CAS as a condition with a neurological basis. This shift in understanding has moved the field away from the assumption that speech drills alone are sufficient, and toward a whole-child framework that emphasizes regulation, sensory safety, and motor learning principles. When applied systematically, this integrated approach supports more effective and sustainable speech outcomes.

Learning Objectives:

1. Describe the neurobiological mechanisms underlying CAS.
2. Compare traditional articulatory approaches and a neurodevelopmental, whole-body intervention framework grounded in sensory motor principles.
3. Describe a hierarchical evidence-based intervention plan to support speech generalization in children with CAS.

Session 503: Reading the Research: How to Support Learners and Strategies for Success

Day/Date: Saturday, July 11

Time: 10:45 - 11:45am

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Introductory

Speakers: Madison Brumbaugh, MS, CCC-SLP

Description: A peer-reviewed research article from a journal seems like a trustworthy and credible source, but how well can you digest the pages when they're loaded with acronyms and discipline-specific jargon? This is a challenge many students, parents, and professionals face. They want the evidence, and it's out there, but critically reading and reviewing

it can feel impossible. This session discusses how evidence-based practitioners can support the accessibility of research articles for others and strategies for teaching, or at least facilitating, a stronger understanding of the literature.

Learning Objectives:

1. Identify 2 common barriers that make peer-reviewed research articles difficult for non-experts and interdisciplinary audiences to read and understand.
2. Apply practical strategies for breaking down complex research articles, including managing jargon, acronyms, and dense methodological descriptions.
3. Explain the importance of accessibility in evidence-based practice and how improved research literacy supports informed decision-making.

Session 504: From Access to Advocacy: Helping Children with Apraxia Thrive in Social Spaces

Day/Date: Saturday, July 11

Time: 10:45 - 11:45am

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live Only.

Audience: Families

Level: Introductory

Speakers: Emily Hathaway, MS, CCC-SLP

Description: So many families with children with communication disorders can't even imagine signing their child up for soccer, much less music or theater! Where would they find the time with all of the therapies? But the most daunting question is likely, "How can my child do that when they can't communicate?!" This session will give practical ideas of how to appropriately support your child with apraxia or comorbid disorders to participate in meaningful developmental activities with their peers.

Learning Objectives:

1. Identify appropriate group activities for multiple age ranges which lend themselves to participants with CAS or other communication disorders.
2. List appropriate questions to ask when a child joins an activity/group to have clear expectations and best outcomes.
3. Discuss the benefits of participating in activities/groups and how plans may need to adapt.

Session 505: AAC - A Missing Link in Apraxia Treatment

Day/Date: Saturday, July 11

Time: 10:45 - 11:45am

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Introductory

Speakers: Alicia Alverson, MS, CCC-SLP, ATP (Virtual Session with Amanda Grabiner, CCC-SLP, ATP)

Description: AAC is often overlooked in apraxia treatment despite its potential to support speech development. This session reframes AAC as a complementary tool, not a last resort, addressing common myths and highlighting practical strategies families and SLPs can implement now to expand language, support repair and reduce communication breakdowns.

Learning Objectives:

1. Identify and debunk at least 3 common myths about AAC and speech development in apraxia.
2. Describe a minimum of 5 practical AAC strategies that can be implemented in therapy and home routines.
3. Describe at least 2 ways to integrate AAC into apraxia treatment approaches, ensuring alignment with speech goals and family engagement.

Session 506: Our Stories Matter: Parent-Led Advocacy Through Lived Experience

Day/Date: Saturday, July 11

Time: 10:45 - 11:45am

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live Only.

Audience: Families

Level: Introductory

Speakers: Michelle Heertje, Parent, BA in Social Work; Aleah Cabral, Parent, RPN, OCT, B.Ed; and Amanda Rhode, Parent, Board Vice President for Kids Together Playground

Description: This interactive workshop is led by three mothers who have a strong passion for using their storytelling as advocacy. Participants will explore how they can shape their lived experience into a unique story that can be shared and used as a powerful advocacy tool to educate others.

Learning Objectives:

1. Identify 3 advocacy settings where personal stories can be utilized to influence understanding and decisions.
2. Develop 2 practical strategies to create your personal story catered toward any audience that promotes successful advocacy of your child.
3. Identify your audience, determine what to share, and demonstrate best practices to ensure your child's privacy.

Session 507: Life After "Resolved" Apraxia: What No One Sees, But We Still Feel

Day/Date: Saturday, July 11

Time: 10:45 - 11:45am

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Intermediate

Speakers: Alba Walter, Lived Experience and Elina Csapo, Lived Experience

Description: Intervention can improve the prognosis of Childhood Apraxia of Speech to the point of being considered "resolved". This achievement may ignore that young adults can still face challenges. This session will explore persisting difficulties with word-finding, prosody, social skills, academics and provide practical strategies for navigating these obstacles with confidence.

Learning Objectives:

1. Identify 3 communication and/or language challenges that persist although CAS is considered "resolved".
2. Describe how communication and academic expectations change from childhood to high school and then university.
3. Apply practical strategies and tools, for adolescents and young adults with residual speech and non-speech difficulties associated with CAS

Lunch Events

Lunch events and sessions are optional social gatherings for different audiences, each in their own breakout room. All include lunch, or if you opt out you can still enjoy lunch in the main event space. Not available for CEUs.

Saturday Lunch Events

Day/Date: Saturday, July 11

Time: 11:45am - 1:15pm

Length: 1.5 hours / Not available for CEUs

These sessions are Live Only. Lunch is provided.

Speaker Luncheon

Audience: Raffle Winners & Participating Speakers Only

All registered attendees will have a chance to win a one-on-one lunch with the attending speaker of your choice for Saturday during lunchtime. Speaker options will be set up in a raffle style during the conference. Winners will be announced by breakfast Saturday morning. Not all speakers participate so see the raffle in-person for details.

Topic Tables

Audience: All other attendees

The main ballroom will be open for seating during lunch. Tables will have signs in the middle designating it for certain audience types to find each other – regions where attendees are from, CAS related topics, moods, or blank. Find a sign that relates to you and meet others with the same interest. Or enjoy a solo lunch to regroup.

Series 600 Breakout Sessions

Session 601: Ethical Considerations of Evaluation and Treatment of CAS in the School Setting

Day/Date: Saturday, July 11

Time: 1:15 - 2:45pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Professionals

Level: Intermediate

Speakers: Melissa Taberski, MS, CCC-SLP

Description: School-based SLPs must navigate complex ethical challenges when evaluating and treating Childhood Apraxia of Speech (CAS), often within the constraints of large caseloads, administrative pressures, and limited resources. This session will examine comprehensive evaluations, differential diagnosis, and service eligibility while ensuring compliance with ASHA's Code of Ethics and IDEA. Participants will explore treatment fidelity, AAC integration, and advocating for evidence-based service delivery, even when recommended therapy approaches are not available. Strategies for collaborating with families and private providers will also be discussed. Through case studies and ethical frameworks, SLPs will gain practical tools to uphold professional standards, advocate effectively, and support students with CAS in school settings.

Learning Objectives:

1. Analyze differential diagnosis challenges, the limitations of standardized assessments, and the ethical implications of eligibility decisions, ensuring legally defensible evaluations are in compliance with ASHA's Code of Ethics and IDEA.
2. Assess ethical challenges related to treatment fidelity, AAC integration, and equitable access to evidence-based therapy, even when school-based resources do not fully align with best practices.
3. Identify ways to advocate for students and themselves, manage misconceptions about CAS, and collaborate effectively with families, administrators, and outside providers to ensure ethical and appropriate service provision.

Session 602: I Think It's CAS-Now What? Part 2: Getting Started with Intervention and Treatment Planning

Day/Date: Saturday, July 11

Time: 1:15 - 2:45pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Professionals

Level: Introductory

Speakers: Danielle Plater, MA, CCC-SLP

Description: This session outlines evidence-informed treatment approaches for childhood apraxia of speech (CAS), emphasizing motor-based intervention, principles of motor learning, target selection, caregiver involvement, and practical strategies clinicians can implement immediately to support effective and ethical intervention.

Learning Objectives:

1. Describe the principles of motor learning as they apply to intervention for CAS.
2. Compare evidence-informed motor-based treatment approaches for children with CAS.
3. Apply 2 practical strategies for target selection and caregiver involvement in treatment planning.

Session 603: DTTC: Comparing 18 Sessions of DTTC to Usual Care

Day/Date: Saturday, July 11

Time: 1:15 - 2:45pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Intermediate

Speakers: Tricia McCabe, PhD BAppl(SP) FSPAA, CPSP

Description: This presentation summarizes the current research on Dynamic Temporal and Tactile Cueing (DTTC) and describes a randomized controlled trial (RCT) comparing DTTC with usual care for children aged 3-7 with CAS. We will outline the children, key outcomes, & insights into treatment similarities & differences across the US & Australia today.

Learning Objectives:

1. Describe the current DTTC research literature.
2. Appraise the design of the Randomized Controlled trial (RCT).
3. Describe how to apply the clinical outcomes of the RCT to their clinical practice.

Session 604: Do Clinicians Feel Equipped to Treat CAS? Evidence, Gaps, and Practical Strategies

Day/Date: Saturday, July 11

Time: 1:15 - 2:45pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Introductory

Speakers: Ruth Pepper, CEO Speech Apraxia UK, Speech and Language Therapist, Adult with CAS

Description: This presentation examines international research on Speech-Language Pathologists' perceived knowledge and preparedness to treat Childhood Apraxia of Speech. Drawing on evidence and lived experience, it explores barriers to expertise, implications for families, and practical strategies to support evidence-informed, collaborative CAS care.

Learning Objectives:

1. Describe 3 common systemic barriers for SLPs to develop and maintain expertise.
2. Identify the implications of clinician uncertainty for families navigating diagnosis, therapy, and education systems.
3. List 3 strategies to guide SLPs and caregivers to reduce barriers and improve child outcomes.

Session 605: Looks Like Articulation... But Isn't: A Beginner's Guide to Apraxia Treatment

Day/Date: Saturday, July 11

Time: 1:15 - 2:45pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Both

Level: Introductory

Speakers: Emily Hathaway, MS, CCC-SLP

Description: This entry-level course is for those who are new to Apraxia and truly need some baseline information about what exactly IS Apraxia and how it differs from a traditional articulation disorder. This course will discuss the difference in diagnosis and treatment for apraxia vs. articulation disorders and where there may be some overlap and other areas of clear difference in technique.

Learning Objectives:

1. Differentiate apraxia of speech and traditional articulation disorders in children.
2. Identify what is needed in order to make a differential diagnosis of apraxia of speech vs. an articulation disorder.
3. Identify which treatment techniques would be appropriate for apraxia of speech vs. an articulation disorder.

Session 606: Big Emotions in Tiny Bodies

Day/Date: Saturday, July 11

Time: 1:15 - 2:45pm

Length: 1.5 hour / 0.15 ASHA CEUs

This session will be presented Live Only.

Audience: Families

Level: Introductory

Speakers: Elizabeth White, LMSW

Description: Children experience big emotions but may struggle to identify and communicate them, especially those with communication disorders. This presentation explores how developing socio-emotional learning (SEL) skills strengthens communication, fosters long-term self-advocacy, and equips parents and caregivers with practical advocacy and self-care strategies.

Learning Objectives:

1. Identify 3 socio-emotional learning skills that parents can help children learn.

2. Name 3 skills that help increase a child's communication and self-determination.
3. Identify 3 advocacy & self-care strategies that caregivers can implement to support both their child and themselves.

Session 607: Teaching AAC to New Communication Partners

Day/Date: Saturday, July 11

Time: 1:15 - 2:15pm

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live & Virtual.

Audience: Both

Level: Introductory

Speakers: Madison Brumbaugh, MS, CCC-SLP

Description: Whether you're a speech-language pathologist, classroom teacher, or parent, you're a communication partner and play some role in the "intervention" that is AAC. Where do you start? How should an assistive technology specialist support you? This session is intended to give best teaching practices in AAC for all communication partners, including resources available for continued learning.

Learning Objectives:

1. Describe the role of communication partners in AAC intervention and explain why partner knowledge and attitudes are critical to AAC success.
2. Apply evidence-based teaching and coaching strategies to support communication partners in developing AAC competence and confidence.
3. Considering instructional challenges in AAC training, select strategies to reduce cognitive load & increase carryover.

Closing Events

Session 006: Closing Messages & Young Adult Panel

Day/Date: Saturday, July 11

Time: 3:15 - 4:30pm

Length: 1 hour / 0.10 ASHA CEUs

This session will be presented Live Only.

Audience: All Attendees

Level: Introductory

Speakers: Elina Csapo, Mikey Akers, Alba Walter, Tessa McEvoy, Kale Miller, & Elizabeth White, all young adults with apraxia

Description: Come hear stories from our panel of young adults on making friends, handling stressful social activities at different ages, teasing, new situations, and even job interviews. They will each provide strategies that helped them along their journeys to become successful.

Learning Objectives:

1. List 2 strategies that helped a young adult navigate a social situation.

RESEARCH POSTERS

All research posters will be displayed at the in-person conference with scheduled times when the researchers will be available by their poster to discuss their findings with you. All researchers will also have a digital poster and pre-recorded video summary of their findings that will be available on the virtual platform.

Research Poster 1001: Engagement in Motor-Based Treatment for Childhood Apraxia of Speech

Presenting Researcher: Shina Cook, CCC-SLP

Description: Engagement is a key component of treatment for CAS, yet it remains understudied. This study adapts the PRIME-O scale for CAS and presents preliminary reliability and validity evidence, demonstrating strong interrater consensus and an inverse relationship between engagement and frustration. Clinical implications and future directions will be discussed. [Funded by R01-DC017768]

Learning Objectives:

1. Describe how engagement can be operationalized and measured in structured motor-based treatment for childhood apraxia of speech.

Research Poster 1002: Convergent Validity of Acoustic Measures in Childhood Apraxia of Speech

Presenting Researcher: Meghan Littlejohn, PhD Candidate

Description: This presentation examines validity findings for transition and inconsistency acoustic measures in children with speech sound disorders in an effort to develop novel, accurate, sensitive, and accessible diagnostic tools for childhood apraxia of speech. [funded by F31DC021885, R01DC017768, K01DC010216, and Apraxia Kids]

Learning Objectives:

1. Describe the validity of acoustic measures of transitions and inconsistency.

Research Poster 1003: AI Assistant for CAS: Current and Future Applications

Presenting Researcher: José Márcio Ramos Fernandes, Co-Founder, Board Member, and Research Director for Abrapraxia; Fabiana Collavini Cunha, Co-Founder, Board Member, and President of Abrapraxia; and Juliane Tosin Fernandes, Co-Founder, Board Member, and Vice President for Abrapraxia

Description: ABRAPRAXIA developed an AI assistant that answers questions about Childhood Apraxia of Speech for families and professionals with cited sources, strict guardrails, and clinical oversight. This poster summarizes architecture, governance, safety practices, usage patterns, and implementation lessons, and outlines potential future applications in assessment workflows, clinic support, and speech-driven home practice.

Learning Objectives:

1. Identify current, real-world applications of AI for CAS centered on a citation-driven and guardrailed FAQ assistant and articulate potential future applications.

Research Poster 1004: DTTC-Based Naturalistic Summer Camp for Children with Childhood Apraxia of Speech

Presenting Researcher: Gabriela Alejandra Drozina, Licenciada Fonoaudióloga

Description: This study examines a DTTC-based naturalistic summer camp for 18 children with Childhood Apraxia of Speech in Argentina. A pre-experimental design was used to evaluate changes in speech performance, combining quantitative analysis in a subset of participants, and clinical analysis across the full group. Results showed improvements in accuracy and consistency. Findings support intensive, naturalistic intervention models in Spanish-speaking contexts.

Learning Objectives:

1. Explain 1 approach to implementing DTTC within an intensive model and supporting generalization in naturalistic contexts for children with CAS.

VIRTUAL SESSIONS

All 100-600 sessions marked as being presented 'Live & Virtual' and all 900 sessions below will be available in the virtual platform to view at any time between July 1st - August 31st

Session 901: What Makes a CAS Trained Speech-language Pathologist? A Parent's Guide

Length: 1 hour / 0.10 ASHA CEUs

Audience: Families

Level: Introductory

Speakers: Joseph Ashenden, SLPD, CCC-SLP and Lisa Mitchell, SLPD, CCC-SLP

Description: Speech-language pathologists (SLP) require knowledge of best practices when supporting children with CAS. This presentation provided an overview of training sources for SLP's who work with children with CAS including clinical, professional, social media, and academic learning experiences. This presentation empowered families with knowledge of SLP education and training.

Learning Objectives:

1. Describe the foundational knowledge a speech-language pathologist should have when treating a child with CAS.

2. Evaluate methods of professional learning including academic and clinical standards, continuing education courses, and social media to determine accurate sources of best practice information.
3. Apply a framework of professional development to identify barriers & facilitators to learning in relation to CAS.
4. Develop appropriate questions families can ask when beginning speech & language therapy for their child with CAS.

Session 902: Finding the Right Fit

Length: 1 hour / 0.10 ASHA CEUs

Audience: Families

Level: Introductory

Speakers: Breanna Waldrup, MS, CCC-SLP

Description: Finding the therapist that is the right fit for your child can be challenging but also yield huge benefits. Multiple factors can be considered, including the clinician's motor speech training and experience, but also their approach to supporting a child's other needs, such as emotional and sensory regulation and language style. The presenter briefly discussed different apraxia therapy methodologies as well as language and sensory approaches that might be beneficial to include for children with co-occurring challenges.

Learning Objectives:

1. Define evidence-based practice.
2. Name 2 foundational aspects of neuroaffirming therapy.
3. Identify 2 important factors when selecting a therapist.

Session 903: Teaching and Community Outreach on Childhood Apraxia of Speech in Brazil

Length: 1 hour / 0.10 ASHA CEUs

Audience: Both

Level: Introductory

Speakers: Matheus Alpes, Master and Doctor in Sciences and PhD in Speech Therapy

Description: This presentation reported university teaching and outreach actions on Childhood Apraxia of Speech in Brazil. Educational events, community guidance, digital media, and professional training promoted awareness among students, professionals, and the general public. The initiative strengthened early recognition of CAS and reinforced the social role of speech-language pathology.

Learning Objectives:

1. List 2 strategies used to promote knowledge about CAS among university students and professionals.
2. Describe 2 community outreach actions aimed at increasing awareness of CAS among health and education professionals and the general public.
3. Explain the role of academic institutions in disseminating knowledge and promoting awareness about CAS in Brazil.

Session 904: Why won't anyone take me seriously!? Apraxia Workplace & Employment Challenges

Length: 1 hour / 0.10 ASHA CEUs

Audience: Both

Level: Introductory

Speakers: Tessa McEvoy, Digital Design Major

Description: This presentation centered around being taken seriously while highlighting your personality despite Apraxia. Tessa explored how she navigated pre-conceived biases regarding her intellect, strengths, personality, and interests. She emphasized the importance of leading with your talents rather than letting verbal communication weigh you down.

Learning Objectives:

1. Explain why someone's speech doesn't define their intellect.
2. Develop a list of accommodations for a job interview or networking events.
3. Describe 2 ways that job coaches, parents, or caregivers can help Apraxic individuals navigate the job hunting process.

Session 905: Multilingual perspectives on childhood apraxia of speech: Cross-linguistic insights from a global survey

Length: 1 hour / 0.10 ASHA CEUs

Audience: Both

Level: Introductory

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

Description: A global survey of speech language pathologists (SLP) specializing in childhood apraxia of speech (CAS) in multilingual contexts identified both cross-linguistic and language specific features. Findings aimed to inform and enhance assessment and intervention practices for multilingual children with CAS, supporting more effective clinical decision making for SLPs worldwide.

Learning Objectives:

1. Describe the variability in clinical features of CAS across different languages.
2. Identify cross-linguistic and language specific characters of CAS in children who speak languages other than (or in addition to) English.
3. List strategies to develop research and clinical expertise in assessing and diagnosing CAS in diverse linguistic contexts.

Session 906: Treating Apraxia Across Ages: Adapting Motor-Based Therapy

Length: 1 hour / 0.10 ASHA CEUs

Audience: Professionals

Level: Introductory

Speakers: Leah Solomon, MS CCC-SLP

Description: From preschoolers to adults, apraxia requires flexible, motor-based intervention. This presentation highlighted evidence-supported techniques, case examples, and treatment adaptations that help clinicians deliver meaningful, age-appropriate therapy and strengthen communication outcomes across the lifespan.

Learning Objectives:

1. Explain how 3 hallmark characteristics of CAS inform differential diagnosis.
2. Describe how to apply 3 motor-learning principles to treatment planning for children with CAS across developmental stages.
3. Select functional therapy targets and age-appropriate, motor-based intervention activities for both early learners and school-age children with CAS.

Session 907: Management of Cantonese-English Bilingual Children with Childhood Apraxia of Speech

Length: 1 hour / 0.10 ASHA CEUs

Audience: Professionals

Level: Introductory

Speakers: Eddy Wong, SLP, PhD

Description: This session presented a protocol for managing Cantonese-English bilingual children with CAS, covering clinical features, bilingual assessment, diagnosis, and evidence-based treatment using DTTC. Practical guidance was drawn from a recent clinical trial and case study, offering strategies for effective intervention across languages.

Learning Objectives:

1. Explain how the core clinical features of CAS may differ across languages, including Cantonese and English.
2. Describe recommended assessment protocols and strategies for confirming diagnosis in both languages and differentiating CAS from childhood dysarthria for bilingual children with CAS.
3. Describe evidence-based treatment principles using DTTC, with adaptations for Cantonese-English bilingual speakers to address phonemic and prosodic differences.

Session 908: Five Top Tips When Starting Out Working with Speech Motor Disorders

Length: 1.5 hours / 0.15 ASHA CEUs

Audience: Professionals

Level: Introductory

Speakers: Elizabeth Murray, Speech Pathologist; Marly Asad, BSpPath. CPSP; Livia Gerber, Speech and Language Pathologist; Rebecca MacCallion, B.Mus (voice), MSLP, CPSP; Selina Moujalli, Bachelor of Speech Pathology; and Donna Thomas, PhD

Description: People with CAS require evidence-based, individualized, and holistic management. Speakers shared their top tips for starting to work with CAS to support fellow clinicians' confidence and learning their way to approach motor speech. Watch the recording to find out these SLPs' top tips and what helped them develop their skills!

Learning Objectives:

1. List 3 clinician perspectives to integrate into your own clinical practice working with children with CAS.
2. Identify 3 reasons speech-language pathologists may be hesitant to work with motor speech disorders.
3. Determine what areas are strengths and needs for your own future learning in CAS and motor speech management.

Session 909: Finding Our Voice: Caregiver Wisdom, Grit, and Growth Through Apraxia

Length: 1.5 hours / 0.15 ASHA CEUs

Audience: Both

Level: Introductory

Speakers: Heera Chandani, CCC-SLP; Carolyn Carnes, Parent; and Scott Carnes, Parent

Description: Parenting a child with apraxia of speech demands resilience, advocacy, and community. This session amplified caregiver voices through interviews with families, exploring challenges, hacks, and hopes. Using empowerment-focused reflection - what we're doing right and what we wish we knew - speakers shared ideas and experiences to support families across the apraxia journey. This session centered the lived experiences of caregivers and highlighted the power of shared stories in fostering connection, confidence, and hope.

Learning Objectives:

1. Identify at least 3 common challenges and strengths experienced by caregivers of children with childhood apraxia of speech through shared family perspectives.
2. Describe at least 3 practical strategies, mindset shifts, or advocacy "hacks" caregivers use to support their child and family across the apraxia journey.
3. Explain how reflective thought framing (e.g., What am I doing right? What do I wish I knew?) supports caregiver empowerment and resilience.

Session 910: Building Blocks of Speech: Selecting Target Words for Young or Complex CAS

Length: 1.5 hours / 0.15 ASHA CEUs

Audience: Both

Level: Introductory

Speakers: Olga Komadina, Bachelor of Health Science (Speech Pathology), CPSP

Description: Selecting targets is difficult in young, minimally verbal, autistic, or complex CAS cases. This session presented an evidence-aligned, neuroaffirming system that uses pre-assessment parent videos, a practical syllable-shape hierarchy, and successive approximations to build functional word sets. Also shared were templates and a repeatable method that balances function, achievability, and motivation.

Learning Objectives:

1. Identify stable syllable templates from caregiver video samples and word lists and organise attempted words by syllable shape.
2. Select an initial set of functional target words matched to current syllable capacity based on the decision pathway.
3. Explain 2 strategies that support engagement and neuroaffirming practice.

Session 911: CAS Triage Framework: Differentiating CAS, Autism, Phonology & Language

Length: 1.5 hours / 0.15 ASHA CEUs

Audience: Both

Level: Introductory

Speakers: Olga Komadina, Bachelor of Health Science (Speech Pathology), CPSP

Description: Families report "few words," "hard to understand," or "scripts without functional language." This session presented a practical triage framework to guide early decision-making: when to suspect CAS, what questions to ask, and when to prioritise motor speech versus phonology, language, or autism pathways.

Learning Objectives:

1. Identify intake red flags that suggest prioritising a motor speech assessment for suspected CAS.
2. Differentiate referral profiles consistent with CAS versus phonological delay or expressive language disorder using a structured triage flowchart.
3. Apply a triage checklist to recommend next steps and explain reasoning to families using plain-language scripts.

Session 912: Data-Driven Advocacy: Advocating for System-Level Reform

Length: 1 hour / 0.10 ASHA CEUs

Audience: Both

Level: Intermediate

Speakers: Alita-Geri Carter, MSN, DNP(c), RN, CPNP-PC, BCPA

Description: This session discussed advocacy strategies used in Maryland to demonstrate the Maryland State Department of Education's alleged failures in providing timely and appropriate services to students. Discussion was centered on State Educational Agencies (SEAs), which are responsible for governance and oversight of the Individuals with Disabilities Education Act (IDEA) and the downstream impacts families and providers may experience.

Learning Objectives:

1. Describe the role of the state educational agency and the responsibility it has with special education governance and oversight.
2. Identify 3 sources of data to understand the current performance of their local educational agency or state educational agency.
3. Identify 2 advocacy organizations that can support development as a special education advocate.

Session 913: Speech Music Therapy in the treatment of children with CAS and ID

Length: 1 hour / 0.10 ASHA CEUs

Audience: Both

Level: Intermediate

Speakers: Mirjam van Tellingen, MA

Description: Speech-Music Therapy for Aphasia and Apraxia (SMTA) was successfully applied in the treatment of Childhood Apraxia of Speech (CAS) in children with intellectual disability (ID). Treatment effects were found in trained, functional items and in communicative participation. Both SMTA and outcomes in children with CAS and ID were discussed.

Learning Objectives:

1. Explain the rationale behind SMTA and its theoretical basis in supporting speech motor planning and programming in children with CAS and ID.
2. Analyze the study's outcomes and explain how improvements in intelligibility, segmental accuracy and communicative participation reflect treatment effects.
3. Describe the clinical applicability of SMTA for children with CAS and ID.

Session 914: CAS + Autism: What Changes, What Stays the Same

Length: 1 hour / 0.10 ASHA CEUs

Audience: Professionals

Level: Intermediate

Speakers: Alonna Bondar, MS, CCC-SLP

Description: Treatment for children with autism and childhood apraxia of speech should be grounded in motor learning principles and multisensory cueing. Clinicians must also consider attention, regulation, and sensory differences that impact participation. Integrating strong motor-based therapy with individualized supports helps improve engagement, generalization, and meaningful communication outcomes for children with complex speech and developmental profiles.

Learning Objectives:

1. Differentiate between language-based intervention and motor speech intervention and explain why a motor-based approach is necessary for autistic children with CAS or suspected CAS.
2. Analyze sensory and attentional factors that influence participation in motor speech therapy to select appropriate sensory supports and optimize treatment outcomes.
3. Determine when implementation of a motor speech approach is clinically indicated for autistic children who have not made progress with language-based therapy.

Session 915: Incorporating Motor Speech into Neuroaffirming Therapy

Length: 1 hour / 0.10 ASHA CEUs

Audience: Professionals

Level: Intermediate

Speakers: Breanna Waldrup, MS, CCC-SLP

Description: Many children with apraxia are neurodivergent and/or experience other challenges that can make implementing motor speech therapy methods difficult. Many of these children may also learn communication better in context. In this course, ideas for how to modify motor speech approaches were discussed, based on clinical and external evidence.

Learning Objectives:

1. List 2 foundational aspects of neuroaffirming therapy.
2. Identify 3 ways that motor speech therapy may be modified for a child that is neurodivergent.
3. Name 2 multisensory cues that may not be appropriate for children who are neurodivergent.

Session 916: STRIVE: A Framework to Guide Target Selection for Motor-Based Intervention

Length: 1 hour / 0.10 ASHA CEUs

Audience: Professionals

Level: Intermediate

Speakers: Julie Case, PhD, CCC-SLP; Nicole Kolenda, MS, CCC-SLP, PC; Hannah Deschaine, MS, CCC-SLP; Kelly Sullivan, MA, CCC-SLP; and Maria Grigos, PhD, CCC-SLP, ASHA Fellow

Description: Motor-based intervention requires a specific approach to target selection to address the motor-based needs of CAS while remaining functional to the individual. This session presented the STRIVE framework, which outlines core elements of target selection for motor-based intervention. Case studies demonstrated the application of STRIVE to varied clinical profiles.

Learning Objectives:

1. Describe how assessment results guide selection of treatment targets in motor-based intervention for CAS.
2. Explain 3 key considerations for target selection in motor-based intervention for children with CAS.
3. Discuss how target selection differs for children with varied clinical profiles.

Session 917: Supporting Evidence-Based Practice for German-Speaking Children with CAS

Length: 1.5 hours / 0.15 ASHA CEUs

Audience: Both

Level: Intermediate

Speakers: Rebecca MacCallion, B.Mus (voice), MSLP, CPSP; Annette Fox Boyer, Speech Pathologist; Wiebke Freese, Speech Pathologist, MSc; Livia Gerber, Speech and Language Pathologist; and Elizabeth Murray, Speech Pathologist

Description: Providing evidence-based therapy for CAS in German speaking countries is a developing area. So far, DTTC has been found to have similar success when implemented in German (Leonhartsberger et al, 2021). German speaking therapists, academics, and families of children with CAS are keen to see successful methodologies translated into German. This session considered the current state of EBP for CAS in German speaking countries, and considered the barriers and opportunities that lie ahead.

Learning Objectives:

1. Describe the current CAS therapy landscape in German speaking countries.
2. Identify where further research and clinical knowledge sharing is required.
3. Identify considerations when adapting English language methodologies to the German language.

Session 918: How to Consider Perceptual Mechanisms in CAS Intervention

Length: 1.5 hours / 0.15 ASHA CEUs

Audience: Professionals

Level: Advanced

Speakers: Line Charron, Master in Speech and Language Therapy and Geneviève Meloni, PhD, CCC-SLP

Description: It is well known that Childhood Apraxia of Speech (CAS) is primarily addressed through motor-based interventions grounded in motor learning principles. This presentation explored an integrative perspective, examining how perceptual and cognitive-linguistic mechanisms contribute to phonological development and how these dimensions may be incorporated into assessment and intervention for children with CAS.

Learning Objectives:

1. Explain the relationships between the three mechanisms involved in speech development (perceptual, cognitive-linguistic, and motor mechanisms).
2. Name one way to structure intervention by considering the theoretical framework of interdependence between perceptual and motor aspects of speech.

Session 919: In Time, Before the First Word: What Babies Teach Us About Speech

Length: 1.5 hours / 0.15 ASHA CEUs

Audience: Professionals

Level: Advanced

Speakers: Ana Bertolino, SLP

Description: This presentation explored how to identify early signs of motor speech risk in babies and how to intervene at the right time to support speech development, transform trajectories, and help ensure that more voices have a chance to emerge and that atypical patterns do not persist.

Learning Objectives:

1. Identify warning signs that could affect speech development in babies.
2. Describe the stages of development of speech motor control in babies.
3. List referral and intervention strategies for babies.

THIS IS THE SAME SESSION RECORDED SEPARATELY IN ENGLISH AND IN SPANISH.

ESTA ES LA MISMA SESIÓN GRABADA POR SEPARADO EN INGLÉS Y EN ESPAÑOL.

Session 920: Beyond Theory: Clinical Decision-Making and Engagement in an Intensive Spanish-Speaking CAS Camp

Length: 1 hour / 0.10 ASHA CEUs

Audience: Both

Level: Intermediate

Speakers: Gabriela Alejandra Drozina, Licenciada Fonoaudióloga

Description: This session explores the clinical "heart" of an intensive program. We discuss using music and storytelling to drive engagement, followed by the practical application of DTTC with high fidelity. Finally, we examine how to adapt these motor learning principles to the specific rhythmic and phonological architecture of the Spanish language.

Learning Objectives:

1. Identify 2 strategies to build clinical foundations and pre-requisite skills for speech through emotional engagement, music, and storytelling.
2. Discuss the importance of maintaining fidelity to motor-based models (such as DTTC) while managing diverse profiles in an intensive setting.
3. Describe 3 clinical adaptations of motor learning principles based on the unique phonetic and rhythmic characteristics of the Spanish language.

Sesión 921: Más allá de la teoría: Toma de decisiones clínicas y participación en un programa intensivo de AHI para hispanohablantes.

Duración: 1 hora / 0.10 ASHA CEUs

Audiencia: Padres y Profesionales

Level: intermedia

Speakers: Gabriela Alejandra Drozina, Licenciada Fonoaudióloga

Resumen: Esta sesión explora el corazón clínico de un programa intensivo. Discutiremos el uso de la música y los cuentos para establecer habilidades de prerrequisitos y el compromiso familiar, seguido de la aplicación práctica de DTTC con alta fidelidad y sus adaptaciones a la arquitectura rítmica y fonológica del español.

Objetivos de aprendizaje:

1. Identificar estrategias para facilitar las bases clínicas y prerrequisitos del habla a través del compromiso emocional, la música y las narrativas.
2. Discutir la importancia de mantener la fidelidad a los modelos de base motora (como DTTC) al manejar perfiles diversos en un entorno intensivo.
3. Describir adaptaciones clínicas de los principios de aprendizaje motor basadas en las características fonéticas y rítmicas únicas del idioma español.