Is there a child on your caseload whose speech production challenges are particularly severe, often baffling, and leave you scratching your head for new and effective ideas? The diagnosis and treatment of children with CAS is complex and challenging in any clinical setting, especially for those children who present with multiple issues. Realizing a differential diagnosis is essential for developing appropriate treatment goals, selecting stimuli and building a treatment plan. This course will examine recent research that will teach clinicians how to move forward with clinical decision making for children with CAS. Additionally we will consider assessment procedures, including standardized tools and dynamic assessment, but will focus heavily on applying recent research to the treatment of this perplexing disorder. Video examples will be used to show how recent research on intervention practices can inform clinical practice and treatment.

LEARNING OBJECTIVES

1. Interpret responses during assessment to support differential diagnosis in children with severe speech sound disorders.
2. Describe how dynamic assessment can contribute to assessment of speech sound disorders.
3. Identify specific approaches and techniques to treat CAS in children of different ages and/or ability levels.
4. Demonstrate knowledge of principles of motor learning and how these principles inform decision-making in treatment.
5. Evaluate resources for evidence that inform clinical practice.

COURSE LEVEL

Intermediate/Professional Area. Participants are expected to have some prior academic and/or clinical experience with children with severe speech disorders. Families are most welcome at the workshop with the understanding that the level of presentation will be at the intermediate professional level.

ASHA CEU'S AVAILABLE

This course is offered for 1.0 ASHA CEUs (Intermediate level, Professional area)

ASHA CE REGISTRY

An annual ASHA CE Registry fee is required to register ASHA CEUs. ASHA CE registry fees are paid by the participant directly to the ASHA National Office. The annual ASHA CE Registry fee allows registration of an unlimited number of ASHA CEUs for the calendar year. Contact the ASHA CE staff at 800-498-2071, ext. 4219 for CE Registry fee subscription information.

PRESENTER PROFILE

Ruth Stoeckel, Ph.C., CCC-SLP is a speech-language pathologist at the Mayo Clinic in Rochester, MN and specializes in the assessment and intervention of children with apraxia of speech. With 30 years of experience, Dr. Stoeckel has delivered services to children in schools, outpatient clinics, and rehabilitation hospital settings. She is often asked to render 2nd opinions on CAS diagnosis, prognosis, and treatment progress. Dr. Stoeckel has presented lectures, workshops and advanced training on Childhood Apraxia of Speech on an international level, including the United States, Canada, and Australia. Additionally, Dr. Stoeckel has authored and delivered numerous web-based courses focused on CAS. She has co-authored articles on CAS assessment and treatment in numerous peer-reviewed journals. Dr. Stoeckel is a member of the Professional Advisory Committee of the Childhood Apraxia of Speech Association of North America.

Disclosure Statement

Dr. Stoeckel is a member of the Professional Advisory Board of the Childhood Apraxia of Speech Association of North America. She receives no compensation as a member of CASANA’s Professional Advisory Board. Dr. Stoeckel receives ongoing compensation for her participation in the production of the CASANA DVD “Early Speech-Language Issues and Late Literacy: Will Slow to Talk Mean Slow to Read?” Dr. Stoeckel also receives compensation for the development of the CASANA Intensive Training Institute curriculum, as well as her participation in the training as faculty member. There are no other relevant financial or non-financial relationships to disclose.
AGENDA – FRIDAY, OCTOBER 10 2014

7:30 – 8:00 AM  Breakfast and Registration

8:00 – 9:20 AM  Current research and related evidence to support formal and informal assessment procedures

9:20 – 10:00 AM  Making a differential diagnosis supported by the best, currently available evidence

10:00 – 10:15 AM  Break

10:15 – 11:15 AM  Analyze various treatment approaches for CAS using current evidence-based strategies

11:15 – 12 Noon  Organizing and using assessment data to plan appropriate treatment goals

12 Noon – 1:00 PM  Lunch

1:00 PM – 2:00 PM  Discuss the impact of frequency, intensity and other practice variables on treatment and how to incorporate these features into treatment

2:00 – 2:15 PM  Break

2:15 – 3:10 PM  Planning treatment sessions: treatment goals, stimulus selection, session organization, and building a treatment plan to maximize therapeutic progress.

3:10 – 3:50 PM  Demonstrate activities that will elicit multiple repetitions and facilitate retention and generalization

WHAT THE PROFESSIONALS ARE SAYING

“Dr. Stoeckel helped me understand how a research-based approach could lead to better speech practice and outcomes for my students. She’s awesome!”

L. A. New Jersey

“Ruth’s passion for intervention for children with apraxia of speech is infectious. I can’t wait to go home and apply what I’ve learned today.”

A. T. California

To register online, please visit www.apraxia-kids.org