

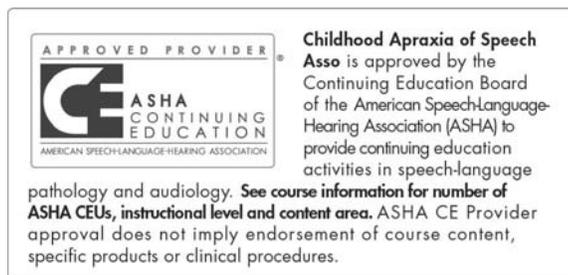
# WEBINAR

*December 8, 2016 @ 10:00 AM (US/EST)*



## Are We There Yet? Keeping Data So You Know

**For information and registration visit  
[www.apraxia-kids.org](http://www.apraxia-kids.org)**



**This course is offered for .15 ASHA CEU's (Intermediate level, Professional area)**

### Presenter

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

*Disclosure: 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. She will also receive compensation for this seminar. There are no other relevant financial or nonfinancial relationships to disclose.*

### Course Abstract

Clinicians providing intervention for Childhood Apraxia of Speech and other speech-language disorders are required to be accountable for progress regardless of setting. Clinicians in hospital and outpatient settings are responsible for evaluation and writing goals for the medical record, while clinicians in educational settings are responsible for evaluation and writing goals for individualized service plans. Intervention for motor-based disorders may require a different approach to writing goals and documenting progress, given the emphasis on movement patterns versus sound patterns. This session will review the importance of collecting and managing data and will share ideas for goal-writing and documentation can be adapted to any setting.

### Learning Objectives

As a result of this Webinar, participants will be able to:

- ⇒ List reasons that documenting progress is important.
- ⇒ Identify pros and cons of formal and informal assessments to monitor progress.
- ⇒ Describe a variety of strategies for writing goals and documenting progress.

### Timed Agenda

|                 |   |
|-----------------|---|
| Minutes 1 - 15  | Why collect data/pros and cons of formal and informal assessments |
| Minutes 16 - 25 | Goal writing specifically for CAS                                 |
| Minutes 26 - 75 | Example goals with associated documentation protocols             |
| Minutes 76 - 80 | Summary   |
| Minutes 81 - 90 | Questions   |

### Registration Information

Regular Registration: \$35      Registration with ASHA CEU's: \$50

*CASANA charges an additional fee of \$15.00 for those professionals who want CASANA to process and submit continuing education information to ASHA. The additional fee is retained by CASANA and is not an ASHA fee.*

*Registration for this event closed at Midnight on December 6, 2016.*

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