



Embracing the Past
Building the Future

2018 National Conference on Childhood Apraxia of Speech
Thursday - Saturday
July 12 - 14, 2018

Sheraton Charlotte Hotel
Charlotte, North Carolina

CONFERENCE AGENDA

Thursday, July 12, 2018

2:00 pm — 4:00 pm	Pre-Conference Seminar 100
2:00 pm — 4:00 pm	Pre-Conference Seminar 200
2:00 pm — 4:00 pm	Pre-Conference Seminar 300
3:00 pm — 5:00 pm	Conference Registration
4:00 pm — 6:00 pm	Opening Reception
6:00 pm — 7:00 pm	Keynote Address

Friday, July 13, 2018

6:45 am — 8:00 am	Registration and Breakfast (included in registration fee)
8:00 am — 9:30 am	General Session/Series 100
9:30 am — 10:00 am	Break
10:00 am — 11:30 am	General Session/ Series 200
11:30 am — 1:00 pm	Lunch Lunch and Learn Sessions (included in registration fee) Topic Tables (included in registration fee)
1:00 pm — 2:30 pm	Concurrent Sessions/Series 300
2:30 pm — 3:00 pm	Break
3:00 pm — 4:30 pm	Concurrent Sessions/Series 400
5:00 pm — 6:30 pm	Donor Reception (by invitation only)

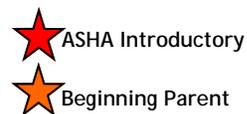
Saturday, July 14, 2018

6:45 am — 8:00 am	Registration and Breakfast (included in registration fee)
8:00 am — 9:30 am	Concurrent Sessions/Series 500
9:30 am — 10:00 am	Break
10:00 am — 11:30 am	Concurrent Sessions/Series 600
11:30 am — 1:00 pm	Lunch Lunch with a Speaker (tickets for drawing included in registration fee)
1:00 pm — 2:30 pm	Concurrent Sessions/Series 700
2:30 pm — 3:00 pm	Break
3:00 pm — 4:30 pm	Concurrent Sessions/Series 800

Who Should Attend the National Conference on Childhood Apraxia of Speech?

Apraxia Kids welcomes families of children diagnosed with apraxia and all those who care about a child with apraxia or suspected apraxia. Speech-language pathologists who are members of American Speech-Language-Hearing Association (ASHA) will be eligible for ASHA Continuing Education Credits. General education and special education administrators and teachers, school psychologists, paraprofessionals, preschool administrators and teachers, higher education faculty, and professional development staff are also encouraged to attend.

THURSDAY, JULY 12, 2018

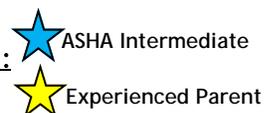
Pre-Conference Seminar - Session 100**2:00 pm - 4:00 pm****Level:**

Answers to All Your CAS Questions: A Parents Guide to CAS and the National Conference
Presenter: Sue Caspari, MA, CCC-SLP

So your child has been given a diagnosis of childhood apraxia of speech (CAS)...now what? Entering the world of CAS often raises more questions than answers. What does this diagnosis mean? How can I be sure the diagnosis is right? What services will my child need? Where can I go for services? How do I know if the services are right for my child? How can I get the most out of this conference? Understanding how to navigate the world of CAS, and the weekend conference, is important for ensuring that your child receives appropriate services so he/she can have the best chance to develop intelligible speech. This session, will lay out a road map for parents, guiding them through the twists and turns of CAS assessment and treatment and providing them with strategies to get the most out of the conference. In this session we will discuss exactly what CAS is, how to understand if the diagnosis is the correct one for your child, the essential elements for any treatment plan, determining if treatment is working, evaluating information, and where to go to get your questions answered. Most importantly, this session will empower parents so they can feel more confident making the important decisions they have to make for their child with CAS.

Learning Outcomes:

- ⇒ Participants will be able to explain CAS in their own terms.
- ⇒ Participants will be able to recognize differences between CAS and other speech disorders.
- ⇒ Participants will be able to describe important elements of a treatment session for a child with CAS.

Pre-Conference Seminar - Session 200**2:00 pm - 4:00 pm****Level:**

Unravelling Literacy Confusion – Strengthening Learning Capacity
Presenter: Kenda Hammer, M.Ed.

Join this teacher-researcher, literacy and child development specialist, to learn from reliable sources within the CAS community about literacy struggles facing actual families. From early literacy to primary/middle years into adolescence, case studies will offer a foundation. Gain insights from probing conversations that unravel confusion around literacy challenges, and strengthen learning capacity in children with CAS.

This session will reflect on the labels often applied to “learning to read” for children diagnosed with apraxia of speech. Do these diagnoses all mean the same thing to supporters of our children who are at greater risk of literacy challenges? Dive deeply into this dilemma and contribute to our goal of common usage and shared understanding of terms and effective interventions. Use this knowledge to unite home, school and community efforts in creating effective partnerships working to benefit children’s reading.

Determining the “best” intervention can overwhelm parents, causing worries and mounting fears, in spite of the research guidance about particular program model/s of choice for children with CAS.

Take action to fit the program to the child, not the child to the program.

Imagine outcomes where skills developed lead to choices for reading a much-loved book!

Ponder possibilities too.

Empower children to create success by using internal supports like metacognition for thinking about one’s own thinking.

Tap various high quality media and technology tools of the 21st century where CAS children may feel compelled to read.

Model, and then observe the state of reading made joyful, that lasts for a lifetime.

Learning Outcomes:

- ⇒ Participants will be able to characterize literacy challenges, for children with apraxia of speech from reliable sources, to apply across a continuum of ages and stages with recognizable impact on cognitive, social, and emotional development.
- ⇒ Participants will be able to identify qualities of selected reading intervention program models that may be applied as instructional supports with CAS children.
- ⇒ Participants will be able to outline some media and technology tools of the 21st century that create possibilities for individual readers with apraxia of speech.

THURSDAY, JULY 12, 2018

Pre-Conference Seminar - Session 3002:00 pm - 4:00 pmLevel:  ASHA Advanced**Motoric Complexity in Childhood Apraxia of Speech*****Presenter: Julie Case, MA, MA, CCC-SLP***

Childhood apraxia of speech (CAS) is a pediatric motor speech disorder where the identified impairment involves poor motor planning/programming skills (ASHA, 2007). A stronger emphasis is therefore placed on the motoric processes of speech production within treatment. The complexity of speech targets also plays a critical role when evaluating or treating individuals with communication impairments (Gierut, 2007). While many studies have examined complexity within the linguistic domains (e.g., Kiran & Thompson, 2003), less is known about complexity with regard to the motoric processes of speech production (Maas et al., 2008). Motoric complexity has been addressed within the treatment literature where researchers have created hierarchies of consonant-vowel (CV) combinations to target motor planning deficits (Murray, McCabe, & Ballard, 2015; Van der Merwe, 2011; Velleman, 2003). However, it is unknown how the articulator movement patterns associated with different CV combinations impact speech performance. The current work examined motoric complexity as defined by the number of movement elements associated with different CV combinations. Speech production accuracy and speech motor control were examined while children produced words that differ in motoric complexity in children with CAS, as compared to those with typical speech-language development and other speech sound disorders. Overall children with CAS demonstrate poorer speech production accuracy and greater degrees of variability across all productions, than the other groups of children. Differences in speech motor control have also been found across words of varied motoric complexity. Clinical implications of motoric complexity to assessment and treatment will be discussed.

Learning Outcomes:

- ⇒ Participants will be able to understand how different combinations of consonants and vowels vary in motoric complexity and describe the differing degrees of challenge to speech performance in children with apraxia (CAS), as compared to children with other speech sound disorders (SSD) and typical speech-language development (TD).
- ⇒ Participants will be able to describe how speech motor control and speech production accuracy differ in children with CAS, as compared to children with SSD and TD in words of varied motoric complexity.
- ⇒ Participants will be able to describe how motoric complexity can inform stimuli design for assessment and treatment planning.

THURSDAY, JULY 12, 2018

Keynote Address 6:00 PM

**Clinicians and Researchers:
What We Have Learned and What We Can Learn From Each Other**

Presented by:
Jonathan Preston, PhD, CCC-SLP

Learning Level:



ASHA Intermediate



Experienced Parent

There remains substantial need for research on assessment and treatment of childhood apraxia of speech, which will inevitably require decades to complete. However, clinicians are faced with immediate questions: "What do I do now with this child?" "How can I apply existing research to my practice?" "Can I even believe the research that is out there?"

This event will highlight some past and present research on CAS, including information about diagnostic categories and clinical characteristics. Ongoing efforts to move the field forward with respect to diagnosis will be described (such as whether greater consensus can be achieved on speech features than on diagnostic labels). The nature of CAS as a "moving target" over the course of development (i.e., how the phenotype might change from infancy through adulthood) will also be reviewed. The promise (and possible over-promise) of biological markers, such as neuroscience and genetics, will be reviewed with respect to diagnosis and treatment.

Finally, the presentation will address the future potential for cooperative relationships between clinicians and researchers. The balance between evidence-based practice, a limited body of knowledge, and clinical feasibility will be discussed. Cooperative projects, such as using databased speech samples, will be presented to highlight the symbiotic and co-dependent nature of clinical practice and clinical research. Barriers – and potential solutions - to clinical implementation of existing research will be discussed.

Learning Outcomes:

- ⇒ Participants will be able to describe the core features of CAS as described by the ASHA Technical Report.
- ⇒ Participants will be able to discuss other proposed features of CAS.
- ⇒ Participants will be able to discuss how CAS features may change over time.
- ⇒ Participants will be able to identify one approach for expanding cooperative research on CAS.

Please Read About Learning Designations!

At every conference, because we offer ASHA continuing education credit, we must list sessions by ASHA designated levels (Introductory, Intermediate or Advanced). Responding to past participant feedback we have added two parent learning levels: "Beginning" and "Experienced". We have done our best to mark sessions with these designations that we believe may be appropriate for parents at various stages in their journey with apraxia. **NO learning designation prohibits anyone registered for the conference from attending a session.** We offer these new designations as a helpful suggestion or place to start for parents who may be new to Apraxia Kids conferences. That said, there are courses, due to the ASHA learning designation, that presume previous or foundational knowledge of the topic area. Because of this, "basic" information will not be covered in those sessions. Please ask us if you are having trouble selecting appropriate sessions.

Apraxia Kids Learning Designations



Beginning Learning Level for Parents - These courses are appropriate for parents who are new to the CAS diagnosis and may be looking for courses that are foundational in nature and lay the groundwork for higher levels of learning.



Experienced Learning Level for Parents - These courses may be appropriate for parents who are more experienced with the CAS diagnosis, have read extensively on CAS, and have attended workshops or conferences in the past. Please note that these courses have professional content. Attendees are expected, minimally, to have fundamental knowledge

ASHA Learning Designations



Introductory - Instruction at the Introductory Level of difficulty is generally intended for professionals with novice experience in the content area.



Intermediate - Instruction at the Intermediate Level assumes some familiarity with the basic literature as well as some experience in professional practice within the area covered and is targeted for more experienced professionals.



Advanced - Instruction at the Advanced Level assumes the participant already has established experience, knowledge and skill within the area covered.

Conference Questions?

Contact Apraxia Kids Director of Education, Kathy Hennessy

Phone: 412-785-7055

E-mail: kathyh@apraxia-kids.org

PRESENTERS GUIDE

View the presenter's webpage for information on financial and non-financial interests relevant to the content of presenter's presentations at <http://www.apraxia-kids.org/2018-national-conference-speakers/>.

Brenton Black is a former pediatric nurse who began a career in healthcare in 2012. Since that time he has transitioned to the field of Speech and Language Pathology. Since that transition he has continued to expand his knowledge and interest in treating the pediatric population, and plans to pursue a career in the public schools. He also plans to pursue a doctorate. Throughout his time working in the health sciences, he has had a passion for research. He hopes to combine his passion for children's learning processes with his interest in research to further advance the best known practices available to encourage positive speech and language outcomes in all children from an early age.

Jennie Bjorem, MA, CCC-SLP, received her bachelor's degree in Communication Sciences and Disorders from Saint Louis University and graduated from Truman State University with her master's degree in Communication Sciences and Disorders in May 1999. She has a great understanding from a parent perspective as she has a young child with special needs. She is the owner of Children's Therapy Services in Leawood, Kansas. At the clinic, they provide a wide range of pediatric services and run the only private peer model preschool for 2-4 year olds in the Kansas City area. Prior to establishing Children's Therapy Services in 2002, Jennie worked as a school-based speech pathologist with children ages 3-12. She has been working with the birth to three population through state programs and private practice since 2001. Jennie's area of expertise is in early intervention birth through 5 and childhood apraxia of speech. She is listed in the Apraxia Kids provider directory for treating children with apraxia of speech. She enjoys working with parents providing education to help encourage their children in all areas of development. Jennie has presented to parent groups and speech therapists on topics of early speech-language development, the power of play, apraxia, picky eating and parenting influence on behavior in young children. Jennie is the creator of the Bjorem Speech Sound Cues for acquisition of speech and literacy. With her growing caseload of children with apraxia, she saw a need for visual cueing that young children could understand. Jennie designed, produced and self-published the cue set.

Sarah Carmody Remy, MS, CCC-SLP, has several years of experience providing multilingual speech and language services. She practices at the Nemours / Alfred I du Pont Hospital for Children in their Deptford, New Jersey outpatient satellite center. She was previously affiliated with the Children's Evaluation and Rehabilitation Center in the Bronx, has contracted local school New Jersey school districts and provides services through a small private practice. Her therapeutic focus is with children age birth to 21, with communication challenges that include speech and language impairment, social pragmatic difficulties, voice disorders, feeding impairment, apraxia and other motor speech impairments. Sarah obtained her Master of Science in Speech and Language Pathology from Teachers College, Columbia University, with a focus in multilingualism and multiculturalism. She holds a Bachelor of Arts in History and French from Boston College. Sarah is fluent in French and Spanish, having spent time providing volunteer speech and language services in a Children's Hospital in Bolivia and working as an English Teaching Assistant in France.

Julie Case, MA, MA, CCC-SLP, Julie Case is a speech language pathologist and doctoral candidate in the Department of Communicative Sciences and Disorders at New York University. Ms. Case has been working under the advisement of Dr. Maria Grigos and is currently completing her dissertation, which is supported by a doctoral student research grant provided by Apraxia Kids Her research interests include speech motor development and motor speech disorders in children, with a particular interest in Childhood Apraxia of Speech.

Sue Caspari, MA, CCC-SLP, is nationally recognized as a leading practitioner in the area of Childhood Apraxia of Speech (CAS). Sue has published scholarly articles on CAS, and is regularly invited to conduct workshops around the country on CAS. Sue has recently joined the faculty in the Communication Sciences and Disorders Department at Temple University, where she is an instructor and clinical supervisor of the Childhood Apraxia of Speech Treatment, Learning and Evaluation (CASTLE) Center. Sue is the owner of Caspari and Colleagues, LLC, a group of SLPs dedicated to providing services to children with CAS; and the director of an intensive 5-week summer program for children with CAS.

Amy Clark, MS, CCC-SLP, is a treatment clinician and CARES representative at Children's Minnesota. She has 20 years of extensive experience working with children with developmental delays, motor speech disorders, autism spectrum disorders, and language disorders. She holds her Certificate of Clinical Competency and is licensed in Minnesota. She has been responsible for providing supervision for other speech-language pathologists and graduate students. She became a Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) Instructor in 2008 and presents regularly throughout the US and Canada. Amy has a special interest in motor speech disorders and PROMPT. She is driven and thankful to share what she has learned throughout her years in practice to help other SLPs grow clinically and most importantly help patients reach their full potential.

Carrie Don MS, CCC-SLP, is the owner and sole service provider of the Speech, Language and Wellness Center LLC and is the Director of the AAC Camp sponsored by Mission Voice. Carrie Don received her Master of Science degree from the School of Graduate Medical Education, Speech-Language Pathology program at Seton Hall University in 2001, and has 17 years of clinical experience with children through Early Intervention, Public School, Pediatric Rehabilitation and Private Practice. Carrie Don maintains her ASHA and NJ state credentials through ongoing continuing education and has acquired advanced levels of training in Childhood Apraxia of Speech – Apraxia Kids Intensive 2014, Wilson Language Based Reading System – Level 1 and PROMPT Level 1. Ms. Don's areas of interest and expertise are in the areas of Childhood Apraxia of Speech (CAS), Neurodevelopmental Disorders, Dyslexia, Alternative and Augmentative Communication (AAC) and Language Development and Disorders.

PRESENTERS GUIDE

Cari Ebert, MS, CCC-SLP, is a pediatric Speech-Language Pathologist in private practice. She received her B.A. from the University of Iowa and her M.S. from Southern Illinois University at Carbondale. She has found her niche working in early intervention, providing family-centered services in the child's natural learning environment. Cari is a therapist, a consultant and a nationally recognized speaker who gets paid to do what she loves most...TALK! She has an energetic personality and this translates to a high-energy speaking style. She also has a son with autism and apraxia and can therefore discuss relevant issues both as a professional and as a parent. Cari recently co-authored a book with Dave Hammer titled "The SLP's Guide to Treating Childhood Apraxia of Speech."

Jill Eversmann, MS, CCC-SLP, is a pediatric speech-language pathologist with over 30 years of experience and a Signing Time Academy instructor. She owns SPEECH SIGNS, LLC, in Columbia, SC, is an adjunct instructor and clinical supervisor at Columbia College, SC, and a local, state and national presenter. She loves working with young children and their families and sharing the many benefits signing can offer to children with speech and language delays and disorders as well as to typically developing children. Jill received her B.S. in Speech-Language Pathology from James Madison University, VA and her M.S. in Speech-Language Pathology from Towson University, MD. She is ASHA certified and licensed in SC.

Margaret Fish, MS, CCC-SLP, is a speech-language pathologist working in private practice in Northbrook, Illinois, with 35 years' experience as a pediatric SLP. Her primary professional interests are in the areas of children's speech sound disorders, language disorders, and social language development. Margaret is the author of the book, "Here's How to Treat Childhood Apraxia of Speech," now in its Second Edition. She is a frequently invited speaker at local, state, and national workshops. Her workshops and writing focus on providing practical, evidence-based ideas to support clinicians working with children with CAS. Margaret serves on the Professional Advisory Council for Apraxia Kids and is a topic area advisor for the SpeechPathology.com Advisory Board.

Kay J. Giesecke, MS, CCC-SLP, received a BFA from Southern Methodist University (1971) and a MS from University of Texas in Dallas (1996) --- both in communication disorders. She worked for twelve years (1971---1983) as a public school speech---language pathologist and has been in private practice in speech--- language pathology since 1992. She has specialized in treating Childhood Apraxia of Speech (CAS) since 1996, founding two private practices in Texas that specialize in the treatment of children diagnosed with CAS, Apraxia Dallas and Apraxia Austin. Currently, 70% of the caseload at the initial private practice, Apraxia Dallas, has a diagnosis of CAS, which includes clients from all over Texas. Ms. Giesecke has both her Texas state license to practice speech---language pathology and her Certificate of Clinical Competence from the American Speech and hearing Association. She has been presenting workshops about CAS at conventions, regional educational service centers, and school districts since 2005.

Carla C. Hall, MA CCC-SLP, serves as a Clinical Specialist at Arnold Palmer Hospital for Children Pediatric Rehabilitation in Winter Park, FL and is a graduate of the Apraxia Kids Intensive Training Institute on CAS. She has worked extensively with young children and families in a variety of settings including: public schools, home health services, hospitals and universities. Carla has conducted workshops focusing on early intervention and parent education for local school districts and state conferences, as well as educating SLP's in the area of CAS She gains immense satisfaction in working with young children which offers her the greatest opportunity to work with families directly.

Heather Hamilton, MS CCC-SLP, is Apraxia Kids Recognized for Advanced Training and Expertise in Childhood Apraxia of Speech. She operates her private practice, Keystone Pediatric Therapy, in Northampton, PA. Heather also contracts with early intervention and 2 other practices to provide services to children with CAS. Along with apraxia, Heather specializes in augmentative and alternative communication. She organizes the Greater Allentown Walk for Apraxia as well as the Lehigh Valley Apraxia Network, a support group for parents and professionals. Heather is married and has 3 children ages 10, 8 and 6.

Dave Hammer, MA, CCC-SLP, is the Vice President of Programming for Apraxia Kids. Prior to this position, Dave had 35 years of pediatric clinical experience at Children's Hospital of Pittsburgh, PA with specialty interests in childhood apraxia of speech, speech sound disorders, and childhood/adolescent stuttering. He has been invited to present over 150 workshops on childhood apraxia, speech sound disorders and stuttering throughout the United States, Canada, and Australia. Dave was a member of the ASHA AdHoc committee on childhood apraxia of speech. He has been involved in the production of a number of apraxia-related DVD's and an innovative children's CD. Dave was instrumental in the development of a unique preventative stuttering treatment approach using a wireless microphone feedback system to teach critical parental strategies. Dave is known for his practical and therapy-rich presentations.

Kenda Hammer, MEd, is a University of Pittsburgh graduate of Child Development and Early Childhood Education with a strong background in literacy. Through the school district where she worked, first as a kindergarten teacher for 25 years, she founded and directed a family literacy center in an underserved section outside of Pittsburgh for the remaining 10 years of her career. That experience further enhanced her deep connection to the philosophy and work practices of Fred Rogers, himself an earlier graduate of the same foundational program. As an active participant since Apraxia Kids' inaugural national conference in 2004, when chosen to co-present the "Literacy" breakout sessions, Kenda has worked with families and their children with Childhood Apraxia of Speech. In this vein, Kenda seeks to deepen teaching/learning and caring/sharing. She has contributed from many roles that include: Wife - Mother -Traveler - Early Literacy/Child Development Specialist and Consultant - Early Childhood/Parent Educator - Kindergarten Teacher/Researcher - University Adjunct Faculty/Student Teaching Supervisor - Play/Technology/Collaboration Coach - Professional Development Coordinator - Innovator - Program Founder - Speaker. Kenda encourages us to lead children to think, talk, read, play, engage, and create through meaningful explorations. As an advocate for these experiences with children of all abilities within their respective families, schools, and communities, Kenda promotes collaboration among parents, professionals, administrators, and decision-makers to support students' achievement and maintenance of gains, important to carryover from one setting to another.

PRESENTERS GUIDE

Marleah Herman-Umpleby, MS, has been a clinical content specialist with Tobii Dynavox for 9 years, most currently as Manager of Clinical Outcomes, with focus to cultivate connections with customers and users and bring their experiences and voices to the product development process. Her background with individuals with complex communication needs led to interest in collaborating with teams on effective interventions and supporting positive outcomes in AAC. She obtained her M.S. degree from The Pennsylvania State University, University Park, PA.

Elaine Hitchcock, PhD, CCC-SLP, is an Associate Professor in the Department of Communication Sciences and Disorders at Montclair State University and Director of the MSU-Clinical Biofeedback Laboratory. Dr. Hitchcock's primary research interests involve the subcategory of phonology, specifically in the area of visual biofeedback treatment for speech sound disorders as well as exploring developmental phonology using acoustic analysis (i.e., voicing acquisition). In an effort to explore the role of biofeedback for the treatment of speech sound errors, Dr. Hitchcock, in collaboration with other researchers, have completed a number of single subject multiple baseline research studies. One goal of Dr. Hitchcock's research is to evaluate the efficacy of visual biofeedback as an intervention method for persistent speech sound errors, specifically targeting the remediation of /r/ from establishment through generalization. These studies have included the use of ultrasound, acoustic/spectral and electropalatography as forms of biofeedback. In sum, the findings from these studies provide increasingly strong evidence that visual biofeedback intervention can succeed in eliciting correct productions from children whose speech errors have not responded to other forms of treatment; a finding which is well supported in the current literature. However, many of the recent biofeedback research has identified a limitation of biofeedback treatment: generalization of gains made in treatment is not automatic. Thus, generalization and maintenance of newly acquired phonemes has since become an additional focus in her research via exploration of the challenge point framework as adapted for speech intervention.

Sharron Holland, a native of Watkins Glen, NY, has spent the last 17 years in an art room sharing her passion and love for art with her high school students. Though becoming a teacher later in her life, she has always felt it is her true calling, as far as a career goes. At the same time, holding the role as "Mom" has been the most inspiring and joyful to date. She feels that 25+ years of being a Mom has really helped her as a teacher of children. Her passion for learning, travel and healthy living help to inspire her in all aspects of her life. Sharron holds a Master's Degree in Art Education, teaches in an International Baccalaureate School in Corning, NY, and is involved with a variety of church, community and school organizations. She is the mother of 3 children, Casey, Aran and Sean who abound in creativity and enthusiasm and always keep her smiling!

Aran Holland, a native of Watkins Glen, NY, is a young aspiring artist who has a unique perspective on the world, which she beautifully illustrates through a lens. She attributes her "Interesting Eye" for seeing things and capturing a different point of view in part to being diagnosed with Childhood Apraxia of Speech when she was a young child. Difficulty with communication helped her to look at things differently and express herself visually. She has taken these challenges and molded them into opportunities. In the summer of 2017, Aran launched her photography business, PURE ELEMENTS, Photography by Aran, specializing in notecards featuring her images. Aran received her High school diploma from Corning Painted Post High School in 2017 and just completed her 1st year at Corning Community College. Her studies include Photography and Early Childhood. She works summers at the local 4-H camp as a counselor. Aran lives at home with her mother and 2 brothers, Casey and Sean, her 2 cats, Izzy and Sam and her old yellow lab, Bella.

Nancy R. Kaufman, MA, CCC-SLP, is a speech-language pathologist, renowned expert in childhood apraxia of speech (CAS), and the owner/director of the Kaufman Children's Center for Speech, Language, Sensory-Motor, & Social Connections, Inc. in West Bloomfield, Michigan. Since 1979, she has dedicated herself to establishing the Kaufman Speech to Language Protocol (K-SLP), a treatment approach to help children become vocal communicators. Families from around the country and the world travel to the KCC to participate in intensive and specialized therapy programs. Nancy presents nationally and internationally on the subject of CAS and other speech-sound disorders. She has been recognized by the Michigan Speech-Language-Hearing Association, as well as received outstanding alumni awards from Michigan State and Wayne State Universities.

Lou LaVecchia is a parent of child with CAS who has successfully advocated for an IEP that has proven successful. He has been self-taught on the laws and rights that all parents with special needs are entitled to in the PPT I IEP process. Lou has a proven record of working with his school district to improve the appropriate services for children in need of speech services. Lou achieved a Bachelor of Science in Business Management and Organization from the University of Central Connecticut. He currently is the vice president of All Seasons Landscaping Inc. (ASL) a construction company located in Connecticut. His strongest attributes are negotiating and organizational skills.

Katie Micco, MS, CCC-SLP, is a clinical instructor in the Speech Production Disorder Clinic in the Department of Speech-Language Pathology at Duquesne University where she supervises graduate students in the evaluation and treatment of children and adults with speech production disorders. She has been a practicing SLP since 2007 in both the pediatric outpatient and educational settings, focusing on the treatment of children with childhood apraxia of speech, structural speech issues, voice disorders, language disorders, and pragmatic language disorders. In addition to giving frequent presentations on childhood apraxia of speech and AAC at both the local and national levels, Katie is co-author of a chapter on assessment and treatment of CAS in the Speech Pathology Casebook.

Laura L. Moorer, MA, CCC/SLP, is a Speech Language Pathologist with 30+ years of experience as a clinician. She is Apraxia Kids Recognized for Advanced Training in Childhood Apraxia of Speech (CAS) and teaches the motor speech disorders graduate class at Texas Woman's University (TWU). She has presented in local, state and national arenas on CAS. She is completing research and overseeing assessments and provision of services for children with CAS and severe speech sound disorders including an intensive motor planning camp each summer at TWU.

PRESENTERS GUIDE

Angela Muis, BA, SLP-A, is a private reading instructor who works with children with speech and language difficulties, a recent SLP-A graduate, and above all the parent of a wonderful boy with resolved apraxia. She has contributed articles to OPPEN-CAS advocating for Ontario's children with apraxia. Angela is especially passionate about paying forward all the wonderful support she has received from the apraxia community to other families on the same journey.

Megan Overby, PhD, CCC-SLP, is an Associate Professor at Duquesne University in Pittsburgh, PA where she teaches courses in speech sound development, assessment, and literacy and coordinates the provision of telepractice clinical services. Prior to obtaining her doctorate, she worked for several decades as a speech-language pathologist in schools, hospitals, agencies, and university clinics in addition to having maintained a private practice. Megan researches the early development and consequences of CAS and other speech sound disorders and presents frequently on these topics. She is an editorial board member of the Journal of Speech, Language, and Hearing Research. In addition to having written several journal articles, she co-authored with Katie Micco a chapter on assessing and treating CAS in the Speech Language Pathology Casebook.

Karen Pardyjak, MS, CCC-SLP, is a Speech Language Pathologist, currently working for the Granite School District in Salt Lake City, Utah. She obtained her Bachelor's Degree from the University of Wisconsin-Eau Claire in Communication Disorders and her Masters of Science from the University of Wisconsin-Madison in Communication Sciences and Disorders in 1996. Karen began her career as a Speech Language Pathologist in the Kyrene School District in Tempe, AZ, where she worked for four years in the preschool program. It was during this time that she became interested in Autism and Childhood Apraxia of Speech. Karen then moved to New Mexico and worked for a private clinic and worked as a private consultant for a birth to three program. In 2001, Karen moved to Utah, where she worked for private clinics and completed coursework and research toward her doctorate degree with a focus on Childhood Apraxia of Speech. Karen settled into working as a Clinical Instructor at the University of Utah beginning in 2008 until 2016, when she moved to France.

Lucia Pasquel-Lefebvre, MA, CCC-SLP, is a trilingual, pediatric speech-language pathologist in private practice in Durham, NC, with 18 year experience in the US and internationally and is Apraxia Kids Recognized for Advanced Training and Expertise in Childhood Apraxia of Speech. She has a Master's degree in Communication Disorders from Temple University. Lucia specializes in working with children who have limited verbal skills, severe speech sound disorders, are bilingual, and have CAS and Sensory Processing Dysfunction. In addition to private practice, Lucia works in Early Intervention with low-income Spanish-Speaking families and in a Montessori charter school in Chapel Hill.

Kerry Peterson, MA, CCC-SLP, BCBA, is the director of applied behavior analysis (ABA) autism program at the Kaufman Children's Center. She is both a speech-language pathologist and board-certified behavior analyst with unique expertise in autism spectrum disorders. Kerry worked for over 10 years in the public school system where she evaluated and treated children of all ages with autism spectrum disorders, and has taught graduate-level courses in speech-language pathology at Eastern Michigan University as a visiting instructor. Kerry has presented multiple training conferences on autism and related topics. Kerry holds an undergraduate degree from the University of Michigan, her master's from Michigan State University, and her BCBA certification from Florida Institute of Technology.

Dr. Jonathan Preston, CCC-SLP, is a speech-language pathologist who has been working with children with speech sound disorders for 15 years. He received his PhD from Syracuse University in 2008 and completed postdoctoral training at Haskins Laboratories, an affiliate of Yale University. He is an Associate Professor in the Communication Sciences and Disorders Department at Syracuse University. His research focuses on neurolinguistically-motivated and evidence based treatments for speech sound disorders. He currently has a grant from the National Institutes of Health to study biofeedback treatments and different service delivery models for children with persisting speech sound errors associated with CAS.

Stephanie Radi Klitsch, Esq, is the Assistant Director of Individual Advocacy at Council for Children's Rights in Charlotte, NC. She manages the Special Education Advocacy for Kids (SpEAK) program. SpEAK protects and advances the educational rights of children with disabilities in Mecklenburg County through legal representation and advocacy. She conducts trainings for parents, community members, and service providers on children's rights. Additionally, she serves on several community committees, including the Juvenile Law Section of the Mecklenburg County Bar, the Child Fatality Protection and Prevention Team, and the ParentVOICE Advisory Committee. Child advocacy has always been Stephanie's passion. She graduated from Cornell University in 2007, where she majored in Policy Analysis and Management with a concentration in Family and Social Welfare. Upon graduating, Stephanie worked as an eighth grade science teacher with Teach for America in Charlotte-Mecklenburg Schools for two years. She then earned her law degree from Stanford Law School in June of 2012. During her time at Stanford Law School, Stephanie focused primarily on issues affecting youth. She interned with the National Center for Youth Law in Oakland, CA, Council for Children's Rights in Charlotte, NC, and Legal Services for Children in San Francisco, CA. Stephanie was selected as a 2012 – 2013 Stanford Law School Public Interest Fellow, which allowed her to work to improve educational opportunities for foster youth with emotional and behavioral disabilities at Council for Children's Rights. During her fellowship, she represented child clients, trained foster care agencies and service providers, and provided community education throughout Mecklenburg County.

Brooke Rea, MCIsc,SLP (C), is Apraxia Kids Recognized for Advanced Training and Expertise in Childhood Apraxia of Speech. She is a licensed Speech-Language Pathologist with the College of Audiologists and Speech-Language Pathologists of Ontario (Canada) in addition to being certified with Speech-Language & Audiology of Canada. Brooke owns a private practice in Guelph, Ontario, restricted to children with Motor Speech Disorders including CAS and spends considerable time supporting professionals and parents with CAS throughout the province. When not at the Clinic, Brooke is running around after three small children with her ridiculously supportive husband.

PRESENTERS GUIDE

Denise Santos Ford, MS, CCC-SLP, is a speech language pathologist who owns a clinic in Marin County, California. She graduated from the University of the Pacific with a Masters in Speech Language Pathology. Previously she worked as a teacher of the deaf in Arlington, Texas. She is a graduate of the Apraxia Kids Boot Camp training. Denise has taught and supervised the diagnostic clinic at San Francisco State University.

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 Board of Directors of the Apraxia Kids as liaison to the Professional Advisory Council. 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.

Amy Skinder-Meredith, PhD, CCC-SLP, is a Clinical Professor and Director of Graduate Studies at Washington State University. Her primary clinical and research work is in CAS. She and her colleague, Dr. Potter, run an intensive two-week camp for children with CAS and their families. Camp focuses on motor speech, early literacy, language, parent education, and positive well-being. Dr. Skinder-Meredith has given numerous workshops for practicing SLPs across the country, in Canada and Guatemala.

Nancy Tarshis, MA, MS, CCC/SLP, is Supervisor of Speech and Language Services at Children's Evaluation and Rehabilitation Center at Montefiore. She supervises seven SLPs and numerous graduate students, lectures to medical and psychology residents, participates in research, and serves as adjunct clinical instructor while maintaining a birth-21 clinical practice in diagnoses/treatment. She is an adjunct instructor at NYU and is a consultant to two New York City schools where she trains educational and clinical staff and advises administration on social-emotional learning (SEL) in the academic setting. She is a co-author of Social Thinking's SEL curriculum, We Thinkers Volume 1 and 2 (formerly "The Incredible Flexible You.") and their Group Collaboration, Play and Problem Solving Scale (GPS). She teaches nationally and internationally on subjects related to play, social cognition and social emotional learning. Most recently she presented on the comorbidity of Apraxia and Autism in Sao Paolo, Brazil.

Breanna Waldrup, MS, CCC-SLP, is a speech-language pathologist and the current owner of Apraxia Dallas, PLLC. Breanna earned Bachelor of Science degrees in biology (with a focus on neurobiology) and communication sciences and disorders from the University of Texas at Austin and a Master of Science degree from the University of Texas at Dallas. She holds a license to practice speech-language pathology in the state of Texas and the ASHA Certificate of Clinical Competence. Breanna's primary area of expertise is motor planning disorders, especially childhood apraxia of speech (CAS), in which she has specialized since 2012. She has attended numerous continuing education courses on motor planning disorders including an invitation only intensive three day work shop with Edythe Strand, PhD, the creator of DTTC (Dynamic Temporal and Tactile Cueing). She also attended the 2015, 2016 and 2017 Apraxia Kids conferences. Breanna has presented on the diagnosis and treatment of CAS at regional, state and national conventions. She coordinated the 2017 Dallas Walk for Children with Apraxia of Speech. Breanna believes strongly that every child has the right to communicate and strives to help each child she works with to find his/her voice.

Amanda Zimmerman, MA, CCC-SLP, is a pediatric speech-language pathologist in private practice in Columbus, OH. She is a graduate of the Apraxia Kids Intensive Training Institute, and received her bachelor's and master's degrees in Speech Language Pathology at The Ohio State University. For nearly fifteen years, she has focused on the evaluation and treatment of speech disorders, with a specific interest in Childhood Apraxia of Speech.



SESSION GUIDE

FRIDAY, JULY 13, 2018

SERIES 100

Session 101

8:00 am - 9:30 am

Level:  ASHA Intermediate

 Beginning Parent

 Experienced Parent

GENERAL SESSION - This session is for all conference participants

Strategies in the Treatment of Childhood Apraxia of Speech: An Overview of Various Methodologies

Amy Clark, MS, CCC-SLP, Margaret Fish, MS, CCC-SLP, David Hammer, MA, CCC-SLP, Nancy Kaufman, MA, CCC-SLP, Ruth Stoeckel, PhD, CCC-SLP

A unique experience will be offered at the Apraxia Kids National Conference. This full morning session, lead by a panel of apraxia experts, will provide the audience an opportunity to learn about various therapy approaches. The panel will share details about 4 specific approaches: Kaufman Speech to Language Protocol, PROMPT, Dynamic Temporal and Tactile Cueing (DTTC) and Multi-Sensory. Video information will be shared about Rapid Syllable Transition (ReST) and the Nuffield Program. Following a summary of each approach, videos of children with CAS of different ages will be shown that set the stage for the panel to comment on:

- What goals they would target for the children in the videos;
- Which strategies they would use to address those goals; and
- The rationale behind their choices of goals and strategies.

Time for audience questions at the end will enhance this experience.

Learning Outcomes:

- ⇒ Participants will be able to describe 2 key features of each treatment approach for children with CAS
- ⇒ Participants will be able to explain how motor learning principles are used in each approach.
- ⇒ Participants will be able to outline factors that are important to consider when deciding on a therapy approach to use.

SERIES 200

Session 201

10:00 am - 11:30 am

Level:  ASHA Intermediate

 Beginning Parent

 Experienced Parent

GENERAL SESSION - This is a continuation of Session 101 for all conference participants

Strategies in the Treatment of Childhood Apraxia of Speech: An Overview of Various Methodologies

Amy Clark, MS, CCC-SLP, Margaret Fish, MS, CCC-SLP, David W. Hammer, MA, CCC-SLP, Nancy Kaufman, MA, CCC-SLP, Ruth Stoeckel, PhD, CCC-SLP

A unique experience will be offered at the Apraxia Kids National Conference. This full morning session, lead by a panel of apraxia experts, will provide the audience an opportunity to learn about various therapy approaches. The panel will share details about 4 specific approaches: Kaufman Speech to Language Protocol, PROMPT, Dynamic Temporal and Tactile Cueing (DTTC) and Multi-Sensory. Video information will be shared about Rapid Syllable Transition (ReST) and the Nuffield Program. Following a summary of each approach, videos of children with CAS of different ages will be shown that set the stage for the panel to comment on:

- What goals they would target for the children in the videos;
- Which strategies they would use to address those goals; and
- The rationale behind their choices of goals and strategies.

Time for audience questions at the end will enhance this experience.

Learning Outcomes:

- ⇒ Participants will be able to describe 2 key features of each treatment approach for children with CAS
- ⇒ Participants will be able to explain how motor learning principles are used in each approach.
- ⇒ Participants will be able to outline factors that are important to consider when deciding on a therapy approach to use.

SESSION GUIDE

SERIES 300

Session 301

1:00 pm - 2:30 pm

Level: ★ ASHA Intermediate ★ Experienced Parent

Cueing Strategies: Decision Making and Implementation for Children with Childhood Apraxia of Speech

Jennie Bjorem, MA, CCC-SLP, Jill Eversmann, MS, CCC-SLP, David Hammer, MA, CCC-SLP, Nancy Kaufman, MA, CCC-SLP

It is well known that children with CAS benefit from supportive cues in therapy. Questions abound regarding the best cueing systems to use overall, how and when to fade cues, and what factors are used to determine the optimal cueing system for a particular child. This session will address those key questions by a panel of apraxia specialists who each bring their unique perspective on cueing strategy implementation. Included in the discussion will be visual/auditory cues, picture cues, and sign language cues. Videos and hands-on activities will enhance the presentation content that will include home carryover recommendations.

Learning Outcomes:

- ⇒ Participants will be able to describe 3 different cueing strategies to use with children with CAS.
- ⇒ Participants will be able to list 3 key factors in determining which cueing system is best for a child with CAS.
- ⇒ Participants will be able to outline decision-making factors when deciding how and when to fade cues.

Session 302

1:00 pm - 2:30 pm

Level: ★ ASHA Intermediate ★ Experienced Parent

From Aprosodic Speech to Natural Coarticulation and Stress Patterns in Children with Childhood Apraxia of Speech

Karen Pardyjak, MS, CCC-SLP

After having obtained reasonably accurate speech sound production in connected speech, some children remain aprosodic and sound unnatural. This session will provide a deeper understanding of why aprosodic speech may occur and give concrete approaches for helping your clients to sound more natural while maintaining accuracy.

The first aspect of aprosodic speech discussed will be the pauses that appear between syllables and words. The focus will be on co-articulation and intervention techniques, as well as ways in which these co-articulation skills can be practiced in therapy sessions and at home. The presenter will discuss how co-articulation can be addressed very early on in the therapeutic process even with very young children.

The second aspect of Aprosodic Speech that will be discussed relates to the unusual stress patterns noted in children with Childhood Apraxia of Speech. A brief description of the research related to this behavior will be presented followed by discussion and demonstration of intervention ideas that may help address this aspect of aprosodic speech in therapy. This will include a discussion regarding lexical stress and phrasal stress. The peer reviewed therapy approach, Rapid Syllable Transition Therapy, will be presented as one effective option. Additionally, a clinician-designed approach called Prosodic-Coarticulation Therapy will be discussed and modeled. This approach carefully blends the two separate breakdowns that lead to aprosodic speech by practicing co-articulation and controlling syllable duration, pitch and loudness in the context of practiced sentences, book reading and short plays. The presenter will discuss how to design the interventions to be client specific and will also discuss options for measuring performance and change, both subjectively and objectively.

Learning Outcomes:

- ⇒ Participants will be able to embed practice of co-articulation into therapy and home practice.
- ⇒ Participants will be able to address inappropriate stress patterns in therapy.

Conference Questions?
Contact CASANA Conference Director, Kathy Hennessy
Phone: 412-785-7055
E-mail: kathyh@apraxia-kids.org

SESSION GUIDE

Session 303

1:00 pm - 2:30 pm

Level:  ASHA Introductory  Beginning Parent

Trials Without Tribulations: Therapy Can be Child and Family Friendly! *Sarah Carmody Remy, MS, CCC-SLP*

So, you've got a strong reason to suspect that your child, client, or student has childhood apraxia of speech and significant motor planning difficulties. Perhaps you are at the beginning of your journey, pushing through a rough patch, or looking for fresh ideas—we have all been there. This talk will focus on ideas and tools, both "inside" and "outside" the box, for engaging preschool and early school aged children in quality speech practice through behavioral and motivational roadblocks. We'll talk about embedding repetitive practice into fun, age-appropriate activities, practically adapting therapy materials for the right blend of work and play, building children's confidence, and layering demands in therapy at a pace that is sensitive to individual needs. We will also provide examples of how a strong parent-therapist partnership can boost practice and progress to the next level, with practical ideas for parent training and home-based carryover.

Learning Outcomes:

- ⇒ Participants will be able to identify at least 3 activities/items/situations that are ideal for embedding repetitive practice in speech therapy, home, or the community.
- ⇒ Participants will be able to describe one way that parent training/partnership can take place in the therapy session or via therapist-parent communication.
- ⇒ Participants will be able to identify at least 2 communication styles that encourage imitation/practice on the part of the child *without making a direct demand.*

Session 304

1:00 pm - 2:30 pm

Level:  ASHA Intermediate  Experienced Parent

Building Relationships and Self-Esteem through Meaningful Interaction *Denise Santos Ford, MS, CCC-SLP*

Many children with speech sound disorders tend to have low self-esteem. It's imperative the individual is treated as a whole to increase self-perception. Learn about how the facilitation and development of relationships can be integrated into CAS therapy through a variety of activities and settings. Case studies and video footage will be shared.

Learning Outcomes:

- ⇒ Participants will be able to list benefits of positive self-esteem in children.
- ⇒ Participants will be able to explain how self-esteem is built in the context of relationships.
- ⇒ Participants will create at least one esteem building activity for a child in their current treatment.

FOR MORE INFORMATION ON THE 2017 NATIONAL CONFERENCE
VISIT WWW.APRAXIA-KIDS.ORG/

SESSION GUIDE

Session 305

1:00 pm - 2:30 pm

Level:  ASHA Intermediate

 Experienced Parent

Strategies for a Successful IEP Meeting **Stephanie Radi Klitsch, Esq.**

Individualized Education Program (IEP) meetings can be a stressful time for parents of children with disabilities. This workshop is designed to help parents, caregivers, and professionals working with children with disabilities feel better equipped to advocate successfully during these meetings.

Learning Outcomes:

- ⇒ Participants will be able to request an initial special education evaluation, and briefly describe the eligibility process.
- ⇒ Participants will be able to summarize how and when to request an IEP meeting throughout the school year.
- ⇒ Participants will be able to describe how best to prepare for an IEP meeting, strategies to use during the meeting, and best practices following the meeting.
- ⇒ Participants will be able to identify various forms of special education dispute resolution.

Session 306

1:00 pm - 2:30 pm

Level:  ASHA Advanced

Fun Intensive Camps for Children with Childhood Apraxia of Speech: Feasible? Efficacious? **Brenton Black, Laura L. Moorer, MA, CCC-SLP, Brooke Rea, MCISc, SLP**

Research has shown that children with CAS greatly benefit from intensive services. And for changes in the child's brain to happen, learning needs to be fun, novel and include repetitive trials. That seems a perfect model for a camp program for our children. But how to begin? Is it an effective learning model? Come learn ways to do this from two models of intensive day camps for children with CAS. In addition, data from three years of camps will be presented to show efficacy of integral stimulation on learning objectives in a camp environment.

Learning Outcomes:

- ⇒ Participants will be able to describe the therapeutic components of an intensive camp program and its rationale including child specific goals.
- ⇒ Participants will be able to describe logistical components (space, staffing, resources) of an intensive camp program.
- ⇒ Participants will be able to judge the efficacy of an intensive camp program with children with CAS.



SESSION GUIDE

SERIES 400

Session 401

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

Moving Across Vowels: The Impact of Vowel Changes on Speech Production and Designing Stimuli for Treatment of CAS
Julie Case, MA, MA, CCC-SLP

Children with childhood apraxia of speech (CAS) historically show slow progress in treatment. While many motor-based treatment approaches have emerged to more effectively treat CAS (e.g., DTTC, ReST), additional information is still with regard to how stimuli are designed in treatment (Van der Merwe & Steyn, 2018). Motor-based treatment emphasizes the movement gesture as the target of intervention, not isolated sounds. Within the treatment literature, there are a number of hierarchies for stimuli selection based on varied consonant-vowel (CV) combinations to target motor planning deficits (Murray et al., 2015; Van der Merwe, 2011; Van der Merwe & Steyn, 2018; Velleman, 2003). However, it remains unknown how different CV sequences impact speech performance, specifically as related to vowel changes. Vowels are a particular interest when working with children with CAS, as vowel errors are commonly cited as a characteristic feature of this disorder (ASHA, 2007; Davis et al., 1998; Forrest, 2003). Our research has attempted to unravel motor elements that contribute to the complexity of sound combinations and how vowel changes across a syllable sequence impact speech performance. This work has important clinical implications for how stimuli are designed for both the assessment and treatment of children with CAS. To explore this question, we used a multifaceted approach that includes kinematic, acoustic, and transcription analyses to study speech production in children with CAS, as compared to those with other speech sound disorders (SSD) and typical speech development (TD). Children produced a range of words containing varied combinations of consonant and vowel sequences. We then compared speech production accuracy and speech motor variability as children produced these targets. Overall, children with CAS were less accurate and showed greater movement variability than children with SSD and TD. With regard to sound combinations, results indicated that speech motor control differs based on the types of vowel sequences produced across all groups of children. This talk will present these findings and discuss how different vowel combinations impact speech motor control. We will explore implications for stimuli design in treatment and how vowel changes across syllables could be an influential factor for treatment planning.

Learning Outcomes:

- ⇒ Participants will be able to understand how different combinations of consonants and vowels impact speech performance in children with CAS, as compared to children with SSD and TD.
- ⇒ Participants will be able to describe how speech motor control and speech production accuracy differ in children with CAS, as compared to children with SSD and TD in words of varied motoric complexity.
- ⇒ Participants will be able to describe how different combinations of consonants and vowels can inform stimuli design for assessment and treatment planning.

Session 402

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

Establishing Speech Motor Skills for Children with Autism Spectrum Disorders and Childhood Apraxia of Speech
Nancy Kaufman, MA, CCC-SLP, Kerry Peterson, MA, CCC-SLP, BCBA

Though children with autism spectrum disorders (ASD) may vocalize, many struggle to produce and combine consonants and vowels to create words. Implementing best practices for CAS is effective in helping this unique population to become successful vocal communicators, even if it is difficult to make a firm diagnosis of CAS. This presentation will focus upon three specific techniques: sign language as a bridge to vocation communication (Sign to Talk), Rapid Motor Imitation Antecedent Training (RMIA), and elements of the Kaufman Speech to Language Protocol (K-SLP). Many video examples of these techniques will be presented.

Learning Outcomes:

- ⇒ Participants will be able to implement sign language to gain vocal skills in ASD.
- ⇒ Participants will be able to implement Rapid Motor Antecedent Training to gain vocal imitation skills.
- ⇒ Participants will be able to understand shaping consonants and vowels to form functional, expressive vocabulary using elements of the Kaufman Speech to Language (K-SLP) techniques.

SESSION GUIDE

Session 403

3:00 pm - 4:30 pm

Level:



ASHA Introductory



Beginning Parent

Bridging Therapy and Home Practice in Early Intervention *Jennie Bjorem MA, CCC-SLP*

Parents and caregivers are an important part of therapy in young children with apraxia or suspected apraxia. In order to bridge therapy to home we must provide the parent education necessary for successful at home practice. This course will focus on early treatment of children with apraxia or suspected apraxia, how to apply the principles of motor learning and different types of cues for at home practice. We will discuss how behavior can impact trajectory of treatment and what to do about, the importance of functional play-based therapy and what it looks like, as well as take-away evidence-based therapy techniques for home practice.

Learning Outcomes:

- ⇒ Participants will be able to begin using a wide range of cues and understand how to apply the principles of motor learning.
- ⇒ Participants will be able to implement strategies to help influence behaviors that may impact treatment progress.
- ⇒ Participants will be able to immediately implement play-based therapy techniques that can be carried over to home-based practice.

Session 404

3:00 pm - 4:30 pm

Level:



ASHA Advanced

When It's More Than Childhood Apraxia of Speech *Cari Ebert, MS, CCC-SLP*

Young children with CAS often have other communication struggles that coincide with the speech motor-planning difficulties. It can be a challenge for even the most seasoned SLP to sort out the CAS features from the co-morbid features during the critical period of making a differential diagnosis. This presentation will outline characteristics of possible co-occurring diagnoses including: language impairment, phonological impairment, dysarthria, dyspraxia, autism, and sensory processing disorder.

Learning Outcomes:

- ⇒ Participants will be able to outline the key symptoms of other diagnoses that may co-occur alongside the CAS diagnosis.
- ⇒ Participants will be able to explain the importance of balancing the motor-speech needs with the co-occurring communication challenges when designing a therapy plan for the child with CAS.

Session 405

3:00 pm - 4:30 pm

Level:



ASHA Introductory



Beginning Parent

Becoming Your Child's Best Advocate *Lou LaVecchia*

Many parents feel lost and fearful as the time comes each year to meet with their school district and create their child's Individual Education Plan (IEP). For some, speaking up or advocating is a new skill or one that causes discomfort. As a result, many parents leave the school meetings feeling disappointed because the school and parent did not agree on the details. Parents may begin to develop other emotions in response to perceived roadblocks toward their view of success for their child in the school program; emotions that further interfere with what they hope to achieve on their child's behalf. Not all parents will come to the IEP process with knowledge of language development or speech motor planning, but all parents have the capability to stay informed, be involved as an active team member, expressing and advocating for what their child needs. This session will share insights and effective strategies for educational advocacy. Details for pre-IEP preparation and knowledge will be highlighted. Successful organizational strategies for identifying and tracking goals will be shared. Key aspects of negotiation and compromise, even in uncomfortable circumstances, will demonstrate how collaboration between parents and schools can lead to success for the child. The examples will also use pre/post negotiation IEP goals. Interwoven in the presentation, will be video and audio examples from the time the speaker's child was first enrolled in birth to three early intervention, entered an early childhood development program, and transitioned to elementary school.

Learning Outcomes:

- ⇒ Participants will be able to describe organizational strategies for IEP preparation and follow-through.
- ⇒ Participants will be able to identify barriers to collaboration, and strategies on how to proceed within their legal rights.

SESSION GUIDE

Session 406

3:00 pm - 5:00 pm

Level:  ASHA Intermediate  Experienced Parent

The SLP's Are In! A Case Study Review from Apraxia Kids Intensive Training Graduates

Carla Hall, MA, CCC-SLP, Heather Hamilton, MS, CCC-SLP, Lucia, Pasquel-Lefebvre, MA, CCC-SLP, Brooke Rea, MCIS, SLP, Amanda Zimmerman, MA, CCC-SLP

Please note this is an extended Session that will end 1/2 hour later than the other Sessions in this Series

Graduates of Apraxia Kids 2014 Intensive Training (AKA Boot Camp) will discuss five real-life case studies of children with CAS in order to share their lessons learned, strategies, evidenced-based approaches, and clinical outcomes. Discussion will be open to participants to ask questions about specific cases in their own clinical work or to share a specific difficulty from their own caseload. The panel will respond using their clinical experience and advanced training provided to them from the Apraxia Kids Intensive Training. Participants are encouraged to come to this session prepared with a case or question in mind.

Learning Outcomes:

Participants will be able to identify at least five important aspects of treatment for children with CAS.

Participants will be able to troubleshoot factors that can impede progress in treatment for children with CAS.

Participants will be able to identify various evidence-based treatment modalities effective for treatment of children with CAS.

SATURDAY, JULY 14, 2018

SERIES 500

Session 501

8:00 am - 9:30 am

Level:  ASHA Advanced

Beyond Sequencing Sounds: Understanding and Treating the Broader Needs of Children and Young Adults with CAS

Sue Caspari, MA, CCC-SLP. Ruth Stoeckel, PhD, CCC-SLP

Current recommendations for intervention for CAS specify intensive, individualized motor-based speech therapy in order to improve speech intelligibility. However, individuals with CAS more often than not have difficulties in areas beyond speech clarity, including language, literacy, behavior, or other concerns. In this session, we will make the case for a multi-faceted approach to intervention for CAS that reaches beyond the focus on motor aspects of speech production to address multiple areas of need, and changes over time to address changing priorities. We advocate for a customized approach that includes intensive, appropriate, evidence-based motor speech treatment along with strategies to integrate work on related skills, as needed. This includes the involvement of family members and other related professionals to best serve the totality of the individual's needs. This combined motor speech/interdisciplinary approach to treating the whole child can help to ensure that each individual achieves success in their communication with others. Familiarity with motor learning principles and evidence-based approaches for treatment will be assumed so discussion can focus on combining motor speech work with tools and techniques for identification and treatment of related issues.

Learning Outcomes:

- ⇒ Participants will be able to describe the types of concomitant speech, language, and literacy difficulties that children with CAS often have.
- ⇒ Participants will be able to describe a multi-facets approach to treatment of children with CAS that addresses the changing profile of speech, language, and literacy needs over time.

SESSION GUIDE

Session 502

8:00 am - 9:30 am

Level:  ASHA Intermediate

 Experienced Parent

Residual Speech and Language Issues for Older Children with Childhood Apraxia of Speech *Kay Giesecke, MS, CCC-SLP, Breanna Waldrup, MS, CCC-SLP*

Many children, teenagers and young adults who were diagnosed with and underwent treatment for childhood apraxia of speech (CAS) are able to attain intelligible, connected speech and the characteristics of CAS may no longer be obvious. However, it is not unusual for people to comment on their "accent" or to ask where the individual is from, assuming they are not from the United States. Residual issues with vowel clarity, prosody, and less common coarticulatory contexts, both at the word and sentence level, are often the cause of the apraxia "accent." Several expressive language and pragmatic issues can also contribute to the unusual tone that is perceived by some as an accent or an odd-manner of speaking and/or interacting. The residual speech and language challenges for individuals with a history of CAS will be discussed. In addition, treatment goals and strategies to address prosody, language deficits, and coarticulation for children at all stages in their CAS journey will be explored.

Learning Outcomes:

- ⇒ Participants will be able to identify 3 major contributors to residual speech issues in children with CAS.
- ⇒ Participants will be able to discuss 3 strategies to target prosody.
- ⇒ Participants will be able to list 3 major goals for a child with residual speech and language issues.

Session 503

8:00 am - 9:30 am

Level:  ASHA Advanced

More Than a Communication Solution: Using AAC as a Tool for Developing Literacy Skills *Marleah Herman-Umpleby, MS*

Families, therapists and educators are often in the position to consider AAC solutions that will support both complex communication needs and provide access to curriculum based tools to provide instruction. With so many options available it can be confusing and difficult to make decisions. This session will provide participants with information about the tools to consider looking for when evaluating an AAC solution. A case study approach will give a clear demonstration of how various tools have helped users achieve growth in language and communication skills, build literacy skills, and experience genuine engagement with others. Videos of users will be included to demonstrate the enhancement of communication skills as well as the benefits in having a connection to adapted educational solutions.

Learning Outcomes:

- ⇒ Participants will be able to identify 3 components to core word instruction that is accessible, evidence-based, and measurable.
- ⇒ Participants will be able to identify 3 ways to incorporate literacy instruction into AAC use.
- ⇒ Participants will be able to identify session will identify five key, evidence-based principles that lead to best outcomes in literacy and language development.

Session 504

8:00 am - 9:30 am

Level:  ASHA Introductory

Enhancing Literacy Skills in Children with CAS through Parent-Child Interactive Reading Strategies *Megan Overby, PhD, CCC-SLP, Katie Micco, MS, CCC-SLP*

Children with speech sound disorders are known to be at-risk for literacy delays. Children with CAS may be at particular risk because of the nature of their speech sound disorder, the likelihood of problems with phonological awareness, genetic predisposition towards literacy problems, and the negative impact of early reading problems on later literacy (Gillon and Moriarity, 2007). Children with CAS may have difficulty with print awareness, phonics, vocabulary, and fluency, any of which may affect comprehension and the motivation to engage with books. It has been proposed that, for children with CAS, an integrated approach towards literacy is needed in which therapy combines work on speech sound skills with literacy intervention. In this presentation, we discuss some of the literature findings relating speech sound disorders to literacy, several at-risk checklists for early literacy delay, and discuss the benefits of parent-child interactive reading strategies to promote literacy skills. Proposed benefits of parent-child interactive reading include teaching children what proficient reading sounds like, improving independent reading proficiency, and increased comprehension. Although no studies have been conducted to evaluate the benefits of these strategies, they have held promise in influencing the reading skills of typically developing children. The specific parent-child interactive reading strategies discussed are shared storybook reading, parent-child interactive reading, and shared strategic reading. We provide suggestions as to how to integrate these strategies with a child's speech therapy.

Learning Outcomes:

- ⇒ Participants will be able to identify characteristics for children at-risk for literacy difficulty.
- ⇒ Participants will be able to describe parent-child interactive reading strategies to enhance reading skills in young children.
- ⇒ Participants will be able to describe ways to integrate parent-child interactive reading strategies with speech sound therapy.

SESSION GUIDE

Session 505

8:00 am - 9:30 am

Level:  ASHA Introductory  Beginning Parent

Bridging Therapy and Home Practice in Early Intervention *Jennie Bjorem MA, CCC-SLP*

Parents and caregivers are an important part of therapy in young children with apraxia or suspected apraxia. In order to bridge therapy to home we must provide the parent education necessary for successful at home practice. This course will focus on early treatment of children with apraxia or suspected apraxia, how to apply the principles of motor learning and different types of cues for at home practice. We will discuss how behavior can impact trajectory of treatment and what to do about, the importance of functional play-based therapy and what it looks like, as well as take-away evidence-based therapy techniques for home practice.

Learning Outcomes:

- ⇒ Participants will be able to begin using a wide range of cues and understand how to apply the principles of motor learning.
- ⇒ Participants will be able to implement strategies to help influence behaviors that may impact treatment progress.
- ⇒ Participants will be able to immediately implement play-based therapy techniques that can be carried over to home-based practice.

Session 506

8:00 am - 9:30 am

Level:  ASHA Intermediate  Experienced Parent

Thinking Critically About Critical Thinking: What Do Children Need to be Successful *Nancy Tarshis, MA, MS, CCC-SLP*

Imagine you are sitting in your car stuck in traffic on your way home from work clearly you will get home considerably later than you hoped. To pass the time and often to calm your frayed nerves, you begin to work your way through the evening, your "to do" list and you make some plans. Your mind begins to run over the must dos, the maybe dos and the, I can let those go items on your list. You begin to prioritize your time, imagine yourself completing the tasks, virtually walking through the actions needed to complete the dinner, the laundry, the homework help, the work you took home, etc. Your ability to plan, to imagine, to virtually execute those tasks is rooted in your executive functioning. Those capacities are at the core of every action we undertake. It is the fuel that drives our goal directed behavior. At the heart of EF is the ability to think critically. To set a goal, chart a course, monitor progress, shift flexibly as necessary are those cognitive processes that underlie solid executive functioning. Embedded within those are the critical thinking skills that include verbal reasoning, argument analysis, hypothesis testing, decision-making and problem-solving as well as the ability to self regulate behavior around goal directed action.

This workshop is designed to help parents and professionals better understand the development of executive functioning and what happens when there are challenges. It will start with a very brief overview of development and then connect EF to academic and social-emotional functioning. We will look at how this connects to CAS and the impact of motor planning deficits on executive functioning. It will illustrate key points and assessment tasks and demonstrate ways in which all of us (diagnosticians, parents, paraprofessionals, treatment clinicians, etc.) can promote the growth of the necessary skills for solid executive functioning.

Learning Outcomes:

- ⇒ Participants will be able to list the core processes that underlie executive functioning.
- ⇒ Participants will be able to define 5 crucial critical thinking skills.
- ⇒ Participants will be able to list several activities and strategies designed to increase executive functioning ability in children.

SESSION GUIDE

SERIES 600

Session 601

10:00 am - 11:30 am

Level:  ASHA Intermediate  Experienced Parent

Integrating Successful Communication Strategies Between Clinicians and Caregivers for Optimal Outcomes *Amy Clark, MS, CCC-SLP*

Communication is integral to connecting and establishing a therapeutic relationship in order to achieve optimal clinical outcomes for children with CAS. As SLPs our job is to help improve communication skills of children with CAS, yet communication continues to be one of the most challenging aspects of our job. A caregiver's role is vast, however aspects such as advocating for their child with CAS, ensuring there is open and regular dialogue with SLPs involved in their care, and following through with home programming are vital to successful outcomes. Clinical situations such as establishing open communication, discussing prognosis, helping hope/cope, highlighting progress, integrating home programming, and shaping realistic expectations are aspects of our profession we are not formally trained in, but are integral to the clinical process. When it matters most we are often at our worst in terms of communicating. This course will discuss challenging communication situations and the importance of engaging in healthy dialogue. It will highlight how effective communication strategies can be applied for clinicians and caregivers.

Learning Outcomes:

- ⇒ Participants will be able to identify Challenging Communication Situations.
- ⇒ Participants will be able to recognize and Understand Effective Communication Strategies.
- ⇒ Participants will be able to list Ways to Facilitate Healthy Dialogue.
- ⇒ Participants will be able to understand How Conversation Strategies Can Be Applied for Optimal Outcomes.

Session 602

10:00 am - 11:30 am

Level:  ASHA Intermediate  Experienced Parent

Challenging Co-Occurring Speech and Language Issues in Children with Childhood Apraxia of Speech *Sue Caspari, MA, CCC-SLP, Margaret Fish, MS, CCC-SLP, David Hammer, MA, CCC-SLP, Amy Meredith, PhD, CCC-SLP*

It is well documented that most children with CAS struggle with co-occurring speech and language issues beyond their speech motor planning challenges. Three possibilities that will be discussed in this presentation by a panel of apraxia specialists are speech disfluency/stuttering, phonological errors, and receptive/expressive language struggles. Key considerations in prioritizing therapy goals, establishing effective therapy strategies, and parent involvement will be discussed. Video examples will be used to enhance the presentation.

Learning Outcomes:

- ⇒ Participants will be able to identify key considerations in prioritizing therapy goals when co-occurring speech/language issues emerge.
- ⇒ Participants will be able to list three therapy strategies for each co-occurring challenge.
- ⇒ Participants will be able to describe critical components of parent home carryover.

Session 603

10:00 am - 11:30 am

Level:  ASHA Intermediate  Experienced Parent

What Next? Adapting Therapy to Meet Changing Needs *Ruth Stoeckel, PhD, CCC-SLP*

As we learn more about factors related to effective intervention for CAS, we need to consider what is needed at different points in therapy and avoid a "cookie cutter" approach to intervention. In this session, we will discuss how the evidence we currently have can guide decision-making throughout a child's course of therapy, from working with a child who is younger/more severe, to a child who is older/less severe. Modifications may include how principles of motor learning are used to plan a session, how often the child is seen, whether therapy is done individually or in small group, how other modes of communication may be included, and other factors that may influence outcomes. Video examples of children's progress over time will be shared.

Learning Outcomes:

- ⇒ Participants will be able to identify techniques that may be applicable at different stages of therapy.
- ⇒ Participants will be able to explain how strategies and techniques for intervention may change over time based on a child's progress.

Session 604**10:00 am - 11:30 am****Level:**  ASHA Intermediate  Experienced Parent**Making Literacy the Right Fit*****Kenda Hammer, MEd, Angela Muis, BA, SLP-A***

How do the adults who provide literacy interventions with children diagnosed with apraxia of speech find the right fit for instruction? Participants will dive deeply into that question to learn more about selected resources. Discussion will focus on child observation to identify individual strengths and deficits, and connect to effectively guided choices for instruction, will follow. Featuring students from Pre-K – Grade 4, this session will offer take-aways to strengthen literacy development and success across environments. We'll capture ideas from resourceful and energetic brainstorming. Strategies will be identified that lead to high quality supports delivered within collaborative work among the members of a CAS child's team. All attendees will take home a resource (the Celebrate Family Book) to promote shared storytelling that, when captured interactively in writing, can be read and reliably re-read with great motivation and interest because these stories become each family's most cherished, personal ones.

Learning Outcomes:

- ⇒ Participants will be able to describe the unique challenges struggling readers with apraxia might face.
- ⇒ Participants will be able to describe reading-like behaviors and observe for evidence of strengths and deficits in children with apraxia.
- ⇒ Participants will be able to identify a variety of literacy tools and explore how to select tools that are the right fit for the individual reader with apraxia.

Session 605**10:00 am - 11:30 am****Level:**  ASHA Introductory  Beginning Parent**Trials Without Tribulations: Therapy Can be Child and Family Friendly!*****Sarah Carmody Remy, MS, CCC-SLP***

So, you've got a strong reason to suspect that your child, client, or student has childhood apraxia of speech and significant motor planning difficulties. Perhaps you are at the beginning of your journey, pushing through a rough patch, or looking for fresh ideas—we have all been there. This talk will focus on ideas and tools, both "inside" and "outside" the box, for engaging preschool and early school aged children in quality speech practice through behavioral and motivational roadblocks. We'll talk about embedding repetitive practice into fun, age-appropriate activities, practically adapting therapy materials for the right blend of work and play, building children's confidence, and layering demands in therapy at a pace that is sensitive to individual needs. We will also provide examples of how a strong parent-therapist partnership can boost practice and progress to the next level, with practical ideas for parent training and home-based carryover.

Learning Outcomes:

- ⇒ Participants will be able to identify at least 3 activities/items/situations that are ideal for embedding repetitive practice in speech therapy, home, or the community.
- ⇒ Participants will be able to describe one way that parent training/partnership can take place in the therapy session or via therapist-parent communication.
- ⇒ Participants will be able to identify at least 2 communication styles that encourage imitation/practice on the part of the child *without making a direct demand.*

Session 606**10:00 am - 11:30 am****Level:**  ASHA Intermediate  Experienced Parent**Childhood Apraxia of Speech and AAC: Pathways to Success*****Carrie Don, MS, CCC-SLP***

This lecture will provide information regarding CAS and the potentials of AAC to strengthen the opportunities of improved communication, verbal speech and literacy in individuals with CAS across the lifespan. This presentation addresses 3 main areas based on the presenters many years of clinical experience, ongoing continuing education and professional development regarding CAS and AAC, and ongoing review and critical thinking of evidence based practices. This presentation will provide the attendees with in-depth information to develop greater knowledge of early, evolving and later CAS profiles, exploration of various low tech and high tech AAC systems that may meet the individual's needs and provide communication support across the lifespan, and in-depth discussions of case study examples. Within this presentation, attendees will explore the connection of CAS/AAC with language, literacy, and autism. Picture and video examples will highlight specific points throughout the presentation.

Learning Outcomes:

- ⇒ Participants will be able to describe potential long-term profiles and needs of individuals with CAS.
- ⇒ Participants will be able to identify the connection of CAS with language, literacy, autism and AAC.
- ⇒ Participants will be able to describe AAC options and approaches and how to implement them effectively throughout the early, evolving and later stages of an individual with CAS.

SESSION GUIDE

SERIES 700

Session 701

1:00 pm - 2:30 pm

Level:  ASHA Introductory  Beginning Parent

Are We There Yet? Treatment Planning and Progress Monitoring for Children with Childhood Apraxia of Speech *Margaret Fish, MS, CCC-SLP, Carla Hall, MA, CCC=SLP*

As SLPs, developing goals and monitoring progress toward those goals for children with CAS can be challenging. This session will focus on how to write clear, unambiguous, and meaningful goals, as well as offer a variety of different ways to monitor the child's progress toward those goals depending on what skills you're trying to measure. Participants will have opportunities to practice writing goals for children with CAS who are at different levels of speech and language development based on findings from the speech-language evaluation. Participants also will work in groups to develop progress-monitoring forms that align with different types of goals and clearly reflect the child's progress, so future goals can be established with greater confidence. Aligning goals with Common Core Standards will be discussed.

Learning Outcomes:

- ⇒ Participants will be able to develop clear and specific IEP/treatment plan goals for children with CAS who present with a variety of communicative profiles.
- ⇒ Participants will be able to create at least 3 different types of progress monitoring forms to measure the progress of a child with CAS.

Session 702

1:00 pm - 2:30 pm

Level:  ASHA Introductory  Beginning Parent

Toddler Rites of Passage: Information and Strategies for Caregivers *Kay Giesecke, MS, CCC-SLP, Breanna Waldrup, MS, CCC-SLP*

Toilet training. Tantrums. Picky eating. Thumb Sucking. Pacifiers. These toddler rites of passage are common struggles and daunting issues for most if not all parents of toddlers and young children. These challenges can be particularly overwhelming for parents if their child has limited communication abilities. Information regarding what is expected for young children as they go through these stages will be provided. Strategies for parents will be discussed as well as factors to consider for children with limited communication abilities. In addition, information and resources regarding ear infections and tongue tie will be provided.

Learning Outcomes:

- ⇒ Participants will be able to identify at what age thumb sucking and pacifier use is developmentally appropriate and why.
- ⇒ Participants will be able to name 2 indicators of toilet training readiness.
- ⇒ Participants will be able to identify 3 red flags for tongue tie.

Session 703

1:00 pm - 2:30 pm

Level:  ASHA Advanced

Beyond Sequencing Sounds: Understanding and Treating the Broader Needs of Children and Young Adults with CAS *Sue Caspari, MA, CCC-SLP, Ruth Stoeckel, PhD, CCC-SLP*

Current recommendations -for intervention for CAS specify intensive, individualized motor-based speech therapy in order to improve speech intelligibility. However, individuals with CAS more often than not have difficulties in areas beyond speech clarity, including language, literacy, behavior, or other concerns. In this session, we will make the case for a multi-faceted approach to intervention for CAS that reaches beyond the focus on motor aspects of speech production to address multiple areas of need, and changes over time to address changing priorities. We advocate for a customized approach that includes intensive, appropriate, evidence-based motor speech treatment along with strategies to integrate work on related skills, as needed. This includes the involvement of family members and other related professionals to best serve the totality of the individual's needs. This combined motor speech/interdisciplinary approach to treating the whole child can help to ensure that each individual achieves success in their communication with others. Familiarity with motor learning principles and evidence-based approaches for treatment will be assumed so discussion can focus on combining motor speech work with tools and techniques for identification and treatment of related issues.

Learning Outcomes:

- ⇒ Participants will be able to describe the types of concomitant speech, language, and literacy difficulties that children with CAS often have.
- ⇒ Participants will be able to describe a multi-facets approach to treatment of children with CAS that addresses the changing profile of speech, language, and literacy needs over time.

SESSION GUIDE

Session 704

1:00 pm - 2:30 pm

Level: ★ ASHA Intermediate ★ Experienced Parent

Ties Between Speech, Language, Play, and Literacy in Childhood Apraxia of Speech *Amy Meredith, PhD, CCC-SLP, Nancy Tarshis, MA, MS, CCC-SLP*

Children with CAS often exhibit difficulties in receptive/expressive language, phonologic awareness, and social pragmatics, in addition to impaired speech motor control. This session will focus on the interactions between these areas to describe how deficits in speech and language impact play, early literacy and the development of social competence. Treatment approaches will be reviewed that address the communicative needs of the whole child.

Learning Outcomes:

- ⇒ Participants will be able to describe ways to identify deficits in play, language, literacy and social pragmatics in children with CAS.
- ⇒ Participants will be able to describe treatment approaches to address deficits in play, language, literacy and social pragmatics in children with CAS.
- ⇒ Participants will be able to discuss the role of the speech language pathologist in addressing the interaction between speech/language impairments and play, literacy and social pragmatic difficulties in children with CAS.

Session 705

1:00 pm - 2:30 pm

Level: ★ ASHA Intermediate ★ Experienced Parent

Visual Biofeedback for Persistent Speech Sound Errors *David Hammer, MA, CCC-SLP, Elaine Hitchcock, PhD, CCC-SLP*

Many children with CAS can progress in their speech motor planning, but a percentage continue to struggle with mastery of sound precision as they get older. This is where visual biofeedback can play an important role in therapy. Four different visual biofeedback options will be presented with video examples used to enhance the presentation. These include electropalatography, visual acoustics, TheraVox and ultrasound. Case study examples of teens and young adults will be used to highlight the important role that visual biofeedback can play in ameliorating persistent speech sound errors. Potential roadblocks and how to navigate ways around them will be considered.

Learning Outcomes:

- ⇒ Participants will be able to define the key components of electropalatography, visual acoustics, TheraVox and ultrasound.
- ⇒ Participants will be able to identify how visual biofeedback can be used for treatment of speech sound errors.
- ⇒ Participants will be able to list three potential benefits of the use of visual biofeedback compared to traditional treatment measures for treatment of speech sound disorders.

FOR MORE INFORMATION ON THE 2018 NATIONAL CONFERENCE
VISIT WWW.APRAXIA-KIDS.ORG/

SESSION GUIDE

Session 706

1:00 pm - 2:30 pm

Level: ★ ASHA Introductory ★ Beginning Parent

Suddenly It All Made Sense
Sharron Holland, Aran Holland

Witness a Mother and Daughter's journey together as they learned how to navigate life's many challenges and successes. From the beginning weeks of Aran's life, they knew there was something different, but something special. A gift in a child that would enrich everyone's life around her, providing opportunities for enlightenment and growth. Together they will share stories from each of their unique perspectives. From the child's point of view, growing up with Apraxia of Speech, acknowledging it as well as learning how to manage it. Discovering what could seem to be a burden has somehow opened doors to new possibilities and experiences. And from a mother's perspective, the unknown, the emerging realization of a life of advocacy. The idea that giving up was never an option and new and creative solutions must be explored; that every person has value and a place in this world. Their journey together of LOVE and mutual support has helped both to learn valuable life lessons from one another; a journey together of perseverance and hope are the central theme.

Learning Outcomes:

- ⇒ Participants will be able to understand future possibilities and challenges for children with CAS.
- ⇒ Participants will be able to describe the pathways and opportunities in life for children with CAS.

Conference Questions?
Contact CASANA Conference Director, Kathy Hennessy
Phone: 412-785-7055
E-mail: kathyh@apraxia-kids.org

SESSION GUIDE

SERIES 800

Session 801

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

What Next? Adapting Therapy to Meet Changing Needs

Ruth Stoeckel, PhD, CCC-SLP

As we learn more about factors related to effective intervention for CAS, we need to consider what is needed at different points in therapy and avoid a "cookie cutter" approach to intervention. In this session, we will discuss how the evidence we currently have can guide decision-making throughout a child's course of therapy, from working with a child who is younger/more severe, to a child who is older/less severe. Modifications may include how principles of motor learning are used to plan a session, how often the child is seen, whether therapy is done individually or in small group, how other modes of communication may be included, and other factors that may influence outcomes. Video examples of children's progress over time will be shared.

Learning Outcomes:

- ⇒ Participants will be able to identify techniques that may be applicable at different stages of therapy.
- ⇒ Participants will be able to explain how strategies and techniques for intervention may change over time based on a child's progress.

Session 802

3:00 pm - 4:30 pm

Level:  ASHA Advanced

When It's More Than Childhood Apraxia of Speech

Cari Ebert, MS, CCC-SLP

Young children with CAS often have other communication struggles that coincide with the speech motor-planning difficulties. It can be a challenge for even the most seasoned SLP to sort out the CAS features from the co-morbid features during the critical period of making a differential diagnosis. This presentation will outline characteristics of possible co-occurring diagnoses including: language impairment, phonological impairment, dysarthria, dyspraxia, autism, and sensory processing disorder.

Learning Outcomes:

- ⇒ Participants will be able to outline the key symptoms of other diagnoses that may co-occur alongside the CAS diagnosis.
- ⇒ Participants will be able to explain the importance of balancing the motor-speech needs with the co-occurring communication challenges when designing a therapy plan for the child with CAS.

Session 803

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

Residual Speech and Language Issues for Older Children with Childhood Apraxia of Speech

Kay Giesecke, MS, CCC-SLP, Breanna Waldrup, MS, CCC-SLP

Many children, teenagers and young adults who were diagnosed with and underwent treatment for childhood apraxia of speech (CAS) are able to attain intelligible, connected speech and the characteristics of CAS may no longer be obvious. However, it is not unusual for people to comment on their "accent" or to ask where the individual is from, assuming they are not from the United States. Residual issues with vowel clarity, prosody, and less common coarticulatory contexts, both at the word and sentence level, are often the cause of the apraxia "accent." Several expressive language and pragmatic issues can also contribute to the unusual tone that is perceived by some as an accent or an odd-manner of speaking and/or interacting. The residual speech and language challenges for individuals with a history of CAS will be discussed. In addition, treatment goals and strategies to address prosody, language deficits, and coarticulation for children at all stages in their CAS journey will be explored.

Learning Outcomes:

- ⇒ Participants will be able to identify 3 major contributors to residual speech issues in children with CAS.
- ⇒ Participants will be able to discuss 3 strategies to target prosody.
- ⇒ Participants will be able to list 3 major goals for a child with residual speech and language issues.

Session 804

3:00 pm - 4:30 pm

Level:  ASHA Intermediate  Experienced Parent

From Aprosodic Speech to Natural Coarticulation and Stress Patterns in Children with Childhood Apraxia of Speech

Karen Pardyjak, MS, CCC-SLP

After having obtained reasonably accurate speech sound production in connected speech, some children remain aprosodic and sound unnatural. This session will provide a deeper understanding of why aprosodic speech may occur and give concrete approaches for helping your clients to sound more natural while maintaining accuracy.

SESSION GUIDE

The first aspect of aprosodic speech discussed will be the pauses that appear between syllables and words. The focus will be on co-articulation and intervention techniques, as well as ways in which these co-articulation skills can be practiced in therapy sessions and at home. The presenter will discuss how co-articulation can be addressed very early on in the therapeutic process even with very young children.

The second aspect of Aprosodic Speech that will be discussed relates to the unusual stress patterns noted in children with Childhood Apraxia of Speech. A brief description of the research related to this behavior will be presented followed by discussion and demonstration of intervention ideas that may help address this aspect of aprosodic speech in therapy. This will include a discussion regarding lexical stress and phrasal stress. The peer reviewed therapy approach, Rapid Syllable Transition Therapy, will be presented as one effective option. Additionally, a clinician-designed approach called Prosodic-Coarticulation Therapy will be discussed and modeled. This approach carefully blends the two separate breakdowns that lead to aprosodic speech by practicing co-articulation and controlling syllable duration, pitch and loudness in the context of practiced sentences, book reading and short plays. The presenter will discuss how to design the interventions to be client specific and will also discuss options for measuring performance and change, both subjectively and objectively.

Learning Outcomes:

- ⇒ Participants will be able to embed practice of co-articulation into therapy and home practice.
- ⇒ Participants will be able to address inappropriate stress patterns in therapy.

Session 805

3:00 pm - 4:30 pm

Level: ★ ASHA Intermediate ★ Experienced Parent

Assessing Social Learning Challenges in the Real World Nancy Tarshis, MA, MS, CCC-SLP

This workshop is designed to help parents and professionals better understand individuals with social learning challenges. It will start with a very brief overview of social emotional development and then introduce the Informal Dynamic Social Thinking Assessment by Michelle Garcia Winner and other assessment tools for learning more about the way our children/students think. A brief discussion of how weaknesses in social competency affect a person academically and interpersonally will be woven in to the assessment discussion. Video clips of the informal assessment will illustrate key points and assessment tasks and demonstrate ways in which all of us (diagnosticians, parents, paraprofessionals, treatment clinicians, etc.) can work more effectively with individuals experiencing social cognitive learning challenges.

Learning Outcomes:

- ⇒ Participants will be able to describe the core components of a dynamic assessment and list the differences between formal and informal testing with regard to assessing social learning challenges.
- ⇒ Participants will be able to discuss key milestones of social emotional development
- ⇒ Participants will be able to list several aspects of social emotional development that impact academic success.

Session 806

3:00 pm - 4:30 pm

Level: ★ ASHA Introductory ★ Beginning Parent

Becoming Your Child's Best Advocate *Lou LaVecchia*

Many parents feel lost and fearful as the time comes each year to meet with their school district and create their child's Individual Education Plan (IEP). For some, speaking up or advocating is a new skill or one that causes discomfort. As a result, many parents leave the school meetings feeling disappointed because the school and parent did not agree on the details. Parents may begin to develop other emotions in response to perceived roadblocks toward their view of success for their child in the school program; emotions that further interfere with what they hope to achieve on their child's behalf. Not all parents will come to the IEP process with knowledge of language development or speech motor planning, but all parents have the capability to stay informed, be involved as an active team member, expressing and advocating for what their child needs. This session will share insights and effective strategies for educational advocacy. Details for pre-IEP preparation and knowledge will be highlighted. Successful organizational strategies for identifying and tracking goals will be shared. Key aspects of negotiation and compromise, even in uncomfortable circumstances, will demonstrate how collaboration between parents and schools can lead to success for the child. The examples will also use pre/post negotiation IEP goals. Interwoven in the presentation, will be video and audio examples from the time the speaker's child was first enrolled in birth to three early intervention, entered an early childhood development program, and transitioned to elementary school.

Learning Outcomes:

- ⇒ Participants will be able to describe organizational strategies for IEP preparation and follow-through.
- ⇒ Participants will be able to identify barriers to collaboration, and strategies on how to proceed within their legal rights.

ADDITIONAL CONFERENCE ACTIVITIES

THURSDAY, JULY 12, 2018

Opening Reception

4:00 PM - 6:00 PM

Craft City Social Club

(Included in Conference Registration Fee)

FRIDAY, JULY 13, 2018

Exhibit Hall

7:00 AM - 4:30 PM

Symphony Ballroom Foyer

(Included in Conference Registration Fee)

Learn at Lunch (All Learn at Lunch discussions are Included in Conference Registration Fee/Seating is Limited)

11:30 AM - 1:00 PM

A Model for Innovative Public School Training Programs

Cardinal Ballroom One

Kay Giesecke, MS, CCC-SLP

The Importance of Involving Dads (Dads Only)

Cardinal Ballroom Two

Dave Hammer, MA, CCC-SLP and Lou LeVecchia

Donor Reception

5:00 PM - 6:30 PM

Rooftop Bar

(Invitation only)

SATURDAY, JULY 14, 2018

Exhibit Hall

7:00 AM - 4:30 PM

Symphony Ballroom Foyer

(Included in Conference Registration Fee)

Lunch With Your Favorite Speaker

11:30 AM - 1:00 PM

Craft City Social Club

(Tickets for raffle are included in registration packets)

CONFERENCE POLICIES

Location: The Apraxia Kids National Conference on Childhood Apraxia of Speech will take place at the Sheraton Charlotte Hotel, 555 S. McDowell Street, North Tower, Charlotte, NC, 28204 . Information on the Sheraton Charlotte Hotel can be found at <http://www.sheratoncharlottehotel.com/>.

Date: July 12 - 14, 2018.

Parking: Parking is onsite. The self-parking fee for guests is \$20.00 per day. The valet-parking fee for guests is \$25.00 per day.

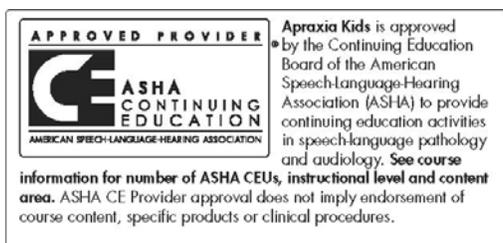
Accommodations and Transportation: All registrants are responsible for arranging their own accommodations and transportation to and from the Sheraton Charlotte Hotel.

Accuracy of Speaker and Session Information: Information in this printed material is accurate as of April 3, 2018. Up-to-date information can be found at www.apraxia-kids.org.

Confirmation: Confirmation is by e-mail only. Detailed directions to the Sheraton Charlotte Hotel will be sent to each registrant with their confirmation.

Registration Cancellation: Paid Registrants will be refunded, less a \$50.00 cancellation fee, if written notice is received before June 22, 2018. Purchase orders are considered the same as payment and are subject to this cancellation policy. No refunds will be granted after June 22, 2018. Apraxia Kids reserves the right to cancel this workshop with due cause and refund in full. If this conference is cancelled, a full refund of all paid registration fees will be processed on or before August 31, 2018.

Professional CEU's: Pre-Conference Seminars are offered for .2 ASHA CEU's each. (Various levels, Professional area) The Conference is offered for 1.3 ASHA CEUs. (Various levels, Professional area).



ASHA CE Registry: An annual ASHA CE Registry fee is required to register ASHA CEU's. 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.

CEU's for the Pre-Conference Seminars, and the Conference, including the Keynote Address, are being offered independent of each other. Qualified Participants can receive CEU's for either a Pre-Conference Seminar, or the Conference, including the Keynote Address, or all events. Pre-Conference Seminars are being offered for .2 ASHA CEU's each. The Conference, including the Keynote Address, is being offered for 1.3 ASHA CEU's.

Handouts: Session handouts will not be distributed at the Conference. Handouts will be mailed on a flash drive directly to those participants registering for the Conference prior to June 22, 2018. Those registering after June 22, 2018, as well as those attending from outside the US, will receive their flash drive when they check in at the Conference. Flash drives will be mailed to the address used when registering. **Please note that Printed Handouts are not available .**

Childcare: Apraxia Kids does not provide childcare during the Conference. Please contact the Sheraton Charlotte Hotel directly for information on childcare options; 866-716-8134.

Conference T-Shirts: T-shirts with the Apraxia Kids Logo are available for Pre-Purchase with Registration. T-shirts are 100% cotton and are \$10 each for children's sizes and \$12 each for adult sizes. T-shirts must be purchased by June 22, 2018. Participants may pick up t-shirts at the Apraxia Kids Sales Desk located in the Exhibit Hall during regular Conference hours.

Photos and Videos: By registering for this Conference you give your permission to Apraxia Kids to use and distribute (including but not limited to uses in newsletters, appeals, web pages, and publications) at their discretion, any photographs or videotapes taken at the 2018 National Conference on Childhood Apraxia of Speech events in which you or a minor member of your family may be a part.

Liability Release: In consideration of the acceptance of each registration, each registrant assumes full responsibility for any injury or accident which may occur while they or any minor member of their family are attending this conference. Each registrant hereby releases and agrees to hold harmless the sponsor, promoters and all other persons and entities associated with this event from any and all personal injury or damage, whether it be caused by alleged negligence of the sponsors, promoters, or other persons or entities.

Hotels and Lodging: Information on accommodations can be found on the Apraxia Kids website at www.apraxia-kids.org. Please call 800-325-3535 for reservations at the Sheraton Charlotte Hotel. Ask for the Apraxia Kids or Childhood Apraxia of Speech Association (CASANA) 2018 National Conference group rate. The Apraxia Kids Group rate is guaranteed until June 8, 2018. Reservations can also be made online at <https://www.starwoodmeeting.com/events/start.action?id=1709274842&key=130B65CA> .

REGISTRATION FORM - PAGE 1 OF 2

SESSION CHOICES: *Participants registering by mail should fill-in the schedule with a first and a second choice, marked 1 and 2, for Series 100 through Series 700. We will do our best to accommodate your first choice, however space is limited and choices will be processed in the order in which they are received. (Please refer to the session guide) Please reproduce the registration form and complete one form per registrant. Participants registering online do not need to fill out this form or forward it to CASANA.*

Thursday, July 12, 2018

() 6:00 pm—7:00 pm Keynote Address

Friday, July 13, 2018

Series 100 Select first and second choice sessions only

() 101 8:00—9:30 am Strategies in the Treatment of Childhood Apraxia of Speech: An Overview of Various Methodologies
(NOTE: THIS IS A GENERAL SESSION FOR ALL CONFERENCE ATTENDEES)

Series 200 Select first and second choice sessions only

() 201 10:00—11:30 am Strategies in the Treatment of Childhood Apraxia of Speech: An Overview of Various Methodologies
(NOTE: THIS IS A CONTINUATION OF THE PRECEDING GENERAL SESSION FOR ALL CONFERENCE ATTENDEES)

Learn at Lunch Optional Activity/Choose one only if interested/Seating is limited

() L100 11:30 am - 1:00 pm Model for Innovative Public School Training Programs

() L200 11:30 am - 1:00 pm The Importance of Involving Dads (For Dads Only)

Series 300 Select first and second choice sessions only

- () 301 1:00—2:30 pm Cueing Strategies: Decision Making and Implementation for Children with CAS
- () 302 1:00—2:30 pm From Aprosodic Speech to Natural Coarticulation and Stress Patterns in Children with CAS
- () 303 1:00—2:30 pm Trials Without Tribulations: Therapy Can Be Child Friendly!
- () 304 1:00—2:30 pm Building Relationships and Self-Esteem Through Meaningful Interaction
- () 305 1:00—2:30 pm Strategies for a Successful IEP Meeting
- () 306 1:00—2:30 pm Fun Intensive Camps for Children with CAS: Feasible? Efficacious?

Series 400 Select first and second choice sessions only

- () 401 3:00—4:30 pm Moving Across Vowels: The Impact of Vowel changes on Speech Production and Designing Stimuli
- () 402 3:00—4:30 pm Establishing Speech Motor Skills for Children with Autism Spectrum Disorders and CAS
- () 403 3:00—4:30 pm Bridging Therapy and Home Practice in Early Intervention
- () 404 3:00—4:30 pm When It's More Than CAS
- () 405 3:00—4:30 pm Becoming Your Child's Best Advocate
- () 406 3:00—5:00 pm The SLP's are In! Apraxia Kids Boot Camp Graduates Present a Review of Case Studies

Saturday, July 14, 2018

Series 500 Select first and second choice sessions only

- () 501 8:00—9:30 am Beyond Sequencing Sounds Understanding the Broader Needs of Children and Young Adults with CAS
- () 502 8:00—9:30 am Residual Speech and Language Issues for Older Children with CAS
- () 503 8:00—9:30 am More Than a Communication Solution: Using AAC as a Tool for Developing Literacy Skills
- () 504 8:00—9:30 am Enhancing Literacy Skills in Children with CAS through Parent-Child Interactive Reading Strategies
- () 505 8:00—9:30 am Bridging Therapy and Home Practice in Early Intervention
- () 506 8:00—9:30 am Thinking Critically About Critical thinking: What Do Children Need to be Successful?

Series 600 Select first and second choice sessions only

- () 601 10:00—11:30 am Integrating Successful Communication Strategies Between Clinicians and Caregivers for Optimal Outcomes
- () 602 10:00—11:30 am Challenging Co-Occurring Speech and Language Issues in Children with CAS
- () 603 10:00—11:30 am What Next? Adapting Therapy to Meet Changing Needs
- () 604 10:00—11:30 am Making Literacy Intervention the Right Fit
- () 605 10:00—11:30 am Trials Without Tribulations: Therapy Can Be Child Friendly!
- () 606 10:00—11:30 am Childhood Apraxia of Speech and AAC: Pathways to Success

Series 700 Select first and second choice sessions only

- () 701 1:00—2:30 pm Are We There Yet? Treatment Planning and Progress Monitoring for Children with CAS
- () 702 1:00—2:30 pm Toddler Rites of Passage: Information and Strategies for Caregivers
- () 703 1:00—2:30 pm Beyond Sequencing Sounds Understanding the Broader Needs of Children and Young Adults with CAS
- () 704 1:00—2:30 pm Ties Between Speech, Language, Play, and Literacy for CAS
- () 705 1:00—2:30 pm Visual Biofeedback for Persistent Speech Sound Errors
- () 706 1:00—2:30 pm Suddenly It All Made Sense!

Series 800

- () 801 3:00—4:30 pm What Next? Adapting Therapy to Meet Changing Needs
- () 802 3:00—4:30 pm When It's More Than CAS
- () 803 3:00—4:30 pm Residual Speech and Language Issues for Older Children with CAS
- () 804 3:00—4:30 pm From Aprosodic Speech to Natural Coarticulation and Stress Patterns in Children with CAS
- () 805 3:00—4:30 pm Assessing Social Learning Challenges
- () 806 3:00—5:00 pm Becoming Your Child's Best Advocate

Please fill out both pages of the Registration Form.

Mail Registration Form and Payment to: Apraxia Kids, 1501 Reedsdale Street, Pittsburgh, PA 15233

Please complete one form for each registrant.

Name _____

Street _____ City _____ State _____ Zip _____

Phone _____ Alternate Phone _____

E-Mail (**Confirmation is by e-mail only**) _____

PAYMENT

Pre-Conference

(If interested in attending, please select only ONE seminar)

AMOUNT

Pre-Conference Seminar 100
 Answers to All Your CAS Questions: A Parent's Guide to CAS and the the National Conference _____ \$60 Per Individual

Pre Conference Seminar 200
 Unravelling Literacy Confusion: Strengthening Learning Capacity _____ \$60 Per Individual

Pre Conference Seminar 300
 Motoric Complexity in Childhood Apraxia of Speech _____ \$60 Per Individual

Conference:

Advanced General Early Bird Registration (Best Rate EVER!) _____ \$250 Per Individual

General Early Bird Registration (received after 4/30/18) _____ \$275 Per Individual

General Registration (received after 6/22/18) _____ \$300 Per Individual

Advanced Professional Early Bird Registration (Best Rate EVER!) _____ \$350 Per Individual

Professional Early Bird Registration (received after 4/30/18) _____ \$375 Per Individual

Professional Registration (received after 6/22/18) _____ \$400 Per Individual

Advanced Student Early Bird Registration (Best Rate EVER!) _____ \$250 Per Individual

Student Early Bird Registration (received after 4/30/18) _____ \$275 Per Individual

Student Registration received after (6/22/18) _____ \$300 Per Individual

Please call 412-785-7055 or e-mail kathyh@apraxia-kids.org for Group Rate information.
Advanced Early Bird Registration requires receipt of a Registration Form with Full Payment by April 30, 2018
Early-Bird Registration requires receipt of a Registration Form with Full Payment by June 22, 2018

CONFERENCE EXTRAS

T-shirt with Conference Logo:

(All t-shirts must be ordered by June 22, 2018) Please indicate how many t-shirts in each size.

___ YS ___ YM ___ YL X \$12 per t-shirt _____

___ XS ___ S ___ M ___ L ___ XL X \$15 per t-shirt _____

TOTAL AMOUNT DUE _____

METHOD OF PAYMENT

___ Check (made payable to Apraxia Kids) ___ Money Order

___ MasterCard ___ Visa ___ Discover ___ American Express

Credit Card# _____

CVV # _____ Expiration Date _____ Signature _____

Month Year

Please describe any special disability accommodation needs that you want us to be aware of.

Do you request vegetarian food options? ___ Yes ___ No

If interested, let us know a discussion topic you'd like to see for our Topic Table Networking Luncheon. _____

If you are a parent of a child with CAS, is your child newly diagnosed with childhood apraxia of speech? ___ Yes ___ No

If you are a parent of a child with CAS, how old is your child with childhood apraxia of speech? _____

Have you attended a Apraxia Kids National Conference in the past? ___ Yes ___ No