

Research Video Information

Research into Assessment and Diagnosis of CAS Reliability of Expert Diagnosis

by Elizabeth Murray, PhD, MSPA and colleagues from the University of Sydney

This study funded by Apraxia Kids looked at the reliability of CAS diagnosis by expert speech pathologists. Results indicated that based on current diagnostic procedures, there is not consistent agreement on if a child has CAS or not. However, there was agreement when the speech pathologists looked at a continuum of if the child was likely to have CAS or not.

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Multiple Projects Looking at Assessment and Treatment of CAS

by Tricia McCabe, PhD, BAppISP, FSPAA, CPSP and colleagues from the University of Sydney

Results and status of studies completed/in progress on ReST, as well as other topics including diagnosis of CAS, principles of motor learning, psychosocial impacts of CAS, syllable segregation, and speech assessment for children with autism.

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Assessment and Treatment of CAS and Other Speech Sound Disorders and Care of the Whole Child

by Janya Iuzzini-Seigel, PhD, CCC-SLP at Marquette University

This research focuses not only on the speech of the child, but language, gross and fine motor, and social emotional skills of children with CAS. Current studies are looking at the co-occurrence of Developmental Coordination Disorder in children with CAS, measuring fitness levels of children with CAS, and how cardio-respiratory exercise may impact overall learning, socio-emotional health, and fitness. A new study comparing session lengths of DTTC therapy is about to begin.

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Two Studies on the Treatment of CAS

by Jonathan Preston, PhD, CCC-SLP at Syracuse University

One study currently underway is looking at the how practice is distributed across time effects outcomes of ultrasound therapy for children with CAS. A second aspect is looking at how practice is distributed across time effects treatment that does not include ultrasound.

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Efficacy of Treatment in CAS

by Maria Grigos, PhD at New York University

One current study compares perceptual (how we hear speech) with two objective measures of speech: acoustical analysis of speech and the use of optical facial tracking to better understand speech motor control. Additional research is looking at speech production and motor control with intense DTTC. A second project is looking at how parent training effects outcome of DTTC therapy in children with CAS.

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Multiple Projects Looking at the Treatment of CAS

by Edwin Maas, PhD at Temple University

Several projects are ongoing at the Speech, Language, and Brain (SLAB) Lab that look at treatment efficacy, use of principles of motor learning in treatment, how to determine who a treatment is best suited for, and ratings of intelligibility and parent and child perceptions of speech production to determine functionality of treatment outcomes.

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Two Studies on the Treatment for Speech Sound Disorders

by Caitlin Raaz, PhD, CCC-SLP at the University of Northern Colorado

One study is comparing treatment provided through telepractice with children with speech sound disorders and treatment provided through telepractice along with online parent training. A second study will provide two weeks of intensive training for children with speech sound disorders, which includes parent training for home practice to see if gains will continue to happen after treatment ends. These results will be important to clinicians and parents of children with CAS.

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Multisite Randomized Controlled Trial: Dynamic Temporal and Tactile Cuing for Children with CAS aged 3-7 years by Tricia McCabe, PhD, BAppISc, FSPAA, CPSP and colleagues from University of Sydney, Temple University, Syracuse University, University of Canterbury, and University of Technology, Sydney

This large study hopes to determine if DTTC is more effective than a “usual care” treatment, what intensity/schedule of DTTC is most effective, and how to maximize treatment outcomes.

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Treatment of CAS: Babble Boot Camp

by Beate Peter, PhD, CCC-SLP at Arizona State University

Babble Boot Camp is a parent training program to provide very young children who are at a high risk for speech and language disorder due to galactosemia with early language stimulation to see if their language develops more typically.

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Pitch Variation in Children with CAS: Preliminary Findings

by Eddy C H Wong, B. Sc., MPhil. at Hong Kong Polytechnic University

This study looked at the ability of children with CAS to produce a variety of tone variations in imitation. When compared to typically developing children and children with other speech and language disorders, children with CAS performed more poorly. This type of task could be a useful diagnostic tool for CAS.

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Multiple Projects Looking at Language Development and Treatment in CAS

by Julie Case, PhD, CCC-SLP at Hofstra University

One project looked at the structure of stories told by children with CAS compared to children with other speech sound disorders and results should be out soon. With other colleagues, she is looking at the effectiveness of DTTC in young children, a rating scale for speech errors, and a novel telehealth option to train clinicians. She has funding for a new study on combining DTTC with caregiver training, which might impact treatment outcomes in children with CAS. Her last study is looking at what stimuli should be used in a dynamic assessment with bilingual children.

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Pilot Study: Treatment Efficacy for Spanish-English Bilingual Children with CAS

by Christina Gildersleeve-Neumann, PhD, CCC-SLP at Portland University

This current study is looking at the effectiveness of a bilingual therapy approach (using 2 languages in treatment) in outcomes for both languages in children with CAS.

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