



July 7-9, 2022

**Westin Lake Las Vegas
101 Montelago Boulevard
Henderson, Nevada 89011**

CONFERENCE PROGRAM BOOK



ASHA CE
APPROVED PROVIDER

Apraxia Kids

Variable Level
1.45 ASHA CEUs

The Apraxia Kids National Conference is the only major conference on the speech, language, learning, and life needs of children with childhood apraxia of speech (CAS). The National Conference brings together parents, professionals, educators, and others who are seeking the most up-to-date and in-depth learning opportunities available.

CONFERENCE SCHEDULE

Please Note: Not all sessions are the same length of time.

Please continue reading to see the complete National Conference Session Guide for session descriptions.

[Read the National Conference FAQ](#)

PRE-CONFERENCE LEARNING

If you are new to the diagnosis or the conference, we suggest enjoying some free introductory videos prior to the start of the National Conference to help you prepare. You can find these videos at

[YouTube.com/ApraxiaKids](https://www.youtube.com/ApraxiaKids).

CAS 101: Treatment*

CAS 101: Assessment*

CAS 101: Definitions and Characteristics*

THURSDAY, JULY 7

4:30pm - 5:00pm Research Posters*
5:00pm - 6:15pm Welcome & Keynote
6:15pm - 7:45pm Reception*

FRIDAY, JULY 8

7:00am - 8:00am Breakfast*
7:15am - 7:45am Research Posters*
8:00am - 9:15am Research Highlights
9:15am - 9:30am Break*
9:30am - 11:30am Series 100 Breakout Sessions
11:30am - 1:00pm Lunch, Topic Tables, Dad's Lunch & Learn, Canadian Lunch & Learn*
11:30am - 12:00pm Research Posters*
11:40am - 12:50pm Book Authors*
1:00pm - 2:30pm Series 200 Breakout Sessions
2:30pm - 3:00pm Break *
3:00pm - 5:30pm Series 300 Breakout Sessions

SATURDAY, JULY 9

7:15am - 8:15am Breakfast*
8:30am - 10:30am Series 400 Breakout Sessions
10:30am - 11:00am Break, Book Authors*
11:00am - 12:00pm Series 500 Breakout Sessions
12:00pm - 1:30pm Lunch, Topic Tables, Speaker Luncheon*
1:30pm - 3:00pm Series 600 Breakout Sessions
3:00pm - 3:30pm Break, Book Authors*
3:30pm - 5:00pm Closing Session

VIRTUAL SESSIONS

All session details are listed in the Session Guide. Each session description will list how it will be presented: live in-person, virtually only, or available both virtually and in-person.

If you purchase a **Virtual Ticket**, you do not have to select any sessions when you register. You will have access to all virtually available sessions for the month of July 2022.

If you purchase an **In-Person Ticket**, you will select any live in-person sessions of your choice. Additionally, you will also have access to all virtually available sessions for the month of July 2022.

**These sessions are not available for ASHA CEUs.*

SESSION GUIDE

Pre-Conference Learning Materials

Pre-Conference Session: Childhood Apraxia of Speech 101 (Not available for CEUs)

Time: Any Time

Audience: Both Families and Professionals

Level: Introductory

Presenters: Amy Skinder-Meredith, PhD, CCC-SLP; Laura Moorer, MA, CCC-SLP

This session is Virtual Only.

A parent friendly introduction to the characteristics, assessment, and treatment of childhood apraxia of speech.

Learning Objectives:

1. List the 3 core characteristics of CAS.
2. List 3 critical components of an assessment of CAS.
3. List 3 features of an evidenced based treatment approach for CAS.

ACCESS HERE: [YouTube.com/ApraxiaKids](https://www.youtube.com/ApraxiaKids)

Thursday, July 7, 2022

Welcome & Keynote: The Importance of Looking at the Whole Child

Time: 5:00pm - 6:15pm

Audience: All Attendees

Level: Introductory

Speakers: Angela Grimm, Gary Fernando, Sue Freiburger

This session will be Live Only.

When you first receive the diagnosis of apraxia for your child, it is natural to make this your focus. You can easily find yourself falling down the rabbit hole of information on the internet, looking for answers to “fix” things. Two parents will share their stories of how they discovered the importance of looking at the whole child while finding resources to help your child.

Learning Objectives:

1. Explain the importance of looking at the whole child.
2. List at least 2 resources that were helpful for looking at the whole child.

Friday, July 8, 2022

Series 100 Breakout Sessions

Session 101: Becoming Your Child's Best Advocate

Time: 9:30am - 11:30am

Audience: Parents

Level: Introductory

Speakers: Lou LaVecchia and Jayden LaVecchia

This session will be Live Only.

As a parent of a child who has CAS, I believe advocating for your child can be the most important part of helping a child in need. Parents need to see the best approaches, tips, and strategies for PPT / IEP meetings from an experienced parent with a proven track record.

Learning Objectives:

1. List 3 strategies used to be actively involved in your child's educational plan so that the needed services for success will be available.
2. List strategies to avoid hiring legal representation when possible.
3. Describe 3 strategies for organizing PPT/IEP information to be prepared for advocating for your child.

Session 102: PROMPT 101: Motor-Based and More

Time: 9:30am - 11:30am

Audience: Parents & Professionals

Level: Introductory

Speakers: Amy Clark

This session will be Live & Virtual.

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a holistic motor-based assessment and treatment approach that helps clients with speech sound disorders, including CAS, reach their full potential. PROMPT is not only motor-based; it takes into consideration how clients understand and use language as well as how they socially interact with others. Utilizing interactive case studies, this presentation will describe basic principles of PROMPT, including how the Physical-Sensory Domain examines the motor aspects of speech production.

Learning Objectives:

1. Describe basic principles of PROMPT.
2. List and explain the Physical-Sensory, Cognitive-Linguistic, and Social Emotional Domains.
3. Describe how PROMPT can be applied in assessment and treatment.

Session 103: Client-Centered Motor Speech Therapy for Autistic Individuals with Coexisting Childhood Apraxia

Time: 9:30am - 11:30am

Audience: Parents & Professionals

Level: Intermediate

Speakers: Jenn Moore and Aravind Namasivayam

This session will be Live Only.

This presentation will focus on strategies to facilitate motor learning, integral components of motor-based treatment, and special considerations when working with children with coexisting CAS and Autism.

Learning Objectives:

1. Identify 3 strategies for facilitating motor learning.
2. Describe 3 treatment components of motor-based sessions.
3. Identify 3 special considerations when working with autistic individuals and CAS.

Session 104: Selecting Speech Targets for Children with Childhood Apraxia Speech

Time: 9:30am - 11:30am

Audience: Professionals

Level: Advanced

Speakers: Breanna Waldrup

This session will be Live Only.

Selecting appropriate speech targets, including words and phrases, for children with childhood apraxia of speech (CAS) can be challenging for even experienced clinicians. Factors to consider will be discussed and examples for children at varying levels of verbal ability will be provided.

Learning Objectives:

1. List 3-5 factors to consider when selecting speech targets for children with childhood apraxia of speech.
2. Identify the client profile best suited to treatment using Dynamic Temporal and Tactile Cueing (DTTC).
3. Identify the client profile best suited to treatment using Rapid Syllable Transition Treatment (ReST).

Session 105: Best Practices for Working with Multilinguals with Childhood Apraxia of Speech

Time: 9:30am - 11:30am

Audience: Professionals

Level: Intermediate

Speakers: Christina Gildersleeve-Neumann, Brenda Beltrán, Ashley Heath, Izela Michel

This session will be Live Only.

This presentation provides a framework for working with multilingual children with CAS. Included are the rationale for a multilingual approach, frameworks for considering other languages, and assessment and treatment adaptations for working with multilinguals. Guidelines for selecting targets, treatment language(s), the importance of the caregivers and

functional communication will be discussed through a case study. This session is for bilingual (Spanish and other languages) and monolingual professionals.

Learning Objectives:

1. Describe how different language properties may affect CAS presentation and treatment targets.
2. Describe ways to design bilingual treatment to maximize cross-linguistic effects.
3. Describe the rationale for bilingual treatment and assessment.

Session 106: How to Raise a More Resilient Kid

Time: 9:30am - 11:30am

Audience: Parents

Level: Introductory

Speakers: AJ Kikumoto, Tessa McEvoy

This session will be Live Only.

Strengths can be found in even the most unusual of ways, while growing up with severe Apraxia. Learn how to build a future with your talents while fully owning your struggles. Sprinkle in the parent role and explore how to be the best advocate and the best parent you can be through a positive mindset, practicing gratitude, and the Law of Attraction.

Learning Objectives:

1. Identify 3 strengths that are not immediately obvious in children with CAS that can help them be successful.
2. Describe a growth mindset routine to apply immediately to help advocate for your child.
3. Describe the importance of practicing gratitude skills necessary to be the parent their child needs them to be.

Session 107: A New Tool for Differential Diagnosis of CAS versus Dysarthria in Children

Time: 9:30am - 11:30am

Audience: Professionals

Level: Advanced (Boot Camp)

Speakers: Jenya Iuzzini-Seigel, Ruth Stoeckel

This session will be Live Only.

There is a growing body of research offering evidence based techniques for diagnosis and treatment of CAS. There is much less information for childhood dysarthria, which shares some overlapping features. This presentation will introduce a tool developed to assist in clinical decision-making regarding diagnosis of CAS and dysarthria.

Learning Objectives:

1. Describe a procedure to support SLPs in making a diagnosis of CAS and/or dysarthria.
2. Identify 3 overlapping characteristics of CAS and dysarthria.
3. Explain how appropriate diagnosis can inform treatment.

Lunch & Learn Sessions

Dad's Lunch & Learn

Time: 11:30am - 1:00pm

Audience: All Apraxia Star Dads Attending the Conference – ***Dads Only!***

Level: Introductory

This session will be Live Only.

This group lunch will be a forum for all dads to discuss the issues they face along their apraxia journey. Hear from several dads who are in different places in the journey as they candidly discuss the highs and lows.

Canadian Lunch & Learn

Time: 11:30am - 1:00pm

Audience: All Canadian Residents Attending the Conference – ***Canadians Only!***

Level: Introductory

This session will be Live Only.

This group lunch will be a forum for all Canadian residents attending the conference to discuss the issues they face along their apraxia journey, share local resources and supports, and get to know each other.

Series 200 Breakout Sessions

Session 201: Longitudinal Investigation of Developmental Coordination Disorder Characteristics in Children with Childhood Apraxia of Speech

Time: 1:00pm - 2:30pm

Audience: Parents & Professionals

Level: Introductory

Speakers: Jenya Iuzzini-Seigel, Priscila Tamplain, Promise Robinson, Laura Moorer

This session will be Live Only.

Previous research reports that motor deficits are demonstrated by over half of children with CAS. This longitudinal study aimed to determine the extent to which motor deficits in this population are consistent with developmental coordination disorder (DCD), a neurodevelopmental disorder categorized by poor motor proficiency and functional limitations.

Learning Objectives:

1. Report characteristics of developmental coordination disorder.
2. Describe the high rate of co-occurring speech, language, motor deficits, and functional limitations in children with CAS.

Session 202: Beyond Speech Production: Discussing Speech Perception in Children with CAS

Time: 1:00pm - 2:30pm

Audience: Professionals

Level: Intermediate

Speakers: Elaine Hitchcock, Katy Cabbage

This session will be Live Only.

Speech intervention for children with CAS typically focuses on the development of successful motor programming skills to improve speech production. We examine how integrating/analyzing speech perception, an underlying process that supports speech/language production, in the assessment process can help inform clinical decisions to enhance treatment outcomes for children with CAS.

Learning Objectives:

1. Describe subtypes of speech perception & explore the relationship between speech perception & production.
2. Discuss the potential for perceptual deficits in children with CAS, including those with co-occurring conditions such as language or reading impairments.
3. Analyze current methods of assessing speech perception in children with CAS.

Session 203: The Verbal Motor Production Assessment for Children - Revised (VMPAC-R) 2022 Edition

Time: 1:00pm - 2:30pm

Audience: Professionals

Level: Intermediate

Speakers: Deborah Hayden, Aravind Namasivayar

This session will be Live Only.

This presentation will focus on the updated edition of The Verbal Motor Production Assessment for Children Revised (VMPAC-R). Presentation will include a discussion of differential diagnosis of SSDs (e.g., apraxia, speech motor delay) using the VMPAC-R and a live walk-through of the web-application for the automatic tracking of severity profiles.

Learning Objectives:

1. Describe the application of VMPAC-R for the differential diagnosis of childhood speech sound disorders.
2. Identify measures for assessing speech motor control in CAS.
3. Describe unique features and advantages of VMPAC-R for diagnostic assessment and clinical-outcome testing in CAS.

Session 204: Clinical Ratings in CAS: Approaches to Measuring and Quantifying Treatment Gains

Time: 1:00pm - 2:30pm

Audience: Professionals

Level: Intermediate

Speakers: Julie Case, Maria Grigos

This session will be Live Only.

Children with CAS display complex segmental and suprasegmental speech errors. Quantifying these errors poses specific challenges to clinicians and researchers alike. In this talk, we will review existing approaches for rating speech accuracy in clinical and research settings. A novel measure for measuring characteristic errors of CAS will be presented.

Learning Objectives:

1. Describe existing measures to quantifying speech production accuracy in children with CAS
2. Describe a novel approach for measuring errors specific to CAS & how this measure reflects treatment gains.

Session 205: The Importance of Interprofessional Practice for Children with CAS

Time: 1:00pm - 2:30pm (*1 hour for Virtual Session*)

Audience: Parents & Professionals

Level: Intermediate

Speakers: Carla Hall, Tina Noll

This session will be Live & Virtual.

Research has shown that children with CAS often have co-occurring disorders that include delayed fine and gross motor development. This presentation will focus on interprofessional practice (IPP), why it is important, and how it can be useful for children with CAS.

Learning Objectives:

1. Describe the importance of monitoring adaptive, fine, and gross motor development in children with CAS.
2. Compare methods of assessment for adaptive, sensory, fine, and gross motor development.
3. Develop a home program of ideas that could aid a child with CAS in developing sensory integration, fine and gross motor skills, along with speech development.

Session 206: PROMPT: Including Elements of DTTC

Time: 1:00pm - 2:30pm

Audience: Parents & Professionals

Level: Advanced

Speakers: Jennifer Eigen

This session will be Live & Virtual.

Both PROMPT and DTTC are motor-based approaches which incorporate principles of motor learning (PML) and target movement, not individual sounds. In this presentation, I will describe how I include components of DTTC in my PROMPT treatment such as PML, working on vowels and prosody, individualized targets and cues through videos and clinical examples.

Learning Objectives:

1. Explain key aspects of the PROMPT assessment and treatment.
2. Identify the commonalities between the DTTC and PROMPT approach.
3. Describe how DTTC can be integrated within PROMPT.

Session 207: Childhood Dysarthria: Why Are We Missing It?

Time: 1:00pm - 2:30pm

Audience: Professionals

Level: Intermediate

Speakers: Lynn Smith, Brooke Rea

This session will be Live & Virtual.

Childhood dysarthria is often overlooked when working with children with motor speech disorders. This has significant implications for treatment planning and outcomes. As a clinician, this can be daunting! Improve your ability to differentially diagnose childhood dysarthria and childhood apraxia of speech through shared listening tasks and discussion-based learning with two Apraxia Kids Bootcampers.

Learning Objectives:

1. Identify 3-5 characteristics of childhood dysarthria.
2. Describe at least 2 tasks that can assist with differential diagnosis of childhood dysarthria.

Series 300 Breakout Sessions

Session 301: The ABC's of CAS

Time: 3:00pm - 5:30pm

Audience: Parents & Professionals

Level: Introductory

Speakers: Sue Caspari

This session will be Live & Virtual.

In this session, Ms. Caspari will cover the foundational aspects of childhood apraxia of speech (CAS): A) what is CAS vs other speech disorders, B) how it is diagnosed, and C) how it is treated. Specific topics related to evidence-based management of CAS will be addressed such as: functional and effective therapy strategies, goals and progress, and therapy frequency. Participants will be provided with guided learning questions and given opportunities for reflection throughout the session in order to synthesize their learning.

Learning Objectives:

1. Describe CAS to a family member.
2. Discuss how a differential diagnosis of CAS is made.
3. List at least 4 important elements of a treatment plan for children with CAS.

Session 302: Perspectives: Your Child's Journey with CAS

Time: 3:00pm - 5:30pm

Audience: Parents

Level: Introductory

Speakers: Breanna Waldrup, Katherine Le

This session will be Live Only.

A speech-language pathologist (SLP) will provide an overview of key components of an apraxia evaluation and diagnosis. A SLP and a parent will provide insights and guidelines to selecting an SLP, challenges common for children with CAS with possible-solutions, and ideas for speech home practice.

Learning Objectives:

1. Identify 3 important factors in selecting an SLP.
2. List 3 possible "speed bumps" (challenges) that may occur for a child with CAS.
3. Identify 3 crucial components of home practice.

Session 303: Rapid Syllable Transition Treatment (ReST): An Introduction and Update

Time: 3:00pm - 5:30pm

Audience: Parents & Professionals

Level: Intermediate

Speakers: Tricia McCabe

This session will be Live & Virtual.

Rapid Syllable Transition Treatment, known as ReST, is an evidence-based treatment for children and young people with childhood apraxia of speech. ReST has been shown to improve prosody and speech accuracy when delivered 2-4 times per week in English, Italian, Portuguese and Korean. This workshop will describe the ReST treatment and provide clinicians and parents with up-to-date recommendations based on recent research (Ng et al, accepted; Thomas et al, submitted) regarding frequency of therapy and child characteristics.

Learning Objectives:

1. Describe the key elements of Rapid Syllable Transition Treatment.
2. Understand the key results from the recent individual participant data meta-analysis and be able to use these to plan ReST therapy.
3. Describe the risks and benefits of various service delivery approaches for delivering ReST therapy.

Session 305: Clear as Mud: Hypothesis-Based Motor Speech Assessment of Children with Unintelligible or Limited Speech

Time: 3:00pm - 5:30pm (2 hours for Virtual Session)

Audience: Professionals

Level: Intermediate

Speakers: Elizabeth Murray, Shelley Velleman, Donna Thomas

This session will be Live & Virtual.

This practical diagnostic workshop works through a complex case using data from a 10-tool assessment battery to determine motor speech involvement. Using what we've learned from the Speech Play study (assessments of 50 moderate-severe children aged 2-7 years), we demonstrate the process and value of hypothesis-based assessment.

Learning Objectives:

1. Describe different types of speech sound disorders and/or other developmental concerns can co-occur with concerns about speech delays.
2. Conduct hypothesis-based assessments to determine the underlying breakdown/s or diagnoses for a child with a suspected speech sound disorder.
3. Describe a child's speech according to their strengths and needs based on promising differentially diagnostic assessment methods for CAS.

Session 306: Assessing Written Language: Where Do We Start?

Time: 3:00pm - 5:30pm

Audience: Professionals

Level: Introductory

Speakers: Denise Santos Ford

This session will be Live Only.

Written language (reading and writing) can frequently be a challenge for children with Childhood Apraxia of Speech. Learn about how and what to assess. What tools can we use - formal and informal? Learn how to complete a thorough evaluation and as well as what this information means.

Learning Objectives:

1. Name at least 2 standardized measures for written language.
2. Name the areas of written language that should be considered when assessing an individual.
3. Relay at least 2 informal tasks to aid in assessment of working memory and decoding.

Session 307: Cueing and Stabilization Strategies for Late Developing Sounds

Time: 3:00pm - 5:30pm (2 hours for Virtual Session)

Audience: Professionals

Level: Advanced (Boot Camp)

Speakers: Nicole Caballero, Jonathan Preston

This session will be Live & Virtual.

This presentation is for advanced clinicians who work with children with persisting speech errors associated with CAS. We will discuss strategies to elicit late-developing sounds. Speech motor chaining, a structured approach for stabilization and generalization, will be described. Evidence supporting the approach for in-person and telepractice sessions will be presented.

Learning Objectives:

1. Describe 3 different ways to elicit /r/ from a child who is not yet stimuable.
2. Describe 3 different ways to elicit /s/ for a child who is not yet stimuable.
3. Describe how to implement speech motor chaining with fidelity.

Saturday, July 9, 2022

Series 400 Breakout Sessions

Session 401: Apraxia Inclusion: Bilingual Education and the IEP (Apraxia Inclusión: La Educación Bilingüe y el IEP)

Time: 8:30am - 10:30am

Audience: Parents & Professionals

Level: Introductory

Speakers: Jessica Carrizo, Guillermo Cepeda

This session will be Live Only.

This bilingual Spanish/English presentation will provide parents and professionals with a detailed overview of elements of the IEP relevant to dual language learners with childhood apraxia of speech considering or currently enrolled in bilingual education programs.

Learning Objectives:

1. Describe the history and current practices of bilingual education.
2. Describe key issues in the exclusion of minority language children with disabilities from bilingual programs.
3. Describe elements of the IEP related to dual language, language of instruction, and inclusion of dual language learners with CAS in bilingual education classrooms.

Session 402: How to Support Speech and Language Development Using AAC in Children with CAS

Time: 8:30am - 10:30am

Audience: Parents & Professionals

Level: Introductory

Speakers: Ewa Grzelak

This session will be Live & Virtual.

This presentation will show SLPs as well as parents how to support speech and language development via AAC. Included will be how to make this process playful and natural and how to build a positive attitude towards AAC, so it won't be seen as an obstacle but rather a help on the way to functional speech.

Learning Objectives:

1. Incorporate AAC use in their speech therapy sessions.
2. Describe how to make AAC use fun and natural and why it is important.
3. Describe why we should not wait when implementing AAC.

Session 403: Probe Words: Development, Research, and Clinical Application

Time: 8:30am - 10:30am (1.5 hours for Virtual Session)

Audience: Professionals

Level: Intermediate

Speakers: Deborah Hayden, Amy Clark

This session will be Live & Virtual.

Probe Words were developed to examine treatment objectives, measure progress, and aid the clinician in observing the development of synergies (e.g., jaw-lip, tongue-jaw etc.) in varying contexts and complexity levels. This presentation will examine how research supports their use as a standardized method to use in the assessment of speech motor control. Clinical cases will be shared to demonstrate how to apply them in clinical practice with children who exhibit speech sound disorders, including CAS.

Learning Objectives:

1. Describe how the Probe Words and scoring system were developed.
2. List and explain the research behind the Probe Words.
3. Explain how to apply the Probe Words in clinical practice with children who exhibit speech sound disorders including CAS.

Session 404: Creating the Best IEP for Your Child

Time: 8:30am - 10:30am

Audience: Parents & Professionals

Level: Introductory

Speakers: Angela McKee

This session will be Live & Virtual.

A parent of a child with CAS who is also employed as a special educator for a school district will cover basic terminology for the IEP process, review the school-based evaluation process, IEP goals and progress monitoring, and provide ideas for accommodations and collaboration with the school district. Parental procedural safeguards will be discussed throughout the presentation. The session will conclude with conflict resolution strategies as well as a question and answer opportunity for participants.

Learning Objectives:

1. Identify a key difference between an IEP and a 504 plan.
2. List 2 possible accommodations that would be appropriate for a child with CAS.
3. Identify the difference between an accommodation and a modification.

Session 405: Multisensory Cueing Strategies in the Treatment of Childhood Apraxia of Speech (CAS)

Time: 8:30am - 10:30am

Audience: Professionals

Level: Intermediate

Speakers: Breanna Waldrup

This session will be Live Only.

Multisensory cueing is an important part of effective treatment for childhood apraxia of speech (CAS). Learn a variety of auditory, visual, tactile, semantic and proprioceptive/kinesthetic strategies to elicit accurate speech production and have the opportunity to share your own techniques.

Learning Objectives:

1. Describe 3 types of visual cues.
2. Describe how to decide what type of cueing to use based on a child's error.
3. Explain the rationale for using multisensory cueing.

Session 406: Assistive Technology (AT) and CAS

Time: 8:30am - 10:30am

Audience: Parents & Professionals

Level: Introductory

Speakers: Denise Santos Ford, Diane Paul

This session will be Live Only.

The term AT is used frequently in educational settings. This course touches on what assistive technology (AT) is and how it may help your child in the classroom and beyond. Learn about high and low-tech ways that a child's communication can be aided, whether through the use of AAC or through other applications, programs, and documents that can make learning more accessible for each individual.

Learning Objectives:

1. Define Assistive Technology.
2. List at least 2 ways that AT can assist communication in the classroom.
3. List at least 3 different ways to use AT to make participation more accessible.

Session 407: How to Select CAS Treatment Targets in Order to Maximize Outcomes

Time: 8:30am - 10:30am

Audience: Professionals

Level: Advanced

Speakers: Sue Caspari, Ruth Stoeckel

This session will be Live & Virtual.

Accountability is important when making treatment decisions for children with CAS. In this session, we identify strategies and methods for careful selection of the words and phrases that we have the child practice in treatment in order to maximize outcomes and review the evidence that can inform these decisions.

Learning Objectives:

1. Identify research evidence that can inform clinical practice for target selection in CAS.
2. Describe a framework for selecting treatment targets in CAS at an optimum challenge level.
3. Identify how treatment target decisions may differ over time.

Series 500 Breakout Sessions

Session 501: PANEL - Parent Perspectives of the Apraxia Journey

Time: 11:00am - 12:00pm

Audience: Parents & Professionals

Level: Introductory

Panelists: Louisa Akers, Katie Bindrup, Amber Echols, and Ashley Haugen

Moderator: Amy Salera

This session will be Live Only.

In this panel, parents will discuss their Apraxia Star's journey with CAS and other diagnoses and the impact on their lives. Join the discussion to share experiences, useful resources, and strategies for success.

Learning Objectives:

1. Describe a strategy to help their apraxia star be successful.
2. List 2 resources for helping to cope with their child's disability.

Session 502: PANEL - Learning, Love, & Community: Life Lessons from Apraxia Boot Camp

Time: 11:00am - 12:00pm (45 minutes for Virtual Session)

Audience: Professionals

Level: Intermediate

Panelists: Natalie Potter, Kali Grumley, Samantha Novick, Liz Farlow

This session will be Live & Virtual.

Based on our experiences at Boot Camp 2020-21, our team will share how we grew a professional community of care that promotes best practice for a child and their family and ways to evaluate treatment and diagnosis in order to add to your treatment toolkit while developing a growth mindset.

Learning Objectives:

1. Relate to "imposter syndrome" and the humility needed to change and grow, and from this, understand how a professional community of care (e.g., like-minded SLPs and caregivers) can promote the best for each child with CAS and their families.
2. Inspire SLPs who demonstrate a developing interest in CAS to reflect on their treatment toolkit (e.g., methodologies) and readily implement in practice.
3. Understand ways to evaluate treatment and diagnosis and how to improve (e.g., research, consult with professional care community, be willing to be try EBP treatments outside of your comfort zone, channel a growth mindset).

Session 503: Topic Discussion - Babble Boot Camp: Proactive Speech-Language Therapy for Babies and Toddlers

Time: 11:00am - 12:00pm

Audience: Parents & Professionals

Level: Intermediate

Speakers: Nancy Potter, Claire Schrock, Linda Eng, Beate Peter, Mark VanDam, Victoria Heinlen, and Jennifer Davis

This session will be Live.

During this discussion, we explore best practices for evidence-based treatment and diagnosis of CAS, development of empowering communities of care, the challenges experienced supporting individuals with complex communication needs, tools to navigate research articles effectively and cultivation of a growth mindset.

Learning Objectives:

1. Compare proactive vs. reactive speech intervention.
2. Describe Babble Boot Camp components for early intervention.
3. Select key components to target after viewing a video example

Session 504: Topic Discussion - Literacy

Time: 11:00am - 12:00pm

Audience: All Attendees

Level: Variable

Moderator: Denise Santos Ford

This session will be Live Only.

This Topic Discussion will be a place where all conference attendees can discuss questions, challenges, and successes around literacy and apraxia.

Learning Objectives:

1. List 1 challenge around literacy for children with CAS.
2. List 1 strategy/resource to support literacy in children with CAS.

Session 505: Topic Discussion - Insurance

Time: 11:00am - 12:00pm

Audience: All Attendees

Level: Variable

Moderator: Monica Malmgren

This session will be Live Only.

This Topic Discussion will be a place where all conference attendees can discuss questions, challenges, and successes around insurance coverage for apraxia services and aids.

Learning Objectives:

1. List 1 challenge around getting insurance coverage for children with CAS.
2. List 1 strategy/resource to successfully work with insurance companies.

Session 506: Topic Discussion - Bilingualism

Time: 11:00am - 12:00pm

Audience: All Attendees

Level: Variable

Moderators: Christina Gildersleeve-Newumann and Jessica Carrizo

This session will be Live Only.

This Topic Discussion will be a place where all conference attendees can discuss questions, challenges, and successes around bilingualism and apraxia.

Learning Objectives:

1. List 1 challenge around speech therapy for bilingual children with CAS.
2. List 1 strategy/resource to support bilingual children with CAS.

Session 507: Topic Discussion - AAC

Time: 11:00am - 12:00pm

Audience: All Attendees

Level: Variable

Moderator: Melissa Taberski

This session will be Live Only.

This Topic Discussion will be a place where all conference attendees can discuss questions, challenges, and successes around augmentative and alternative communication tools.

Learning Objectives:

1. List 1 challenge around AAC tools children with CAS.
2. List 1 strategy/resource to obtain/use AAC with children with CAS.

Series 600 Breakout Sessions

Session 601: Making Friends and Overcoming the Communication Barriers

Time: 1:30pm - 3:00pm

Audience: Parents & Professionals

Level: Introductory

Speakers: Mikey Akers, Josh Lowe

This session will be Live Only.

This presentation is primarily aimed at assisting parents to help their child make friends and overcome any communication barriers. Delivered by a young adult who lived with Verbal Dyspraxia/Apraxia and his best friend since the age of 8.

Learning Objectives:

1. Identify 2 challenges that are a result of having a motor speech disorder.
2. List 2 strategies to help support a child with CAS make friends.

Session 602: Why is my School District Warning Me? Procedural Safeguards and How to Use Them

Time: 1:30pm - 3:00pm

Audience: Parents

Level: Introductory

Speakers: Katie Bindrup

This session will be Virtual Only.

This is a class on the dreaded lump of information given to every special ed. parent at least once a year: Procedural Safeguards. Few attorneys and even fewer parents or school staff fully understand what these safeguards are and why the federal government wants you to be aware of them. By understanding the rules to IEPs, a parent can better advocate for their child during IEPs, know what to do when they disagree with an IEP, and know how to navigate through getting their child what they need.

Learning Objectives:

1. Define what Procedural Safeguards are.
2. List the steps to take if they disagree with their child's IEP.
3. List 2 strategies to hold the school/district accountable under IDEA.

Session 603: PROMPT: Including Elements of DTTC (Duplicate of Session 206)

Time: 1:30pm - 3:00pm

Audience: Parents & Professionals

Level: Advanced

Speakers: Jennifer Eigen

This session will be Live & Virtual.

Both PROMPT and DTTC are motor-based approaches which incorporate principles of motor learning (PML) and target movement, not individual sounds. In this presentation, I will describe how I include components of DTTC in my PROMPT treatment such as PML, working on vowels and prosody, individualized targets and cues through videos and clinical examples.

Learning Objectives:

1. Explain key aspects of the PROMPT assessment and treatment.
2. Identify the commonalities between the DTTC and PROMPT approach.
3. Describe how DTTC can be integrated within PROMPT.

Session 604: Incorporating Reading Instruction into Therapy for Children with CAS

Time: 1:30pm - 3:00pm

Audience: Parents & Professionals

Level: Intermediate

Speakers: Breanna Waldrup

This session will be Live Only.

According to ASHA, speech language pathologists “must ensure that students with special needs receive intervention that builds on and encourages the reciprocal relationships between spoken and written language.” Key principles and specific strategies for reading instruction for children with CAS, based on research and clinical experience, will be discussed.

Learning Objectives:

1. List 2-4 key components of structured literacy.
2. Identify at least 2 modifications to structured literacy for children with CAS.
3. Name 3 types of multisensory cueing that can be included in reading instruction for children with CAS.

Session 605: Fostering Students with Childhood Apraxia of Speech in the Classroom

Time: 1:30pm - 3:00pm

Audience: Parents & Professionals

Level: Introductory

Speakers: Laura Smith

This session will be Live Only.

This presentation will address the academic and school implications related to childhood apraxia of speech (CAS). Suggestions for how to incorporate the principals of motor learning within treatment intensity and frequency in a school setting along with suggestions on how to incorporate school staff to promote carryover will be discussed. Additionally, CAS can have implications socially, emotionally, and behaviorally which may benefit from specific IEP accommodations and having trained staff.

Learning Objectives:

1. Describe how to incorporate principles of motor learning in the school setting.
2. Name at least 4 other situations in which CAS can impact a child in the school setting.
3. List at least 2 accommodations that may be helpful to consider on the IEP for the child with CAS.

Session 606: Voice Therapy and CAS: Three Case Studies

Time: 1:30pm - 3:00pm

Audience: Parents & Professionals

Level: Intermediate

Speakers: Denise Santos Ford, Libby Lavella-Perfitt

This session will be Live Only.

Speech therapy is the predominant approach for pediatric patients diagnosed with Childhood Apraxia of Speech (CAS), a motor planning disorder of the movements required for speech. Voice therapy is rarely the first choice for CAS, however when looking at the speech system as a whole, we have found it to be effective in treating pitch, vowel distortions, resonance, prosodic inaccuracies, and stress in pediatric patients.

Learning Objectives:

1. List at least 2 voice therapy techniques used in each case study.
2. List at least 1 improved outcome for each case study.

Session 607: Increasing Practice Power Through Repetition Without "Drill and Kill"

Time: 1:30pm - 3:00pm

Audience: Parents & Professionals

Level: Intermediate

Speakers: Ruth Stoeckel

This session will be Live & Virtual.

The term "drill and kill" suggests that repetitive practice can kill motivation. This session will turn that around to thinking of "repetition for acquisition." We will explore ideas beyond which game to play for increasing amount of practice both in and outside of the therapy room.

Learning Objectives:

1. Explain the importance of repetition to develop accuracy of verbal sequences.
2. Describe how choice of target can influence opportunities for repetitive practice.
3. Identify how amount of practice can be managed by using activities both in the therapy room and in situations outside of therapy.

Closing

Closing Session: PANEL – Perspectives of the Apraxia Journey

Time: 3:30pm - 5:00pm

Audience: All Attendees

Level: Introductory

Panelists: Mikey Akers, Tessa McEvoy, Akyra Kikumoto, Jayden LaVecchia, Amaya Kikumoto, Bailey Bindrup, and Hayden Stevens

Moderators: Sarah White and Aly Taylor

This session will be Live Only.

Join us for a panel of children, teens, and young adults as they share their apraxia journey, what they've learned along the way and what they want everyone to know about apraxia.

Learning Objectives:

1. List 2 areas childhood apraxia of speech can affect a child's development.
2. List 2 strategies to help a child with apraxia successfully manage their daily lives.

VIRTUAL ONLY SESSIONS

These sessions are only available virtually and will not be presented live at the in-person event.

All conference ticketholders (virtual and in-person) will have access to these sessions for the month of July 2022.

Virtual Session 901: Co-Treatment Strategies for Children with CAS: SLP and OT Perspectives

Time: Virtual Only

Length: 1.5 hours

Audience: Parents & Professionals

Level: Introductory

Speakers: Caitlin Raaz, Bethany DeJarnatt

This session will be Virtual Only.

Children with CAS may present with co-occurring traits including fine and gross motor deficits and issues with sensory processing. In such cases, it may be beneficial to provide direct co-treatment with SLPs, OTs, and PTs. In this presentation, case studies and hands-on practice activities will be utilized to provide an overview of the potential benefits of co-treatment, review special considerations for children with CAS, and discuss specific strategies that can be implemented to facilitate collaboration between disciplines.

Learning Objectives:

1. Describe the treatment implications for children with CAS who have sensory processing issues and/or fine motor delays.
2. Summarize the benefits of co-treatment for children with CAS who have sensory processing issues and/or fine motor delays.
3. Identify 3 or more strategies that can be utilized to facilitate successful co-treatment sessions.

Virtual Session 903: The Space of Unknowing & What to Do When You Don't Know What to Do

Time: Virtual Only

Length: 1.5 hours

Audience: Professionals

Level: Intermediate

Speakers: Mike Bright

This session will be Virtual Only.

CAS is a challenging diagnosis where uncertainty abounds. In this course, we will discuss ways forward when the diagnosis is unclear, analyze how symptoms can inform appropriate treatment, and think about ways to stabilize the self and the family when there are more questions than answers.

Learning Objectives:

1. Identify 3 reasons why diagnosing childhood apraxia of speech is particularly challenging.
2. Describe 7 symptoms that can be either more or less indicative of childhood apraxia of speech.
3. Describe 3 strategies that can be used when there is uncertainty related to diagnosis.

Virtual Session 904: Motor Learning Principles (PMLs) in Action

Time: Virtual Only

Length: 2 hours

Audience: Parents & Professionals

Level: Intermediate

Speakers: Sarah Carmody

This session will be Virtual Only.

This session is designed for family members interested in “leveling-up” home practice opportunities and professionals looking for practical advice in applying the principles of motor learning (PMLs) to CAS treatment. We'll discuss the PMLs in user-friendly language, connecting our learning to concrete strategies to prepare you for your next practice/therapy session.

Learning Objectives:

1. Name/Describe principles of motor learning with at least 1 practical example of appropriate carryout in treatment/home practice.
2. Explain how adjusting therapy scheduling practices can positively impact progress.
3. Engage in hands-on practice with offering verbal feedback during therapy/home practice that optimizes the child's learning.

Virtual Session 905: Pathological Demand Avoidance for Parents and Professionals

Time: Virtual Only

Length: 1 hour

Audience: Parents & Professionals

Level: Introductory

Speakers: Melissa Packwood

This session will be Virtual Only.

Are you a parent or professional who takes care of children who have Autism? Pathological Demand Avoidance (PDA) is an Autism profile characterized by heightened anxiety causing demand avoidance. During this presentation, you will learn strategies to assist with preventing meltdowns and aid in the de-escalation of big emotions.

Learning Objectives:

1. Explain when PDA may be a reason for behavioral issues.
2. Describe de-escalation techniques.
3. List 3 strategies for providing support and teamwork to those with demand avoidance resulting from anxiety.

Virtual Session 906: Meet Me Where I Am

Time: Virtual Only

Length: 1.5 hours

Audience: Parents

Level: Introductory

Speakers: Sarah Carmody

This session will be Virtual Only.

This session emphasizes the how and why of providing person-centered, respectful support of the whole child with CAS. We'll hear both professional and parent perspectives on the key ingredients (of intervention, education, and navigating life) that helped their Apraxia Stars shine their brightest across ages and phases of the journey.

Learning Objectives:

1. Describe 3 ways that communication progress can be supported for children with CAS and co-occurring social, attention, learning, and/or cognitive challenges.
2. Describe the connection between motivation and learning as it relates to maximizing progress for children with CAS.
3. Describe person-centered care and its importance to individuals with CAS.

Virtual Session 907: Speech Treatment for Childhood Dysarthria

Time: Virtual Only

Length: 1 hour

Audience: Professionals

Level: Advanced

Speakers: Erika Levy

This session will be Virtual Only.

This presentation will provide an overview of evidence-based treatments for childhood dysarthria, including Levy's Speech Intelligibility Treatment (SIT); a dual-focus speech treatment targeting increased articulatory excursion and vocal intensity. Training in SIT will be provided. An online quiz will be offered to speech-language pathologists wishing to become certified in this treatment technique.

Learning Objectives:

1. Describe 3 evidence-based speech treatments for children with dysarthria.
2. Name the 2 prompts implemented in Speech Intelligibility Treatment.
3. Name an outcome variable that may be improved by an evidence-based treatment for childhood dysarthria.

Virtual Session 908: Assessment and Treatment of Velopharyngeal Dysfunction in Children with CAS

Time: Virtual Only

Length: 2 hours

Audience: Professionals

Level: Advanced

Speakers: Becky Baas

This session will be Virtual Only.

Evaluation and treatment for childhood apraxia of speech (CAS) and velopharyngeal dysfunction (VPD) as separate speech disorders have been well-described in the literature. The co-occurrence of childhood apraxia of speech and velopharyngeal dysfunction is rare and poses unique challenges to speech-language pathologists in assessment and treatment of these children. The purpose of this presentation is to describe the assessment of VPD in children with CAS, treatment options, and long-term outcomes of children with concomitant CAS and VPD.

Learning Objectives:

1. Describe how to assess velopharyngeal function in children with childhood apraxia of speech.
2. Describe treatment options in children diagnosed with childhood apraxia of speech (CAS) and velopharyngeal dysfunction (VPD).
3. List 2 long-term outcomes in children diagnosed with childhood apraxia of speech (CAS) and velopharyngeal dysfunction (VPD).

Virtual Session 909: Navigating Insurance When Your Child Needs Speech Therapy

Time: Virtual Only

Length: 1 hour

Audience: Parents & Professionals

Level: Introductory

Speakers: Gretchen Myers

This session will be Virtual Only.

This presentation will cater to parents and families who have a child needing speech therapy. Insurance issues can be stressful and complicated. This presentation will help families to have more confidence understanding insurance and navigating difficult insurance issues. Insurance basics, including terminology and specific plans will be discussed.

Learning Objectives:

1. Describe a strategy to help navigate difficult insurance issues.
2. Explain basic insurance terminology such as EOB's.
3. List 3 questions to ask when contacting their insurance company.

RESEARCH POSTERS

Not available for CEUs.

Poster 1001: Virtual ASSIST Speech Therapy for Childhood Apraxia of Speech (CAS): Effects of Intensity on Caregiver-rated Functional Outcomes

Speakers: Edwin Maas, Susan Caspari, Molly Beiting, Christina Gildersleeve-Neumann, Teodora Niculae-Caxi, Ruth Stoeckel, & Jingwei Wu

This session will be Live & Virtual.

This study examines effects of treatment intensity on caregiver-reported functional outcomes for ASSIST, an integral stimulation-based treatment for CAS. Twelve children received 16 hours of ASSIST via Zoom over 2 (massed) or 4 weeks (distributed). Findings indicate an advantage for distributed over massed practice for communicative participation. [funded by NIH-R01DC017768]

Learning Objectives:

1. Describe the effects of intensity on parent-rated functional outcome measures following virtual ASSIST.

Poster 1002: Treatment of Childhood Apraxia of Speech with Speech and Music Therapy

Speakers: Mirjam van Tellingen, Hayo Terband

This session will be Live & Virtual.

Speech-Music Therapy for Aphasia (SMTA) is a method that integrates speech therapy and music therapy. In this single subject design study, SMTA is evaluated in the treatment of CAS in a five year old boy. Preliminary results suggest that treatment with SMTA contributed to improved intelligibility.

Learning Objectives:

1. Describe what elements of the Speech-Music Therapy for Aphasia protocol could be appropriate for the treatment of CAS.

Poster 1003: Self-reported Communication Attitudes of Children with Childhood Apraxia of Speech

Speakers: Sydney Keller, Edwin Maas

This session will be Live & Virtual.

In the present study, communication attitude questionnaires were administered to 12 children with CAS enrolled in an intensive intervention. Findings indicated that older but not younger children with CAS are more likely to have negative self-perceptions about their speech. [funded by NIH R01 DC017768 and Temple University Diamond Research Scholarship].

Learning Objectives:

1. Describe the self-reported communication attitudes of children with CAS enrolled in an intensive impairment-oriented speech intervention.

Poster 1004: Perspectives of Speech Language Pathologists and Occupational Therapists on Comorbidity of Childhood Apraxia of Speech and Sensory Processing Disorder

Speakers: Kate Nealon, Zahava Friedman

This session will be Virtual Only.

While potentially existing in isolation, Childhood Apraxia of Speech (CAS) often presents with co-occurring difficulties with Sensory Processing Disorder (SPD) (ASHA, 2007; Newmeyer, 2009). The current study analyzes responses from SLPs and OTs elicited via focus group and survey, evaluating perspectives on potential co-morbid presentation/treatment of CAS and SPD. Other potential comorbid deficits accompanying CAS will be discussed.

Learning Objectives:

1. Identify 3 potentially co-occurring deficits with Childhood Apraxia of Speech.

Poster 1005: Speech Perception Abilities of Children with CAS: Preliminary Findings

Speakers: Molly Beiting, Jenya Iuzzini-Seigel, Edwin Maas

This session will be Live & Virtual.

Impairments in speech perception have been documented among some, but not all, children with CAS. We examined perceptual skills of 12 children with CAS (ages 4-9), enrolled in an intensive speech treatment camp. Perceptual skills were positively correlated with age and speech severity, and negatively correlated with speech inconsistency.

Learning Objectives:

1. Describe the relationship between perceptual skills and other variables (i.e., age, speech production, language skills, progress in speech treatment), as observed in a small sample of children with CAS.

Poster 1007: An Investigation into Quality of Life in Parents and Caregivers of Children Receiving Speech and Language Therapy

Speakers: Keira White

This session will be Virtual Only.

Quality of life in parents of children with apraxia of speech has yet to be explored. This mixed methods project highlights that parents of children with childhood apraxia of speech experience greater impact to their quality of life in comparison to parents of children with various other speech language and communication needs and explores the reasons as to why.

Learning Objectives:

1. Describe 3 ways the quality of life of parents or caregivers may be impacted by having a child with apraxia of speech.

SPEAKER GUIDE

All speaker credentials, bios, and disclosures are listed alphabetically by last name.

General Speaker Disclosure:

Apraxia Kids provided compensation to all speakers in the form of a waived conference registration fee.

Apraxia Kids provided members of the Board and Professional Advisory Council with lodging and travel stipends.

Mikey Akers, Adult with Apraxia

Mikey Akers is the founder of Mikey's Wish, a small organisation that raises awareness of verbal dyspraxia/apraxia and supports families and individuals with a diagnosis of verbal dyspraxia/apraxia. Mikey is passionate about sharing his experiences with verbal dyspraxia/apraxia so that others can learn how to overcome obstacles, develop close relationships, and feel empowered and supported on their journey with verbal dyspraxia/apraxia.

Disclosures: *There are no relevant financial or nonfinancial relationships to disclose.*

Becky Baas, MA, CCC-SLP

Becky S. Baas, is a pediatric speech-language pathologist at Mayo Clinic in Rochester, Minnesota. Her clinical and research interests are in the areas of early language acquisition, hearing impairment, velopharyngeal dysfunction, and motor speech disorders in children.

Disclosures: *Employed by Mayo Clinic in the pediatric outpatient practice, including the Mayo Clinic Velopharyngeal Insufficiency Receiving compensation from Apraxia Kids for this presentation. There are no other relevant financial or nonfinancial relationships to disclose.*

Molly Beiting, MA, CCC-SLP, PhD Candidate

Molly Beiting is a speech-language pathologist and PhD Candidate at Temple University (expected graduation August 2022). Her dissertation research focuses on identifying individual-level factors related to progress in CAS treatment and was funded by a grant from the NIH/NIDCD; F31 DC018723. Overall, Molly's research addresses the clinically significant need for effective, generalizable interventions for children with complex communication profiles. She has a special interest in children who exhibit co-occurring disorders, such as autism and apraxia.

Disclosures: *Received funding through an NIDCD fellowship (F31 DC018723) and a research grant (R01 DC017768; PI: Maas). There are no relevant financial or nonfinancial relationships to disclose.*

Brenda Beltrán, BA, Graduate Student

Brenda Beltrán is a second-year graduate student at Portland State University's Speech and Hearing Sciences program. She is a native Spanish-English bilingual speaker whose goal is to improve and streamline the service delivery model for culturally and linguistically diverse populations. She is participating in the Bilingual Concentration Program at PSU to learn about appropriate assessment and intervention strategies. Brenda is a Research Assistant at PSU's Monolingual and Bilingual Speech (MABS) Lab. In this role, she's coordinated and administered a speech screener to collect normative data for typical Spanish-English bilingual speech development in school-aged children. Brenda is also a Research Assistant II at Oregon Health and Science University (OHSU) in the Cysticercosis Lab. The research explores the biological, environmental, social, and cultural factors that drive transmission of the pork tapeworm, taenia solium, in rural areas of Northern Peru. Her clinical and research interests include bilingual assessment and intervention, speech sound disorders, feeding and swallowing disorders, craniofacial anomalies, and implementation science.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Katie Bindrup, Lawyer, Mom of child with CAS, Self-Advocate

Katie Bindrup, Esq. is a Nevada-licensed attorney and mother of Bailey, a nine year old who was diagnosed with CAS at age 2.5. As a mother & attorney, Katie has the unique perspective of advocating for her daughter through the public school system both as an attorney AND a parent. She has filed 3 due process complaints, including a full due process hearing & appeal. She has also filed two (2) State Complaints. Katie practices full-time law with her husband, David, and has four children with a 5th on its way this summer. Katie's goal is to teach parents their Procedural Safeguards, what they are & how to use them, so that parents can confidently hold the school system accountable by advocating for their children. Katie will also be publishing a booklet on procedural safeguards this year to help support families even more.

***Disclosures:** Katie will have a booklet on procedural safeguards published this upcoming year available for purchase. There are no other relevant financial or nonfinancial relationships to disclose.*

Mike Bright, MS, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Mike Bright is a speech-language pathologist with more than 15 years experience helping children communicate more successfully. Trained and employed through Boston Children's Hospital through 2020, he has developed an expertise in thinking about particularly difficult-to-understand speech. Mike was also selected in the inaugural Boot Camp provided through Apraxia Kids, and he is Recognized by Apraxia Kids for Advanced Training and Clinical Expertise in Childhood Apraxia of Speech. He has received intensive training and subsequent in-depth experience working with a variety of complex speech and language disorders. Mike enjoys helping children and their families navigate the murky and often stormy waters of diagnosis, appropriate treatment, and progress monitoring.

***Disclosures:** Owner of Bright Speech and Language, LLC. Graduate of Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.*

Nicole Caballero, MEd, CCC-SLP

Nicole Caballero is a certified speech-language pathologist and PhD student in the Speech Production Laboratory at Syracuse University. She participates in research on the diagnosis and treatment of speech sound disorders, including childhood apraxia of speech. She also conducts assessments and treatment with children with speech sound disorders in the Gebbie Speech-Language-Hearing Clinic.

***Disclosures:** Portion of salary from Syracuse University is supported by grant funds. There are no other relevant financial or nonfinancial relationships to disclose.*

Katy Cabbage, PhD, CCC-SLP

Katy Cabbage is an Assistant Professor at Brigham Young University and former school-based speech-language pathologist. Her research interests center on the connections between early speech and language skills and later literacy acquisition, particularly in children with speech production deficits including those with childhood apraxia of speech.

***Disclosures:** Salaried employee at Brigham Young University. Serves as a reviewer for several peer-reviewed journals. There are no other relevant financial or nonfinancial relationships to disclose.*

Sarah Carmody, MS, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Sarah Carmody is a multilingual pediatric SLP who specializes in assessment and treatment of complex speech production challenges, including CAS. She owns a private practice in southern New Jersey and is an adjunct faculty member and clinical educator at Widener University. As a proud Apraxia Kids Boot Camp graduate, Sarah is committed to supporting apraxia stars and their families, while also working to further knowledge and awareness about CAS in the therapeutic/educational community and beyond!

***Disclosures:** Graduate of Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.*

Jessica Carrizo, MS, CCC-SLP

Jessica Carrizo is a pediatric speech language pathologist practicing in Northern California. Jessica has extensive experience providing comprehensive speech and language assessments and therapy to multilingual children with complex communication profiles. Her areas of speciality are multilingual childhood apraxia of speech, dyslexia, and alternative augmentative communication. She is the owner and founder of Alma Language & Literacy. She currently volunteers for Apraxia Kids' Diversity & Inclusion Task Force.

***Disclosures:** Owner of Alma Language & Literacy. Owner almaSLP shop. There are no other relevant financial or nonfinancial relationships to disclose.*

Julie Case, PhD, CCC-SLP

Julie Case is an Assistant Professor in the Speech-Language-Hearing Sciences Department of Hofstra University. In her research program, Dr. Case studies speech motor control and motor learning in children with apraxia of speech and other speech sound disorders. Dr. Case also investigates the clinical management and treatment efficacy of motor-based intervention in young children with apraxia of speech.

***Disclosures:** Full-time and salaried employee at Hofstra University. Research is funded by the Once Upon a Time Foundation. Instructor for Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.*

Sue Caspari, MA, CCC-SLP, PAC Member for Apraxia Kids

Sue Caspari is a speech-language pathologist and faculty member at Temple University. Sue has over 20 years of experience working with children and adults in a variety of settings including early intervention, private practice, and inpatient and outpatient hospital settings, including the Mayo Clinic. Sue has advanced training in and is nationally recognized for her expertise with respect to childhood apraxia of speech (CAS). At Temple, she teaches graduate level courses focused on CAS, and supervises the clinical work of students in the recently established Childhood Apraxia of Speech Treatment, Learning, and Evaluation (CASTLE) Center. She frequently gives national and international presentations on the clinical management of CAS, and has published scientific research in top journals since 2008. Sue is a Professional Advisory Council member for the Apraxia Kids organization and an instructor for the Apraxia Kid's CAS Intensive Training Institute. She is the owner of Caspari and Colleagues, LLC, a group of SLPs dedicated to providing

consultation, evaluation, and therapy services for children with CAS and other severe speech sound disorders; and the director of an intensive 5-week summer program for children with CAS.

***Disclosures:** Employed by Temple University. Co-Investigator on a research grant from NIDCD (R01 DC017768; PI: Maas). Owner of a private practice in speech-language pathology. Member of the Professional Advisory Council for Apraxia Kids. Instructor for Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.*

Guillermo Cepeda, Father of a Child with Severe CAS

Guillermo Cepeda is a Partner and shareholder of Horton International in Mexico, having joined and led the company since 2004. Horton International is one of the TOP-40 global executive search firms with more than 40 locations and 50 years of history. Before joining Horton International, Guillermo had extensive multi-country experience working in U.S. and Latin American privately held and publicly listed companies. Guillermo founded and acted as MP of eVision Partners, a private equity group focusing in Latin America and other emerging markets; founded deRemate.com, the leading on-line, consumer-to-consumer trading platform in Latin America; and previously acted as senior manager Latin America for Siebel Systems, among other senior managerial positions in Mexican companies in the Manufacturing and Hospitality industry sectors.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Amy Clark, MS, CCC-SLP, PROMPT Instructor, PAC Member for Apraxia Kids

Amy Clark is the Director of Clinical Education for the PROMPT Institute and a treatment clinician at Children's Minnesota with over 20 years of direct clinical practice experience. She has extensive experience working with children with developmental delays, motor speech disorders, autism spectrum disorders, and language disorders in a variety of settings. She is a member of the Apraxia Kids Professional Advisory Council. In addition, she is a nationally recognized speaker on subjects related to motor speech disorders, connecting with caregivers, communicating with colleagues, supervision, and PROMPT. She became a Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) Instructor in 2008. Amy has a special interest in motor speech disorders and PROMPT. PROMPT is an integral part of her daily practice and allows her to help a wide variety of patients reach their full potential.

***Disclosures:** Director of Clinical Education of the PROMPT Institute and receives compensation for fulfilling this role from the PROMPT Institute. Member of the Professional Advisory Council of Apraxia Kids for which she receives no compensation. There are no other relevant financial or nonfinancial relationships to disclose.*

Jennifer Davis, MA, CCC-SLP

Jennifer Davis is a speech-language pathologist with over 30 years of experience in the field. Her areas of focus are from both ends of the age spectrum, with 30+ years experience in Pediatrics and Early Intervention, and 14 years experience with voice disorders associated with Parkinsons disease. She is a practicing clinician in Washington state, and is affiliated with Arizona State University on research looking at the impact of early intervention on outcomes for children at high risk for severe speech sound disorders.

***Disclosures:** Receives payment from Arizona State University as an independent contractor for participation in research work in early intervention. There are no other relevant financial or nonfinancial relationships to disclose.*

Bethany DeJarnatt, MOT, OTR/L

Bethany DeJarnatt is a pediatric occupational therapist, parent educator, course creator, and children's yoga instructor. She has many years of experience working with families with children in the areas of sensory modulation, functional visual skills, and supporting developmental skills. She has completed additional training in children's yoga, sensory integration, interoception curriculum, mindfulness based stress reduction, infant massage, and visual processing interventions. She is passionate about educating parents with tangible information to empower them. Bethany encourages mindfulness as a tool to support co-regulation; supporting families to feel empowered and engaged to build

a collaborative relationship with their children. Bethany is also a course instructor with Baby Know: Bodies, Hearts & Minds; leading the Mindfulness, Vision, Fine Motor, and Sensory Processing Lessons to support developmental milestones of babies 0-12 months.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Jennifer Eigen, MS, CCC-SLP, PROMPT Instructor

Jennifer Eigen owns a private practice in Brooklyn, New York where she and her therapists provide speech-language services to toddlers, preschoolers, and school age children with a wide range of issues including motor-speech, language, and autism spectrum disorders. Jennifer also works for the PROMPT Institute, teaching PROMPT classes to SLPs worldwide, helping the Institute develop online courses and contributing to PROMPT publications. Additionally, Jennifer teaches a course in speech sound disorders to graduate students in NYU's online graduate program and participated in advanced training in DTTC with Edythe Strand, PhD, CCC-SLP.

***Disclosures:** Independent contractor of the PROMPT Institute and receives compensation for fulfilling this role from the PROMPT Institute. There are no other relevant financial or nonfinancial relationships to disclose.*

Linda Eng, BA, BS, Certificate in Communication Sciences and Disorders

Linda Eng is a post-baccalaureate Research Associate and the Program Manager of Babble Boot Camp at Arizona State University. She is interested in the application of early intervention mechanisms to infants and toddlers at risk for developing speech and language disorders. Linda holds a BA in English literature, a BS in Biology, and a Certificate in Communication Sciences and Disorders.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Elizabeth (Liz) Farlow, MS, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

The Sunshine Sisters are a dynamic group of speech-language pathologists from across the country who recently graduated from the 2021 Apraxia Kids Boot Camp. We work in a variety of settings including schools, private practices, nonprofit organizations, and hospitals, serving clients across the lifespan in-person and through teletherapy. The experience of the Apraxia Kids Boot Camp professionally enriched our drive for learning evidence-based practices, expanded our knowledge, and inspired a growth mindset. The deep-rooted, meaningful connections cultivated amongst our group and spearheaded by our mentor inspired us to continue supporting and motivating each other for lifelong learning.

***Disclosures:** Graduate of Apraxia Kids Boot Camp. There are no relevant financial or nonfinancial relationships to disclose.*

Gary Fernando, MD, FAAP, Board Member for Apraxia Kids

Dr. Gary Fernando is a Board Certified Pediatrician practicing at the University of Chicago Comer Children's Hospital. He and his wife have three children, the oldest of whom has CAS. Dr. Fernando joined the Board of Directors of Apraxia Kids in 2017 after he realized that the pediatric medical community does not do a great job of recognizing or educating on childhood speech development and disorders. He has used his experience in advocacy for children's health to start to work on advancing pediatricians' understanding of speech development and disorders. His son uses an AAC device and he has strengthened his knowledge in the area of AAC as well as becoming an expert to better help his patients' families navigate the IEP process.

Prior to joining the University of Chicago, Dr. Fernando was the Chair of Pediatrics at Crusader Community Health, a Federally Qualified Health Center in Rockford, IL. He is a graduate of the University of Illinois College of Medicine and completed his residency at Stony Brook Long Island Children's Hospital where he also served as Chief Resident. He has been involved at multiple levels of the American Academy of Pediatrics (AAP) including graduating from the Young

Physician Leadership Alliance program and serves on the educational and legislative subcommittees of the Illinois Chapter of the AAP. At the University of Chicago he has won multiple teaching awards, serving as a teaching attending for both pediatric residents as well as medical students. He has made it his mission to make sure that the pediatric trainees have a keen understanding of speech development in children and works to dispel speech development myths and misconceptions in the field of pediatrics.

Disclosures: Board Member for Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.

Sue Freiburger, MSPH, PAC Member for Apraxia Kids

Sue Freiburger is a parent of a child with severe childhood apraxia of speech. She has a background in scientific research, with an MSPH from UNC Chapel Hill and she currently works as an environmental consultant doing human health risk assessment for Jacobs. Sue attended the first Apraxia Kids National Conference in 2002 and was impressed with the high quality, research-based information that the organization presented. As her son's apraxia began to improve with intensive speech therapy, Sue wanted to give back to the organization that had helped their family so much when he was first diagnosed. She coordinated the first Apraxia Walk in Pittsburgh in 2008 and, when other parents around the country expressed the desire to help spread awareness, she developed the Walk for Apraxia program. She is proud of all of our Apraxia Stars and grateful to the many volunteers who give so much of their time and talent to make the Walk for Apraxia special events that celebrate our children each year.

Disclosures: Member of the Professional Advisory Council for Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.

Christina Gildersleeve-Neumann, PhD, CCC-SLP, PAC Member for Apraxia Kids

Christina Gildersleeve-Neumann is Professor and Chair in Speech and Hearing Sciences at Portland State University in Portland, Oregon. She conducts research and teaches on typical and atypical speech development and disorder in monolingual and bilingual children from 3 to 10 years of age, including assessment and treatment of children with childhood apraxia of speech. She has presented and published extensively on these topics.

Disclosures: Employed by Portland State University. Receives a consultant fee through a research grant from NIDCD (R01 DC017768; PI: Maas). Co-chair of the Apraxia Kids Research Symposium organizing committee. Member of the Professional Advisory Council for Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.

Maria Grigos, PhD, CCC-SLP, PAC Member for Apraxia Kids

Maria Grigos is an Associate Professor and Chair in the Department of Communicative Sciences and Disorders at NYU. Her scholarly work combines perceptual, acoustic, and kinematic methods to pursue two lines of research. The first centers on the study of speech motor control and motor learning across the lifespan in both impaired and non-impaired speakers. The second focuses on translational research where she studies the efficacy of motor-based intervention in childhood apraxia of speech.

Disclosures: Research on CAS is funded by NIH/NIDCD and the Once Upon a Time Foundation. Member of the Professional Advisory Council for Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.

Kali Grumley, MA, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

The Sunshine Sisters are a dynamic group of speech-language pathologists from across the country who recently graduated from the 2021 Apraxia Kids Boot Camp. We work in a variety of settings including schools, private practices, nonprofit organizations, and hospitals, serving clients across the lifespan in-person and through teletherapy. The experience of the Apraxia Kids Boot Camp professionally enriched our drive for learning evidence-based practices,

expanded our knowledge, and inspired a growth mindset. The deep-rooted, meaningful connections cultivated amongst our group and spearheaded by our mentor inspired us to continue supporting and motivating each other for lifelong learning.

***Disclosures:** Graduate of Apraxia Kids Boot Camp. There are no relevant financial or nonfinancial relationships to disclose.*

Ewa Grzelak, SLP, AAC Trainer, Mother of Child with CAS

Ewa Grzelak is an SLP, AAC Trainer, Mówik AAC app trainer, lecturer, and mother to Hubert, her apraxia star who also has autism and uses AAC. Ewa is a passionate SLP skilled in treating childhood apraxia of speech and using AAC to support her clients. Her caseload is 90 percent children with apraxia, and also works with children with ASD diagnosis. Ewa's adventure with CAS and AAC started thanks to her son, Hubert; she learned for him and can now help other children. Currently, Ewa teaches private courses, as well as classes in universities.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Carla Hall, MA, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Carla C. Hall has been practicing speech pathology in Central Florida since 1996 and is the Co-Owner of Sunny SPOT Therapy. Sunny SPOT Therapy is a pediatric rehab clinic in Casselberry, FL that provides speech and occupational therapy to children. Carla is Recognized by Apraxia Kids for having Advanced Training and Clinical Expertise in Childhood Apraxia of Speech. Carla has spent her career working in children's hospital, public school, home health, and university settings. She enjoys presenting at national and state-wide conferences, clinical education, and teaching graduate students at the University of Central Florida about Childhood Apraxia of Speech.

***Disclosures:** Graduate of Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.*

Deborah Hayden, MA, CCC-SLP, SL-P(C), Reg. CASLPO

Deborah A. Hayden is the developer of PROMPT and the Founder and Research Director of the PROMPT Institute (Prompts for Restructuring Oral Muscular Phonetic Targets) located in Santa Fe, New Mexico. PROMPT philosophy and treatment have been translated and are now being introduced and taught in numerous languages. Deborah received her graduate degree from San Diego State University and has had extensive clinical and management experience in programs dealing with severe communication disorders. Most of her research has been in the field of developmental and adult speech production disorders; PD, SSD, MSD, CAS, TBI, AOS, Transcortical aphasia, and research in speech production disorders. Her current research efforts have been directed towards researching and publishing the PROBES and releasing the updated VMPAC-R (Verbal Motor Production Assessment for Children-Revised), as an application (app) with Aravind Namasivayam. Deborah has published extensively and has presented internationally at workshops and conferences in the United States, Canada, Europe, Australia, South Africa, and Hong Kong.

Deborah Hayden is the developer and founder of PROMPT Institute. Currently, she is the Research Director of the PROMPT Institute and continues to work with colleagues around the world to promote and develop clinical and brain-related research for the identification, assessment, and treatment of expressive speech disorders across the lifespan.

***Disclosures:** Research Director of the PROMPT Institute and receives compensation for fulfilling this role from the PROMPT Institute. There are no other relevant financial or nonfinancial relationships to disclose.*

Ashley Heath, BS, Graduate Student

Ashley Heath is a second year graduate student at Portland State University's Speech and Hearing Sciences program. She holds a Bachelor's of Science in Anthropology and Geography with a concentration on Latin American Studies and Spanish. Ashley fine tuned her Spanish skills while living abroad in Granada, Spain and later on, in Mexico City, Mexico.

She continued to practice and apply her Spanish skills in various work settings, such as Head Start and elementary schools. Before beginning her graduate program, she worked as a bilingual Child Development Specialist for an early intervention agency. Working with bilingual children in a variety of settings exposed her to the need for Spanish-speaking speech-language pathologists and encouraged her to pursue the field. She joined her program's Bilingual Concentration to further learn appropriate assessment and intervention strategies for bilingual and bicultural clients, with a focus on Spanish-English bilinguals. She is also involved in Dr. Gildersleeve-Neumann's Monolingual and Bilingual Speech Lab as a research assistant. Ashley is particularly interested in advocacy for bilingual clients and families, as well as for ethical assessment and treatment for bilinguals. She is interested in working with the pediatric population in the medical and school settings. Her clinical interests include motor speech sound disorders, in particular CAS, and pediatric feeding and swallowing disorders. She is also interested in the intersection of neurodevelopmental and cleft-craniofacial differences with speech sound disorders.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Victoria Heinlen, BA, Graduate Student

Victoria Heinlen recently received her bachelor's degree in communication sciences and disorders from Western Washington University and is currently attending Washington State University to obtain a master's in speech-language pathology. Alongside her position as a graduate student, Victoria is also a research assistant under Dr. Nancy Potter and Dr. Mark VanDam at WSU for Babble Boot Camp.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Elaine Hitchcock, PhD, Associate Professor

Dr. Elaine Hitchcock is an associate professor at Montclair State University and the principal investigator in the MSU-Clinical Biofeedback Laboratory. Dr. Hitchcock has an active research agenda focusing on: (1) developmental aspects of phonology and (2) diagnostic/treatment procedures that combine subjective, perceptual techniques with objective data using visual biofeedback techniques.

***Disclosures:** Clinical Biofeedback Lab is partly supported by NIH R15DC019775 grant (Hitchcock) and NIH R01 grant R01DC017476 (McAllister). Salaried associate professor at Montclair State University. Serves as a reviewer for several peer-reviewed journals. There are no other relevant financial or nonfinancial relationships to disclose.*

Jenya Iuzzini-Seigel, PhD, CCC-SLP, PAC Member for Apraxia Kids

Dr. Jenya Iuzzini-Seigel is Assistant Professor of Speech Pathology and Audiology at Marquette University and Director of the Communication, Movement, and Learning Lab. Her research focuses on care of the whole child meaning not just speech and language skills but fine/gross motor, fitness, and social-emotional health as well.

***Disclosures:** Salaried employee at Marquette University. Member of the Professional Advisory Council for Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.*

Sydney Keller, BA Candidate

Sydney Keller is an undergraduate student at Temple University majoring in speech, language, and hearing science. She was awarded funding from Temple University's Diamond Research Scholars Program to complete this project. After graduating in May 2022, Sydney plans to attend graduate school to pursue a master's degree in speech-language pathology. She intends to continue her involvement in research while in graduate school and throughout her career.

***Disclosures:** Received funding from Temple University's Diamond Research Scholars Program to complete this project. There are no other relevant financial or non-financial relationships to disclose.*

AJ Kikumoto, BA, MaEd, Author, Parent to children with CAS

AJ Kikumoto is the mom of 6 children, 4 of whom are diagnosed with CAS. She has 12 years of therapy experience through her children including Speech, OT, PT, Behavior Modification, and Psychology. AJ is a children's book author and created the book series "Zoey's Great Adventures™: Learns to Talk." She is also the Founder and CEO of Queen Publishing Agency. Under her title as Mrs. Highlands Ranch, CO, America, AJ volunteers extensively with numerous organizations including Colorado Miss Amazing, Starstruck Academy of Dance Special Angels, Special Olympics, Highlands Ranch Serves, Feeding of the 5000, local schools, and community walks including Alzheimer's, Autism Speaks, Aruna Project, but most importantly Apraxia Kids Walk!

Disclosures: Author of a children's book series. There are no other relevant financial or nonfinancial relationships to disclose.

Jayden LaVecchia, Youth with CAS

Jayden is a young person living with childhood apraxia of speech and is sharing his perspective with his father, Lou LaVecchia.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Lou LaVecchia, Parent, Board Chair for Apraxia Kids.

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 too in the PPT/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.

Disclosures: Board Chair for Apraxia Kids. There are no relevant financial or nonfinancial relationships to disclose.

Libby Lavella-Perfitt, MS, CF-SLP

Libby Lavella-Perfitt, MS, has over 20 years experience in the music and entertainment industry as a singer, vocal coach, and vocal producer. She holds a BA in Linguistics from the University of California, Berkeley (Hons) and a Masters Degree in Speech Language and Hearing Sciences. In addition to private lessons and workshops, Libby is the clinical fellow alongside Dr. Aaron Ziegler at The Wellness Group in CA and OR.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Katherine Le, BS

Katherine Le is a mother of a child with CAS. She graduated from Texas A&M with a Bachelors of Science in Kinesiology and Biology. She has worked as a teacher and currently owns and manages a medical practice. Her daughter, who is 9, was diagnosed with Apraxia at 4.5 years old. After her daughter's CAS diagnosis in 2017, Katherine has enjoyed being part of the planning committee for the 2017 through 2021 Walks for Apraxia in North Texas. Katherine created a college scholarship in 2019 for graduating seniors who were diagnosed with CAS. Since the creation of the scholarship, each year a graduating senior has been recognized for overcoming the challenges of Apraxia and these seniors have shared their own experiences with Apraxia as an inspiration to others. Katherine is passionate about educating others who are part of her child's life about Apraxia and will provide the parents perspective of her daughters Apraxia journey.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Erika Levy, PhD, CCC-SLP

Erika S. Levy is Director of the Speech Production and Perception Lab and Associate Professor of Communication Sciences and Disorders. She is a Fellow of the American Speech-Language-Hearing Association, is on the editorial board of the American Journal of Speech-Language Pathology, and was Associate Editor of the Journal of Phonetics. Raised in Prague and Vienna, Dr. Levy received a B.A. in Psychology from Wesleyan University, an M.A. in Linguistics from New York University, an M.A. in Speech and Language Pathology from Lehman College, and a Ph.D. in Speech and Hearing Sciences from the Graduate School and University Center, City University of New York. Her lab examines techniques and treatments for increasing speech intelligibility in children with cerebral palsy and adults with Parkinson's disease in various languages. Dr. Levy has developed Speech Intelligibility Treatment, an evidence-based speech treatment for children with dysarthria due to cerebral palsy (in three languages). She is a trilingual speech-language pathologist and worked as pronunciation coach for Big Bird and Elmo of Sesame Street.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Josh Lowe, University Student

Josh Lowe is friends with Mikey Akers, founder of Mikey's Wish, a small organisation that raises awareness of verbal dyspraxia/apraxia and supports families and individuals with a diagnosis of verbal dyspraxia/apraxia. Mikey and Josh overcame their communication barriers and are now close friends who love sharing their story and friendship. Josh is currently attending Coventry University studying Digital Marketing. In his free time, Josh enjoys playing for his local hockey club, Balsall and Berkswell Common Hockey Club, and also playing football (soccer) with Mikey with a team called Sporting Club de Stratford.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Edwin Maas, PhD, Associate Professor

Edwin Maas is Associate Professor in Communication Sciences and Disorders at Temple University. His research includes basic research on speech production and development, and translational and clinical research on speech production disorders across the lifespan, with a focus on apraxia of speech in children and in adults. A major component of his research program is treatment research, including both single-case experimental design studies and randomized controlled trials. This treatment research involves several main research areas, including studies of principles of motor learning, studies of different outcome measures, and studies to predict which individual children are most likely to benefit from a given treatment. Edwin's research has been funded by NIDCD, Apraxia Kids, and the American Speech-Language-Hearing Foundation.

***Disclosures:** Employed by Temple University. Principal Investigator on a research grant from the National Institute on Deafness and Other Communication Disorders (R01 DC017768) and received research funding from Apraxia Kids. Member of the Professional Advisory Council for Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.*

Tricia McCabe, PhD, BAppSP, FSPAA, CPSP, PAC Member for Apraxia Kids

Dr. Tricia McCabe is Professor of Speech Pathology at The University of Sydney, a Fellow of Speech Pathology Australia, and a private practitioner speech-language pathologist in Sydney, Australia. Her teaching, research, and clinical practice are focused on improving speech outcomes for children and adults with moderate-profound speech disorders with a special interest in childhood apraxia of speech. Tricia has lead the development of Rapid Syllable Transition Treatment (ReST). With her colleagues, she has published 13 articles exploring the implementation, service delivery, and efficacy of ReST for children with apraxia and has a PhD student exploring ReST for children with cerebral palsy. Tricia is currently leading a multi-site trial of DTTC funded by the Australian government.

***Disclosures:** Member of the Professional Advisory Council for Apraxia Kids. AI on a grant about CAS diagnosis to Murray and Preston from Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.*

Tessa McEvoy, Adult with Apraxia

Tessa McEvoy is the creator of Apraxia Story where she shares her everyday struggles with a speech disability. She started her Facebook page in early 2020 when a teacher dismissed her from study abroad due to her Apraxia. She hopes to contribute to the de-stigmatization of speech disabilities.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Angela McKee, Board Certified Behavior Analyst (BCBA), MEd

Angela McKee is a professional in the area of Special Education as well as a parent of a child with Childhood Apraxia of Speech. Professionally, Angela has worked in the field of education for 14 years as a classroom teacher, behavior specialist, and currently as the Lead Behavior Specialist and Board Certified Behavior Analyst. Her areas of expertise include the Individualized Education Plan process and development as well as behavior analysis and interventions. Angela also has an 11-year-old son with CAS. She has spent years working and collaborating with various educators and parents regarding best practices for a child with CAS in the school system in regards to IEP goals, academic and behavioral accommodations, and interventions to support students in the classroom setting. In her free time, she enjoys traveling the country with her family, running, and working out with Camp Gladiator.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Izela Michel, BS, Graduate Student

Izela Schutz Michel is a Mexican American, 2nd-year, SLP graduate student in the bilingual concentration program at Portland State University, where she also holds a Bachelor's of Speech and Hearing Sciences. She is interested in legislative advocacy and currently the graduate student representative for the Oregon Speech and Hearing Association and ASHA's Hispanic Caucus. She has developed her clinical interests in CAS, bilingual assessment, and intervention as a research assistant in PSU's Monolingual and Bilingual lab during the span of her undergraduate and graduate academic career. Izela is passionate about preserving heritage languages; breaking cultural barriers and mentoring future SLPs. Her goal is to serve culturally and linguistically diverse populations, as well as under-resourced communities. She hopes to merge her passions as an SLP and policy work in the future.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Jenn Moore, EdD, CCC-SLP

Dr. Jennifer Moore is a speech-language pathologist with a multidisciplinary private practice in Wayne, NJ. Dr. Moore has previously held positions in academia, home health, public schools, and a pediatric hospital. Dr. Moore is a PROMPT Certified Instructor and a subject matter expert in motor speech development and disorders and autism. She has taught over 50 workshops to SLPs in the U.S and has developed courses and materials for parents and SLPs. Dr. Moore is also an adjunct professor at Kean University, where she teaches and develops graduate coursework in pediatric motor speech disorders. Her research projects pertain to the subpopulation of autistic children who present with coexisting motor speech dysfunction. Dr. Moore has been both selected and invited to present on various topics related to her expertise at conferences for Apraxia Kids (2017), NJ Speech and Hearing Association (2018, 2020), and several local speech and language chapters and community events. She is active in the NJ Speech-Language Hearing Association and currently is the Co-Chair of the Interprofessional Autism Conference, as well as an active committee member of Autism Collaborative and Private Practices.

Disclosures: Admin for several Facebook Groups for private practice, motor speech disorders, and individual practice. Sells speech therapy services in a TpT store. There are no other relevant financial or nonfinancial relationships to disclose.

Laura Moorer, MS, CCC-SLP, VP of Programs for Apraxia Kids, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Laura Moorer is a speech-language pathologist with over 35 years of experience primarily with pediatric populations in a variety of settings. Laura worked at Texas Woman's University (TWU) for 26 years teaching undergraduate and graduate courses, providing clinical supervision and as the program director for the Speech-Language Pathology graduate program. Over the past 10 years, Laura has developed a passion and expertise for helping children and their families who have Childhood Apraxia of Speech (CAS). At TWU, she ran a camp for 5 years for children with CAS and developed and taught a graduate course on motor speech disorders. She currently is the Vice President of Programs with the Apraxia Kids national organization dedicated to supporting professionals and families dealing with CAS.

Disclosures: Salaried employee for Apraxia Kids. Graduate of and instructor for Apraxia Kids Boot Camp. There are no other relevant financial or non-financial relationships to disclose.

Elizabeth Murray, PhD, Certified Practicing Speech Pathologist

Dr. Elizabeth Murray has worked with children with childhood apraxia of speech (CAS) and complex communication needs for over 15 years. She is the owner of Remarkable Speech and Movement, a private practice in Australia helping people speak for themselves. She is a researcher who has completed her PhD including a world-first randomised control trial for children with CAS. She has conducted multiple systematic reviews of CAS literature and her current research interests are differential diagnosis research of complex speech and treatment research involving DTTC. Dr. Murray has over 20 research publications and works on multiple research teams. She presents workshops and trains clinicians regularly. She is passionate about improving clinical outcomes for children with CAS.

Disclosures: Owner of Remarkable Speech and Movement. Honorary lecturer at The University of Sydney. There are no other relevant financial or non-financial relationships to disclose.

Gretchen Myers, MSLP-CCC, Owner/Director of Center4Speech, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Gretchen Myers has been a practicing SLP for 20 years. Gretchen, along with her SLP husband, own Center4Speech, a pediatric speech therapy practice in the Pittsburgh, PA area. Gretchen completed Apraxia Kids Boot Camp in 2016 and is Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech. Gretchen continues to be a practicing clinician along with managing and running day-to-day operations of her clinic. Along with completing Apraxia Kids Boot Camp, Gretchen has participated in and supported other Apraxia Kids events such as Walk for Apraxia sponsorship and volunteer for multiple years, CAS expert panel event, blog writing for Apraxia Kids website, and the Apraxia Kids conference in Pittsburgh, PA. Gretchen supports other SLPs in her clinic to successfully treat children with CAS and other challenging speech and language disorders. Gretchen has worked in various settings as an SLP, including Early Intervention 0-5, outpatient clinic setting, and schools. She has expertise in most areas of private practice ownership, including insurance issues/billing. Gretchen enjoys working with parents and families who have children with CAS.

Disclosures: Graduate of Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.

Aravind Namasivayam, PhD, S-LP(C), Reg CASLPO

Dr. Aravind Namasivayam received his PhD in Speech-Language Pathology with a specialized certification in Neuroscience in 2008 from the University of Toronto. Dr. Namasivayam is currently a Research Associate at the Department of Speech-Language Pathology, University of Toronto. He has published 40 peer-reviewed articles and book chapters and has over 60 international conference presentations and workshops. Dr. Namasivayam is also a reviewer for several speech-pathology journals. Dr. Namasivayam has received several awards at the national and international level from various organizations, such as the American Speech-Language-Hearing Association (ASHA), Stuttering Foundation of America (SFA), Apraxia Kids (formerly known as CASANA), "Award of Excellence" from the International Association of Orofacial Myology (IAOM), and more recently the prestigious National Award for Excellence in Applied Research (2016)

and the Mentorship Award from the Speech-Language and Audiology (SAC), Canada. He is also the recipient of the Teaching Excellence Award (2018) and the Distinguished Service Award (2019) from the Department of Speech-Language Pathology, University of Toronto. His clinical and research interests include motor speech disorders, sensory-motor integration, and motor skill learning. He routinely teaches speech physiology, research methods, and speech sound disorders in children at the University of Toronto. In 2018, he founded the Speech Research Centre Inc. which is a knowledge translation and implementation science group with the aim of making evidence-informed practice accessible to frontline clinicians worldwide. Dr. Namasivayam is also the co-founder of Hear2Speak.org, a nonprofit organization for improving speech pathology and audiology services in majority countries.

***Disclosures:** Project was funded by The PROMPT Institute as part of Clinical Trial Grant. There are no other relevant financial or nonfinancial relationships to disclose.*

Kate Nealon, PhD, CCC-SLP

Dr. Kate Nealon holds a PhD from Teachers College, Columbia University and an MEd from The University of Virginia. Her research interests focus on the interaction of motor speech and language processes and their influence on assessment and treatment. Specifically, clinically applicable research investigating the influence of motor speech deficits on language acquisition during development.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Teodora Niculae-Caxi, Bachelor's Degree

Teodora is the lab supervisor of the Speech, Language, and Brain Lab at Temple University. She is also currently working on completing her Master's in Psychology at Villanova University.

***Disclosures:** Employed by Temple University. Receives funding through a research grant from NIDCD (R01 DC017768; PI: Maas). There are no other relevant financial or nonfinancial relationships to disclose.*

Tina Noll, OTR/L

Tina E. Noll has been in pediatric occupational therapy for 21 years. She graduated from the University of FL in 1998 and has been working in Orlando, FL in pediatrics ever since. She has worked in a variety of settings including home health, medical daycares, charter/private schools, outpatient clinics, and Arnold Palmer Hospital for Children. Over the past 20 years, Tina has become certified in the Handwriting Without Tears program, a Certified Autism Specialist, gained extensive experience in feeding disorders and treatments, and teaching sensory regulation techniques. Tina truly loves her career as an OT and helping children and families enjoy their lives to the fullest. Her caring and patient approach helps your child feel safe and secure. Raising 4 kids, now 17 to 21 years old, Tina has personally dealt with feeding issues, sensory processing issues, handwriting trouble, and anxiety with her own kids; and can work with you and your child from a level of personal experience.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Samantha Novick, MS, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

The Sunshine Sisters are a dynamic group of speech-language pathologists from across the country who recently graduated from the 2021 Apraxia Kids Boot Camp. We work in a variety of settings including schools, private practices, nonprofit organizations, and hospitals, serving clients across the lifespan in-person and through teletherapy. The experience of the Apraxia Kids Boot Camp professionally enriched our drive for learning evidence-based practices, expanded our knowledge, and inspired a growth mindset. The deep-rooted, meaningful connections cultivated amongst our group and spearheaded by our mentor inspired us to continue supporting and motivating each other for lifelong learning.

***Disclosures:** Graduate of Apraxia Kids Boot Camp. There are no relevant financial or nonfinancial relationships to disclose.*

Melissa Packwood, MS Ed, Certified Teacher

Melissa Packwood is a certified teacher with experience in both public education and home education classrooms. Through her business, Intuitive Behavioral and Educational Strategies, LLC, she works with both neurotypical and special needs populations. Melissa earned a master's degree in reading and literacy as well as a graduate certificate in special needs education. She is currently working on her psychology PhD dissertation.

Melissa is a consultant, parent coach, and speaker in addition to tutoring children with special needs. She resides in Florida with her three children (who have Autism). Melissa enjoys helping others and fostering a sense of positivity and teamwork because we are all in this together. Her goal is to help everyone achieve their behavioral and educational goals. As Melissa says, "Put my experience to work for you!"

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Diane Paul, MFA, ATACP

Diane Paul is a parent of a child with severe childhood apraxia of speech (CAS) and autism spectrum disorder (ASD) which has given her years of experience of speech therapy sessions, waiting rooms, homeschooling, and more. Diane's background as an artist involved the origin and evolution of the world's writing systems, which also helps her to use creativity to encourage her son's speech and language production and development. Diane has worked closely with her son's amazing SLP (Apraxia Kids Boot Camp Graduate, Denise Ford) to find individualized Assistive Technology (both low/high tech) strategies and tools to support his literacy. Years of educating herself about her own son's needs through conferences, online learning, and certificate programs have empowered her to pursue a career as an SLPA, and she is excited to share her knowledge and experience with others.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Nancy Potter, PhD, CCC-SLP, PAC Member for Apraxia Kids

Nancy Potter is a speech-language pathologist and a professor in Speech and Hearing Sciences at Washington State University Spokane. She has been employed at Washington State University for the past 17 years. Her research and clinical practice focus on children with neurologic speech disorders resulting from rare disease. She recently completed a 3-year study funded by the federal Patient Centered Outcome Research Initiative examining long-term outcomes in Duarte galactosemia. Her current research, Babble Boot Camp, is funded by NIH and examines whether speech disorders can be prevented or minimized in children with genetic or other risks for developmental disorders when treatment is started at age 8 weeks.

***Disclosures:** Member of the Professional Advisory Council for Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.*

Natalie Potter, MA, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

The Sunshine Sisters are a dynamic group of speech-language pathologists from across the country who recently graduated from the 2021 Apraxia Kids Boot Camp. We work in a variety of settings including schools, private practices, nonprofit organizations, and hospitals, serving clients across the lifespan in-person and through teletherapy. The experience of the Apraxia Kids Boot Camp professionally enriched our drive for learning evidence-based practices, expanded our knowledge, and inspired a growth mindset. The deep-rooted, meaningful connections cultivated amongst our group and spearheaded by our mentor inspired us to continue supporting and motivating each other for lifelong learning.

Disclosures: Graduate of Apraxia Kids Boot Camp. There are no relevant financial or nonfinancial relationships to disclose.

Jonathan Preston, PhD, CCC-SLP, PAC Member for Apraxia Kids

Dr. Jonathan Preston is a speech-language pathologist who has been working with children with speech sound disorders for 20 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 is currently involved in multiple federally funded clinical trials to study biofeedback treatments and different service delivery models for children with persisting speech sound errors as well as CAS.

Disclosures: Member of the Professional Advisory Council for Apraxia Kids. Receive salary from Syracuse University and grant funding from National Institutes of Health and Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.

Caitlin Raaz, PhD, CCC-SLP

Caitlin Raaz is an Assistant Professor of Audiology and Speech-Language Sciences at the University of Northern Colorado. Her research interests include evidence-based treatment for children with severe speech sound disorders, genetic etiologies of communication disorders, and novel service delivery models for the treatment of speech and voice disorders.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Brooke Rea, MCISc, SLP(C) Reg CASLPO, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Brooke Rea is a Canadian Speech-Language Pathologist who owns a private centre in Guelph, Ontario, and is exclusively dedicated to assessing, treating, and supporting children with motor speech disorders. She spends considerable time supporting and teaching professionals and parents on their journeys with CAS, throughout Canada. She is Recognized by Apraxia Kids for Advanced Training in Childhood Apraxia of Speech, Board Chair of Apraxia Kids Canada, and a Professional Advisory Council member of Apraxia Kids. Brooke has been an invited speaker at conferences and workshops across North America to speak about childhood apraxia and pediatric motor speech disorders. Brooke is licensed with CASLPO and a Certified SLP with Speech-Language & Audiology of Canada.

Disclosures: Board Chair of Apraxia Kids Canada. Member of the Professional Advisory Council for Apraxia Kids. Graduate of and instructor for Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.

Promise Robinson, Undergraduate Student Researcher

Promise Robinson is a third-year student at the University of Texas at Arlington (UTA), where she is pursuing a Bachelor of Science degree in Exercise Science and a minor in Spanish for Global Health and Human Services. Her interest in Spanish originates with her love for the Spanish culture and language, while also desiring to communicate with a larger population. As an undergraduate student researcher, Promise works in the field of research in developmental coordination disorder (DCD) in children, working alongside one of her professors, Dr. Priscila Tamplain. Ms. Robinson has worked as an intern in the Developmental Motor Coordination Lab at UTA, where she was introduced to research in DCD and Childhood Apraxia of Speech. In her studies, Promise is focusing on motor and rehabilitation services, while also furthering her knowledge of children with motor difficulties. Upon completion of her undergraduate studies, Promise will apply to graduate school to pursue her PhD in Movement and Cognitive Rehabilitation Science to further her knowledge of motor difficulties and progress towards becoming a researcher.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Denise Santos Ford, MS, CCC-SLP; CA, SLP; Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Denise Santos Ford is the Founder and Director of SPEECH, Marin. Denise is a speech-language pathologist with primary focuses on evaluation and treatment of children presenting with childhood apraxia of speech, written language disorders, feeding, aural rehab and AAC. In 2015, Denise graduated Apraxia Kids Boot Camp and is Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech. Further training with Dr. Edythe Strand through the Once Upon a Time Foundation was completed in 2019. Through Denise's clinic, she trains graduate student interns in hopes to spread the word and knowledge of appropriate treatment techniques when working with children with CAS.

***Disclosures:** Graduate of Apraxia Kids Boot Camp. There are no relevant financial or nonfinancial relationships to disclose.*

Claire Schrock, Undergraduate Student Research Assistant

Claire Schrock is a current undergraduate senior at Washington State University seeking a bachelor's degree in Speech and Hearing Sciences (expected graduation May 2022). Since July 2021, she has been contributing to Babble Boot Camp as a research assistant under the supervision of Drs. Nancy Potter and Mark VanDam.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Nicole Selva, Parent of child with CAS

Nicole Selva is the mother to an eight-year-old son named Alex. Nicole's experience working in day care centers and helping to raise her nephew (diagnosed with ADHD and autism) helped her recognize the signs that Alex needed extra help when he was only 3 months old. They immediately began early intervention through Help Me Grow, they began using visual toys and aids, and they began to incorporate sign language before Alex turned one. Alex did not start speaking until the age of five at which time he was diagnosed with Apraxia and ADHD. Nicole understands firsthand the difficult and emotional journey of apraxia from a parent's perspective, and uses that to give her the strength and energy to support Alex, always cheering him on no matter what.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Laura Smith, MA, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Laura Smith is Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech, has completed the PROMPT Level 1 training, and the Kaufman Speech to Language Protocol (K-SLP). She is the clinical director and owner of A Mile High Speech Therapy specializing in childhood speech and language disorders. She has lectured throughout the United States on Childhood Apraxia of Speech (CAS) and related issues. Laura is committed to raising and spreading CAS awareness following her own daughter's diagnosis of CAS and dyspraxia. She is the author of *Overcoming Apraxia*, coordinated the Denver Walk for Apraxia from 2015-2019, and writes for various publications including the ASHA Wire Blog, *The Mighty*, and on a website she manages slpmommyofapraxia.com. In 2016, Laura was awarded ASHA's Media Award for garnering national media attention around apraxia detailing her connection with UFC fighter Ronda Rousey, and also received ASHA's ACE award for her continuing education, specifically in the area of childhood motor speech disorders.

***Disclosures:** Owner of A Mile High Speech Therapy, sells materials on Teachers Pay Teachers, and receives books sales from *Overcoming Apraxia*. Graduate of Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.*

Lynn Smith, MSLP, RSLP(C), Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Lynn Smith has worked as a speech-language pathologist for 30+ years. Her work focuses on serving children with childhood apraxia of speech and/or dysarthria. She has completed training with Dr. Megan Hodge and provides mentorship to numerous SLPs. Since 2016, Lynn has provided both the training component and mentorship support for SLPs completing the Let's Talk Clearly training. Lynn has been a guest lecturer at the University of Alberta, sharing her knowledge of childhood apraxia of speech with graduate students in the Department of Communication Sciences and Disorders. In 2014, Lynn completed the Apraxia Kids Boot Camp intensive training and served as an instructor for the program in 2018 and 2021.

***Disclosures:** Graduate of and instructor for Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.*

Ruth E Stoeckel, PhD, CCC-SLP, PAC Member for Apraxia Kids

Dr. Ruth E. Stoeckel is a Mayo Clinic emeritus SLP. She has worked as a clinician and independent consultant in schools, private practice, private rehabilitation agency, and clinic. She has presented nationally and internationally on motor speech disorders and related developmental issues. Dr. Stoeckel is on the Professional Advisory Council for Apraxia Kids. 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.

***Disclosures:** Revenue share from Medbridge. Member of the Professional Advisory Council for Apraxia Kids*

Priscila Tamplain, PhD

Dr. Priscila Tamplain is an Associate Professor in the Department of Kinesiology and the Director of the Developmental Motor Cognition Lab at the University of Texas at Arlington. She holds a B.S. and M.S. in Kinesiology from the Federal University of Parana and a Ph.D. in Motor Neuroscience from Texas A&M University (2011). Her research focuses on motor development specific to assessment, mechanisms, and interventions in typical and atypical development, and is particularly interested in children with Developmental Coordination Disorder (DCD) and related conditions. She is also the founder of the Little Mavs Movement Academy (LMMA), a community-based motor skill intervention program for children and adolescents with movement/coordination difficulties. She is extensively published in the motor development field, and has been the recipient of the Lolas E. Halverson Motor Development Young Investigator Award (2013), a distinction given in recognition of outstanding contributions to her research in motor development and learning, and the Early Career Distinguished Scholar Award by Naspspa (2017), for outstanding achievement of scholars who are still in the early stage of their scientific careers.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Donna Thomas, PhD, BAppSc (Sp.Path)(Hons), GradCert (Educational Studies), MSPA, FHEO

Dr. Donna Thomas is a researcher, clinical educator, and lecturer at The University of Sydney with over 25 years' experience. She has research and clinical interests in assessment and treatment for children with moderate-severe speech sound disorders, telepractice, and clinical education. Her PhD investigated the outcome of Rapid Syllable Transition treatment (ReST) when delivered via telehealth, parent delivery, and a twice-weekly schedule. She is currently working with three international teams on assessment and treatment for children with apraxia. She has a keen interest in translating research findings for clinical practice.

***Disclosures:** There are no relevant financial or nonfinancial relationships to disclose.*

Mirjam van Tellingen, PhD Student, Clinical Linguist

Mirjam van Tellingen is a clinical linguist and researcher with over 15 years of experience in the treatment of children with speech and language disorders. In clinical practice at a rehabilitation center, she gained experience in the combination of music therapy and speech therapy. As a PhD student, her aim is to now validate her and her colleagues' positive experiences through research. She aims to share the expertise regarding music in the treatment of speech disorders, so that children with speech disorders and childhood apraxia of speech in particular can get the treatment that is best for them.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Mark VanDam, PhD, MA, BA

Dr. Mark VanDam is an Associate Professor of Speech & Hearing Sciences in the Elson S. Floyd College of Medicine at Washington State University.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP, PAC Member for Apraxia Kids

Shelley L. Velleman has a Linguistics doctorate in Child Phonology and a masters degree in Speech-Language Pathology. She has been teaching Communication Sciences and Disorders since 1984. She also held full-time clinical hospital positions in pediatric speech-language pathology for six years. Dr. Velleman is currently Professor of Communication Sciences and Disorders at the University of Vermont. Her teaching, research, and clinical work focus on typical and atypical speech development. She has researched prelinguistic vocalizations, early words, and the early speech development of children learning a variety of languages and dialects. She currently specializes in pediatric motor speech disorders, especially childhood apraxia of speech, including the speech of children with neurodevelopmental syndromes. She has authored many articles and book chapters and three books on these topics. She has presented peer-reviewed papers at scientific conferences and invited clinical workshops around the United States and the world. Dr. Velleman is an ASHA Fellow and a Fellow of the National Academies of Practice. She has been a member of the Apraxia Kids Professional Advisory Council since 2000. Dr. Velleman has mentored more than 20 doctoral students since 2000, including serving as an external examiner on doctoral committees outside her own institution, as far away as Australia, including currently co-chairing a doctoral committee in Hong Kong.

Disclosures: Member of the Professional Advisory Council for Apraxia Kids. Received funds from various institutions/agencies to study speech development and disorders, including from Apraxia Kids. There are no other relevant financial or nonfinancial relationships to disclose.

Breanna Waldrup, MS, CCC-SLP, Recognized by Apraxia Kids for Advanced Training and Expertise in Childhood Apraxia of Speech

Breanna Waldrup is a speech-language pathologist and the 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 in 2006, and a Master of Science degree in communication disorders from the University of Texas at Dallas in 2008. She holds a license to practice speech-language pathology in the states of Texas, Oklahoma, and Pennsylvania 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 the 2018 Apraxia Kids Intensive Training Institute (Boot Camp), a three day workshop in 2016 and a two day workshop in 2019 on DTTC. She attended the 2015-2019 and 2021 Apraxia Kids conferences. Breanna has presented on the diagnosis and treatment of CAS at regional, state and national conventions including Apraxia Kids in 2017-2019 and 2021. Breanna has served as the Walk Coordinator for the North Texas Walk for Apraxia since 2017. Breanna believes strongly that every child has the right to communicate and strives to help each child she works with to find their voice.

Disclosures: Graduate of Apraxia Kids Boot Camp. There are no other relevant financial or nonfinancial relationships to disclose.

Keira White, BSc, PhD Student

Keira White is a postgraduate research student at the University of Portsmouth in the United Kingdom. She has a particular interest in research areas investigating the lived experience, wellbeing, and quality of life outcomes in informal caregivers, especially in those providing care for children or adults living with a speech, language, or communication need.

Disclosures: There are no relevant financial or nonfinancial relationships to disclose.

Jingwei Wu, Associate Professor of Biostatistics

Jingwei Wu is an Associate Professor in the Department of Epidemiology and Biostatistics at Temple University. Jingwei is also a primary faculty member in the Biostatistics Core Center, and serves as Co-I on several federal grants, as well as a mentor to students and junior faculty. Jingwei's general research interest and expertise are to develop novel statistical and computational methods to address a broad spectrum of biomedical problems. Before joining Temple, he served as primary biostatistician and statistical consultant at Indiana University School of Medicine since 2001, worked on investigations in multiple biomedical areas, including hypertension, pain/depression/anxiety, sexually transmitted infections, medication compliance, health-related quality of life outcomes, cancer surveillance, and clinical trials. He also served as senior biostatistician in Hoosiers Oncology Group, to evaluate innovative and promising drugs, methods, and approaches to cancer treatment through, among other things, clinical research. Besides that, he provided statistical support for faculties in the development and conduct of research and scholarly activities that advance medical science through expansion of internal/external funding.

Disclosures: Employed by Temple University. Co-Investigator on a research grant from NIDCD (R01 DC017768; PI: Maas). There are no other relevant financial or nonfinancial relationships to disclose.