



2023 National Conference
Plano, Texas

July 6-8, 2023
Renaissance Dallas
at Plano Legacy West Hotel
6007 Legacy Drive
Plano, Texas 75024

CONFERENCE PROGRAM BOOK



ASHA CE
APPROVED PROVIDER

Apraxia Kids

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|--|-----------------------|-------------------------|
| Live Conference | Up to 15 Hours | (1.50 ASHA CEUs) |
| Virtual Conference | Up to 26 Hours | (2.60 ASHA CEUs) |
| **DEI ASHA CEUs | Up to 13 Hours | (1.30 ASHA CEUs) |
| **Ethics ASHA CEUs | Up to 2 Hours | (0.20 ASHA CEUs) |
| **Included in overall CEU total, not additional hours. | | |

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](#)

INTRODUCTORY LEARNING

If you are new to the diagnosis or the conference, we suggest enjoying some free videos prior to the start of the National Conference to help you prepare. You can find a series of 3 introductory [CAS 101](#)* videos on our YouTube page, and 8 more introductory videos in our [Lecture Series](#).

THURSDAY, JULY 6

1:00pm - 4:00pm Professional Preconference
5:00pm - 6:00pm Welcome & Keynote
6:00pm - 7:30pm Reception*

FRIDAY, JULY 7

7:00am - 8:15am Breakfast*
8:30am - 9:15am Opening Remarks
9:15am - 9:30am Break*
9:30am - 11:30am Series 100 Breakout Sessions
11:30am - 12:45pm Lunch, Topic Tables, Lunch & Learns*
1:00pm - 2:30pm Series 200 Breakout Sessions
2:30pm - 3:00pm Break*
3:00pm - 4:30pm Series 300 Breakout Sessions

SATURDAY, JULY 8

7:15am - 8:30am Breakfast*
8:30am - 10:00am Series 400 Breakout Sessions
10:00am - 10:30am Break*
10:30am - 11:30am Series 500 Breakout Sessions
11:30am - 1:00pm Lunch, Topic Tables, Speaker Luncheon*
1:00pm - 2:30pm Series 600 Breakout Sessions
2:30pm - 3:00pm Break*
3:00pm - 4:00pm Closing Session

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

VIRTUAL SESSIONS

All session details are listed in the Session Guide.
Each session description will list how it will be presented:
Live Only, Virtually Only, or Both Live & Virtual.

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 2023.

If you purchase an **In-Person Ticket**, you will select one live in-person session of your choice per time block. Additionally, you will also have access to all virtual sessions for the month of July 2023.

SESSION GUIDE

Thursday, July 6, 2023

PRE-CONFERENCE for REGISTERED PROFESSIONALS ONLY

Childhood Apraxia of Speech in Children Whose First Language is Not English: A Deep Dive into Case Studies

Time: 1:00pm - 4:00pm **3 ASHA DEI CEUs**

Audience: Professionals and Masters/Doctoral Students registered to attend the in-person National Conference

Level: Intermediate

Speakers: Christina Gildersleeve-Neumann, PhD, CCC-SLP; Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP; Julie Case, PhD, CCC-SLP; and Eddy Wong, SLP

This session will be Live Only and requires watching three free online modules on bilingualism (will be provided).

Most studies of CAS have been done on mono-lingual children speaking Indo-European languages, especially Germanic languages such as English. Therefore the features that have been identified as differentially diagnostic may not apply to other types of languages. Given that CAS has not been studied in all languages, the SLP may have difficulty in planning assessment and treatment of children who speak languages other than English. This session will present some of the linguistic features in other languages that could impact assessment and intervention of CAS as well as applying important concepts about bilingualism. Case studies of different languages will be presented and discussed.

Professionals who sign up for this session on their registration form will be given access to three online modules on bilingualism (4.5 hours of content) starting May 1 that must be viewed prior to attending this session. DEI CEUs will be available for the modules.

Learning Objectives:

1. Describe 3 linguistic features in other languages that could impact assessment and intervention of CAS.
2. Apply concepts about bilingualism to specific cases from different languages.
3. Describe the decision making process for considering different linguistic features when planning assessment and intervention for specific cases from different languages.

OPENING EVENTS

Welcome & Keynote: Find Hope, Give Hope: CAS Across the Journey

Time: 5:00pm - 6:15pm

Audience: All Attendees

Level: Introductory

Speakers: Panel

This session will be Live Only.

Apraxia Kids believes every child deserves a voice. It is a part of our vision and the driving force behind our mission. No individual, family, or professional should experience this journey alone, but there is so much of life with apraxia that isn't discussed beyond our community. We are excited to share powerful stories of individuals with apraxia, families, professionals, and other supporters. Our goal is to inspire you to Find Hope and to Give Hope.

Learning Objectives:

1. Describe 1 strategy to help a family on their apraxia journey.
2. Describe 1 resource to give to a family on their apraxia journey.

Evening Reception

Time: 6:00pm - 7:30pm

Audience: All Attendees

This event will be Live Only.

All attendees are invited to come together to kick off the 2023 Apraxia Kids National Conference with an evening social reception. Get to know your fellow apraxia community!

Friday, July 7, 2023

Opening Remarks: Status Update of Apraxia Kids Funded Research Projects

Time: 8:30am - 9:15am

Audience: All Attendees

Level: Introductory

Speakers: Panel

This session will be Live Only.

Apraxia Kids awarded over \$75,000 to 4 research projects last summer and fall. Each lead investigator will give a synopsis of their research, their outcomes (or predicted outcomes), and the impact for families, professionals, and future research studies.

Learning Objectives:

1. Describe the outcomes of one research project presented.
2. List one area of future research that will impact the treatment or assessment of CAS.

Series 100 Breakout Sessions

Session 101: Rapid Syllable Transition Treatment (ReST): An Introduction and Update

Time: 9:30am - 11:30am

Audience: Professionals

Level: Intermediate

Speakers: Tricia McCabe, PhD (BAppISP), FSPAA, CPSP

This session will be Live Only.

Rapid Syllable Transition Treatment (ReST) is an evidence-based treatment for children and young people with childhood apraxia of speech or dysarthria. ReST has been shown to improve prosody and speech accuracy when delivered 2-4 times per week in English, Italian, Portuguese, and Korean. Recent research (Ng et al, 2022; Thomas et al, submitted) has added to our knowledge on (1) which children will benefit and (2) should ReST be provided once per week. This workshop will describe the ReST treatment and provide clinicians and parents with up-to-date recommendations regarding frequency of therapy and child characteristics. Participants with experience using ReST as clinicians or parents will be encouraged to share these experiences with the group.

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 options (frequency of sessions, telehealth).

Session 102: Get Dynamic! Linking Dynamic Systems Theory to Clinical Practice

Time: 9:30am - 11:30am

Audience: Professionals

Level: Advanced

Speakers: Amy Clark, MS, CCC-SLP, PI

This session will be Both Live & Virtual.

Dynamic Systems Theory (DST) offers a global way to approach assessment and treatment of children with CAS. Complex cases will be presented to promote discussion of how DST can drive clinical decision making in assessment and treatment of children with CAS and frequently occurring comorbidities.

Learning Objectives:

1. Summarize Dynamic Systems Theory.
2. Explain synergies and constraints (individual, task, environment) in assessment and treatment.
3. Apply Dynamic Systems Theory in assessment and treatment of children with CAS and frequently occurring comorbidities.

Session 103: Speech, Language, Neuroimaging, and PROMPT Treatment in Children with CAS: An Italian Multidimensional Research Project

Time: 9:30am - 11:30am **2 ASHA DEI CEUs**

Audience: Both Families & Professionals

Level: Advanced

Speakers: Irina Podda, SLP

This session will be Both Live & Virtual.

This presentation aims to introduce the research project developed at the Stella Maris Foundation (Pisa, Italy). The study encompasses speech, language, neuropsychological profile, and neuroimaging. Speech, language, and neuroimaging findings can help to improve the understanding of the experience-dependent neurostructural changes induced by PROMPT treatment in children with isolated CAS.

Learning Objectives:

1. Describe what type of information different brain imaging techniques can provide with regard to CAS.
2. Describe the main patterns of altered brain connectivity in isolated CAS.
3. Describe how a sensorimotor speech treatment, such as PROMPT, can impact changes in brain connectivity and in speech and language measures in isolated CAS.

Session 104: Perspectives: Your Child's Journey with CAS

Time: 9:30am - 11:30am

Audience: Families

Level: Introductory

Speakers: Breanna Waldrup, MS, CCC-SLP; and Katherine Le, BS

This session will be Live Only.

A speech-language pathologist (SLP) will provide an overview of key components of an apraxia evaluation and diagnosis. SLP and parent will provide insights and guidelines to selecting an SLP, challenges common for children with CAS, 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 individuals/roles who are important for a team approach for many children with CAS.

Session 105: The ABCDs of Goal Writing for CAS: A Framework for Planning and Developing Motor-Based Goals

Time: 9:30am - 11:30am

Audience: Professionals

Level: Intermediate

Speakers: Julie Case, PhD, CCC-SLP; Susan Caspari, MA, CCC-SLP; Ruth Stoeckel, PhD, CCC-SLP; and Pooja Aggarwal, MS, CCC-SLP

This session will be Live Only.

Goal writing in CAS is complex and requires a shift from traditional goal-writing used for other speech sound disorders. This course presents a framework for clinical decision-making and goal-writing within treatment planning for CAS. Knowledge of motor learning principles and motor-based intervention is recommended for this course.

Learning Objectives:

1. Describe key considerations to goal planning prior to initiating treatment.
2. State core components of goals for measuring treatment progress.
3. Explain how goals can be written to reflect behaviors targeted in the treatment of CAS.

Session 106: Ethical Considerations in Evaluation and Treatment of Students with CAS in the School Setting

Time: 9:30am - 11:30am **2 ASHA ETHICS CEUs**

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Melissa Taberski, MS, CCC-SLP

This session will be Live Only.

This presentation will explore the question, "Is that Ethical?" during a variety of scenarios through the evaluation and treatment of children with Childhood Apraxia of Speech in the school setting.

Learning Objectives:

1. Identify 3 challenges SLPs face in the school setting during the evaluation process.
2. Identify 3 challenges SLPs face in the school setting during the treatment process.
3. List 3 resources when considering ethical decision-making.

Session 107: There's More to the Story: Optimizing the Use of Picture Books in Motor Speech Therapy

Time: 9:30am - 11:30am

Audience: Professionals

Level: Intermediate

Speakers: Avital Kellerstein, S-LP (C), PROMPT Cert.

This session will be Both Live & Virtual.

Picture books as they apply to the field of Speech and Language Pathology are largely discussed among clinicians in the context of language and literacy intervention. Nevertheless, picture books - when thoughtfully applied - also offer a rich resource for motor speech disorders intervention. This session will discuss the rationale and strategies for adapting picture books in a motor-based approach to speech therapy

Learning Objectives:

1. Describe the 3 types of plot structures in picture books that are particularly useful for motor speech therapy.
2. Identify 3 benefits of picture book therapy
3. Explain how principles of motor learning can be incorporated into a shared picture book reading activity.

Lunch & Learn Sessions

Discussions will occur during these lunches, each in their own breakout room.

Apraxia Awareness Think Tank

Time: 11:30am - 12:45pm

Audience: Everyone interested in apraxia awareness efforts

Facilitator: Amy Salera, Community Engagement Manager for Apraxia Kids

This session will be Live Only.

Apraxia Awareness Month is celebrated annually in May. Each year, Apraxia Kids plans a month filled with engaging activities, awareness suggestions, and fundraising efforts based on a theme. Join us to brainstorm ideas for 2024, including the theme, activities, resource suggestions, and fundraising possibilities. Learn more about how you could become involved as an Awareness Month volunteer (no commitments need to be made at this time).

Family and Professional Bilingual Discussion

Time: 11:30am - 12:45pm

Audience: Everyone interested in bilingual topics

Facilitators: Paula Hill and Guillermo Cepeda

This session will be Live Only.

This group lunch will be a forum for families and professionals to discuss issues they face when a language other than English is present during the apraxia journey and to share resources and supports.

Dad's Discussion

Time: 11:30am - 12:45pm

Audience: Fathers Only

Facilitator: Lou LaVechia

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.

Series 200 Breakout Sessions

Session 201: Teamwork Makes the Dream Work: Fostering Collaborative Partnerships

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Ashley Haugen, President and Founder of That Water Bead Lady; and Alayna Townsend, PhD, CCC-SLP

This session will be Live Only.

This interactive session is for parents and professionals who are interested in learning how to develop strong and sustainable collaborative partnerships. The Apraxia Kids National Conference is an optimal safe space for learning how to build these connections. This presentation will be facilitated by a parent and a speech language pathologist who first met at the Apraxia Kids National Conference in Las Vegas 2022. This session will provide information regarding collaborative dynamics, address barriers related to family centered care, and equip parents and professionals with evidence based mutually beneficial strategies and tools to enhance their collaborative partnerships.

Learning Objectives:

1. Identify at least 3 barriers to building collaborative partnerships.
2. Evaluate and problemsolve at least 1 challenge with their current collaborative partnerships.
3. Describe 3 strategies or tools to utilize moving forward in fostering collaborative partnerships.

Session 202: Apraxia: A Lived Experience of the Impact it has on Relationships with Siblings and Friends

Time: 1:00pm - 2:30pm

Audience: Families

Level: Introductory

Speakers: Mikey Akers, Ben Akers, and Josh Lowe

This session will be Live Only.

Mikey, Ben (his brother), and Josh (Mikey's best friend) discuss how Mikey's diagnosis of verbal dyspraxia/apraxia has had an impact on their relationships and lives.

Learning Objectives:

1. List 2 strategies to aid the development of friendships.
2. How incorporate speech and language therapy into everyday family life.

Session 203: Making the Shift to Dynamic, Motor-Based Treatment for CAS

Time: 1:00pm - 2:30pm

Audience: Professionals

Level: Intermediate

Speakers: Maria Grigos, PhD, CCC-SLP; Julie Case, PhD, CCC-SLP; Emily Wang, CCC-SLP; and Nicole Kolenda, CCC-SLP.

(Nonpresenting author: Edythe Strand, PhD)

This session will be Live Only.

Dynamic Temporal and Tactile Cuing (DTTC) is a motor-based intervention which establishes accurate movement gestures through dynamic, hierarchical cuing. This talk provides an overview of the dynamic features of DTTC, presents stumbling blocks clinicians face when implementing dynamic treatment, and illustrates strategies clinicians use to overcome such challenges.

Learning Objectives:

1. Describe the key components of Dynamic Temporal and Tactile Cuing (DTTC).
2. Identify 2 stumbling blocks that clinicians face when beginning to implement treatment that is dynamic.
3. Describe 2 strategies clinicians utilize to overcome the challenges associated with implementing dynamic treatment.

Session 204: Using Probe Data and Outcome Measures to Assess Treatment Progress for Children with CAS

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Elizabeth Murray, PhD, SLP; and Shelley Velleman, PhD, CCC-SLP, ASHA Fellow, FNAP

This session will be Live Only.

One challenge in CAS treatment is measuring treatment gains, not only in behaviors targeted in therapy, but also broader communication impacts. We demonstrate how probe data and measures of functional communication can be meaningful tools to determine a child's true response to intervention and provide feedback to families.

Learning Objectives:

1. Identify and explain the purpose of direct and indirect speech outcome measures to review treatment progress.
2. Describe how to take probe treatment data.
3. Interpret communication outcome measures, the FOCUS-34 and the ICS.

Session 205: Lessons from the Road to Reading: A Bilingual Journey

Time: 1:00pm - 2:30pm **1.5 ASHA DEI CEUs**

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Sarah Carmody, MS, CCC-SLP

This session will be Both Live & Virtual.

This session traces the multilingual reading acquisition journey of a child with CAS. We will cover strategies supporting literacy learning (in two languages) and teaching approaches that align to the learning profile of a child with motor speech challenges. Attendees will gain perspectives from the SLP, parents, and instructional team.

Learning Objectives:

1. Describe at least 3 strategies/adaptations that can help with literacy skills acquisition for children with CAS/motor speech difficulties.
2. Describe how speech production and literacy learning are connected.
3. Identify literacy-based cueing techniques that can be used in speech therapy once children are reading.

Session 206: Using Early Syllable Patterns to Guide Intervention for Young Children With Childhood Apraxia of Speech

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Peggy Earnest, PhD, CCC-SLP

This session will be Live Only.

Acquiring intelligible speech is a complex process beginning with the motor patterns of babbling and first words. This presentation will discuss the process of motor speech development, including the significance of early syllable shape patterns and how we can use the information from these stages of development to guide therapy for young, minimally verbal or highly unintelligible children with CAS. Additionally, we will discuss a number of therapy activities that can be used to facilitate a big number of repetitions of these patterns to improve speech motor learning.

Learning Objectives:

1. Identify the process of early motor speech development, including what we know about early biomechanical constraints and how they shape early speech development.
2. Identify the most common consonant vowel co-occurrence patterns and the theoretical reasons that they occur in early development
3. Understand how addressing these co-occurrence patterns in speech therapy with children with CAS can help improve motor speech development and speech intelligibility.

Session 207: Updates on the Latest CAS Assessment Tools

Time: 1:00pm - 2:30pm

Audience: Professionals

Level: Introductory

Speakers: Susan Caspari, MA, CCC-SLP

This session will be Live Only.

This hands-on workshop will provide clinicians with a solid foundation of knowledge in current best-practices for the assessment of childhood apraxia of speech (CAS), including the NEW Dynamic Evaluation of Motor Speech Skill (DEMSS)

(Strand & McCauley, 2019), among others. Video tape examples will be shown throughout the session and hands-on group activities will be utilized.

Learning Objectives:

1. Describe 5 current assessment tools that can be used in the differential diagnosis of CAS.
2. Describe the unique advantages of a dynamic motor speech assessment for use in diagnosing CAS.
3. Discuss situations and populations in which each assessment tool may be most useful.

Series 300 Breakout Sessions

Session 301: PROMPT: A Whole-Child Approach

Time: 3:00pm - 4:30pm

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Marcus Neal, MS, CCC-SLP, PCI

This session will be Both Live & Virtual.

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a whole-child evidenced-based approach established in the 1970's that helps a wide range of children, including those with CAS, reach their full potential. PROMPT assessment and treatment approaches communication as an interaction of the Physical-Sensory, Cognitive-Linguistic and Social-Emotional Domains. It takes into consideration how children understand and use language, socially interact with others and how their articulators are move during speech production. This presentation will describe key components of PROMPT. Interactive case studies will highlight how this whole-child approach is applied in CAS assessment and treatment.

Learning Objectives:

1. Describe key components of PROMPT assessment and treatment.
2. Explain the Physical-Sensory, Cognitive-Linguistic, and Social Emotional Domains.
3. Summarize what makes PROMPT a whole-child approach.

Session 302: Increasing Access to Intervention: A Training Paradigm in a Spanish-Speaking Child with CAS

Time: 3:00pm - 4:30pm **1.5 ASHA DEI CEUs**

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Julie Case, PhD, CCC-SLP

This session will be Live Only.

Children and families struggle to find clinicians with appropriate training in motor-based service delivery. In this session, an approach to increasing access to treatment and training is presented through a case study of a Spanish-speaking child who received teletherapy while his local clinician completed a training paradigm in motor-based treatment.

Learning Objectives:

1. Explain how DTTC can be adapted to be delivered through telepractice.
2. Describe a training paradigm for motor-based intervention.
3. Explain considerations for designing assessment and treatment appropriate to individual needs of a child.

Session 303: Anxiety and CAS: Hidden Disability

Time: 3:00pm - 4:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Angela McKee, MEd, BCBA, LBA

This session will be Both Live & Virtual.

A parent of a child with CAS who is also employed as a special educator and Board Certified Behavior Analyst for a school district, will discuss the hidden role anxiety plays in the lives of children with CAS and uncover the underlying reasons and skill-building strategies to help children be successful.

Learning Objectives:

1. Identify 4 primary functions of all behavior
2. Identify the difference between performance deficits and skill deficits
3. List 3 skill building strategies specific to self-regulation, social thinking, and executive functioning

Session 304: Variability: The Good, the Bad, and the Ugly

Time: 3:00pm - 4:30pm

Audience: Professionals

Level: Intermediate

Speakers: Isabelle Démosthènes, PhD Candidate, MPO, membre de l'Ordre de orthophonistes et audiologistes du Québec; and Anne Hodits, MA, CCC-SLP/L

This session will be Live Only.

In this session, we will discuss and reflect on variability and inconsistencies in children with Childhood Apraxia of Speech and normal speech development. Participants will brainstorm with us how to account for variability seen in assessing and treating children with childhood apraxia of speech; practical clinical practices to handle variability.

Learning Objectives:

1. Identify and describe at least 3 types of variability that occurs in typical speech development as well as in children with Childhood Apraxia of Speech.
2. Identify 3 factors that affect variability in speech production.
3. Understand and discuss why different contexts must be targeted when working on a speech target.

Session 305: "That's not what my brain is saying!" An Apraxia Journey from Misunderstood to Making Facebook Videos

Time: 3:00pm - 4:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Amy Pollpeter, MS, PhD Student

This session will be Both Live & Virtual.

This presentation will outline the journey we have had with our 7-year-old Apraxia star. From 90% unintelligible at age 4.5 to non-stop talking and telling stories at age 7. This session will cover mistakes we've made, what we've learned, and what worked (and still is working) for us.

Learning Objectives:

1. Explain CAS in an easily understood way for teachers, a child, and other professionals.
2. List 2 strategies to help a child (and parent) deal with frustration.
3. List 2 ideas that a child can do to feel successful once they begin talking.

Session 306: Let's Taco 'bout Coarticulation

Time: 3:00pm - 4:30pm

Audience: Professionals

Level: Advanced

Speakers: Breanna Waldrup, MS, CCC-SLP

This session will be Live Only.

A disruption in coarticulatory movements is a common characteristic of childhood apraxia of speech (CAS) that can significantly impact an individual's intelligibility, especially in connected speech. In this presentation, various coarticulatory contexts, including a hierarchy to organize these contexts, sample goals, strategies and activities will be discussed.

Learning Objectives:

1. Name 3 coarticulatory contexts that occur within and between words in Standard American English.
2. List 2 possible goals to address coarticulation.
3. Name 2 activities that can be used to address coarticulation.

Session 307: Supporting Spanish Communication: A Look into Intervention with Young Learners

Time: 3:00pm - 4:30pm **1.5 ASHA DEI CEUs**

Audience: Professionals

Level: Introductory

Speakers: Jacquilyn Arias, MA, CCC-SLP

This session will be Both Live & Virtual.

It is estimated that 1/3 of US children under the age of 9 speak a language other than English at home, of which 75% spoke Spanish. So, the question is not what to do if practitioners work with dual language learners, but when? This session will discuss research on bilingual intervention and how it may be applied to children with apraxia. Spanish intervention will be highlighted, demonstrating assessment measures, target selection, available resources, and session examples. Suggestions for application to other languages and tips for monolingual therapists will be covered.

Learning Objectives:

1. Identify specific phonotactic and linguistic characteristics in Spanish that impact assessment, target selection, and intervention.
2. Describe how targets are systematically and collaboratively addressed with young learners.
3. Apply target selection, treatment activities, and parent collaboration to other cases with multi-lingual speakers.

Saturday, July 8, 2023

Series 400 Breakout Sessions

Session 401: More Than Just CAS: Spectrogram Analysis of Complex CAS Cases

Time: 8:30am - 10:00am

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Melissa Taberski, MS, CCC-SLP; Alison Chamallas, MS, CCC-SLP; Jillian Carlson, MS, CCC-SLP; and Mary Maczuga, MS, CCC-SLP

This session will be Live Only.

This presentation focuses on a variety of case studies across a continual spectrum when other speech and language diagnoses are present. The presenters will examine evaluation results, target selection, treatment course, and sample activities.

Learning Objectives:

1. Identify appropriate target selection and goals for cases including CAS and comorbidities.
2. Explain how diagnosis can maximize treatment and shape appropriate activities.

Session 402: Syllable Segregation: Is it Important and Can you Hear it?

Time: 8:30am - 10:00am

Audience: Professionals

Level: Intermediate

Speakers: Tricia McCabe, PhD (BAppISP), FSPAA, CPSP (Non-presenting authors: Alison Purcell and Ha Truc Nguyen)

This session will be Live Only.

Syllable segregation is a feature of the speech of some children with CAS. It occurs when there is a longer than expected pause between syllables within a multi-syllabic word and is associated with the ASHA (2007) core feature of "difficulty transitioning across sounds and syllables". This workshop will discuss syllable segregation and provide opportunities to listen to and judge pauses in the speech of children with CAS.

Learning Objectives:

1. Describe what is meant by syllable segregation.
2. Explain how between syllable pausing distorts our perception of the following sounds.
3. Accurately judge if syllable segregation is occurring in an audio clip.

Session 403: Dynamic Temporal and Tactile Cueing (DTTC) - It's NOT Articulation Therapy

Time: 8:30am - 10:00am

Audience: Both Families & Professionals

Level: Introductory

Speakers: Susan Caspari, MA, CCC-SLP

This session will be Live Only.

Dynamic Temporal and Tactile Cueing (DTTC) is a motor-based treatment approach with an evidence base to support its use with children who have CAS (Strand, 2020). In this hands-on workshop, you will learn how DTTC differs from traditional articulation therapy, and will receive guided practice implementing DTTC with a peer.

Learning Objectives:

1. Describe at least 2 differences between DTTC and traditional articulation therapy
2. List the 4 steps of the elicitation hierarchy used in DTTC.
3. List at least 3 ways DTTC incorporates the principles of motor learning.

Session 404: Becoming Your Child's Best Advocate

Time: 8:30am - 10:00am

Audience: Families

Level: Introductory

Speakers: Lou LaVecchia, Apraxia Kids Board Chair

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 2 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 405: What Predicts Functional Communication Outcomes in Children with CAS and Speech Motor Delay?

Time: 8:30am - 10:00am

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Aravind Namasivayam, PhD, SLP(C), Reg.CASLPO

This session will be Live Only.

We discuss factors that contribute to improvements in functional communication outcomes in children with CAS and Speech Motor Delay. Speech task complexity assessed using Kaufman speech praxis test rating scale, dose frequency and home practice was associated with higher odds of noticeable change in functional communication outcomes in these children.

Learning Objectives:

1. Differentiate between significant versus non-significant predictors of functional outcomes in children with motor speech disorders.
2. Compare intervention dose frequency effects across different subtypes of motor speech disorders in children.
3. Differentiate between CAS and SMD in clinical and research settings.

Session 406: Know Your Alphabet: Other "Letters" That May Go with CAS

Time: 8:30am - 10:00am

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Ruth Stoeckel, PhD, CCC-SLP

This session will be Both Live & Virtual.

Many, if not most, children with CAS will have a co-occurring diagnosis at some point. These additional diagnoses can influence a child's long-term prognosis for intelligible verbal communication and academic success. This session will provide information on multiple issues that may be associated with CAS.

Learning Objectives:

1. Describe current state of knowledge regarding association of CAS with other conditions.
2. Identify two resources for children who have "CAS plus."

Session 407: Where to Start? Assessment and Treatment for Bilingual Children with CAS

Time: 8:30am - 10:00am **1.5 ASHA DEI CEUs**

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Natalia Mir, MS, CCC-SLP, PI

This session will be Live Only.

Conducting bilingual assessments and determining appropriate treatment targets can be challenging, even for experienced clinicians. Bilingual children with CAS need to access motor plans for two different languages in their daily routines across various environments to be successful communicators. But what if the SLP does not speak the child's first language (L1)? What if the child is nonspeaking or does not speak English? This session provides an overview of components of a bilingual assessment for CAS. It will identify characteristics of CAS in Spanish speaking children and how to pick treatment targets in Spanish and English. Interactive case studies will highlight how evidenced-based treatment can be implemented with bilingual children with CAS to promote functional communication outcomes in both languages.

Learning Objectives:

1. List key components of a bilingual assessment of CAS.
2. Identify characteristics of CAS in Spanish speaking children.
3. Summarize how to select treatment targets in Spanish and English.
4. Describe treatment implementation for bilingual children with CAS.

Series 500 Breakout Sessions

Session 501: Motor Speech Intensives for Children with CAS: Successes and Learnings from a Real-World Clinic

Time: 10:30 - 11:30am

Audience: Professionals

Level: Intermediate

Speakers: Elizabeth Murray, PhD, SLP (Nonpresenting authors: Lauren Osborne, Rebecca MacCallion, & Jessica Murray)

This session will be Live Only.

There is an emerging evidence-base for intensive treatment for CAS completed in research labs. We share results from our two school vacation speech intensives (4 sessions a week for 3 weeks) in our private practice clinic. We discuss our learnings and successes to encourage others to try this model.

Learning Objectives:

1. Describe the current evidence-based for speech intensives for children with CAS.
2. Identify how to schedule, complete and evaluate intensives from our successes and learnings.
3. List two potential barriers of intensive services for children, families and clinicians from our results and feedback.

Session 502: Empowerment, Friendship, & Advocacy: Our Role in Serving the Apraxia Community

Time: 10:30 - 11:30am

Audience: Both Families & Professionals

Level: Introductory

Speakers: Samantha Novick, MS, CCC-SLP

This session will be Both Live & Virtual.

Individuals with childhood apraxia of speech (CAS) are at high risk for social exclusion. Friendship, self-worth, and belonging are human needs. This presentation will share challenges and opportunities to support individuals with CAS

across the lifespan to foster meaningful friendships, understand self-advocacy, and become empowered to reach their fullest potentials.

Learning Objectives:

1. List 2 reasons why it is important for professionals and families to incorporate goals to support friendship-building and self-advocacy for individuals with CAS.
2. Describe 3 ways professionals can address empowerment and self-worth in treatment sessions and in their community.
3. Name at least 1 resource you will use or share with families to encourage radical self-acceptance.

Session 503: Symptomology of Bilingual English-Chinese Speakers with Childhood Apraxia of Speech

Time: 10:30 - 11:30am **1 ASHA DEI CEUs**

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Eddy Wong, SLP; and Emily Wang, CCC-SLP

This session will be Live Only.

Currently, only five studies have reported on the characteristics of CAS in Chinese-speaking children. Whether these characteristics are also present in bilingual speakers remains unclear. A summary of the literature on Chinese speakers with CAS and insight for how these findings may manifest in English-Chinese bilingual children is discussed.

Learning Objectives:

1. Describe the clinical features of CAS in English speakers.
2. List 3 clinical characteristics of CAS in Chinese speakers.
3. Describe the possible clinical manifestations of CAS in bilingual English-Chinese speakers.

Session 504: Speech-Generating Devices and Apraxia: Navigating an Integrated Approach to Therapy

Time: 10:30 - 11:30am

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Krista Davidson, MS, CCC-SLP

This session will be Live Only.

This presentation will address the myths associated with using augmentative and alternative communication (AAC), provide a strong rationale for the integration of speech-generating devices (SGDs) in apraxia intervention, and describe a multimodal treatment approach including strategies for addressing common pitfalls.

Learning Objectives:

1. Describe 3 benefits of using SGDs in the treatment of apraxia.
2. Summarize a multimodal therapy approach for apraxia intervention.
3. List 3 ways to support communication breakdowns.

Session 505: Parent Empowerment Workshop: How to Advocate for Your Child and What You Really Need to Know

Time: 10:30 - 11:30am

Audience: Both Families & Professionals

Level: Introductory

Speakers: Jocelyn Stargell-Zachery, BA; AJ Kikumoto, MBA, MAEd; and Amber Echols, Author

This session will be Live Only.

This workshop will be a panel discussion that examines the roles parents/caregivers play as advocates in children's lives. The truth of the matter is, you are the expert on your child. We will take a deep dive into what builds confidence in advocating, FREE available tools for advocating, and the importance of building a village of support. It has been proven that increased parent involvement in daily care resulted in: improved symptom management, increased involvement in care decisions, and increased self-advocacy for children. The goal of this session is to create a space for parents to mix and mingle with other parents and professionals who "get it". An empowered parent recognizes their capabilities, self-determination, and worth to be able to advocate for their child.

Learning Objectives:

1. List 2 tools a parent can use to advocate for their child.
2. Describe the importance of building a village of support.

Session 506: Effectiveness of the Kaufman Speech to Language Protocol for Children with Childhood Apraxia of Speech

Time: 10:30 - 11:30am

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Aravind Namasivayam, PhD, SLP(C), Reg.CASLPO; and Mimi Branham, MA, CCC-SLP

This session will be Live Only.

We report on the effectiveness of the Kaufman Speech to Language Protocol (K-SLP) for 6 children with Childhood Apraxia of Speech. Children were recruited from the Carruth Center in Houston, Texas and received 3 weeks of intensive K-SLP intervention in dyads. Positive changes were noted in most children.

Learning Objectives:

1. Describe outcomes for the K-SLP program in children with CAS.
2. Compare sensitivity of outcome measures for K-SLP program.
3. Describe the critical alignment between intervention and outcome measures for clinical research.

Session 507: How Do I Know?

Time: 10:30am - 11:30am

Audience: Families

Level: Introductory

Speakers: Sarah Carmody, MS, CCC-SLP

This session will be Both Live & Virtual.

Apraxia stars are likely to encounter multiple SLPs, with varied backgrounds in treating apraxia. How can caregivers ensure that their SLP is the “right fit?” This session is designed to give families tools to recognize and identify high quality therapy (and providers), as well as decide when transitions might be necessary.

Learning Objectives:

1. State at least 3 elements of a high-quality apraxia therapy program/plan.
2. List at least 2 indicators of a positive/motivating therapy experience and relationship.

Speaker Luncheon

Time: 11:30am - 1:00pm

Audience: Winners of the Speaker Raffle

This session will be Live Only.

Select conference speakers have volunteered to participate in this Speaker Raffle Luncheon. All conference attendees will have the opportunity to enter into a raffle to win a 1:1 luncheon on Saturday with the speaker of your choice.

Series 600 Breakout Sessions

Session 601: The Epic IEP Experience: Using Your Parent/Caregiver Advocacy Voice

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Jessica Kong, RBT; and Kara Cannon, MA, CCC-SLP

This session will be Both Live & Virtual.

This session will provide an overview of the special education process for students with CAS to receive a free/appropriate education. Sections and definitions of the Individualized Education Plan (IEP) will be discussed. Participants will also create a powerful working “Parent Input Statement” to use in preparation for future IEP meetings.

Learning Objectives:

1. Identify key steps in the IEP process.
2. List 2 strategies to communicate information appropriately among all IEP team members.
3. Describe the steps involved to write a thorough parent input/concerns statement for their child with CAS.

Session 602: The Intensity of Scheduling Intensive Therapy: How to Combat Barriers to Implementation

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Caitlin Raaz, PhD, CCC-SLP

This session will be Both Live & Virtual.

It is often recommended that children with CAS receive intensive therapy services. Although the literature supports intensive services, the logistics of scheduling are often a barrier for practitioners and families. This session will provide an overview of the benefits of intensive therapy and discuss strategies for successful implementation.

Learning Objectives:

1. Describe the potential benefits of intensive services for children with CAS.
2. Discuss the barriers to the implementation of intensive services.
3. Identify 3 strategies that can be utilized to facilitate the successful implementation of intensive services.

Session 603: Social Struggles in the Early School Years: What Can We Do?

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Lauren Ayers, MS, CCC-SLP

This session will be Live Only.

Children with CAS experience an elevated rate of social difficulty and are more vulnerable to bullying than their typically developing peers. This workshop will provide a roadmap to parents and SLPs for addressing social struggles in young children with CAS and supporting their social development along with group discussions.

Learning Objectives:

1. Describe at least 3 things a parent of a child with CAS can do to support their child socially.
2. Describe at least 3 things an SLP of a child with CAS can do to support that child socially.
3. Describe at least 3 ways parents and SLPs can work together to support a child with CAS socially.

Session 604: These are a Few of My Favorite Things - CAS Edition

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Anne Hodits, MA, CCC-SLP/L; and Jennifer Sakowicz, MS, CCC-SLP

This session will be Live Only.

Clinicians and families working with children with childhood apraxia of speech are always looking for fun, engaging activities to utilize in therapy and home programs that incorporate evidenced based practices and principles of motor learning. This presentation highlights how to target motor learning targets with unique toys and games.

Learning Objectives:

1. Summarize the benefit of incorporating evidence-based research and principles of motor learning into treatment sessions for children with childhood apraxia of speech
2. Describe 2 ways to incorporate best practices and principles of motor in speech therapy using unique toys, games, and activities.
3. List 3 home programming ideas and activities to promote motor speech practice outside of the therapy setting to the home and community environments.

Session 605: Lessons from the Dynamic Therapy Study: A Large Scale Randomized Control Trial of DTTC

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Tricia McCabe, PhD (BAppISP), FSPAA, CPSP

(Project contributors include Jon Preston, Edwin Maas, Donna Thomas, Maryane Gomez, Molly Beiting, and Megan Leece)

This session will be Live Only.

Dynamic Temporal and Tactile Cueing is an evidence-based treatment for children with moderate-profound CAS. Currently, DTTC research evidence comes from small scale studies. This session reports the challenges and solutions developed as part of a large scale RCT comparing DTTC with usual care in Australia and the US.

Learning Objectives:

1. List 1 limitation and 1 benefit current research literature gives of case reports that support the use of DTTC..
2. Describe the issues of adapting DTTC to a wider group of children across multiple sites and clinicians.
3. List 3 strategies which have worked in the DTTC Dynamic Therapy RCT to include a broader range of children.

Session 606: Speech Therapy as Means to a Better Life Quality of Patients with CAS and ASD: An SLP and Parent Perspective

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Ewa Grzelak, MA, SLP

This session will be Both Live & Virtual.

This session will show how SLPs can improve the life of their patients who hold CAS and ASD diagnoses through their clinical decisions regarding relevant target selection, choosing the right AAC and educating families. The role of cooperation with families, listening to their needs and how they influence the course of speech therapy will be highlighted. This session will also include case studies of patients to show how speech therapy has changed their lives. The speaker's personal experience as a mother of Hubert, her apraxia star who is autistic will be shared.

Learning Objectives:

1. Explain why finding the motivation is essential in speech therapy of the CAS and ASD population.
2. Describe the role of robust AAC and why it is important.
3. List 3 strategies to make repetition fun.

Session 607: Reading Instruction for Children with Childhood Apraxia of Speech (CAS)

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Breanna Waldrup, MS, CCC-SLP

This session will be Both Live & Virtual.

Many children with speech and/or language impairments, including children with childhood apraxia of speech, experience difficulty with reading. This session aims to educate and empower parents and professionals about evidence-based reading instruction while providing resources to learn more on the topic. Strategies for at-home and in therapy will be discussed.

Learning Objectives:

1. List 3 key components of structured literacy.
2. Define phonological awareness and differentiate it from phonics.
3. Demonstrate 2 adaptations for reading skills for children with CAS.
4. Name 2 resources for learning more about literacy instruction.

Closing

How to Find Hope and Give Hope to our Apraxia Stars

Time: 3:00pm - 4:30pm

Audience: Everyone

Level: Introductory

Speakers: Elina Csapo, Founder of Young Able Voices

This session will be Live Only.

Elina Csapo will describe her journey with CAS, how she found hope, and what she is doing to give hope to other young people.

Learning Objectives:

1. Describe how using positive mindset will change your outlook and allow you to find your own strength.
2. List 2 strategies to help a young person with CAS overcome challenges.

RESEARCH POSTERS

Research Posters will be available virtually and at the in-person conference.

Poster 1001: Too Soon to Talk? Speech-Language Pathologists Perspectives on Diagnosis Under Three

Audience: Both Families & Professionals

Level: Introductory

Speakers: Hannah Valentine MS, CCC-SLP; Sydney Keller, BA; and Maria Grigos, PhD, CCC-SLP

This poster will be available to view both Live & Virtual.

This survey study will examine the views, beliefs, and practices of early intervention speech-language pathologists on diagnosing and treating childhood apraxia of speech in children under three. Study results will help identify barriers to earlier identification of CAS and inform best practices for diagnosing and treating CAS in young children.

Learning Objectives:

1. Describe the attitudes of early intervention SLPs on diagnosing CAS in children under 3.

Poster 1002: Perception of Lexical Stress in Childhood Apraxia of Speech

Audience: Both Families & Professionals

Level: Introductory

Speakers: Emily Wang, CCC-SLP

This poster will be available to view both Live & Virtual.

Impaired prosody is a hallmark characteristic of childhood apraxia of speech (CAS). The majority of existing literature focuses on the production of prosodic contrasts (i.e., lexical stress), without simultaneously exploring related perceptual skills. The present study explores whether deficits in the perception of lexical stress underlie prosodic deficits in CAS.

Learning Objectives:

1. Identify the role of language skill in the perception of lexical stress in CAS.

VIRTUAL SESSIONS

All ticketholders (virtual and in-person) will have access to these sessions for the month of July 2023.

Session 901: Let's Get Together: Adult Learning Principles and Principles of Motor Learning

Length: 1 hour

Audience: Professionals

Level: Intermediate

Speakers: Stacey Landberg, MS, CCC-SLP

This session will be VIRTUAL ONLY.

This presentation uses a top-down approach building off SLPs' existing knowledge of PML in order to facilitate new knowledge of adult learning principles. The result: SLPs who can effectively educate caregivers and create functional home-practice programs. Video examples are shared along with resources for supporting parent-practitioner partnerships.

Learning Objectives:

1. Describe 2 similarities between Adult Learning Principles and Principles of Motor Learning
2. Use 3 Adult Learning Principles to implement effective home practice for caregivers & their children with CAS.

Session 902: Ethnographic Interviewing for the Clinical Intake Process

Length: 1.5 hours **1.5 ASHA DEI CEUs**

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Shivani Raina, PhD CCC-SLP

This session will be VIRTUAL ONLY.

Ethnographic interviewing provides a culturally responsive framework for understanding the client's and/or caregiver's point of view in clinical settings. The purpose of this presentation is to highlight the use of ethnographic interviewing in the clinical intake process and present its application in context of articulatory and language impairments.

Learning Objectives:

1. Describe 2 culturally responsive principles of ethnographic interviewing.
2. List 2 question categories in ethnographic interviewing.
3. Formulate a culturally appropriate question for the clinical intake process of a child with an articulatory impairment within a category of ethnographic interviewing.

Session 102: Get Dynamic! Linking Dynamic Systems Theory to Clinical Practice

Time: 9:30am - 11:30am

Audience: Professionals

Level: Advanced

Speakers: Amy Clark, MS, CCC-SLP, PI

This session will be Both Live & Virtual.

Dynamic Systems Theory (DST) offers a global way to approach assessment and treatment of children with CAS. Complex cases will be presented to promote discussion of how DST can drive clinical decision making in assessment and treatment of children with CAS and frequently occurring comorbidities.

Learning Objectives:

1. Summarize Dynamic Systems Theory.
2. Explain synergies and constraints (individual, task, environment) in assessment and treatment.
3. Apply Dynamic Systems Theory in assessment and treatment of children with CAS and frequently occurring comorbidities.

Session 103: Speech, Language, Neuroimaging, and PROMPT Treatment in Children with CAS: An Italian Multidimensional Research Project

Time: 9:30am - 11:30am **2 ASHA DEI CEUs**

Audience: Both Families & Professionals

Level: Advanced

Speakers: Irina Podda, SLP

This session will be Both Live & Virtual.

This presentation aims to introduce the research project developed at the Stella Maris Foundation (Pisa, Italy). The study encompasses speech, language, neuropsychological profile, and neuroimaging. Speech, language, and neuroimaging findings can help to improve the understanding of the experience-dependent neurostructural changes induced by PROMPT treatment in children with isolated CAS.

Learning Objectives:

1. Describe what type of information different brain imaging techniques can provide with regard to CAS.
2. Describe the main patterns of altered brain connectivity in isolated CAS.

3. Describe how a sensorimotor speech treatment, such as PROMPT, can impact changes in brain connectivity and in speech and language measures in isolated CAS.

Session 107: There's More to the Story: Optimizing the Use of Picture Books in Motor Speech Therapy

Time: 9:30am - 11:30am

Audience: Professionals

Level: Intermediate

Speakers: Avital Kellerstein, S-LP (C), PROMPT Cert.

This session will be Both Live & Virtual.

Picture books as they apply to the field of Speech and Language Pathology are largely discussed among clinicians in the context of language and literacy intervention. Nevertheless, picture books - when thoughtfully applied - also offer a rich resource for motor speech disorders intervention. This session will discuss the rationale and strategies for adapting picture books in a motor-based approach to speech therapy

Learning Objectives:

1. Describe the 3 types of plot structures in picture books that are particularly useful for motor speech therapy.
2. Identify 3 benefits of picture book therapy
3. Explain how principles of motor learning can be incorporated into a shared picture book reading activity.

Session 205: Lessons from the Road to Reading: A Bilingual Journey

Time: 1:00pm - 2:30pm **1.5 ASHA DEI CEUs**

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Sarah Carmody, MS, CCC-SLP

This session will be Both Live & Virtual.

This session traces the multilingual reading acquisition journey of a child with CAS. We will cover strategies supporting literacy learning (in two languages) and teaching approaches that align to the learning profile of a child with motor speech challenges. Attendees will gain perspectives from the SLP, parents, and instructional team.

Learning Objectives:

1. Describe at least 3 strategies/adaptations that can help with literacy skills acquisition for children with CAS/motor speech difficulties.
2. Describe how speech production and literacy learning are connected.
3. Identify literacy-based cueing techniques that can be used in speech therapy once children are reading.

Session 301: PROMPT: A Whole-Child Approach

Time: 3:00pm - 4:30pm

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Marcus Neal, MS, CCC-SLP, PCI

This session will be Both Live & Virtual.

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a whole-child evidenced-based approach established in the 1970's that helps a wide range of children, including those with CAS, reach their full potential. PROMPT assessment and treatment approaches communication as an interaction of the Physical-Sensory, Cognitive-Linguistic and Social-Emotional Domains. It takes into consideration how children understand and use language, socially interact with others and how their articulators are move during speech production. This presentation will describe key components of PROMPT. Interactive case studies will highlight how this whole-child approach is applied in CAS assessment and treatment.

Learning Objectives:

1. Describe key components of PROMPT assessment and treatment.
2. Explain the Physical-Sensory, Cognitive-Linguistic, and Social Emotional Domains.
3. Summarize what makes PROMPT a whole-child approach.

Session 303: Anxiety and CAS: Hidden Disability

Time: 3:00pm - 4:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Angela McKee, MEd, BCBA, LBA

This session will be Both Live & Virtual.

A parent of a child with CAS who is also employed as a special educator and Board Certified Behavior Analyst for a school district, will discuss the hidden role anxiety plays in the lives of children with CAS and uncover the underlying reasons and skill-building strategies to help children be successful.

Learning Objectives:

1. Identify 4 primary functions of all behavior
2. Identify the difference between performance deficits and skill deficits
3. List 3 skill building strategies specific to self-regulation, social thinking, and executive functioning

Session 305: "That's not what my brain is saying!" An Apraxia Journey from Misunderstood to Making Facebook Videos

Time: 3:00pm - 4:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Amy Pollpeter, MS, PhD Student

This session will be Both Live & Virtual.

This presentation will outline the journey we have had with our 7-year-old Apraxia star. From 90% unintelligible at age 4.5 to non-stop talking and telling stories at age 7. This session will cover mistakes we've made, what we've learned, and what worked (and still is working) for us.

Learning Objectives:

1. Explain CAS in an easily understood way for teachers, a child, and other professionals.
2. List 2 strategies to help a child (and parent) deal with frustration.
3. List 2 ideas that a child can do to feel successful once they begin talking.

Session 307: Supporting Spanish Communication: A Look into Intervention with Young Learners

Time: 3:00pm - 4:30pm **1.5 ASHA DEI CEUs**

Audience: Professionals

Level: Introductory

Speakers: Jacquilyn Arias, MA, CCC-SLP

This session will be Both Live & Virtual.

It is estimated that 1/3 of US children under the age of 9 speak a language other than English at home, of which 75% spoke Spanish. So, the question is not what to do if practitioners work with dual language learners, but when? This session will discuss research on bilingual intervention and how it may be applied to children with apraxia. Spanish intervention will be highlighted, demonstrating assessment measures, target selection, available resources, and session examples. Suggestions for application to other languages and tips for monolingual therapists will be covered.

Learning Objectives:

1. Identify specific phonotactic and linguistic characteristics in Spanish that impact assessment, target selection, and intervention.
2. Describe how targets are systematically and collaboratively addressed with young learners.
3. Apply target selection, treatment activities, and parent collaboration to other cases with multi-lingual speakers.

Session 406: Know Your Alphabet: Other "Letters" That May Go with CAS

Time: 8:30am - 10:00am

Audience: Both Families & Professionals

Level: Intermediate

Speakers: Ruth Stoeckel, PhD, CCC-SLP

This session will be Both Live & Virtual.

Many, if not most, children with CAS will have a co-occurring diagnosis at some point. These additional diagnoses can influence a child's long-term prognosis for intelligible verbal communication and academic success. This session will provide information on multiple issues that may be associated with CAS.

Learning Objectives:

1. Describe current state of knowledge regarding association of CAS with other conditions.
2. Identify two resources for children who have "CAS plus."

Session 502: Empowerment, Friendship, & Advocacy: Our Role in Serving the Apraxia Community

Time: 10:30 - 11:30am

Audience: Both Families & Professionals

Level: Introductory

Speakers: Samantha Novick, MS, CCC-SLP

This session will be Both Live & Virtual.

Individuals with childhood apraxia of speech (CAS) are at high risk for social exclusion. Friendship, self-worth, and belonging are human needs. This presentation will share challenges and opportunities to support individuals with CAS across the lifespan to foster meaningful friendships, understand self-advocacy, and become empowered to reach their fullest potentials.

Learning Objectives:

1. List 2 reasons why it is important for professionals and families to incorporate goals to support friendship-building and self-advocacy for individuals with CAS.
2. Describe 3 ways professionals can address empowerment and self-worth in treatment sessions and in their community.
3. Name at least 1 resource you will use or share with families to encourage radical self-acceptance.

Session 507: How Do I Know?

Time: 10:30am - 11:30am

Audience: Families

Level: Introductory

Speakers: Sarah Carmody, MS, CCC-SLP

This session will be Both Live & Virtual.

Apraxia stars are likely to encounter multiple SLPs, with varied backgrounds in treating apraxia. How can caregivers ensure that their SLP is the "right fit?" This session is designed to give families tools to recognize and identify high quality therapy (and providers), as well as decide when transitions might be necessary.

Learning Objectives:

1. State at least 3 elements of a high-quality apraxia therapy program/plan.
2. List at least 2 indicators of a positive/motivating therapy experience and relationship.

Session 601: The Epic IEP Experience: Using Your Parent/Caregiver Advocacy Voice

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Jessica Kong, RBT; and Kara Cannon, MA, CCC-SLP

This session will be Both Live & Virtual.

This session will provide an overview of the special education process for students with CAS to receive a free/appropriate education. Sections and definitions of the Individualized Education Plan (IEP) will be discussed. Participants will also create a powerful working "Parent Input Statement" to use in preparation for future IEP meetings.

Learning Objectives:

1. Identify key steps in the IEP process.
2. List 2 strategies to communicate information appropriately among all IEP team members.
3. Describe the steps involved to write a thorough parent input/concerns statement for their child with CAS.

Session 602: The Intensity of Scheduling Intensive Therapy: How to Combat Barriers to Implementation

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Caitlin Raaz, PhD, CCC-SLP

This session will be Both Live & Virtual.

It is often recommended that children with CAS receive intensive therapy services. Although the literature supports intensive services, the logistics of scheduling are often a barrier for practitioners and families. This session will provide an overview of the benefits of intensive therapy and discuss strategies for successful implementation.

Learning Objectives:

1. Describe the potential benefits of intensive services for children with CAS.
2. Discuss the barriers to the implementation of intensive services.
3. Identify 3 strategies that can be utilized to facilitate the successful implementation of intensive services.

Session 606: Speech Therapy as Means to a Better Life Quality of Patients with CAS and ASD: An SLP and Parent Perspective

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Ewa Grzelak, MA, SLP

This session will be Both Live & Virtual.

This session will show how SLPs can improve the life of their patients who hold CAS and ASD diagnoses through their clinical decisions regarding relevant target selection, choosing the right AAC and educating families. The role of cooperation with families, listening to their needs and how they influence the course of speech therapy will be highlighted. This session will also include case studies of patients to show how speech therapy has changed their lives. The speaker's personal experience as a mother of Hubert, her apraxia star who is autistic will be shared.

Learning Objectives:

1. Explain why finding the motivation is essential in speech therapy of the CAS and ASD population.
2. Describe the role of robust AAC and why it is important.
3. List 3 strategies to make repetition fun.

Session 607: Reading Instruction for Children with Childhood Apraxia of Speech (CAS)

Time: 1:00pm - 2:30pm

Audience: Both Families & Professionals

Level: Introductory

Speakers: Breanna Waldrup, MS, CCC-SLP

This session will be Both Live & Virtual.

Many children with speech and/or language impairments, including children with childhood apraxia of speech, experience difficulty with reading. This session aims to educate and empower parents and professionals about evidence-based reading instruction while providing resources to learn more on the topic. Strategies for at-home and in therapy will be discussed.

Learning Objectives:

1. List 3 key components of structured literacy.
2. Define phonological awareness and differentiate it from phonics.
3. Demonstrate 2 adaptations for reading skills for children with CAS.
4. Name 2 resources for learning more about literacy instruction.

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