



Presents

The 70th Annual Speech Language Study Conference

January 31, 2025

8:30 a.m. to 2:30 p.m.

**Cost: Registration \$50 on or before January 24, 2025**

Virtual Online Conference

## **Assessment and Management of Childhood Apraxia of Speech: From Early Childhood to Adolescence**

Amy Meredith, PhD, CCC-SLP

### **Course Objectives/Summary/Description**

Children with CAS are varied and dynamic. There is no one-size-fits-all approach. This presentation will help guide clinical decision-making through the ages and stages of the child. The ASHA position statement on CAS (2007) provided SLPs with an excellent foundation of information regarding the core characteristics of childhood apraxia of speech (CAS), additional characteristics, and recommendations for assessment and treatment. Since its publication, more research has revealed how the disorder presents at different stages of development, from infancy (Highman et al., 2018; Overby et al., 2019) to adolescence (Burns, 2011; Turner et al., 2018). Hence, the core characteristics; inconsistent errors, disordered prosody, and poor co-articulation (ASHA, 2007), often used when diagnosing verbal children with CAS, have not always been helpful for very young children who are minimally or non-verbal or adolescents who have had some of their motor speech challenges remediated. Thankfully, there are more recent assessments (Strand & McCauley, 2019) guidelines, and resources (Fish & Skinder-Meredith, 2023; Iuzzini-Sigel & Murray, 2017; Iuzzini-Seigel, 2022) to direct our clinical decision-making when diagnosing a child with CAS.

Similarly, there has been an increase in research and resources made available to tailor the treatment technique to the child's level of speech-motor proficiency. For example, where multisensory cuing (Hammer & Ebert, 2018), Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) (Dale & Haden, 2013) and Dynamic Temporal Tactile Cuing (DTTC) (Strand, Stoeckel, & Baas, 2006) may be more helpful in early speech motor development, programs that incorporate phonological awareness (McNeill, Gillon, & Dodd, 2009) become additional tools that can improve speech when benefits older children who can sequence most sounds, but still have residual errors in co-articulation and prosody (McCabe, Murray, & Thomas, 2018). These therapy programs and others will be discussed.

### **Learner Outcomes**

At the conclusion of this session, the participants will be able to:

- Plan assessment for a child suspected of CAS according to the age and skills of the child.
- Differentially diagnose apraxia of speech from phonologic delay, dysarthria, and other communication disorders that can result in speech delay
- Plan treatment for children with CAS according to the age and skills of the child.
- Implement treatment for children with CAS using Dynamic Tactile and Temporal Cuing
- Explain how literacy is often impacted in children with CAS
- Incorporate early literacy and phonological awareness activities into motor speech therapy

**Speaker Description:** Dr. Skinder-Meredith received her doctorate from the University of Washington and her M.S. from the University of Arizona. She is a professor at Washington State University in Spokane and is the chair of the Department of Speech and Hearing Sciences. She is an experienced clinician who has worked in public schools, hospitals, university clinics, and private practice settings. Her primary clinical and research interest is in pediatric motor speech disorders, and her secondary area is cleft lip and palate. She has published and presented her research on childhood apraxia of speech (CAS) at national conferences and is co-author of *Here's How to Treat Childhood Apraxia of Speech, 3rd edition*. She co-founded Camp Candoo for children with CAS

in 2013 and started a camp for bilingual children with CAS in 2024. Dr. Skinder-Meredith has given numerous workshops for practicing speech-language pathologists nationally and internationally on the assessment and treatment of CAS.

**Speaker Disclosures:** Financial disclosure: Co-author of *Here's How to Treat Childhood Apraxia of Speech-3rd edition*, paid faculty at WSU, Spokane, receiving an honorarium for this presentation. Non-Financial Disclosure: On Apraxia-Kids Professional Advisory Council, ASHA Member, WSLHA member, Lead SLP at the Providence Center for Cleft Lip and Palate.

**Cost: \$50 via CREDIT CARD ONLY – NO PO's Accepted**  
**FEES ARE NON-REFUNDABLE but could be TRANSFERABLE**  
**Maximum Number of Participants: 2000**

**You can only register online through OMS by clicking on the URL below**  
**Registration is open 11/1/2024 through 1/24/2025 – No late registrations accepted**

**<https://socalsea.k12oms.org/2486-258866>**

**You MUST use this Password in order to register: 01312025**

**Time Ordered Agenda**

8:30 am – 9:30 am	What do we currently know about childhood apraxia of speech? <ul style="list-style-type: none"> <li>CAS as part of the taxonomy of Speech Sound Disorders</li> <li>Potential Underlying Causes of CAS and Why it Matters</li> <li>Characteristics of CAS from toddler to adolescent</li> </ul>
9:30 am -10:15 am	Part one of assessment and differential diagnosis
10:15-10:30	<b>Break</b>
10:30 am – 11:30 pm	Part two of assessment and differential diagnosis
11:30 am-12:00 pm	<b>Lunch</b>
12:00 pm-1:15 pm	<ul style="list-style-type: none"> <li>Treatment of CAS Basics: How to plan treatment based on assessment results.</li> <li>Overview of Principles of Motor Learning and How it Applies to Treating CAS.</li> <li>Key Principles Most Often Suggested as Being Important to the Treatment of Developmental Apraxia of Speech</li> <li>Treatment for minimally verbal children and young children</li> <li>Alternative Augmentative Communication (AAC)</li> <li>PROMPTS for Restructuring Oral Muscular Phonetic Targets (PROMPT)</li> <li>The Kaufman Approach</li> <li>Dynamic Temporal Tactile Cuing (DTTC)</li> </ul>
1:15 pm-1:30 pm	<b>Break</b>
1:30 pm-2:30:pm	<ul style="list-style-type: none"> <li>Treatment of school age children</li> <li>Incorporating early literacy skills into motor speech therapy to improve speech and reading skills</li> <li>Shifting the focus of treatment for verbal school-aged children <ul style="list-style-type: none"> <li>Addressing prosody and coarticulation</li> <li>Rapid Syllable Transition Treatment (ReST)</li> <li>Biofeedback using spectrograms, electropalatography, and ultrasound</li> <li>Addressing language and literacy</li> </ul> </li> </ul>

Please provide your California SLP or SLPA license number and ASHA account number when you register.

**Login and logout times will be recorded and documented. The Evaluation Form is turned in to verify your full attendance. The certificate is given out at that time for the same reason. The course evaluation for this course MUST be completed within 7 days of the event, by February 7, 2025.**

This course is offered for 0.5 ASHA CEUs (Intermediate level; Professional area)

**Specify ADA Accommodations if needed.**



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Intermediate Level

.5 ASHA CEUs