

**Childhood Apraxia of Speech
Therapy Strategies
That Make a Difference**

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CASANA
www.apraxia-kids.org

- CASANA Speech Center (Videos with parent obs)
- Apraxia Boot Camps 2011, 2012, 2014, 2016
- Webinars (my advanced webinar) and workshops
- iPad program, treatment research grants, and funds for Small Steps in Speech (.org)
- United Health Care Children's Foundation grants www.uhccf.org (\$10,000 max – income based)

**ASHA AdHoc Committee's
2007 3 Consensus Features**

- Inconsistent errors on consonants and vowels in repeated productions of syllables or words
- Lengthened & disrupted coarticulatory transitions between sounds & syllables
- Inappropriate prosody, especially in relation to lexical or phrasal stress

ASHA AdHoc Committee's Definition of CAS

- "Childhood apraxia of speech (CAS) is a neurological childhood (pediatric) speech sound disorder in which the precision and consistency of movements underlying speech are impaired in the absence of neuromuscular deficits (e.g. abnormal reflexes, abnormal tone)."

What are the challenges with other languages/dialects?

- Australia challenges with use of Amerind signs and vowel differences
- Spanish speakers (1) have more restricted vowels (2) tend to use glides (3) don't enunciate final sounds.
- "Intervention for Bilingual Children with CAS" by Kohnert & Stoeckel on Apraxia-Kids.org - no evidence to "pick a language"

Why is Early Intervention so Critical for Suspected CAS?

- During first 3 years of life, the number of neurons stay the same, but the number of synapses increases. By age 3, 85% of "wiring" established. (www.classbrain.com article 30)
- Focus on speech sound system better ensures a foundation that is not fraught with "habits" that are challenging to break.
- Have a chance to "rework" missed stages such as mouthing of objects while vocalizing.

What are challenges for school SLPs when treating CAS?

- (1) Not having much direct contact with parents
- (2) Having caseloads that sometimes result in the need to see most children in group therapy.
- (3) Having extended summer breaks from therapy
- (4) Having restrictions on videotaping
- (5) Bringing on board teachers to support goals.
- 2016 Intensive Training - School-based therapists

How do we communicate CAS information with teachers?

- 1-page information flier for teachers of preschool-age children with CAS that are available on the apraxia-kids.org website.
- 2-page "Letter to a Teacher" available also through apraxia-kids.org.
- Both can be modified and personalized.
- New CASANA card decks

How should IEP goals look different for children with CAS?

- Sue Caspari in CASANA Webinar "Creating IEP Goals" talks about SMART goals – specific, measurable, action words, realistic, time limited.
- Isolated sound practice likely not included but replaced with movement gestures/syllable shapes.
- Vowel accuracy would likely be targeted.
- Prosody goals such as syllable and word stress would be included.
