

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

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**CASANA**  
**[www.apraxia-kids.org](http://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](http://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](http://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](http://apraxia-kids.org) website.
- 2-page "Letter to a Teacher" available also through [apraxia-kids.org](http://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.