

SYLLABUS

CURRENT ISSUES IN CHILDHOOD APRAXIA OF SPEECH

COURSE #620

Course Instructor

Linda R. Schreiber, M.S., CCC-SLP
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About the Course Instructor

Linda Schreiber is a Board Recognized Specialist in Child Language. She is former CEO of Thinking Publications, has 15 years experience in the public school setting, and has been involved in educational publishing for over 20 years. She has authored and coauthored numerous publications and articles in the areas of literacy, phonology, language, phonological awareness, and adolescent language disorders.

Course Goals

Provide current information on childhood apraxia of speech (CAS)

Purpose of Course and Professional Standards

It is the position of the American Speech-Language-Hearing Association that apraxia of speech exists as a distinct diagnostic type of childhood (pediatric) speech sound disorder that warrants research and clinical services. In addition, ASHA acknowledges there is a critical need for programmatic research and clinician training in CAS and that speech-language pathologists need specialized training to diagnose and treat CAS. This course will address this need in part.

Learner Outcomes

By the end of this course, you will be able to:

- Define childhood apraxia of speech (CAS), delineate the signs and symptoms, and state the incidence.
- Name candidate genes associated with childhood apraxia of speech.
- State the American Speech-Language-Hearing Association's current position on definition and diagnosis of childhood apraxia of speech.
- List five current issues in diagnosis and treatment.
- Describe current medical/neurological diagnostic indicators.
- List three concomitant communication disorders.
- Identify at least three fundamental intervention principles for childhood apraxia of speech.
- Explain how to apply intervention principles to children with CAS at different ages and different severity levels.

Calendar Dates

If you have registered for this course by February 15th, you must complete all coursework by the following April 15th to receive credit for the Spring Semester. Complete the coursework by the following November 15th to earn Fall Semester credit. After that date, no credit will be awarded.

If you have registered for this course by October 15th, you must complete all coursework by the following November 15th to receive credit for that Fall Semester. Complete the coursework by the following April 15th to earn Spring Semester credit. After that date, no credit will be awarded.

Description of Required Resources

This course will be delivered online. To access course materials, you must register with www.SpeechPathology.com if you are not already a member of their library. There is a one-time \$99 fee for course materials. A computer with hard-wired internet access is recommended.

During the week of October 11-14, 2011 four experts in the area of CAS gave live, virtual webcast presentations in their areas of expertise. They joined a panel discussion on Friday of that week. You must view the presentations of these expert speakers via the recorded courses. These events comprise 5 hours of the course.

Topic: CAS Assessment and Treatment

Rebecca McCauley, Ph.D., CCC-SLP
Dept. of Speech and Hearing Disorders
The Ohio State University

SpeechPathology.com Course #3930

Topic: Neurological Evaluation of CAS

Amy Newmeyer, M.D.
Division of Developmental and Behavioral Pediatrics
Cincinnati Children's Hospital

SpeechPathology.com Course #3929

Topic: CAS and Genetics

Barbara A. Lewis, Ph.D., CCC-SLP
Professor
Department of Communication Sciences
Case Western Reserve University

SpeechPathology.com Course #3931

Topic: Clinical Interventions for CAS

Shelley Velleman, Ph.D., CCC-SLP
Associate Professor
Dept. of Communication Disorders

University of Massachusetts, Amherst
SpeechPathology.com Course #3927

Topic: Roundtable Discussion

Members: Rebecca McCauley, Amy Newmeyer, Barbara A. Lewis, Shelley Velleman

SpeechPathology.com Course #3934

In addition, the following courses MUST ALSO be viewed or read (in the case of the article). Most courses can be viewed at SpeechPathology.com. These additional resources comprise another 10 hours of the course of study for a total of 15 hours. You must register for each course separately and you must request the Kelman and Hodson information from me.

Course #	Presenter	Title	Time Required
2754	Greg Lof, Ph.D., CCC-SLP	Logic, Theory, and Evidence against Using Oral Motor Exercises to Change Speech Production	2 hours
3693	Amy Skinder-Meredith, Ph.D., CCC-SLP	Incorporating Phonemic and Phonological Awareness in Speech Therapy to Improve Speech and Literacy	1 hour
3661	Amy Skinder-Meredith, Ph.D., CCC-SLP	Incorporating Principles of Motor Learning in Speech Therapy with Clients with Childhood Apraxia of Speech	1 hour
3889	Margaret A. Fish, M.S., CCC-SLP	Foundations for Effective Treatment of Childhood Apraxia of Speech	1 hour
3970	Margaret A. Fish, M.S., CCC-SLP	Childhood Apraxia of Speech: Selecting Target Utterances for Treatment	1 hour
3762	Erin Redle, Ph.D., CCC-SLP	Practical Therapy Approaches for the Young Child with Minimal Speech Production	1 hour
direct link—when you are ready for this program, email me. I will also be sending you the exam, which you will return to me.	Barbara Hodson, Ph.D., CCC-SLP	Enhancing Phonological Skills of Children with Highly Unintelligible Speech	2 hour
direct link—when you are ready for this article, email me. I will also be sending you the exam, which you will return to me.	Margot E. Kelman, Ph.D., CCC-SLP	Expressive Phonological Impairment and the Development of Literacy (article)	1 hour

If you have a documented need for special assistance with this course, or if you would like to be referred for determining the presence of a special need, contact me immediately.

Course Evaluation

Undergraduate Credit

You must take and pass the multiple-choice exam for each speechpathology.com course. The exams are provided to you at www.speechpathology.com except where indicated. SpeechPathology.com records your exams and course completion in a transcript. At the completion of all courses/exams, email your transcript to me (it is available in pdf format at www.speechpathology.com). In addition, you must complete a three-page reflection on what you knew before the course, what you wanted to know on the topic of CAS, and what you have learned from the course. Use double spacing and 12-point font. Include citations in APA format in your paper.

Graduate Credit

Take and pass the multiple-choice exam for each course. The exams are provided to you at www.speechpathology.com except where indicated. SpeechPathology.com records your exams and course completion in a transcript. At the completion of all courses/exams, email your transcript to me (it is available in pdf format at www.speechpathology.com).

Complete a three-page reflection on what you knew before the course, what you wanted to know on the topic of CAS, what you have learned from the course, and specifically how you will apply the new knowledge to your work setting (or potential work setting). Use double spacing and 12-point font. Include citations in APA format in your paper.

Write a response to each of three questions specific to issues in CAS. Include citations (in APA format) in your responses. Your responses should total 3 pages in all (12-point font double spaced; approximately 1 page per response). Choose three questions from the following:

1. Parents of a three-year-old nonverbal child with autism tell you their child was diagnosed with apraxia. Based on what you have learned in this course, is this possible?
2. What is the relationship of apraxia to literacy and success in learning to read?
3. Several approaches to intervention and treatment have been presented in this course. Describe the intervention principles you will apply to your practice.
4. A 6 year-old who was previously diagnosed with apraxia is referred to you. His intervention plan (written by his previous speech-language pathologist) includes daily oral-motor exercises such as tongue wagging, blowing, and chewing on soft toys. Will you continue this program with him? Why or why not?
5. Describe the identifying characteristics of childhood apraxia of speech. How can you distinguish CAS from other speech sound disorders? Would

- your assessment plan differ (for suspected CAS versus a severe speech sound disorder)? If so, how?
6. When would you refer a child with suspected CAS for a neurological assessment? What information would you hope to gain?

All course assignments must be completed by April 15, 2011 (for Spring 2011 transcripts) and by November 15, 2011 (for Fall 2011 transcripts).