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# Assessment and Treatment of Childhood Apraxia of Speech

## SIG 2

### INTRODUCTION

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First, Julie Case and Maria Grigos provide a review of speech motor control literature in childhood apraxia of speech (CAS) and give clinical implications to the assessment and treatment of CAS. Second, Kristen Allison reviews approaches to measuring speech intelligibility in children with motor speech disorders. Third, Tricia McCabe, Donna Thomas, and Elizabeth Murray describe Rapid Syllable Transition Treatment (ReST) as a treatment for CAS. Fourth, Nancy Tarshis, Michelle Winner, and Pamela Crooke explore how communication challenges in CAS impact social competency and how speech motor challenges impact social development. Finally, Nina Benway and Jonathan Preston evaluate if features of CAS in the literature could be replicated in a sample of school-age children. Readers will describe how speech motor skills have been found to change with practice in CAS, list the linguistic factors that can influence intelligibility, describe the quality of the research that supports ReST, explain ways to consider social cognition in therapy for CAS, and rank the speech features that distinguish the narrow phonetic transcriptions of children with CAS and speech sound disorders.

### LEARNING OUTCOMES

*You will be able to:*

- describe how speech motor skills have been found to change with practice in children with CAS
- list the linguistic factors that can influence intelligibility
- describe the quality of the research which supports use of Rapid Syllable Transition Treatment (ReST)
- explain ways to consider social cognition in therapy for CAS
- rank the speech features that distinguish the narrow phonetic transcriptions of children with CAS and non-CAS speech sound disorders

### CONTENTS

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How the Study of Speech Motor Control Can Inform Assessment and Intervention in Childhood Apraxia of Speech by Julie Case and Maria Grigos

([https://doi.org/10.1044/2020\\_PERSP-19-00114](https://doi.org/10.1044/2020_PERSP-19-00114))

Measuring Speech Intelligibility in Children With Motor Speech Disorders by Kristen M. Allison

([https://doi.org/10.1044/2020\\_PERSP-19-00110](https://doi.org/10.1044/2020_PERSP-19-00110))

Rapid Syllable Transition Treatment—A Treatment for Childhood Apraxia of Speech and Other Pediatric Motor Speech Disorders by Patricia McCabe, Donna Claire Thomas, and Elizabeth Murray

([https://doi.org/10.1044/2020\\_PERSP-19-00165](https://doi.org/10.1044/2020_PERSP-19-00165))

What Does It Mean to Be Social? Defining the Social Landscape for Children With Childhood Apraxia of Speech by Nancy Tarshis, Michelle Garcia Winner, and Pamela Crooke  
([https://doi.org/10.1044/2020\\_PERSP-19-00116](https://doi.org/10.1044/2020_PERSP-19-00116))

Differences Between School-Age Children With Apraxia of Speech and Other Speech Sound Disorders on Multisyllable Repetition by Nina R. Benway and Jonathan L. Preston  
([https://doi.org/10.1044/2020\\_PERSP-19-00086](https://doi.org/10.1044/2020_PERSP-19-00086))

## PROGRAM HISTORY and IMPORTANT INFORMATION

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Start date: October 12, 2020

End date: October 12, 2023

To earn continuing education credit, you must complete the learning assessment on or before **October 12, 2023**.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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