

## Foreword

Our goal in writing this book is to provide information and support to parents, families, therapists, educators, physicians, and others who care for and work with children with Childhood Apraxia of Speech. The purpose of this book is to organize information in order to share current research and what we've learned in our many years of working with children with Childhood Apraxia of Speech.

## Introduction

The strategies in *The Source for Childhood Apraxia of Speech* incorporate components identified as important in the treatment of Childhood Apraxia of Speech as referenced by the American Speech-Hearing-Language Association (ASHA) and the Childhood Apraxia of Speech Association of North America (CASANA). These components are listed below.

1. Conduct a thorough evaluation of communication and related skills. Address the needs of the whole child, including health, motor, and sensory concerns as well as communication skills.
2. Establish basic skills needed for success in therapy such as joint attention and interaction.
3. Use child-centered therapy building on the child's current skills.
4. Use an effective therapy approach by:
  - using principles of motor learning for development of speech skills
  - emphasizing speech movements and syllable shapes
  - using appropriate cues and prompts to ensure success including multisensory cues
  - providing appropriate feedback to verbal attempts
  - applying meaning and functionality to speech practice targets
  - providing frequent and consistent therapy
5. Use augmentative communication systems as needed as a bridge to speech.
6. Target prosody skills along with speech skills in therapy.
7. Target language skills as needed—receptive, expressive, pragmatics, narrative, and discourse.
8. Extend speech and language practice to the home and community settings.
9. Facilitate literacy, academics, and other learning skills.

Numerous professional references used in developing this book are listed on pages 179–183.

We hope you find the information and techniques in this book helpful as you work with children with apraxia.

Robin and Catherine