

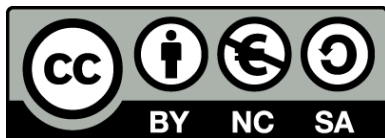
The Childhood Apraxia of Speech Handbook

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Due to limited research exploring Childhood Apraxia of Speech (CAS), very few comprehensive sources exist for families with children diagnosed with CAS. The author paired family-friendly imagery with current scientific research to create a booklet informing parents about CAS. The author also surveyed Speech Language Pathologists to collect information that was currently unavailable in the literature. The essay emphasizes professional advice for families and realistic expectations of therapeutic outcomes. CAS is not a result of “laziness” and is theorized to have a neurological basis, which is supported throughout the essay with imagery. The essay reaches outside the realm of therapy and explores possible difficulties in the education system. Although there is little scientific research currently published, the essay outlines that CAS is manageable with support in all facets of the child’s life.

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Childhood Apraxia of Speech

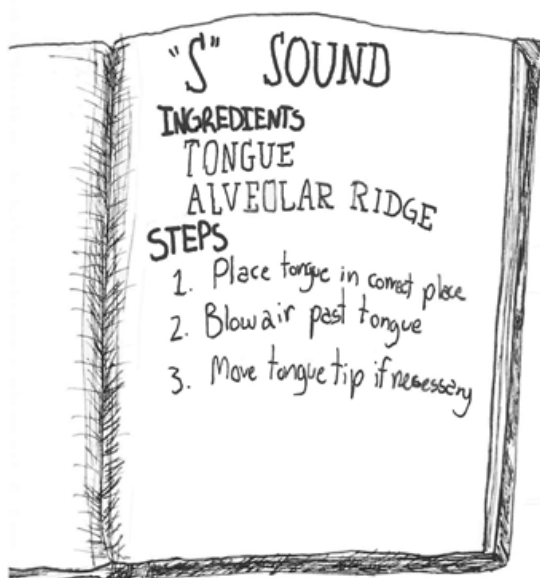
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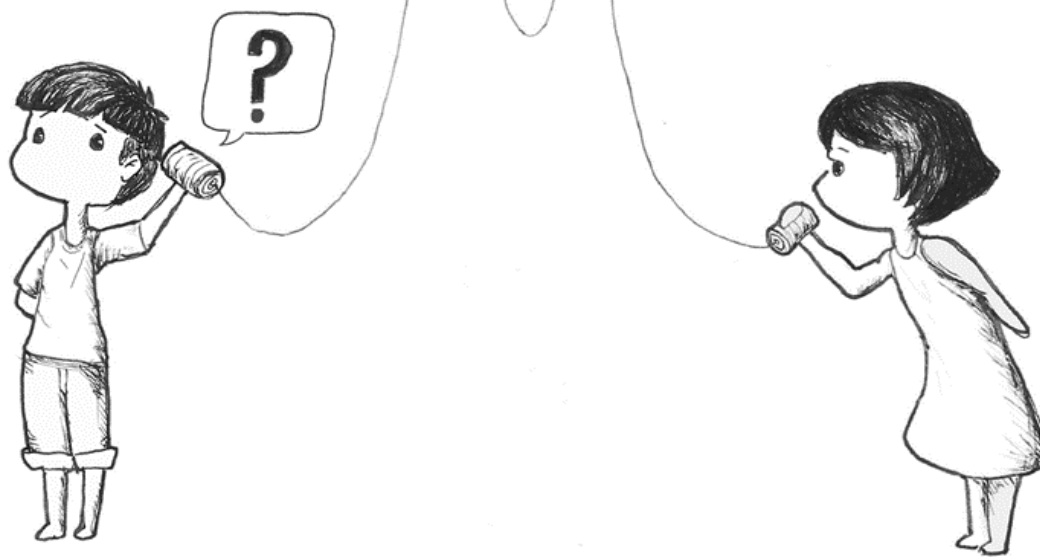
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When we first start to talk, the brain decides which **speech muscles** are needed and in what **order** they need to move. This is known as **motor speech planning**.



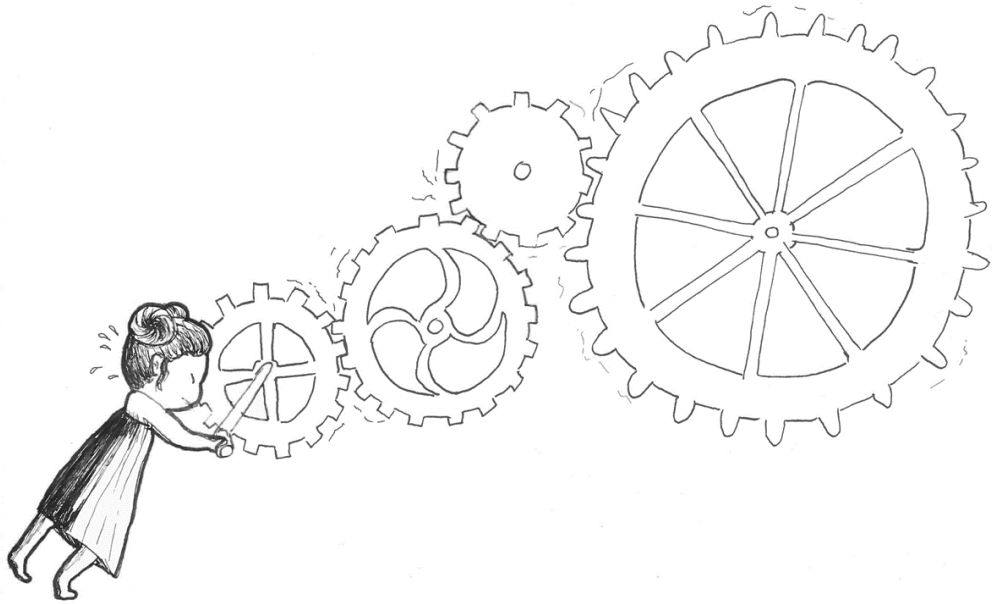
Sometimes a child's brain tells their speech muscles to make a sound or word, but the muscles have difficulties moving together to say it. This is called

APPAXIA

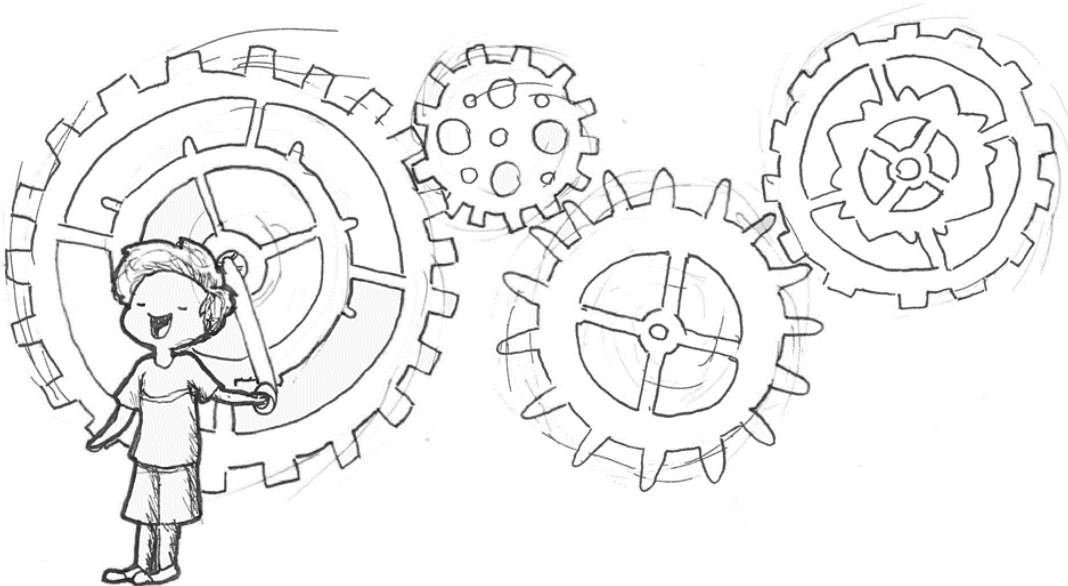


Although most children with motor speech disorder (MSD) understand what is going on around them, talking is very challenging.

Children with CAS are not "lazy". They work hard to talk.



Giving a child **time to talk** will make it easier for them.

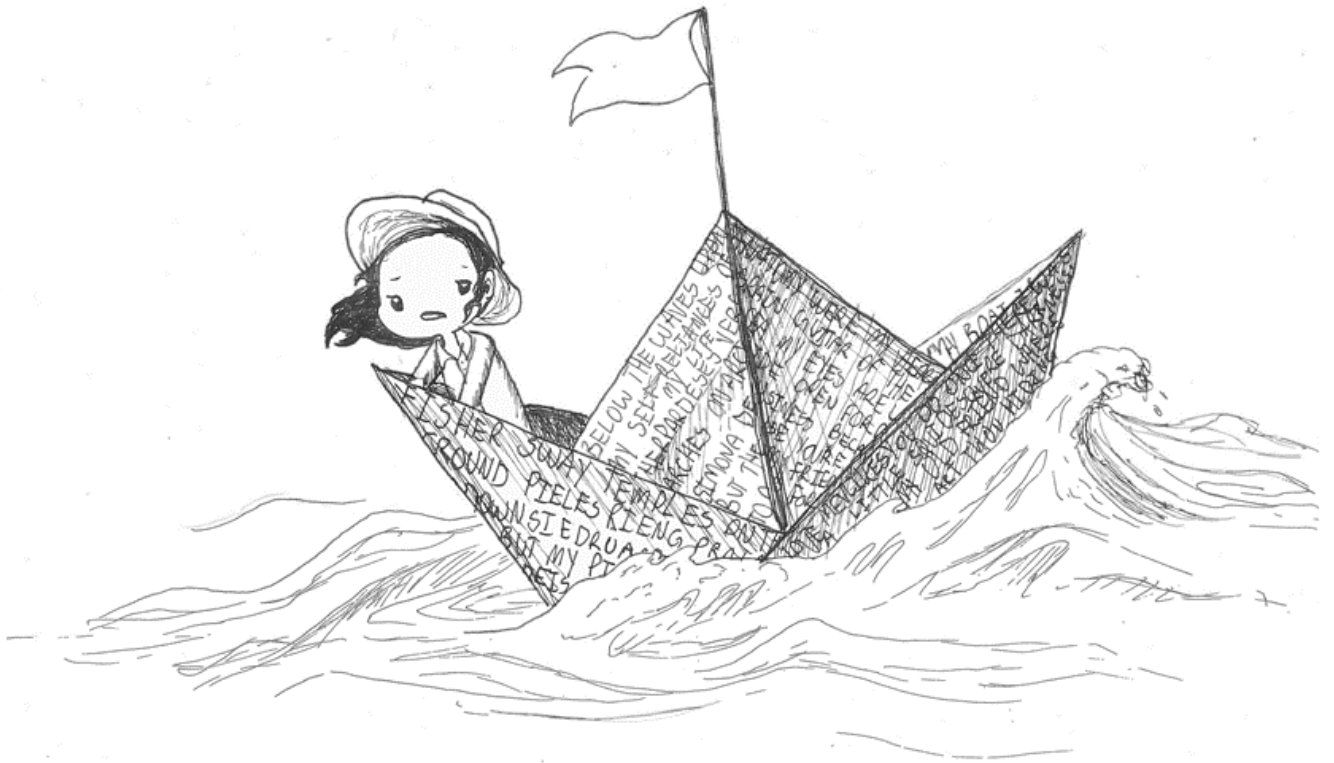


CAS can be difficult to **DIAGNOSE** when children are young.

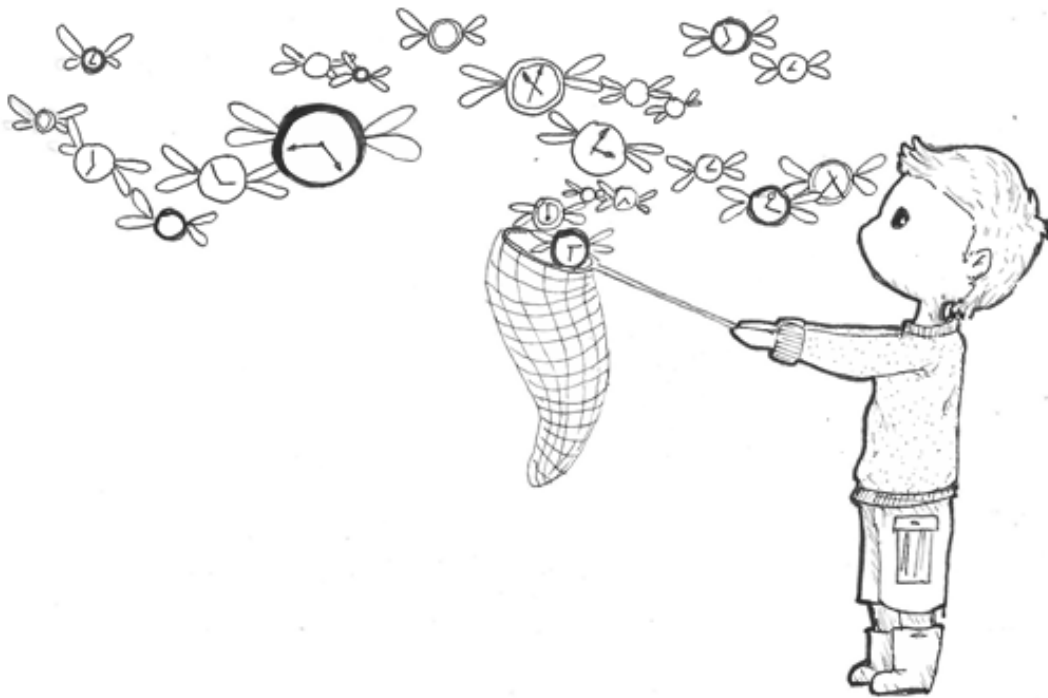


We can't predict which sounds or words will be difficult or easy for a child.

The cause of CAS is unknown. Parents should know it's not their fault. Researchers know the area of the brain responsible for motor speech planning. They are investigating how this area is affected for kids with CAS.



Therapy can be a long process. Speech therapy will be unique, based on the child's needs and motivation. To see success in therapy, it takes a lot of effort and a lot of repetition. It is important to set goals, attend sessions regularly, and practice at home.



It is very hard to predict whether a child will ever have **normal speech**. This depends on the severity of the disorder, the intensity of therapy, and any other difficulties a child may have. It also depends on the child themselves like their **cooperation, motivation, & attention.**



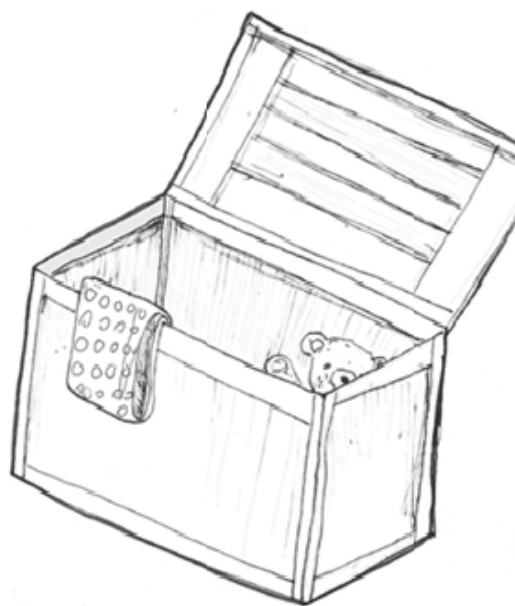
Children may have other difficulties that may be related to CAS. Children may experience **GENERAL ACADEMIC DIFFICULTIES**, like reading and writing, poor comprehension and behavioural issues.



School-aged children may be at risk for **being bullied**. Educating their classmates and teachers about CAS can help children with CAS develop **healthy friendships**.



The amount of help a child receives for speech at their school can differ from school to school. Teachers want to support students with CAS but don't have enough resources or don't know how. It is important to ask the school how they can support your child.



Teachers are important team members in supporting children with CAS.



A child will be most successful if there is clear communication between parents, speech language pathologists, and teachers.



With love and support from everyone, children with CAS can be successful at home, in the classroom, and on the playground.