**Updates on the Assessment and Treatment of CAS**

**Sue Caspari, MA, CCC/SLP**

Region 10 Education Service Center

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Handout 2 - Guided Learning Questions

1. What CAS IS and IS NOT?
	* Name two facts that support speech as a complex, continuous motor task.

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* + Describe what is meant by *speech motor planning and programming* (describe it to a friend). Include what subsystems of speech have to be coordinated in the plan.

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* + CAS is thought to be a *disruption* in the planning and programming of speech movements. How would you describe CAS to a family member?

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* + What are 3 primary DISCRIMINATING characteristics of CAS?

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* + How does CAS differ from other SSDs (articulation disorders, phonological disorders, dysarthria)?

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* + Who diagnoses CAS? Why is that the appropriate person to make the diagnosis?

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1. Diagnosis
	* A motor speech assessment is critical for making the diagnosis of CAS. What other advantages are there to completing a motor speech assessment?

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* + The Dynamic Evaluation of Motor Speech Skill (DEMSS) is a valid motor speech assessment, because it assesses for what discriminating features of CAS?

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* + What does ASHA advise related to provisional diagnoses (“suspected CAS”)?

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1. Therapy
	* What are the 5 “ingredients” thought to be important in motor-based therapy for children with CAS?

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* + How is a goal for a child with CAS different from a goal for child with an articulation disorder (eg, lateral /s/) or from a goal for a child with a phonological disorder (eg, final consonant deletion)?

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* + The principle of motor learning that specifies that “distributed” practice across time, environments and contexts, facilitates motor learning. How does this guide decisions about service delivery (frequency and length of sessions per week)?

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Practice Scoring the DEMSS:

CV subtest items

|  |  |  |
| --- | --- | --- |
|  | **Initial Attempt** | **After Cueing** |
|  | **Vowel Accuracy****(score 2, 1, 0)** | **Prosodic Accuracy****(score 1 or 0)** | **Articulatory Accuracy****(score 4, 3, or 2)** | **Articulatory Accuracy****(score 2, 1, or 0)** | **Consistency (score 1 or 0)** |
| **Me** |  |  |  |  |  |
| **Toy** |  |  |  |  |  |

Multisyllable subtest items

|  |  |  |
| --- | --- | --- |
|  | **Initial Attempt** | **After Cueing** |
|  | **Vowel Accuracy****(score 2, 1, 0)** | **Prosodic Accuracy****(score 1 or 0)** | **Articulatory Accuracy****(score 4, 3, or 2)** | **Articulatory Accuracy****(score 2, 1, or 0)** | **Consistency (score 1 or 0)** |
| Po**ta**to |  |  |  |  |  |
| **Vi**deo |  |  |  |  |  |

Summary Activity

Within each color, there are 2 items. Put an “X” in the column to indicate which one “IS” vs “IS NOT” CAS

|  |  |  |
| --- | --- | --- |
| CAS | IS | IS NOT |
| Difficulty with articulator placement for individual sounds |  |  |
| Difficulty transitioning between one sound and the next |  |  |
| Difficulty planning and programming speech movements |  |  |
| Difficulty executing speech movements |  |  |
| A medical diagnosis |  |  |
| A label for a speech disorder |  |  |
| Neurological in nature |  |  |
| Psychological in nature |  |  |
| Treatable |  |  |
| Unable to be treated |  |  |
| Differentiated from other common speech sound disorders by unique features |  |  |
| Similar to other common speech sound disorders in most ways |  |  |
| Is treated by targeting individual consonant sounds |  |  |
| Is treated by helping the child accurately move through the entire utterance (not just correct consonants but correct vowels and correct prosody as well) |  |  |