

---

# Discriminating Childhood Apraxia of Speech From Speech Delay

---

## INTRODUCTION

Since the first description of a childhood speech disorder similar in presentation to adult onset apraxia of speech, much research has gone into identifying characteristics to help make diagnosis more accurate and reduce the known over-identification of childhood apraxia of speech (CAS). However, to date, there has been no conclusive diagnostic marker identified to differentiate CAS from other speech delays. The goal of the articles in this self-study is “to develop and validate a diagnostic marker that discriminates early and persistent CAS from speech delay.” The articles introduce the pause marker (PM) and discuss support for the PM as well as possible clinical and research uses with the development of an assessment tool, the Pause Marker Index (PMI). While the PMI is not yet ready for clinical application, the articles provide clinicians with information about the PM that they can begin to incorporate into assessment and treatment to better serve their clients.

## LEARNING OUTCOMES

*You will be able to:*

- discuss the value of and need for a diagnostic marker for CAS
- describe the types of pause markers
- discuss the process used to identify and validate the pause marker
- explain the uses and benefits of the Pause Marker Index

---

## CONTENTS

*A Diagnostic Marker to Discriminate Childhood Apraxia of Speech From Speech Delay*, Five-article journal supplement by Lawrence D. Shriberg, Edythe A. Strand, Marios Fourakis, Kathy J. Jakielski, Sheryl D. Hall, Heather B. Karlsson, Heather L. Mabie, Jane L. McSweeney, Christie M. Tilkens, and David L. Wilson, published in *Journal of Speech, Language, and Hearing Research*

<i>Introduction</i> .....	CE-1
<i>I. Development and Description of the Pause Marker</i> .....	CE-3
<i>II. Validity Studies of the Pause Marker</i> .....	CE-25
<i>III. Theoretical Coherence of the Pause Marker with Speech Processing Deficits in Childhood Apraxia of Speech</i> .....	CE-42
<i>IV. The Pause Marker Index</i> .....	CE-60

## PROGRAM HISTORY and IMPORTANT INFORMATION

---

Articles originally published in *Journal of Speech, Language, and Hearing Research*

**Start date:** July 12, 2017

**End date:** July 25, 2019

To earn continuing education credit, you must complete the test with a passing score on or before **July 25, 2019**.

To see if this program has been renewed after this date, please search by title in ASHA's online store at [www.asha.org/shop](http://www.asha.org/shop).



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.

This course is offered for 0.55 ASHA CEUs (Advanced level, Professional area).

## STATEMENT ON EVIDENCE-BASED PRACTICE

---

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*