Case history
- Did the child reach all of his/her developmental milestones?
- Did the child reach his/her speech milestones as a baby (babbling)?
- Does the child have feeding difficulties?
- Does the child have an advanced gestural system?

Oral Motor Examination
- Does the child attempt movements but is unable to imitate them?
- Is the child unable to sequence two or more movements together?
  - Try “ooo-eee” and “mmm-ahhh”
- Does the child have reduced DDK rates?
  - Try words of increasing length: pop → popcorn → popcorn bowl
- Observe the child’s fine motor skills by having them pick up something small.
  Does the child have an inability to use their pincer grasp and release?
- Observe the child’s gross motor skills. Is any of the following impaired?
  - Walking
  - Gait
  - Jumping using both feet
  - Standing on one foot
  - Touch toes
  - Walking on tiptoes
  - Sitting in a chair

Speech Sound Assessment & Spontaneous Language Sample
- Does the child display any of the following?
  - Inconsistencies in their speech errors
  - Groping behaviors
  - Low intelligibility
  - Vowel distortions
  - Difficulty in prosody (irregular intonation patterns)
  - Broken syllable strings
  - Some progressive idioms

Stimulability
- Vowels and consonants in isolation
- CV, CVCV, CVCV2, C1V1C2V2
- Syllable → Multisyllabic words
- Phrases with words of increasing length

CHILDHOOD APRAXIA OF SPEECH: INFORMAL ASSESSMENT
**ORAL MOTOR**

- Stick out tongue
- Move tongue side to side
- Smile
- Kiss
- Smile + Kiss

### Imitation of Sounds

- A
- E
- I
- O
- U

### Imitation of Sounds

- B
- P
- M
- N
- T
- F
- S

### Basic Actions

- Pincer grab (i.e. beads, stack legos)
- Clapping
- Stomping
- Blowing
- Gait
- Jumping

### Sound Combos

- C
- CV
- CVC
- CVC
- CvCv

### Multisyllabic Words

- POP-POPCORN-POPCORN BOWL
- LAY-LADY-LADYBUG
- SUM-SUMMER-SUMMERTIME
- WIN-WINDOW-WINDOWSILL
- COW-COWBOY-COWBOY BOOTS

### Phrases

- See / I see / I see ___
- Found / I found / I found ___
- Eat / I eat / I eat ___
- Want / I want / I want ___

### Sentences

- I eat popcorn at the movies.
- I swim in the ocean during summer.

---

**Spontaneous Utterance:**

---

**Notes/Observations:**

---

**Examples of CAS Activities**

**Level 1: Imitating Actions**

- Do a reinforcer probe and offer those preferred reinforcers if the child imitates a basic action like clapping hands, stomping feet, raising hands, etc.
• Take pictures that represent the actions you are targeting and print them on cards. Have the child draw a card from a bag and do that action
• Make a “movie” on a ipad. Have the child act as a “shadow” and have them imitate what you do. Do it in reverse as well (you imitate the child’s actions)

**Level 2: Functional Sounds, Sound Effects, Vocalizations**

• Play with vehicles and make engine sounds or sirens
• Feed puppets or stuffed animals and have them make exaggerated “mmmm” noises
• Have the child request pieces to an animal puzzle by making the animal’s noise (reduce complex noises down to 1 sound like “eeeee” for monkey)

**Level 3: Sound Combinations (CV, VC)**

• Get a type of riding toy like a bike or a swing and stop the child until he says “go” again
• Throw small objects up onto a higher surface (like a table), each time, have the child say “up” to indicate he wants another thing to throw up
• Put coins in a piggy bank and have the child say “in” to get each coin to indicate he wants to put it in

**Level 4: Repeated Strings of CV or VC**

• Sequence words that the child together to work on articulatory transitions (the same word repeatedly or alternating 2 words together)
• String together several of a word the child can say and then add a word that the child can’t say to the end that only varies by 1 sound (bow, bow, bow, toy)

**Level 5: Add a Structure, Add a Sound**

• Increase vowels by sequencing pictures together that start with the same consonant and change the vowel (ex. Boy, bee, bay, bow, bow). Lay the cards in a row and have the student say the sequence
• Increase consonants by using the same vowel and changing the consonant, like “me, tea, key, pea, we, see”
• Increase structures by taking a known word and adding a sound like “key...keep, pea...peep, we...weep”

**Level 6: Sound Accuracy in Phrases and Sentences**

• Create worksheets similar to the previous section where you provide the pictures and they glue them on, but this time, build sentences like “see cat. I see cat. I see the cat”
• Use 1 carrier phrase and fill it with different words that the child has mastered. (ex: I see bat, I see cat, I see hat, I see mat)
Level 7: Sound Accuracy in Connected Speech

- Have the child describe pictures using full sentences (the girl is walking her dog in the park)
- Have the child complete automatic speech tasks like saying the pledge of allegiance or the months of the year
- Have the child answer open-ended questions like “tell me about your last birthday party”
- Have the child read a short paragraph
- Have a conversation with the child about a specific topic with the expectation that you will be listening for their speech sounds
- Listen for correct speech sounds in conversational speech and using correct feedback