

# Speech therapy for children with Childhood Apraxia of Speech (CAS): DTTC provided via a blocked schedule (1 x 3hr/ week) or a distributed schedule (3 x 1hr/ week) across 8 weeks.

ACTRN12622001135707

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Status	RECRUITING
Sponsor	Marquette University
Enrollment	8 participants

## Plain Language Summary

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Childhood Apraxia of Speech (CAS) is a motor speech disorder where children have difficulty coordinating the movements needed to produce sounds and words consistently, even though they understand language and want to communicate. It is not caused by muscle weakness, but by disruption in how the brain plans and sequences speech movements. One of the most effective treatments for CAS is Dynamic Temporal and Tactile Cueing (DTTC), but it typically requires multiple therapy sessions per week — which is a major burden for families, particularly those in regional and rural areas.

This study tests whether delivering the same total amount of therapy (24 hours over 8 weeks) in one concentrated 3-hour session per week works as well as spreading it across three separate 1-hour sessions per week. Speech accuracy, consistency, and intelligibility are measured before, during, and after treatment. Families and therapists are also interviewed about the practicality of each schedule.

Your child may be eligible if they are aged 3–7, have a confirmed CAS diagnosis, have age-appropriate nonverbal intelligence and receptive language, speak English as their primary language, and have at least 20 words they use regularly. Children with a cleft palate, uncorrected hearing problems, autism, or global developmental delay are not eligible.

## Key Eligibility Criteria

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### Inclusion (6)

- Children will:
  - a) have a primary diagnosis of CAS meeting all methods of identifying CAS
  - b) be aged 3-7 years (the core age group of the original DTTC design and efficacy studies)
  - c) have a Receptive Language Index standard score of 70 or greater (within 2 standard deviations of the mean) on the Clinical Evaluation of Language Fundamentals – Preschool 2nd edition or Clinical Evaluation of Language Fundamentals – 5th edition (Semel, Wiig, & Secord, 2004; Wiig, Secord, & Semel, 2006; Wiig, Semel, & Secord, 2013, 2017)
  - d) have a standard score of 70 or greater (within 2 standard deviations of the mean) on the nonverbal index of the Reynolds Intellectual Assessment Scales – 2nd edition (RIAS-2, Reynolds & Kamphaus, 2015) to ensure appropriate non-verbal intelligence
- ... and 1 more (see full listing online)

### Exclusion (4)

- Abnormalities of oral structures (e.g. cleft palate)
- Does not speak English, and have at least one parent who speaks English
- Has uncorrected hearing or vision problem
- Has other developmental problems (e.g., autism spectrum disorder, global developmental delay)

## Locations (1 total)

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<https://www.anzctr.org.au/Trial/Registration/TrialReview.aspx?ACTRN=ACTRN12622001135707>  
Vermont, United States of America

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