PROMPT Assessment & Treatment:
Integrating the Cognitive-Linguistic and
Social-Emotional Domains
PSHA Friday April 12 2:45-4:15

Disclosure Statement
I have the following relevant relationship in the
services described and reviewed in this
presentation:

PROMPT Institute
• Contract employee which entails conducting
PROMPT courses and PROMPT Instructor
responsibilities.

Learning Objectives

• Describe the PROMPT Conceptual
  Framework
• List and explain how PROMPT assesses
  the Cognitive-Linguistic and Social-
  Emotional Domains
• List and explain how PROMPT integrates
  the Cognitive-Linguistic and Social-
  Emotional Domains in treatment

PROMPT Stands For

Prompts for
Restructuring
Oral
Muscular
Phonetic
Targets

The PROMPT Institute Vision

• The PROMPT Institute Vision is to have
  PROMPT readily available to every
  person, in every country, who has
  potential to benefit from it.

The PROMPT Institute Mission Statement

The PROMPT Institute is dedicated to the investigation of tactual sensory
systems and their critical role in the development/rehabilitation of
speech, language, cognition and interaction. To increase our
understanding of these dynamic systems, we:
• Provide workshops and education for speech-language pathologists,
caregivers and the general public on PROMPT and speech production
disorders.
• Develop, and participate in treatment and clinical research, involving
dynamic multi-sensory systems, for children and adults with speech-
production disorders.
• Develop special programs for all healthcare delivery environments.
• Provide scholarships for therapists in PROMPT-developing areas.
• Provide treatment grants for those unable to pay for PROMPT
therapy.
PROMPT is used with Children and Adults

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Shifts for SLPs

- Holistic – addressing all of the domains (physical-sensory, cognitive-linguistic, social-emotional)
- Inclusive – bringing caregivers/families into the treatment process
- Motor rather than strictly auditory or developmental model
- Considers phonemes to be multi-dimensional that need multiple levels of refined motor control and timing

Three Uses of PROMPT

1. To Develop An Interactive Awareness / Focus For Oral Communication
   - Social-Emotional Domain
   - For children in pre-linguistic to early linguistic stages
   - Develops attention and waiting
   - Increase awareness of functional vocalization
   - Levels of PROMPTs to use: Parameter, Surface, Syllable PROMPTs

2. To Develop Integrated Multi-Sensory Associative Mapping For Cognitive Or Linguistic Concepts
   - Cognitive-Linguistic Domain
   - Brings awareness to the concept – not for speech subsystem control
   - Links auditory-tactile motor maps with cognitive and / or linguistic concepts
   - Levels of PROMPTs to use: Parameter, Surface, Syllable PROMPTs

3. To Develop, Re-balance, Or Re-structure Speech Subsystems At The Sound, Word, Or Phrase Level
   - Physical Sensory Domain
   - Used for speech subsystem control
   - Levels of PROMPTs to use: Parameter, Syllable, Surface, Complex PROMPTs
Dynamic Systems Theory (DST)

Global Theory

Open System
Self-organization
Degrees Of Freedom
Attractor/Phase-shift

Relevance of DST to PROMPT

Sources
Internal
PROMPT Technique
Re-organization
New Attractor State

Neuronal Group Selection Theory (NGST)

Dynamic system’s organization accounts for the diversity and uniqueness across individuals.

Trial-and-error strengthens neuronal groups increasing stability.

Relevance of NGST to PROMPT

Sensory Input

Motor Equivalence

Relevance of NGST to PROMPT

• PROMPT Technique:
  – May alter neuronal maps/create stronger neural connections (engrams)
  – Provides temporal and spatial sensory input for selection and strengthening
Case Study: Cognitive-Linguistic Domain

- Delayed receptive and expressive language skills including vocabulary
- Interacts with toys but is easily frustrated by her poor motor planning
- Unable to establish and connect play episodes on her own

Case Study: Social-Emotional Domain

- Happy and easy-going when no demands are placed on her
- Balks and becomes anxious with new tasks or performance demands are placed on her
- Very interested in other children
- Communicates through signs and gestures to have needs/wants met at home

Case Study: All domains are severely impaired but Social-Emotional domain is a strength

4 Levels of PROMPTing

Parameter – provides broad organizing base support (e.g., jaw stability)

Surface - provides specific information in only one plane of movement (e.g., lip rounding)

Complex - provides information over 2 planes of movement (e.g., tongue placement and lip rounding)

Syllable- combination of surface and parameter prompts for CV productions
### Cognitive-Linguistic Domain

**Environment**
- External
  - Cultural
  - Physical
  - Social
- Interpersonal
- Behavioral Outcomes

**Client**
- Internal
- Cognitive Linguistic
  - Sensory
    - Sensation
      - Perception
      - Discrimination
      - Recognition
      - Concept Formation
  - Communicative
    - Language Development
    - Social Interaction

### Event Knowledge Theory

- Knowledge of everyday experiences provides the foundation for thinking, talking, and acting on the environment.
- Everyday routines/events provide a secure predictable base of information allowing for advances in language development.
- Perspective taking develops as the role of others is understood.

### Competition Model Theory

- Resource pool is finite and individualized.
- Importance and relevance impact attention and memory.
- Perceptual cues and feedback influence learning.

### WARNING !!!

- The more domains affected, the more limited the resource pool.
Relevance of **Competition Model Theory** to **PROMPT**

- **PROMPT Approach**
  - Assessment of All Variables

- **PROMPT Intervention**
  - Limits Demand on Resource Pool

- **PROMPT Technique**
  - Consistent Sensory Input and Feedback

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**General Assessment Questions For The Cognitive-Linguistic Domain**

1. How does the client process information and interact with the environment in order to learn?
2. How does the environment need to be structured (i.e., highly structured, minimally structured or unstructured) to ensure optimal learning?
3. What modifications (e.g., small-step progressions, guided interactions, familiar routines) are necessary for the client to learn from peer and adult models, especially as tasks become increasingly challenging?

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**Case Study Cognitive-Linguistic Domain**

- Delayed receptive and expressive language skills including vocabulary
- Interacts with toys but is easily frustrated by her poor motor planning
- Unable to establish and connect play episodes on her own

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**Case Study Summary For The Cognitive-Linguistic Domain**

- Limited processing for learning, develop cognitive concepts/vocabulary (Cognitive Schema Theory)
- Map in new concepts and do not expect a production from her initially
- Provide familiar play routines to strengthen event knowledge (Event Knowledge, Competition Model)
- Same/similar activities over time thereby reducing the motor and cognitive-linguistic load
- Increase play routine by one new word or by one new episode at a time

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**Social-Emotional Domain**

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**Social Development Theory**

- Cognitive development is reliant on social interaction
- Initial interactions are other-regulated; over time interactions become self-regulated
- Learning is facilitated by...
Social Development Theory

Learning is facilitated by:
- familiar routines & small step progressions
- guided interactions
- experienced communication partner
- adult scaffolding

Social Pragmatic Theory

Understanding of intentions → Understanding of communicative intent → LANGUAGE

Communicative functions can be expressed verbally or non-verbally

General Assessment Questions for the Social-Emotional Domain

1. How does the client express his/her needs and wants?
2. What communicative functions does the client exhibit?
3. How does the client use significant others in the environment to aid in the acquisition of knowledge?

Trust is critical to the client/clinician relationship

Support strategies optimize learning

Turn-taking facilitates interaction

Relevance of Social Pragmatic Theory to PROMPT

TO BE ESTABLISHED FIRST!

Intentionality
Pre-linguistic behaviors
PROMPT intervention
Communicative

Case Study
Social Emotional Domain Summary

- Happy and easy-going when no demands are placed on her
- Balks and becomes anxious with new tasks or performance demands are placed on her
- Very interested in other children
- Communicates through signs and gestures to have needs/wants met at home
Case Study
The Social-Emotional Domain

• Increase trust (Social Development Theory)
• Clear expectations for performance
• Set clear and consistent boundaries for behavior
• Offer multiple opportunities for turn-taking
• Increase engagement in play and increase effort by reducing competing demands (Intentionality Model of Language Acquisition)
• Strengthen variety of communicative functions using verbal language (Social Pragmatic Theory)
• Capitalize on social interest by including significant others

Case Studies
• Numerous case studies will be presented as they pertain to the cognitive-linguistic and social-emotional domains
• PROMPT assessment will be detailed as it applies to the Conceptual Framework
• PROMPT treatment will be demonstrated

THANK YOU!
You are welcome to contact me:

amyc@promptinstitute.com