



## Beyond Touch: Integrating Teletherapy and PROMPT

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**Disclosure**

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**Marcus Neal, MS, CCC-SLP, PCI**

Speaker Disclosure

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

- PROMPT Institute
- Independent contractor which entails conducting PROMPT courses and PROMPT Instructor responsibilities




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**Learning Objectives**

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- Identify and explain the three domains of the PROMPT Conceptual Framework
- Identify key components of PROMPT assessment and treatment
- Describe how parents and SLPs can integrate PROMPT through teletherapy
- List teletherapy activities and resources




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**Introduction**

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- My story
- Teletherapy platform
- Staff Training
- Challenges
- Surprises




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**PROMPT: Research**

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- Dale, P., & Hayden, D. (2013). Treating speech subsystems in CAS with tactual input: The PROMPT approach. *American Journal of Speech Language Pathology*, 4, 644-661.
- FP (full PROMPT) & PWT (PROMPT without tactile)
- Determined progress was still made without tactile input
- Determined individual differences played into progress and prognosis
- Clinical implications




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**Quick Overview – watch any time at [prompt.org](http://prompt.org)**

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**PROMPT Stands For**

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**P**rompts for  
**R**estructuring  
**O**ral  
**M**uscular  
**P**honetic  
**T**argets



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**What is PROMPT most known for?**

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- Clinicians: Using tactile-kinesthetic information to help the articulators move to improve intelligibility
- Parents: The use of hands to the face to help the jaw, lips, and tongue move to make sounds, words, and sentences, which improves how your child’s speech understood by others
- There are four different levels of PROMPTS. Each level is used for different reasons to help the client be successful



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**What differentiates PROMPT from other approaches?**

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- Motor rather than strictly auditory or developmental model
- Assesses how the client moves when producing speech
- Emphasis on vowels and diphthongs
- “Speech through speech”, no oral-motor



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**What differentiates PROMPT from other approaches?**

- Proximity to client and tactile cueing
- New motor skills for SLPs
- All treatment is functional and interactive

→ Holistic: addresses all of the domains (physical-sensory, cognitive-linguistic, social-emotional)




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PROMPT Conceptual Framework

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**PROMPT Conceptual Framework**

- Cognitive-Linguistic
- Social-Emotional
- Physical-Sensory




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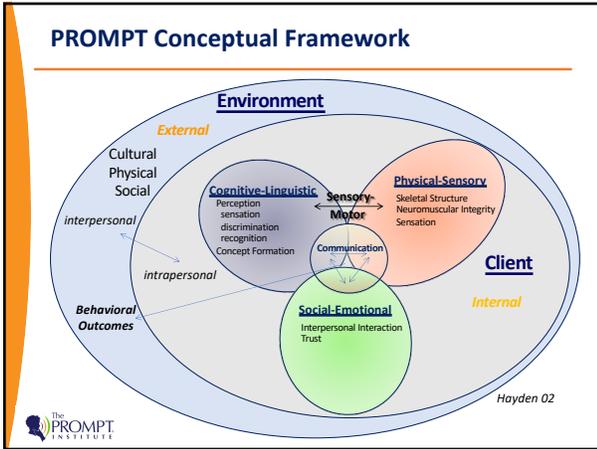
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### Conceptual Framework & Teletherapy

- Target two domains in treatment
- Targets may be different with face to face vs. teletherapy

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### Three Uses of PROMPT

- To Develop An Interactive Awareness / Focus For Oral Communication**
  - Parents - we want to build the client's ability to participate in useful (functional) verbal communication exchanges with others.
  - Social-Emotional Domain
- To Develop Integrated Multi-Sensory Associative Mapping For Cognitive Or Linguistic Concepts**
  - Parents - we want to build the client's understanding and accurate use of the verbal communication.
  - Cognitive-Linguistic Domain
- To Develop, Re-balance, Or Re-structure Speech Subsystems At The Sound, Word, Or Phrase Level**
  - Parents - we want to improve the client's ability to be understood by others, by refining the how the client uses their jaw, lips and tongue to produce sounds, words and phrases.
  - Physical-Sensory Domain

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**Uses of PROMPT & Teletherapy**

- Social-Emotional and Cognitive-Linguistic
- These domains may be focused on more during teletherapy



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**Key Components:  
PROMPT Assessment**

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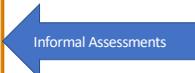
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**PROMPT Assessment**

- Global Domain Evaluation
- Systems Analysis Observation
- Motor Speech Hierarchy
- PROMPT Trained SLPs also use standardized assessments to determine present level of performance, strengths/weaknesses



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**PROMPT Assessment:  
Global Domain Evaluation**

- Carefully assesses the client based on the PROMPT Conceptual Framework
- Assesses the Cognitive-Linguistic, Social-Emotional and Physical-Sensory Domains
- Determines the client’s strengths and weaknesses



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**PROMPT Assessment:  
Global Domain Evaluation & Teletherapy**

- Global Domain Evaluation
  - Adjusting to new assessment delivery model
  - What tools still work and how can they be used
- External/Internal constraints
- External world has changed: no school, at home



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**PROMPT Assessment:  
Global Domain Evaluation & Teletherapy**

Parent interview

- More critical than ever
- Increased level of engagement
- Increased stress level



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**PROMPT Assessment:  
Global Domain Evaluation**

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Cognitive-Linguistic Domain

- How are they processing information?
- What cues are meaningful/helpful?
- How can we help parents scaffold, cue and elicit language?



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**PROMPT Assessment:  
Global Domain Evaluation**

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Social-Emotional

- What communicative functions do they exhibit?
- What is their conversational responsibility?
- How is their non-verbal/gestural communication?
- How are their interpersonal interaction skills?
- How can we help parents scaffold, cue improved social skills?



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**PROMPT Assessment:  
Global Domain Evaluation**

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Physical-Sensory

- System Analysis Observation (SAO)
- Motor Speech Hierarchy (MSH)
- Identified motor breakdowns
- Determine 3 Priorities on the MSH
- Priorities are critical to treatment planning
- Dynamic assessment: response to verbal, visual and tactile (new delivery model)



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### What is a motor breakdown?

- Clinicians – disordered movement patterns that negatively impact your client’s ability to produce intelligible speech
- Parents – challenges being understood by others because of your child’s difficulty moving their jaw, lips and tongue



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### Assessment: Physical-Sensory Domain



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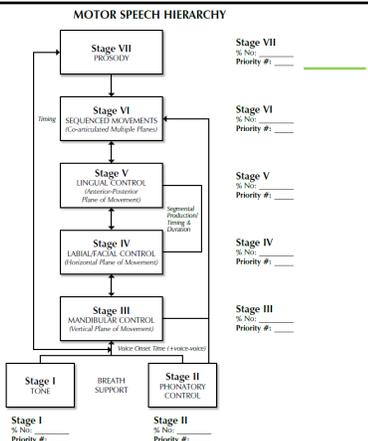
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### PROMPT Motor Speech Hierarchy



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### Systems Analysis Observation (SAO) Stage III – Mandibular Control (Jaw)

B. **FUNCTION - Neuromotor**, continued (view in movement)  
STAGE III: Mandibular Control (from this point on, view in connected speech)

|   | YES | NO | COMMENT |
|---|-----|----|---------|
| 10. Jaw movement shows:<br>Good range and control<br>e.g., open-close; close-open; close-open-close |     |    |         |
| No lateral or anterior sliding  |     |    |         |
| TOTAL   |     | /2 |         |




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### Vivi: Background Information

**Age:** 3 years 1 month

**Diagnosis:** Motor Speech Disorder, prolonged middle ear dysfunction

**Background:** Developmental milestones were met within normal limits with the exception of expressive language and motor speech. At 2 years 10 months Vivi had PE tubes replaced along with an adenoidectomy and tonsillectomy. She received weekly PROMPT therapy off and on since she was 22 months.




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### SAO – Stage III

B. **FUNCTION - Neuromotor**, continued (view in movement)  
STAGE III: Mandibular Control (from this point on, view in connected speech)

|   | YES | NO  | COMMENT   |
|---|-----|-----|---|
| 10. Jaw movement shows:<br>Good range and control<br>e.g., open-close; close-open; close-open-close |     | ✓   | Inappropriate initial conditions for speech, open mouth resting posture, too many degrees of freedom, lower jaw boundary not yet established, "papa", poor jaw grading for jaw heights 2-3, difficulty moving from a closed to open to close, "tea" |
| No lateral or anterior sliding  |     | ✓   | Lateral sliding, more often to her right, "ham", "pie"<br>Anterior sliding with rounding, "moon"  |
| TOTAL   |     | 2/2 |   |




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# Key Components: PROMPT Treatment

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**PROMPT Treatment: Technique**

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- Levels of PROMPT:
  - Parameter
  - Surface
  - Complex
  - Syllable
- On-line Shaping
  - Changing levels of PROMPT
  - Changing lexicon/targets
  - When in doubt, go lower




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**PROMPT Treatment: Technique**

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How can we PROMPT!?

- PROMPTing yourself vs. air PROMPTs
- Clients PROMPTing themselves
- Caregivers PROMPTing themselves and their children
- Apply enhanced visual cues – close ups




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### PROMPT Treatment: Support Strategies

- Strengths and weaknesses in relation to the Conceptual Framework determine support strategies
- Support strategies are any strategy that needs to be in place for a client to be available for learning
- Task Selection, task hierarchy, timing/pacing




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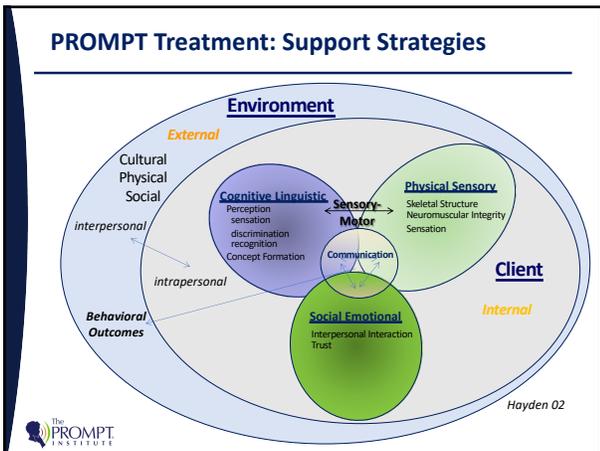
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### Support Strategies: Cognitive-Linguistic

- CAREGIVERS
- Pacing of verbal info... technology
- Clear expectations
- Consistent instructions
- Consistent feedback
- Visual schedules




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**Support Strategies: Cognitive-Linguistic**

- Augmentative alternative communication
- Predictable play routines
- Match language model to language age
- Cognitively appropriate tasks
- Headphones to eliminate background noise
- Keyboards if 'writing'




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**Support Strategies: Social-Emotional**

- CAREGIVERS
- Positive reinforcement
- Social stories
- Clear boundaries
- Clear feedback
- Verbal praise for specific behaviors
- Sibling models




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**Support Strategies: Physical-Sensory**

- CAREGIVERS
- Supported seating (hands free device)
- PROMPT, modifications
- Gross/fine motor breaks
- Gestures (represent motor actions, placement)
- ASL for syllable cueing (mama, all done, open)
- Sensory strategies: be specific!
- Occupational Therapy
- Physical Therapy




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### Principles of Motor Learning

- Another key aspect of PROMPT treatment is...**feedback**
- Clients require specific feedback to change
  - **Knowledge of Performance**
    - Specific information about motor actions
    - “Use your round lips”, “No wiggly jaw”
  - **Knowledge of Results**
    - Information about whether the production was correct or incorrect
    - “That was it”, “No, that wasn’t right”



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### Teletherapy: 5-year-old with CAS

- Targets
  - “on” for improved mandibular closure in a syllable (Peg & Cat Costume game)
  - “you do” for improved labial-facial rounding in a phrase (Birthday book on Epic Books)
  - “hiding” for improved voiceless airflow in a phrase (Highlights for Kids hidden pictures activity)
- What support strategies do you observe for each domain?



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### Teletherapy Support Strategies

- Physical-Sensory
  - Visual: gestures, models (with PROMPT), symbols
  - Tactile: PROMPTS
  - Feedback & Instructions: knowledge of performance
  - Targets: limited lexicon, massed practice
- Cognitive-Linguistic
  - Clear routines
  - Motivating and relevant activities
- Social-Emotional
  - Mom present
  - Choice making
  - Positive reinforcement: knowledge of results



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# Teletherapy Activities and Resources

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**Teletherapy: Activities**

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- Live materials
- On screen activities
- Carryover activities
- Turn-taking
- Choice making




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**Teletherapy: Activities**

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- Boom cards: <https://wow.boomlearning.com/>
- Teachers Pay Teachers: <https://www.teacherspayteachers.com/>
- Everyday Speech: <https://everydayspeech.com/>
- Social Thinking: <https://www.socialthinking.com/>
- Green Screen: [www.playsparktoys.com/](http://www.playsparktoys.com/)
- <https://nerdschalk.com/best-zoom-games-for-kids/#rock-paper-scissors>




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### Teletherapy: Activities

- <https://www.sesamestreet.org/>
- <https://pbskids.org/>
- <https://www.happyclicks.net/>
- [www.abcya.com](http://www.abcya.com)
- [www.storyplace.org/activity-library](http://www.storyplace.org/activity-library)
- <https://wheelofnames.com/#>



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### Teletherapy: Activities

- Stages III, IV and V



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### Teletherapy: Activities



Stage IV, Labial-Facial Control



Stage III, Mandibular Control



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### Teletherapy: Activities

**We All Have Feelings Introduction**



**Everyday Speech**

SKILLS

- COVID-19 Materials
- 1 Emotional Recognition >
- 2 Self-Regulation >
- 3 Behaviors >
- 4 Play Skills >

- 5 School Rules
- 6 Perspective Taking
- 7 Basic Conversation Skills
- 8 Conversation Topics >
- 9 Advanced Conversation Skills >
- 10 Nonverbal Communication >
- 11 Situational Awareness >



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### Teletherapy: Activities

**Green Screen**




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### Teletherapy: Activities

**Story Place**

**Pre-School Activity Library**

Our Pre-school library is full of great activities for your teletherapy.

Choose a theme or activity below to start the fun!

**Animals**

1. HENRI'S SPECIAL DAY

2. WHO AM I?

**Babies**

1. THE LITTLE BABIES

2. WHO AM I?

**Bath Time**

1. I WILL NOT TAKE A BATH

2. WHO AM I?

**ABCYA**





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**Teletherapy: Resources**

- [https://www.asha.org/Practice/reimbursement/Payment-and-Coverage-Considerations-for-Telepractice-Services-During-Coronavirus/?fbclid=IwAR2fNTgyrvaVVx54toAvpXMuzWKJcPVC3-J3-yaw1WHYHH\\_1hWHRPIZUFXQ](https://www.asha.org/Practice/reimbursement/Payment-and-Coverage-Considerations-for-Telepractice-Services-During-Coronavirus/?fbclid=IwAR2fNTgyrvaVVx54toAvpXMuzWKJcPVC3-J3-yaw1WHYHH_1hWHRPIZUFXQ)
- <https://www.csha.org/teletherapy-bootcamp/>



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**Questions?**

Thank you for your attention and participation!

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