



Donna Lederman, Speech-  
Language Pathologist, P.C.  
[www.donnalederman.com](http://www.donnalederman.com)

## PROMPT Therapy:

What is it?

How Does it Work?

Why Does it Work?

West Hills Day Camp

Special Day for Special Kids

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# PROMPT Therapy

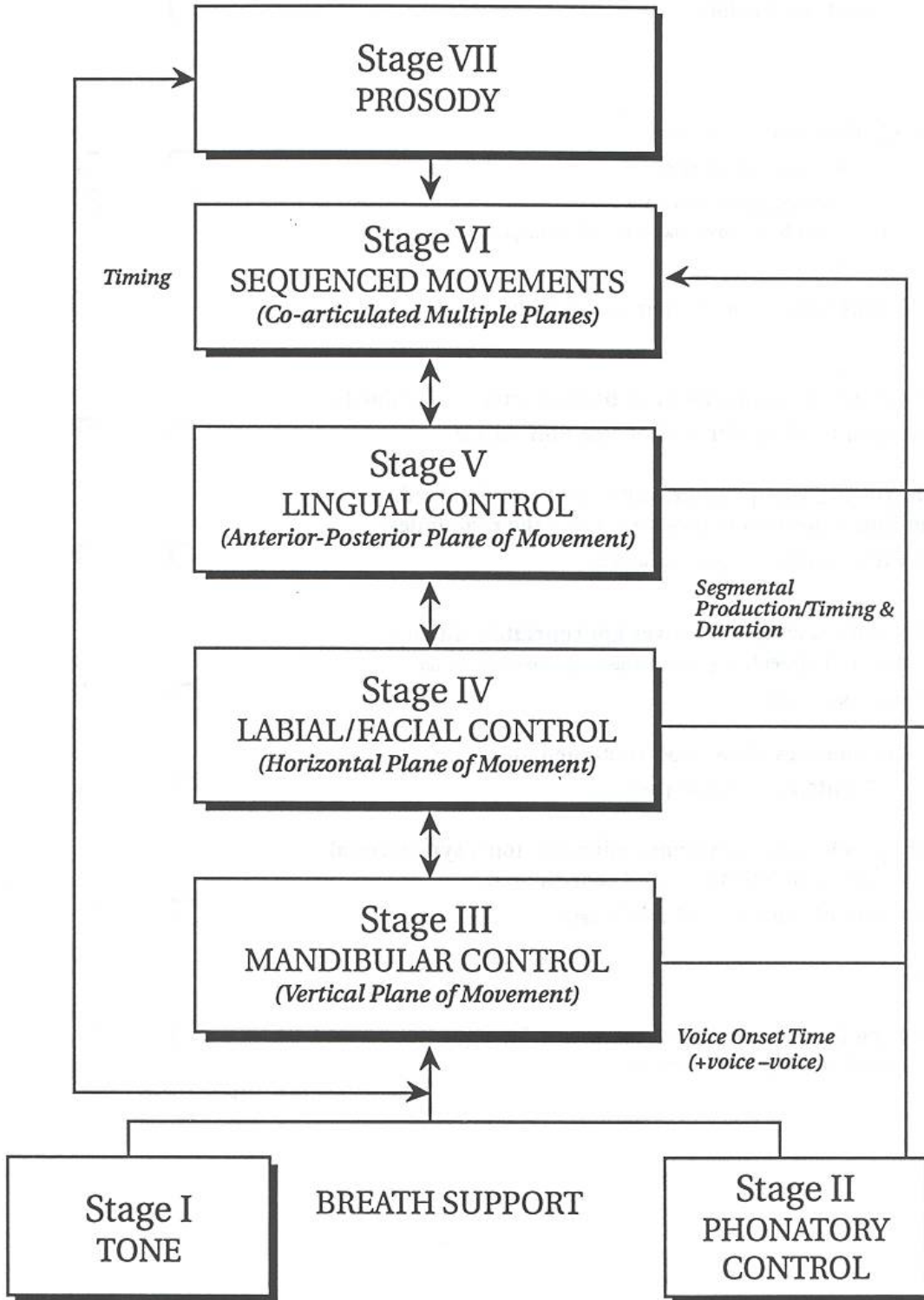
Developed by Deborah Hayden, CCC/SLP

**What is it?** PROMPT is a language-based treatment approach that provides tactile-kinesthetic information to oral musculature (jaw, lips, tongue) to guide the child's movements for speech production. There is a PROMPT for every sound in the language, vowel or consonant, and four different types of PROMPTs that serve different purposes in teaching single or combined movements for speech production. Sensory feedback from movements is stored and feeds forward as the child is provided multiple opportunities for practice. **Muscle memory builds, and movement patterns for speech become more and more automatic.**

**Why does it work?** Emphasis is placed on practice and **feedback**, known to be an important aspects of treatment in children with motor disorders. In PROMPT therapy, children receive tactile-kinesthetic as well as auditory feedback, which are the two most important sensory systems for learning to talk.

- Emphasis is placed on **trust and motivation**, which are so important in helping children maintain the attention and effort required to make changes in speech production.
- Target sounds, words and phrases are **practiced** in many varied interactions, both in therapy sessions and in the child's natural environment.
- **Successful social interactions** are emphasized in therapy sessions, helping children establish a firm basis for interpersonal communication.

# MOTOR SPEECH HIERARCHY



**Figure 1.1** Motor Speech Hierarchy

Adapted and reprinted with permission from the Motor-Speech Treatment Hierarchy by D. Hayden (1993). Unpublished manuscript, Toronto, Canada: Author.

**How does it work?** Based on motor assessment, target sounds are selected to develop motor skill at different levels of control (planes of movement):

**Jaw Control** (vertical plane): /a/, /ae/, /o/

**Labial-Facial Control** (horizontal plane): /m/, /b/, /p/, /u/

**Lingual Control** (anterior-posterior plane): “sh”, /t/, /d/

A **lexicon** (group of words containing these sounds) is developed and becomes the basis for activities used in treatment. The words are selected to build motor skills and to provide functional communication skills at the same time. Lexicon Can Be Adapted to meet the needs of any child at any age:

**Client 1: 3 year-old girl ( doll play context)**

Lexicon: on, out, up, no, shoe, me, baby

**Client 2: 5 year old boy (academic context)**

Lexicon: map, show me, go in, I need\_\_\_, Do you need\_\_\_\_?, I see\_\_\_, Did you see\_\_\_?

**Client 3: 13 year old girl (social context)**

Lexicon: Time to shop, Mom; I need more money, etc; Two dimes and a nickel, etc.

## Two Types of Practice

**“Mass Practice”**: Sounds, syllables and words are practiced with high levels of repetition at the beginning of therapy sessions.

**“Distributed Practice”**: Lexicon is shared regularly with parents and related professionals to ensure a high a level of practice at home and in school. Varied practice (practice in different activities) is critical to the retention of motor skill.



## Who Benefits From PROMPT?

*Children who benefit from PROMPT therapy are children with motor speech disorders:*

- Sensory processing/motor planning deficits
- 
- Childhood Apraxia of Speech
- 
- Dysarthria
- 
- Low Muscle Tone (non-neurologic diagnosis)
- 
- Articulation and Phonological Disorders with an underlying motor component

*And children having motor speech disorders in association with:*

- Hearing Impairment
- 
- Pervasive Developmental Disorders
- 
- Cerebral Palsy
- 
- Neurogenic disorders (seizure disorder, stroke/CVA, disease)
- 
- Genetic syndromes (Down's Syndrome, Lowe Syndrome)