

TYPES AND LEVELS OF CUES AND PROMPTS IN SPEECH LANGUAGE THERAPY

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PROMPTS VS. CUES

- **Prompt**
 - Verbal request to perform an action
- **Cue**
 - Nonverbal signals given to client
- Frequency
 - How often?
- Intensity
 - How much?



TYPES OF CUES

Visual

- Picture cards
- Photos
- Comics

Written

- Text support

Gestures

- Motioning up or down
- Spreading hands to indicate size

Tactile/placement cues are used to manipulate structures to produce a response

- Placing palm in front of mouth and blowing to demonstrate /f/ sound
- Showing how to pucker lips together to illustrate /b/
- Using a Q-tip to touch alveolar ridge to show production of /l/ sound

TYPES OF PROMPTS



Phonemic

First sound/syllable to help with the word



Semantic

Short descriptions that will aid the client in producing the desired word/definition ('its long and its green and it grows in the garden')



Cloze sentences

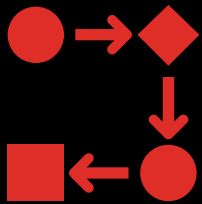
'You sleep on a ____'
The continent in the middle of a map made up of 4 letters is ____



Question prompt follow up makes it easier for the client to respond to the original question

"Do you think...? Where is...?"

LEVELS OF SUPPORT



What level of support will be provided?

- Minimal prompts (1 repetition)
- Moderate prompts (2-3 repetitions)
- Maximum prompts (4+ repetitions)



Hand over hand support

- Partial –placing the client's hand in the general area of target but they can touch target with their finger/s
- Full- placing the client's hand on the target

MAKING GOALS MEASURABLE



Break it down into measurable (interchangeable) parts



Given ___ time period (one year, 6 months, 3 months)

Client will perform _____(task)
with accuracy/trials (90% accuracy; 18/20 trials; 5x during the session)

Given (visual, written, phonemic, semantic, etc) type of cues

Given (minimal, moderate, maximum) level of prompts



Given a 1-month period client will be able to produce 5 temporal markers (first, next, then, after that, last) in a 30 minutes session during a 5-card sequencing task with minimal (1-2) phonemic cues from the clinician.

HELPFUL RESOURCE BUNDLES

- [The Checklists Bundle](#)
- [General Assessment and Treatment Start Up Bundle](#)
- [Multicultural Assessment Bundle](#)
- [Narrative Assessment and Treatment Bundle](#)
- [Social Pragmatic Assessment and Treatment Bundle](#)
- [Psychiatric Disorders Bundle](#)
- [Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle](#)

HELPFUL RESOURCES

- [Assessment Checklist for Preschool Aged Children](#)
- [Assessment Checklist for School Aged Children](#)
- [Speech Language Assessment Checklist for Adolescents](#)
- [Differential Diagnosis of ADHD in Speech Language Pathology](#)
- [Creating Functional Therapy Plan](#)
- [Selecting Clinical Materials for Pediatric Therapy](#)
- [Social Pragmatic Deficits Checklist for Preschool Children](#)
- [Social Pragmatic Deficits Checklist for School Aged Children](#)

MORE HELPFUL RESOURCES

- [The Role of Frontal Lobe in Speech and Language Functions](#)
- [Executive Function Impairments and At Risk Pediatric Populations](#)
- [Behavior Management Strategies for Speech Language Pathologists](#)
- [Narrative Assessment of Preschool and School Aged Children](#)
- [Treatment of Social Pragmatic Deficits in School Aged Children](#)
- [Fetal Alcohol Spectrum Disorder An Overview of Deficits](#)
- [Speech Language Assessment and Treatment of Children with Alcohol Related Disorders](#)

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