LINKING EXECUTIVE FUNCTIONING AND PRAGMATICS IN ADULT INTERVENTION: PRACTICAL STEPS FOR SUCCESS

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- No financial or nonfinancial relationships exist with the research or resources cited in this presentation.

EXECUTIVE FUNCTION DEFINED
- “The term ‘executive’ implies a higher order supervisory capacity that directs a person’s actions” according to multiple authors (In Parente and Herrmann, 2010).
- Multiple skills are involved with enabling each of us to direct and regulate our own actions. The combination of these skills defines our level of social competence.

"The term ‘executive’ implies a higher order supervisory capacity that directs a person's actions" according to multiple authors (In Parente and Herrmann, 2010).
SKILLS DEFINING SOCIAL COMPETENCE

- Controlling behavior
- Organizing behavior and information
- Setting goals
- Prioritizing/Executing plans
- Awareness of presentation to others
- Withholding and/or inhibiting
- Thinking strategically and sequentially
- Evaluation progress toward goals
- Problem-solving
- Being able to see different perspectives (non-egocentric thinking)
- Generalize newly learned skills to novel situations (all referenced in Parente’ and Hermann)

ASSESSMENT OF EF

- There are several assessments for EF available but most assess all of the underlying skills that contribute to EF and don’t provide a comparison of ability prior to the injury. Most assessments are in the neuropsych realm.

- Parente’ and Hermann (2010) suggest asking family key questions related to before and after may yield the most information.
ADDITIONAL RESOURCES FOR ASSESSING EF

• Brain Wave Program

ASSESSING SOCIAL LANGUAGE

• Several Questionnaires and Scales available
• Great resource for professionals and for education.
  [link]

http://www.tbicommunity.org/resources/publications/professional_education_social_comm.pdf
INTERVENTION GUIDELINES FOR EXECUTIVE FUNCTION

- "Metacognitive strategy training should be used with adults with TBI for difficulty with problem solving, planning, and organization. These strategies should be focused on everyday problems and functional outcomes. Metacognitive strategy instruction is always optimized when the patient has awareness of the need to use a strategy and can identify contexts in which the strategy should be used. Common elements of all metacognitive strategies are self-monitoring and incorporation of feedback into future performance.” (Tate et al. 2014)

INTERVENTION FOR EXECUTIVE FUNCTION

- Metacognitive strategy instruction (Tate et al. 2014)
  - Self-monitoring
  - Self-regulation
  - Using feedback
  - Use of strategies
• Specific Activities, Devices, and Tools include
  • Psychoeducation
  • Goal identification
  • Anticipate, plan, and select strategies to achieve goals
  • Provide and evaluate performance
  • Temporal feedback on performance
  • Train using functional everyday activities
  • Environmental manipulation
  • Use of checklists
  • Self-monitoring

INTERVENTION WITH EXECUTIVE FUNCTION FROM PARENTE AND HERRMANN (2010)

• Self Monitoring
• Goal Setting
• Social Competence

METACOGNITION

• Being able to think about thinking:
  • Static – a person’s awareness of their ability or difficulty in the area of cognitive processing and the strategies or techniques they could use to support their processing.
  • Dynamic – their ability to exercise control of cognition by initiating and applying the appropriate strategy/action.
• The process of re-teaching involves mastering static and dynamic metacognition.
• The individual will likely have difficulty with foundational skills underlying the Executive Function. Will need to deal with those prior to or concurrently, depending on the individual's level of difficulty in EF and other areas.
  • Attention
  • Memory
  • Organization

SELF MONITORING

Charting
  • Predicting performance and evaluating performance
  • Videotaping
  • Verification

CHARTING

• Identify behaviors (client with coaching as needed)
• Create rating scales for each behavior
• Create rating forms with correlated behaviors together
• Create graph to provide a visual
• Teach them how to chart and graph and then review this at sessions
• Work on predicting in this process
ACTIVITY

- Identify a behavior you want to change for yourself
- Create a rating scale using meaningful things to you
- Think of related behaviors/activities
- Complete your rating scale right now as best you can
- Think about how you do this automatically (or avoid doing it) and recognize clients with AF can't do this.
VIDEOTAPING
- Videotape a session or interaction
- Review it later with the individual
- Incorporate
  - Checklists
  - Rating scales
  - Predictions
  - Evaluation of performance in certain behavior or area

VERIFICATION
- Using clarification strategies
- Assists with knowing how to self-monitor verbal interactions
- Helps others note comprehension difficulty
- Prevents miscommunications

GOAL SETTING
- Assisting them with identifying their long-term goal and then subgoals from there.
- Goals need to be tangible, concrete and measurable
- G = O = A = L mnemonic
IDENTIFICATION OF GOALS
- Long term
- Sub-goals
- Plan to achieve goals

GOALS NEED TO BE:
- Concrete
- Time limited
- Action plan
- Record progress

MNEMONIC
- Go over goals daily
- Order goals
- Ask yourself questions everyday
- Look at your goals every day
SOCCS TEMPLATE

1. Section 1
2. Section 2
3. Section 3
4. Section 4
5. Section 5
6. Section 6
7. Section 7
8. Section 8
9. Section 9
10. Section 10
RESEARCH IN SOCIAL LANGUAGE WITH ADULTS

- There is limited research in the area of social language post TBI.
- Finch et al. (2016) did a systematic review of interventions with social communication difficulty post TBI.
- Remediation of social communication skills in people with traumatic brain injury can be beneficial.
- Evidence is greatest for context-sensitive approaches, delivered predominantly in group settings.
- There is a need for further high-quality studies in this area.
- There is a great deal more research into social language with individuals with ASD.

INTERVENTION GUIDELINES FOR COGNITIVE COMMUNICATION

- Treatment – appropriate intervention by an SLP.
- Education – include education and training/teaching of communication partners.
- AAC – individuals with severe communication impairment should be provided with AAC by an SLP and access to devices by OTs.
- Participation in daily social activities – intervention is recommended to address patient identified goals in the area of social communication. Outcomes measured based on participation in social life. Should be provided in group or individual settings but stronger evidence for group settings.

TOGUER ET AL. (2014)
TRAITS OF SOCIALLY COMPETENT INDIVIDUALS

- Project a unique image
  - Uncommon,
  - Competent,
  - Attractive, and
  - Memorable
- Demonstrate sense of social control
- Resist social pressure
- Listen well
- Communicate well with others
- Respond to social feedback and change even if they don't like what others tell them

Consider history of a social situation before taking a stand or responding
- Understand the importance of timing of responses in social encounters
- Don't force themselves on others socially
- Initiate friendships and relationships safely
- Praise friends appearance and accomplishments
- Learn from errors and don't make same mistakes twice

SKILLS FOR SOCIAL COMPETENCE

- Controlling behavior
- Organizing behaviors and information
- Setting goals
- Formulating long-range plans
- Awareness of present/emotional information
- Interpreting and/or evaluating
- Thought, imagination, and sequence
- Evaluate progress toward goals
- Problem-solving
- Ability to use different perspectives (non-egocentric thinking)
- Generalize newly learned skills to novel situations (all referenced in Parente' and Hermann)
FORWARD THINKING

- "What happens if"
- Scenario Generation

SELF EXPRESSION

- Expressing oneself in a manner that is efficient and easy for others to understand
  - Positive examples first
  - Focus on relevant aspects of information or concept
  - Decrease verbosity
  - Use audio or video and rate (self and other)
LISTENING SKILLS

- Mnemonic in Parente’ and Herrmann (2010)
  - L – Look
  - I – Interest
  - S – Speak 50% of time or less
  - T – Try not to interrupt or change subject
  - E – Evaluate
  - N – Notice body language and facial expression

- Use video recordings paired with prediction/evaluation ratings or scales

TEACHING COLLABORATIVE CONVERSATION

- Facilitate Elaboration specific to conversational skills
  - Initiate topics of interest that can be expanded upon
  - Maintain topic for many turns
  - Use open ended questions
TEACHING COLLABORATIVE CONVERSATION

- Elaborative organization by communication partner – scaffold support to assist with organization
- Organize ideas in conversation
- Make connections when topics change
- Make connections among day to day conversational themes
- Review organization of information

SIMPLE GRAPHIC ORGANIZER FOR NARRATIVE INFORMATION

GRAPHIC ORGANIZER FOR SEMANTIC FEATURE ANALYSIS
APPEARANCE

- Social acceptance (dependent on culture)
- Vocational appropriateness
- Perhaps a guideline system based on context?

PERSONAL TIME MANAGEMENT

- Attitude relative to time and social behavior
  - Discuss misconceptions
  - Point out behaviors as they occur
  - Discuss principles of time management
  - Implement visual supports/aids

- Organizing time
  - Protecting peak time
  - Setup schedule
  - Keep negative activities
  - Use bits of time
  - Keep some projects/activities of short length
EXTERNAL AIDS

- Identify important features on planner/calendar
- Times
- Lined spaces
- Teach skills to become routine
- Check appointments each evening
- Organize the day
- Marking time

YVILSAKER AND FEENEY SCHEDULE TEMPLATE

RESOURCES

- www.understood.org
- www.asha.org


REFERENCES CONT’D
