

6 questions to plan cognitive therapy

These questions come from Sohlberg & Turkstra (2011, page 66).

WHO is the learner?

Whether the learner is a patient or a caregiver, it's important to consider:

- Cognitive-linguistic strengths and weaknesses.
- Physical ability and limitations.
- Sensory abilities.
- Psychological concerns, including insight and motivation.
- Social support.

WHAT am I teaching that will support life participation?

- Just because a goal is “functional” does not mean it is meaningful.
- Work with the patient and family to find meaningful goals.

WHERE is the target environment?

- If possible, practice in the target environment (or a similar one).

WHEN will the learner implement it?

- Knowing when the learner will use the information, skill, procedure, or strategy may influence what you decide to teach and how you teach it.

WHY am I training this target?

- Be crystal clear about why this target is meaningful.

HOW will I teach the target?

- Research supports using a systematic instruction method that minimizes errors and maximizes retention and generalization.
- Learn more through the resources on the next page.

Learn more about systematic instruction

Textbook:

- Sohlberg, M. M., & Turkstra, L. S. (2011). *Optimizing Cognitive Rehabilitation: Effective Instructional Methods*. The Guildford Press.

MedBridge Education courses by McKay Moore Sohlberg, PhD, CCC-SLP:

- Systematic Instruction: Training Techniques that Generalize When Clients Have Acquired Memory Impairments. <https://www.medbridgeeducation.com/est-systematic-instruction-1> *
- Systematic Instruction: Case Studies. <https://www.medbridgeeducation.com/est-systematic-instruction-2> *

*These are affiliate links. If you purchase a subscription through an affiliate link, you will support Eat, Speak, & Think at no extra cost to yourself

Research papers:

- Powell, L. E., Glang, A., & Ettel, D. (2013). Systematic Assessment and Instruction of Assistive Technology for Cognition (ATC) Following Brain Injury: An Introduction. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, 23(2), 59–68. <https://doi.org/10.1044/nnsld23.2.59>
- Powell, L. E., Glang, A., Ettel, D., Todis, B., Sohlberg, M. M., & Albin, R. (2012). Systematic instruction for individuals with acquired brain injury: results of a randomised controlled trial. *Neuropsychological rehabilitation*, 22(1), 85–112. <https://doi.org/10.1080/09602011.2011.640466> [open access]
- Spencer, K. A., Paul, J., Brown, K. A., Ellerbrock, T., & Sohlberg, M. M. (2020). Cognitive rehabilitation for individuals with Parkinson's disease: Developing and piloting an external aids treatment program. *American Journal of Speech-Language Pathology*, 29(1), 1–19. https://doi.org/10.1044/2019_AJSLP-19-0078