



Post stroke aphasia: Communication Strategies for the Non-Speech-Language Pathologist

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Objectives



1. Participants will identify the neurological and behavioral characteristics of aphasia.
2. Participants will state 3 communication strategies that can be used in post stroke aphasia to improve outcomes

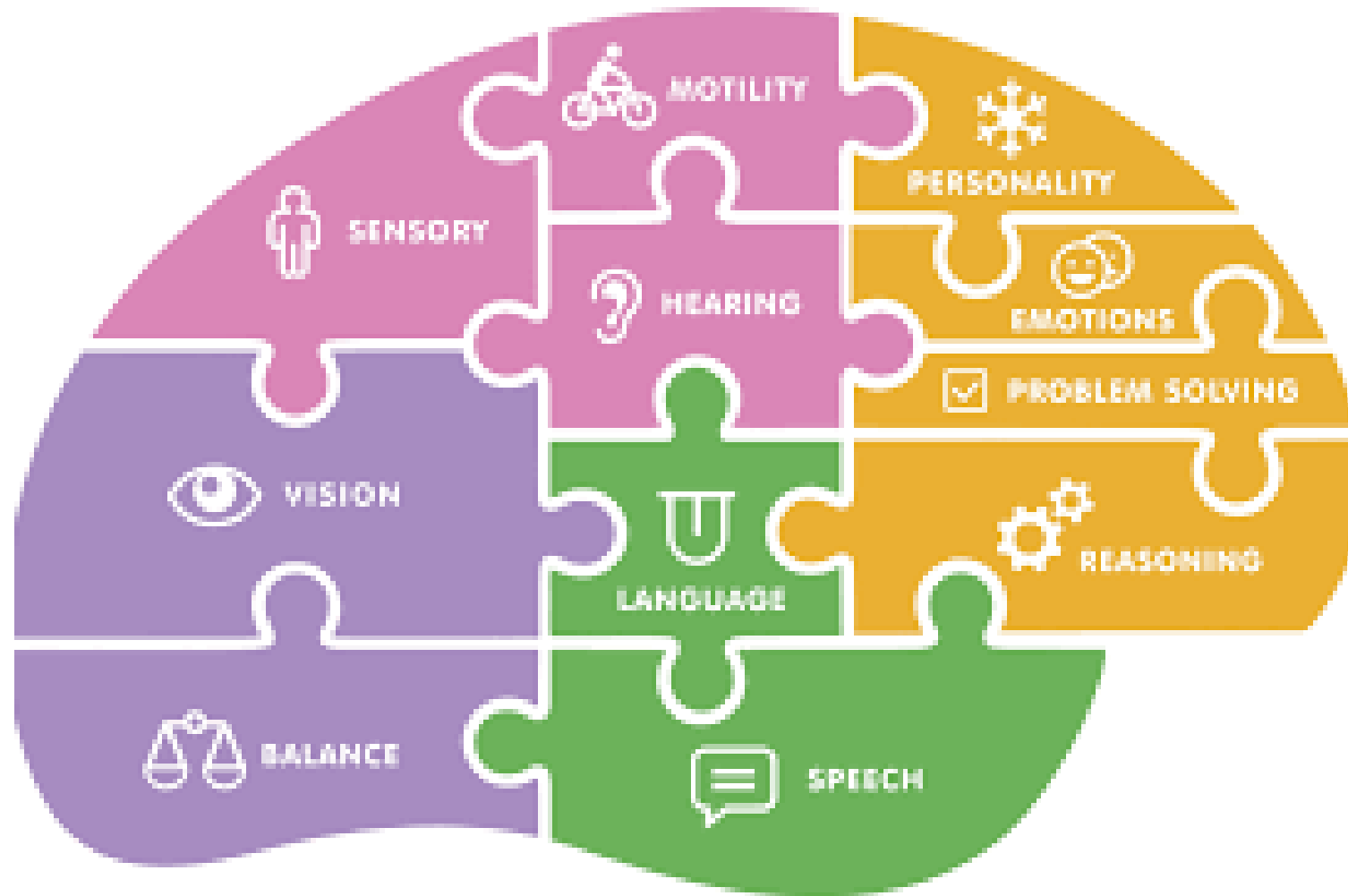
One word to describe aphasia

Deep Dive





Speech is the
symptom of
something
bigger



Cognition is the **ability to acquire knowledge** and understanding of what's around you through experiences and senses (Oxford, 2023)

Definition

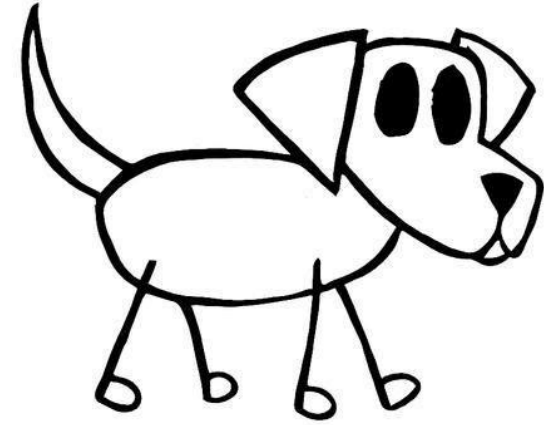
- “Impairment, **as a result of brain damage**, of the capacity for **interpretation and formulation** of language **symbols**; multimodality loss or reduction in efficiency of the ability to **decode and encode** conventional meaningful linguistic elements (morphemes and larger syntactic units); **disproportionate to** impairment of other intellectual functions; **not attributable** to dementia, confusion, sensory loss, or motor dysfunction;” (Darley, 1982, p. 42).
- Darley, F. L. (1982). *Aphasia*. WB Saunders Company.

Symbol and the referent?

- Transparent
- Translucent
- Opaque



DOG
(word)



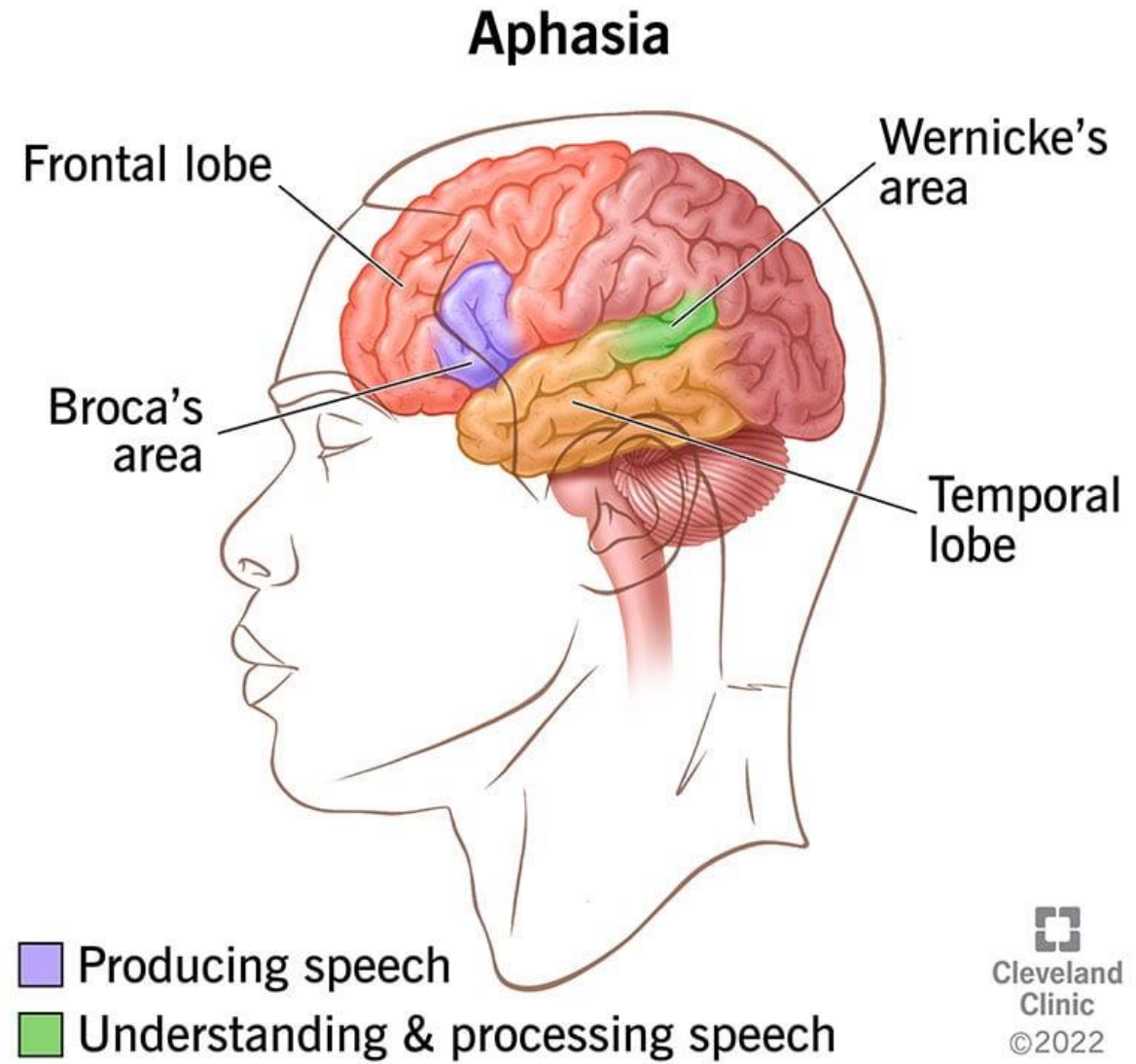


EXAMPLE
COURTESY OF THE HUSKER BUS

This is the heart of language vs. speech-
Story time



Neurological
sub straight
(Cleveland
Clinic, 2022)





Let's see if we remember...

What is aphasia?

A thick orange horizontal bar spans the width of the slide, with a vertical orange bar extending downwards from its right end.

- A. Difficulty with speech
- B. Difficulty with understanding what is said
- C. Difficulty reading
- D. Difficulty writing
- E. All of the above



Why care?

- If we don't understand this, we will:
 - Have poor patient outcomes
 - Patient Provider Communication
 - They don't understand us and
 - We don't know what they are trying to tell us about their wellbeing
- Aphasia is a major indicator of stroke outcome

Example

- <https://www.youtube.com/watch?v=l7F99bYr5XE&t=2s> (Gene)
- <https://www.youtube.com/watch?v=3oef68YabD0> (Byron)





Enough with what it is, how about some strategies



Pretty simple really

- Paper
- Pen
- Your brain
- You can do almost anything with these 3 things
- Your phone is the 4th tool



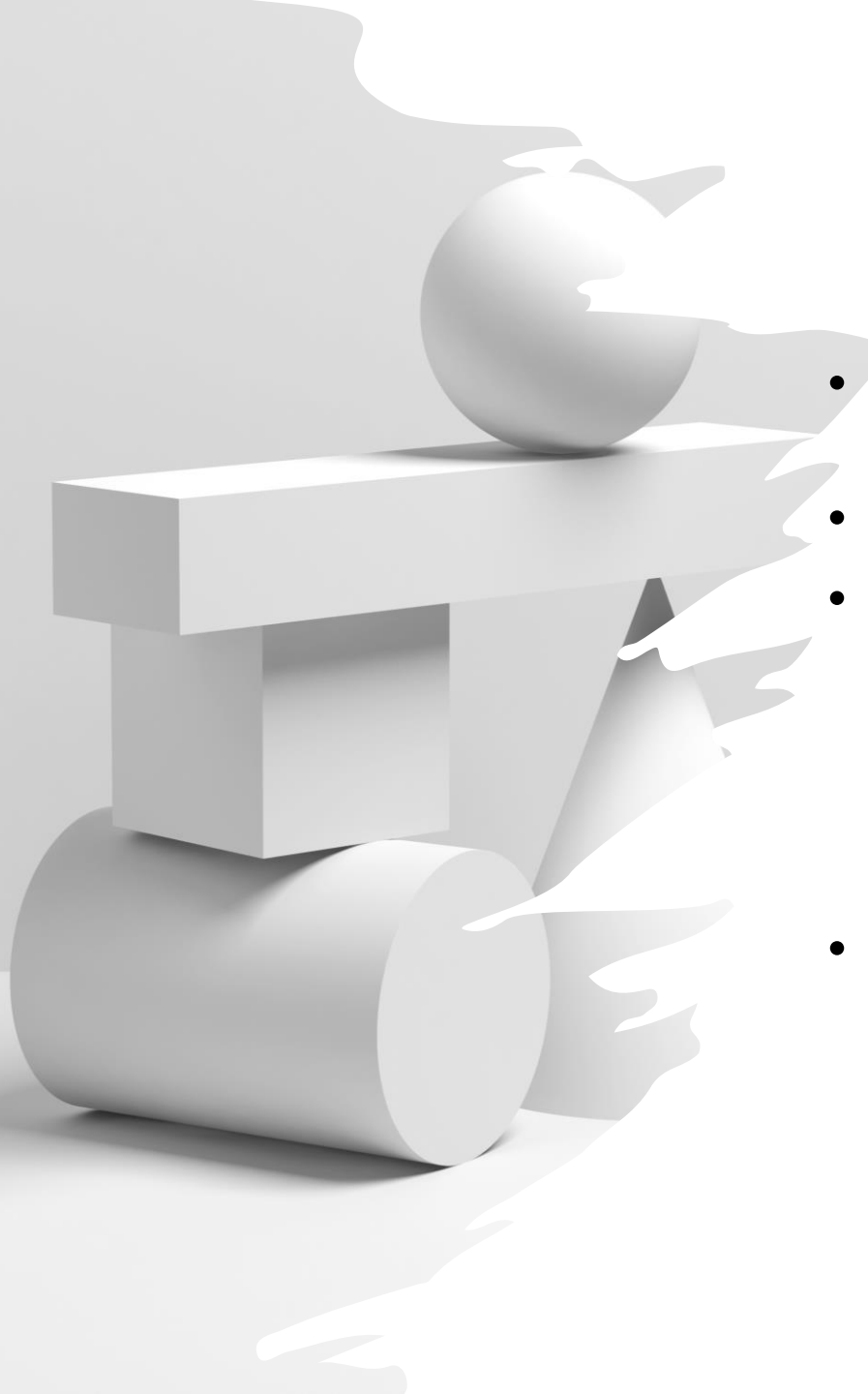
CAVEAT

- Some people have more patience for doing this than others
- There is something here that everyone can use but not everyone will use everything
- I'm talking mostly about the most DIFFICULT patients and strategies for them
- Don't change everything...just change something



Strategies for Comprehension and how they help expression





Keep it simple

- Take time to chose how to say it... I know... you don't have time but I'm really asking for seconds
- Plan it
- No more than 6 words at a time
 - Take the pill
 - Swallow the water
 - Pick up your foot
 - Put your foot in your shoe
- Tom's airplane was late vs.
 - Tom's airplane was delayed in Phoenix so he'll be late
 - When he traveled from Seattle to Denver his flight was delayed

Keep it simple


- Avoid pronouns (Oh no! not parts of speech)
 - This – Take this vs. Take the cup
 - That – Put that here vs. Put the remote on the table
 - It
 - She
 - He
 - Him
 - Her
- Why--- Processing demand and memory
- Talk about what's present (bring what you are talking about with you)



Keep it simple

- Revise don't just repeat
 - Misunderstanding signals a need to revise not just say it again
- Limit how many people are talking
- Sound pleasant
 - Prosody (tone of voice) is a very deeply processed part of communication
- Use simple vocabulary (car vs. automobile)
 - He's a doctor for you stomach problem vs. He's a gastroenterologist
- Avoid teasing and sarcasm –keep humor





Use multimodal input (pen and paper time) usually paired with basic choice

- Paper and Pen
- Gestures
- Facial expression
- Head nods

Multimodal input and basic choice

Says: I am going to get you up for a walk now. Is that, pk?

Writes: WALK NOW?

YES NO

Says: We have ice cream. Do you want Chocolate or Vanilla?

Writes: Ice cream?

CHOCOLATE VANILLA NONE

Says: Where do you live?

Writes: Where Live?

LINCOLN OMAHA NEITHER

NEAR LINCOLN FAR FROM LINCOLN

Pulls up map on the phone.

Says: Where?

Writes: Where?



Multimodal Input

Who will win?

- Huskers

Ohio state

- How much will the win by?

- A lot

Close

- If they win how happy will you be?

- 1

2

3

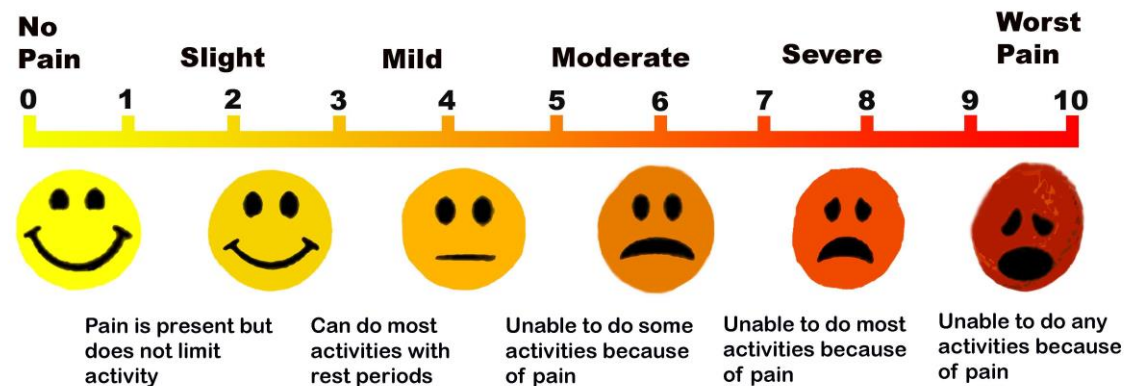
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- I don't care

Very Happy

How is your Pain Today?





Additional strategies for Expression



Promoting Expression

- Yes/No questions vs. Choice based questions
 - **Never** (it's a strong word) use “not” in a yes/no question
 - Do you want to your breakfast now or not?
 - Do you not want your breakfast?
 - Instead Use Basic choice for a question like...
 - Do you want Breakfast now or later or not at all
 - NOW LATER NOT at ALL
 - If you use yes/no keep it 4- 6 words
 - Do you want breakfast?

Promoting Expression


- Give wait time
- Listen with the intent to understand not to hear
- Look for consistency in response (yes/but no)
- Provide choices vs. open ended responses
- For conversations talk about something you can see (something out the window, or a magazine)
- Encourage pointing, taking you to things, attempts at drawing and writing (sift through the fragments)
 - Why might writing not work?
- Ask if they want help with a word if you think you know it
- Don't correct the patient model and move on – The person says, “BV please. You say, “Yes, I can turn the TV (a little emphasis) on.”
- Use the AAC system as provided by an SLP- ask for training

And finally....

- Ask your SLP
- Be sure a referral is in place.
- Communication is life! (Tad Lasso Reference)



One word to
describe what
you learned

A decorative horizontal band with a wavy, torn-paper-like edge, colored in a light gray shade, spanning the width of the slide at the bottom.