



ASHA CEUs

Information and Notes Pages

“Ethical Considerations for Bilingual AAC Patients with Aphasia”

<p>APPROVED PROVIDER</p>  <p>ASHA CONTINUING EDUCATION AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</p>	<p>LingraphiCARE America is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology</p>
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and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.1 ASHA CEUs (Introductory level; Professional area).

Complete a 0.1 ASHA CEU Course

Speech-language pathologists (SLPs) are invited to participate in a one-hour ASHA-approved course offering, "Ethical Considerations for Bilingual AAC Patients with Aphasia." To be eligible to receive 0.1 ASHA CEUs (Introductory level), please see the guidelines below.

For more information about ASHA's most up-to-date eligibility criteria, go to the FAQ section of the ASHA CE website: <http://www.asha.org/CE/FAQs/>.

Course Description:

This course reviewed the literature on typical language recovery patterns for bilingual adults with aphasia, and how these patterns should be considered in the evaluation, trial, development of the treatment plan and implementation of an AAC device, for these patients. It also explored factors of bilingual language processing and cultural considerations, as well as the Code of Ethics we practice.

Learning Outcomes:

By completing this course, participants will be able to:

1. Describe three ethical considerations needed in the assessment of a bilingual patient with acquired communication disorder.
2. State three examples from research on the impairment and recovery patterns that have been observed in bilingual patients with acquired communication disorder.
3. List three examples of tools that can facilitate the evaluation and AAC trial process for a bilingual patient with acquired communication disorder.

Additional courses in the Applications of Technology track include:

- Using the Lingraphica Speech Generating Device: An Introductory Web Demo (Introductory, 0.05 ASHA CEUs)
- Using Lingraphica AAC Devices, Apps, and Therapy (Introductory, 0.1 ASHA CEUs)
- Lingraphica Technologies for Your Plan of Care (Introductory, 0.05 ASHA CEUs)
- Leveraging the 10 Principles of Neuroplasticity in AAC Device Training (Introductory, 0.05 ASHA CEUs)

Processing:

Online course completions are reported to ASHA quarterly. Please allow eight to ten weeks for processing. Lingraphica will issue a certificate of participation to each SLP who completes a CEU course.

For more information, or to start a device trial, contact: continuinged@lingraphica.com

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How many languages do you speak?

monolingual

bilingual

multilingual

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if you have bilingual clients on your caseload, which languages
do they speak to communicate with you?

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app



What Does It Mean to be Bilingual?

- Bilingualism is a unique language process such that both languages are simultaneously active and access one semantic system. (Poulishse & Bongaerts, 1994)
- Bilingual individuals must be able to:
 - Translate between two languages
 - Codeswitch
 - Control access to the target language while inhibiting the non-target language



Aspects of Bilingualism to Consider:

- Sociolinguistic Principles
- Ethnographic Principles
- Neurolinguistic Principles
- These principles can meaningfully impact both diagnostic and therapeutic strategies when serving the bilingual population



Sociolinguistic Principles

- Language use practices in the community
 - Bilinguals will vary in the different way they use their two languages
 - Proficiency may be different in each language
 - Auditory, comprehension, reading, oral expression, and writing
 - Dialects and phonological processes may impact the ability to code switch post injury (Centeno et al.)



Ethnographic Principles

- Personality traits and life experiences shaped by the cultural environment
- Bilingual patients may represent varied experiential histories
 - **Contrasting levels of education, life experiences, and socioeconomic circumstances**
 - All have the ability to impact linguistic and cognitive performance



Neurolinguistic Principles

- Brain-language relationships
- Two main language recovery patterns
 - **Parallel : simultaneous recovery of both languages and presence of comparable deficits in each language**
 - **Nonparallel: an unequal order in the restitution of the languages or differences in the use**
 - Differential or Antagonistic



Centeno et al.

- Issues and principles in service delivery for bilingual adults in neurorehabilitation
- 33 surveys filled out by SLPs working with adults
 - **Results concluded**
 - Small extent of training for SLPs
 - Diagnostics/therapy : 30% use English assessments, 39% use informal methods
 - Challenges encountered: majority SLPs turn to family members for assistance



Green et al. (2010)

- Two BPWA with parallel language impairment on linguistic and nonlinguistic tasks that required control.
 - One BPWA presented with control deficits in both domains
 - One BPWA presented with control deficits in the linguistic domain only



Gray and Kiran (2016a)

- Ten Spanish-and-English-speaking BPWAs
 - Patients completed diagnostics, language profiles, and questionnaire
 - All patients presented with parallel language recovery
 - Patients exhibited language control impairment, concluding that the relationship between aphasia and language control must be carefully considered



Gray and Kiran (2016b); Follow-up Study

- 13 Spanish-and-English-speaking BPWAs and 13 Spanish-and-English-speaking neurologically healthy adults
- 2 linguistic control and 2 non-linguistic control tasks, with low and high levels of complexity
- Both groups exhibited positive effects of control
 - Healthy bilinguals -> significant amounts of control
 - BPWAs -> only significant amounts of control on nonlinguistic tasks



Areas that the SLP must consider in the evaluation and treatment of a bilingual patient with aphasia:

- Informal assessment results
- Standardized assessment results
- Home language and communication needs
- Patient's (and family's) goals



Impairment and Recovery Patterns

Impairment Type	Presentation Pattern
Parallel	Equal language loss across both languages
Differential	More loss in one language than another
Recovery Type	Presentation Pattern
Parallel	Equal gain in both languages
Differential	More improvement in one language than other(s)
Antagonistic	One language resolves and the other does not, but as resolved language loses skill, the unresolved language improves
Selective	One language resolves, the other remains impaired
Successive	One language resolves and then the other language resolves



Areas SLPs Must Consider in the Evaluation, Trial, and Recommendation of a Bilingual System

- Home language and communication needs
- Patient's and family's communication goals
- Culturally-appropriate communication styles
- Device options
 - Bilingual features
 - Speech synthesizers
 - Sufficient memory to store digitized speech


