




## ASHA CEUs

### Information and Notes Pages

#### “No Tech to Low-Tech Options for Supported Conversation”

APPROVED PROVIDER



ASHA  
CONTINUING  
EDUCATION  
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

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 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 (Intermediate 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, “No Tech to Low-Tech Options for Supported Conversation” To be eligible to receive 0.1 ASHA CEUs (Intermediate 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 described and provided examples of application of no tech and low-tech treatment strategies and technology application options to support conversation and communication for Clients who have aphasia and their primary communication partners.

### Learning Outcomes:

By completing this course, participants will be able to:

1. Describe three different no tech, multi-modal therapy strategies to facilitate communication
2. Define simple strategies communication partners can implement to improve communication exchanges with PWAs
3. Explain how Lingraphica's SmallTalk applications can be utilized for therapeutic, orthotic and prosthetic purposes

### 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](mailto:continuinged@lingraphica.com)

## No Tech and Low-Tech Options for Supported Conversation

Strategies, Treatment and Practice Applications



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### Financial Disclosure

Faye Stillman is a full-time, salaried employee at Lingraphica, and thereby receives financial compensation from the Lingraphica Company



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## Practical Application Ideas




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## Agenda

- Obstacles and solutions
- Supported conversation techniques
- No-tech, multi-modal therapy strategies
- Apps for communication, conversation and connection




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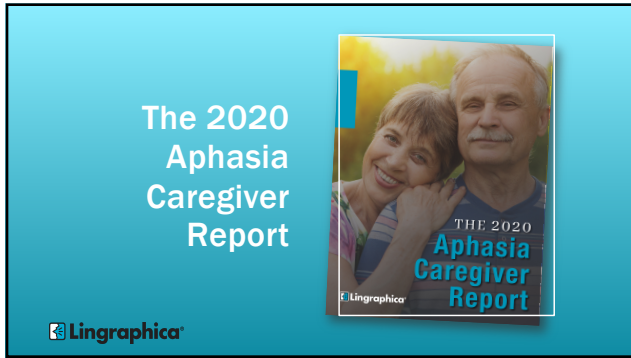
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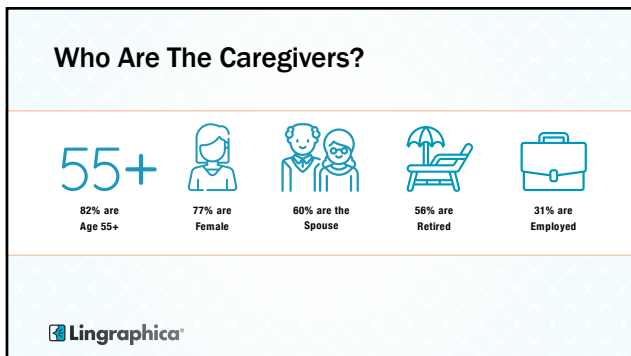
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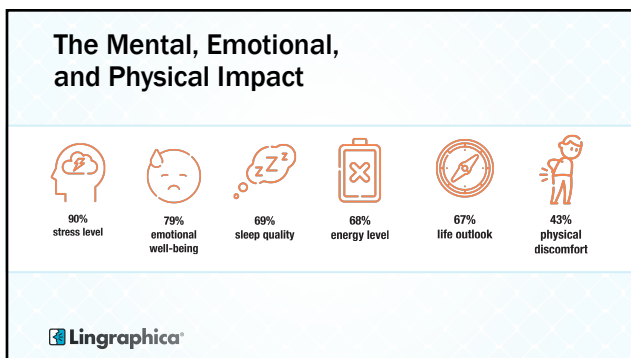
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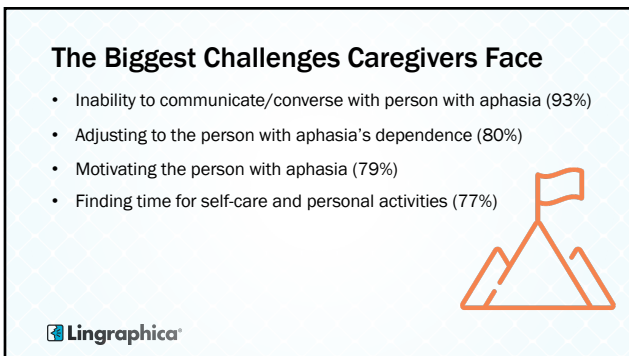
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## On the Other Hand...



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## CCC-SLP: Communication, Conversation, Connection

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## Supported Conversation for Adults with Aphasia (SCA™)

SCA helps people with aphasia:

- Express their opinions and feelings
- Feel valued and heard
- Break down communication barriers
- Re-join life's conversations



Retrieved from <https://www.afhasia.org/communication/communication-barriers>

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### Supported Conversation for Adults with Aphasia (SCA™)

- Aphasia is “an acquired neurogenic language disorder that may **mask inherent competence normally revealed through conversation.**”
  - The competence of people with aphasia can be revealed through the skill of a conversation partner who provides a communication ramp for increasing communicative access.
- (Aphasia Institute, 2010)




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### Acknowledging Competence

One phrase can make all the difference

I know that you know, but **I'M** having trouble understanding what you're trying to tell me.




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### Application of SCA™

Helping the Person with Aphasia Understand **Your** Message:

- Use short, simple sentences in a normal tone of voice
- Use gestures and body language
- Reduce distractions and external stimulation




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## Application of SCA™

Helping the Person with Aphasia Understand **Your** Message, continued:

- Look at the person's facial expressions, eye gaze body posture and gestures to determine his/her level of comprehension
- Write key words and/or topics
- Use pictures or drawings to share an idea



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## Writing Keywords

Good Keywording 👍

Zoo  
Animals  
Fun  
Outside  
↓  
\$\$\$  
+++ Money 😞

Bad Keywording 👎

Outside  
Fun animals at  
the Zoo  
But way too  
Expensive \$ 😞

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## Application of SCA™

Helping the Person with Aphasia Communicate **Their** Message:

- Ask Yes/No Questions 👍 or 👎
- Start with general "yes/no" questions and work your way to more specific ones
- Ask one question at a time

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## Application of SCA™

### Guess Who

Ask Yes/No questions to determine the person's identity:

- Is this person a man?
- Is she an actress?
- Does she have blonde hair?
- Is she a singer?
- Did she sing, "Somewhere Over the Rainbow?"
- Is she Judy Garland as Dorothy in the "Wizard of Oz?"



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## Application of SCA™

### Helping the Person with Aphasia Communicate **Their** Message

- Ask questions that already contain an answer, or a choice of answers



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## Application of SCA™

### Helping the Person with Aphasia Communicate **Their** Message:

- Ask the person to gesture, point to, write or draw a keyword to help you understand the message.



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## Application of SCA™

### Helping the Person with Aphasia Communicate Their Message

- Give him/her adequate time to respond without interrupting



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## Application of SCA™ – Last Step

### Verify

- Make Sure **You Understood Correctly:**
  - Summarize the message you received
    - Use **gestures/key words**, as needed
    - **Repeat** what you heard
    - **Expand** by adding what you think the PWA is trying to say

i.e. "Let me make sure I understand. You went to Hawaii 25 years ago, when you were in the Navy, and would like to go back there on vacation."

adapted from <http://www.aphasia.ca/communicative-access-sca/>

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## Getting "Stuck": Do's and Don'ts

It's OK if you get "stuck" and cannot get the message out

### DO'S

- Be honest and address communication breakdowns directly
- Ask permission to move on
- Use humor

### DON'TS

- Don't pretend you understand your loved one when you don't
- Don't change the subject without agreeing it's OK to
- Don't let frustration get the best of you

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## More Multi-Modal Therapy Strategies

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## Gestural Facilitation of Naming (GES)

1. The SLP/Communication Partner (CP) presents the client with an image of the target word
2. The CP models the appropriate gesture and verbal form of the target
3. The PWA imitates the model (with cues as needed)
4. The PWA performs the gesture and verbal target simultaneously 3x
5. The PWA performs the gesture and verbal target following a delay

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## GES Keys to Success

- Choose salient targets
- Targets can be words or short phrases

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**Promoting Aphasics' Communication Effectiveness (PACE)**

1. The SLP/CP take turns being the speaker and the listener
2. The speaker has a picture or written message on a card that only he/she can see.
3. The speaker can use any mode of communication they choose to convey the message.
4. Once the message has been received, the communication partners can talk about which strategies worked best.



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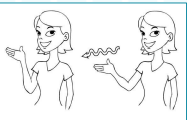
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**PACE**





/f/ Fish





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## Conversational Coaching

The SLP acts as the communication strategy coach for both the PWA and the CP.

1. The SLP works collaboratively with the PWA and CP to identify which multi-modal strategies are most comfortable for them to use
2. A communication situation is created, in which one partner experiences the event, while the other partner is away.
3. The person who experienced the event tells the other person about it. Both the PWA and the CP use their identified communication strategies to exchange information in their conversational role.
4. The SLP acts as a coach to facilitate the conversational exchange.




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## Conversational Coaching: Keys to Success

- Create a simple experience for the speaker to convey, i.e. watching a video clip or viewing a picture scene
- Encourage the speaker to use multi-modal communication techniques:
  - Animated facial expressions and gestures
  - Slow, short phrases in a normal tone of voice
  - Minimize distractions
  - Write key words or initial letters
  - Point out elements of the picture scene or video
  - Ask questions to confirm information
  - Summarize what you understood




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## Incorporating Apps into Multi-Modal Communication Strategies




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### SmallTalk™ Family of Communication and Practice Apps

Picture-based vocabulary of words and phrases help improve communication.



**SmallTalk Aphasia - Female**  
Common graphic icons, phrases, and videos come with you wherever you go.



**SmallTalk Aphasia - Male**  
Common graphic icons, phrases, and videos come with you wherever you go.



**SmallTalk Dysphagia**  
Icons and phrases to communicate swallowing needs and challenges.



**SmallTalk Conversational Phrases**  
Words and phrases used in conversations, such as greetings, responses, and requests.



**SmallTalk Pain Scale**  
Communicate intensity of pain with descriptions and images from the Wong-Baker Faces Pain Scale.



**SmallTalk Daily Activities**  
Words and icons for daily living, such as bathing, dressing, and grooming.



**SmallTalk Intensive Care**  
Communicate with doctors and nurses to describe pain, feelings, and medical needs.



**SmallTalk Frases de Conversación**  
Spanish words and phrases used in conversations, such as greetings, responses, and requests.



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### Pain Scale App



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### SmallTalk™ Daily Activities



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## Articulation of Speech Practice Video Apps

Focused and effective video apps for practicing communication exercises.



**SmallTalk Oral Motor Exercises**  
Cheek, tongue, soft palate, lip, and jaw movements to help strengthen muscles for speech.



**SmallTalk Consonant Blends**  
Tongue and lip movements to produce consonant blends.



**SmallTalk Common Phrases**  
Greetings, conversational phrases, and aphasia-oriented phrases, such as, "I had a stroke."



**SmallTalk Days, Months, Dates**  
Days of the week, months of the year, and ordinal numbers from 1st through 31st.



**SmallTalk Phonemes**  
English-language phonemes including illustrations of tongue and lip movements.



**SmallTalk Letters, Colors, Numbers**  
The 26 letters of the English alphabet, the numbers 1 through 20, and the primary colors.



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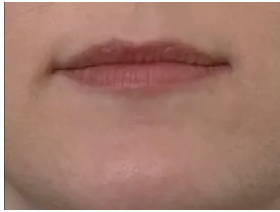
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## SmallTalk™ Common Phrases



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## TalkPath Therapy Practice Applications



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## What is TalkPath Therapy?

13,500 exercises

- Swallowing
- Oral-Motor
- Speech
- Language
- Cognition
- Activities of Daily Living
- News



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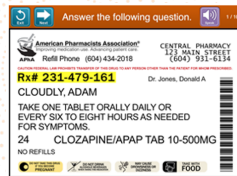
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## TalkPath Therapy Cognitive: Daily Living – Prescription Label

The Prescription Label  
ADL exercise requires  
finding information with  
multiple levels of  
difficulty



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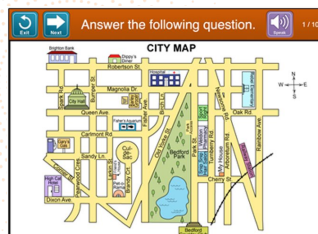
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## TalkPath Therapy Cognitive: Daily Living – City Map

The City Map ADL  
exercise requires finding  
information with multiple  
levels of difficulty



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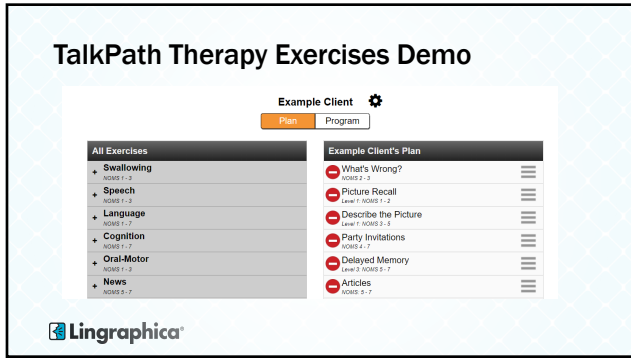
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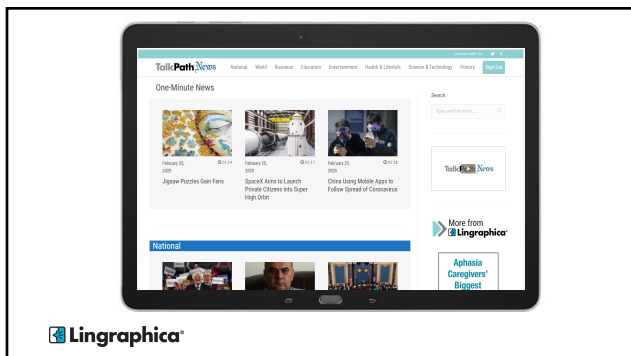
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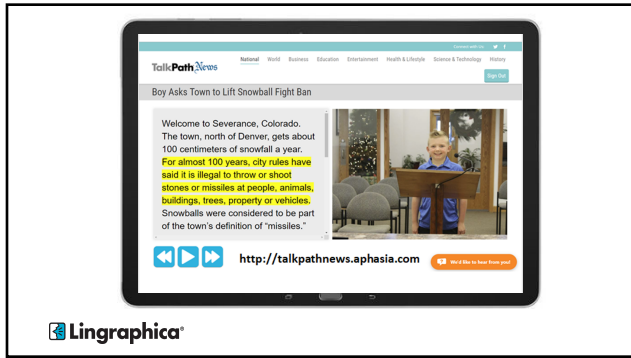
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## Summary

- Obstacles and solutions
- Supported conversation techniques
- No-tech, multi-modal therapy strategies
- Apps for communication, conversation and connection



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## Next Steps

- Earn your CE Credit/Certificate of Completion for Today's Course
- Complete the next, new CEU course:  
"Integrating Lingraphica High-Tech AAC Into Patient-Centered Goals and LPAA"
- Free one-on-one consultations available
  - Clinical questions
  - Device demo
    - Schedule at:
      - [www.aphasia.com/aac-consult](http://www.aphasia.com/aac-consult)
      - Call 866-801-8519



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Thank You!

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