Teaching LPAA:
Current Resources and Conversations for the Future

Aphasia Access Leadership Summit, March 8, 2019
Sandra Glista, Jodi Morgan, Robin Pollens, Jessica Welsh, & Janet Whiteside
Introductions & Disclosures

Financial

Sandra Glista is an emerita Master Clinical faculty, Western Michigan University

Jodi Morgan is employed by Brooks Rehabilitation Aphasia Center, Jacksonville University

Robin Pollens is the Aphasia Communication Enhancement (ACE) Program coordinator and clinical faculty, Western Michigan University

Jessica Welsh is employed by the State University of New York at New Paltz, which paid for conference registration and travel

Janet Whiteside is the founder of Aphasia House

All presenters received a conference registration discount from Aphasia Access.

Non-Financial

All authors are members of Aphasia Access, an alliance of Life Participation Providers.

All authors have a professional bias in favor of incorporating the Life Participation Approach to Aphasia into teaching, research, and clinical activities regarding aphasia.

Sandra Glista, Jodi Morgan, Jessica Welsh, and Janet Whiteside are volunteer members of the Aphasia Access Education and Research committee.

Jessica Welsh is on the Adler Aphasia Center SLP Advisory Committee.
Learning Objectives

After participating in this interactive workshop, participants will:

1. Describe a key feature/detail of freely available LPAA teaching materials.

2. Identify strategies to apply LPAA teaching resources to participant’s practice setting.

3. Identify future directions for development of additional LPAA teaching resources.
Session Overview

1. Summarizing history of academic modules working group

2. Asking questions

   Who do you teach about LPAA?

   In which settings?

   What aspect(s) of LPAA are you teaching?

   How do you teach? What tools do you use?

3. Teaching LPAA in settings/highlighting tools

4. Learning from each other

5. Directing the future
Teaching about LPAA: Why does it matter?
### Background: Working Group

<table>
<thead>
<tr>
<th>2015</th>
<th>2016 to 2018</th>
<th>2019 to ?</th>
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<tbody>
<tr>
<td>“…to develop a plan to ensure that LPAA is integrated into curricula in North America.”</td>
<td><strong>Created materials</strong> (or links to existing materials) that would allow anyone teaching students about aphasia (in the classroom or in the clinic) to:</td>
<td>The focus of the working group is <strong>expanding</strong> to make it easier for a <strong>range of practitioners</strong> across a <strong>variety of settings</strong> to teach/learn about the LPAA.</td>
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- educate themselves about LPAA
- access content that can be incorporated into classes or clinic seminars
- develop LPAA-based student activities or assignments
- understand how LPAA can be incorporated into assessment, goal writing, and treatment
Background: Adult Learning Principles and Practices

1) **Personal Benefit.** Adult learners must be able to see the personal benefit of what they are learning, and how it satisfies a need they have.

2) **Experience.** Adult learners come to each learning event with a unique background of knowledge and experience.

3) **Self Direction.** Adult learners are self-directed and must have some control over what they are learning.

4) **Application & Action.** Adult learners are busy and learn by doing.

5) **Learning Styles.** Adult learners approach learning in a great variety of ways, from hands-on and moving to using their eyes, ears, and/or logic to anchor new skills and knowledge.

Background: Audience

We want to know about you! There will be questions interspersed throughout the session.

Use guided notes handed out at the start to keep track of your ideas, and questions.

Are you teaching about LPAA?
Who do you teach (or would like to teach) about LPAA?

a) Speech-language pathology students

b) Other allied health students

c) Speech-language pathologists

d) Allied health or medical colleagues

e) People who have aphasia

f) Family member/caregivers/friends

g) Other groups

h) No one. I am not interested in teaching about LPAA.
Where/in what setting(s) do you teach?

a) University class or clinic
b) Medical facility
c) Rehabilitation facility
d) Individuals’ homes
e) Professional workshops
f) Other setting(s)
How do you teach about LPAA? What tools do you use?
Resources to teach about LPAA – Academic Modules
Aphasia Access LPAA Academic Modules

As of March 2019, there are four full, freely available academic modules posted on the Aphasia Access website.

Topics include:

• Evidence for LPAA
• Key elements of LPAA
• Assessment
• Intervention
Take a Tour…

www.aphasiaaccess.org
Module 1: The Evidence for LPAA
The Evidence for LPAA
Life Participation Approach to Aphasia


Two Types of Research

- Research supporting need for LPAA
- Treatment/intervention research
Environmental barriers

- Five studies and one meta-analysis (of three studies) identified environmental barriers to participation for PWA.
- PWA tended to be marginalized by societal barriers. Although barriers exist in multiple categories, often they can be reduced.
- Conclusion:
  - Intervention should address the environment to reduce/eliminate barriers.
Low-tech AAC

- Ten studies (seven single cases, three group studies with low Ns)
- Reported positive outcomes for improved communication participation
### Sample test questions:

1. You work in the outpatient department of a rehabilitation hospital. You are trying to convince the administration to start a program of psychological support for people with stroke-induced aphasia and their care partners, but they are resistant. What information from research studies could you present to strengthen your case?

2. Early in the rehabilitation process are the goals of SLPs similar to goals of PWA and their families? Explain.

### Sample case study

Ms. A is a 26-year-old right-handed African-American native-English speaking woman who suffered a left CVA that resulted in Broca’s aphasia approximately 1 year ago. She completed college and worked as a nutritionist in a hospital prior to the stroke, but has been unable to return to work. She lives with her very supportive family (mother, sister, brother-in-law) but has become depressed by her loss of independence and her inability to return to work. Her profile of language strengths and challenges is consistent with classical stroke-induced Broca’s aphasia. Her expressive language is nonfluent and agrammatic, characterized by the production mostly of nouns in 3-4 word utterances. She is adept at using facial expression, prosody, and gestures to enhance her spoken
Module 2: Key Elements for Implementation
Key Elements for Implementation

Life Participation Approach to Aphasia


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Learning Objectives

Upon successful completion of this learning module, participants will be able to:

- Distinguish key elements in the implementation of LPAA model
- Identify how LPAA augments/extends impairment based treatment
- Construct a therapeutic environment that encompasses the LPAA model for PWA
This presentation will identify the following elements, both within the LPAA model and a traditional impairment-based model of treatment:

- Outcomes
- Assessment
- Treatment
- Persons treated
- Environment
- Therapists’ role
Taking at look at

OUTCOMES

Beginning with the end...
Looking at desired outcomes first
What kinds of outcomes can be expected when designing impairment-based intervention?

Improvement in skills related to:

- word recall
- auditory comprehension
- reading
- writing
- discourse (verbal and written)
- grammar
- speech intelligibility
What kinds of outcomes can be expected when designing LPAA intervention?

Increased behaviors as measured by:

- Engagement
- Satisfaction of self-chosen activities
- Natural conversation or communication
- Social connectedness
- Emotional well-being
- Ability to cope, resiliency
Let’s take a closer look at **GOALS**
LONG TERM GOAL
Client will participate in discharge planning.

IMPAIRMENT-BASED SHORT TERM GOAL (STG)
Client will respond to multiple choice questions with 80% accuracy.

LPAA SHORT TERM GOAL
Client will engage in choosing health care options by indicating preference with care provider 80% of the time.
Impairment-based and participation-based goals in an out-patient setting

LONG TERM GOAL
Client will follow directions in his environment.

IMPAIREDMENT-BASED SHORT TERM GOAL (STG)
Client will follow 2-3 step directives with 80% accuracy.

LPAA SHORT TERM GOAL
Client will accurately fill weekly pill box, following directions from partner.
Module 3: Assessment in LPAA
How can SLPs assess people with aphasia using the LPAA?
Learning Objectives

Upon successful completion of this learning module, participants will be able to:

- Differentiate between using the LPAA model from impairment-based models of assessment
- Apply the LPAA model to assessment processes and procedures for people with aphasia
## Comparison of impairment-oriented and LPAA assessment

(Whiteside, 2017, LPAA Academic Module)

<table>
<thead>
<tr>
<th>Impairment-oriented Assessment</th>
<th>LPAA Assessment</th>
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<tbody>
<tr>
<td><strong>Language functions intrinsic to the individual</strong></td>
<td><strong>All domains of living with aphasia</strong></td>
</tr>
<tr>
<td>• Spoken language production</td>
<td>• Language &amp; communication strengths</td>
</tr>
<tr>
<td>• Understanding spoken language</td>
<td>• Participation goals</td>
</tr>
<tr>
<td>• Written language production</td>
<td>• Environment and context</td>
</tr>
<tr>
<td>• Understanding written language</td>
<td>• Personal factors</td>
</tr>
<tr>
<td>• Modalities</td>
<td>• Emotional well-being</td>
</tr>
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</table>
Mr. and Mrs. B. talked with the home care SLP about how life had changed since coming home from the hospital.

Using a patient report tool, the Communication Activities Checklist (COMACT) (Cruice, 2001, Cruice et al., 2010), the client’s communication interests were assessed. The SLP determined that Mr. B. wanted to read more.

Using the A-FROM framework, the SLP considered:
- ENVIRONMENTAL factors (He and his wife read in the living room every evening)
- PERSONAL factors (They missed the social closeness of reading together) and
- LANGUAGE factors (Significantly reduced reading comprehension).

Identified LPAA Goal: To enjoy reading together with wife using audio books from public library
Methods for assessment in LPAA

1. Standardized Assessments
effectively developed with statistical reliability and validity

2. Self-Report/Family/ or SLP Report Measures
rating scales, inventories or questionnaires

3. Ethnographic Interviewing / Biographic Narrative
open-ended questions, restatement, and clarification

4. Observation and Contextual Analysis
variables affecting and interacting with communication participation

5. Dynamic Assessment
real-life situation task assessment; treatment applied and changes noted

http://www.asha.org/Practice-Portal/Clinical-Topics/Late-Language-Emergence/Assessment-Tools-Techniques-and-Data-Sources/
LPAA Assessment: **Standardized Tool**

| Purpose | To reveal immediate needs for communication participation  
|         | *Mr. A, 78, living alone after recent CVA* |
| Tool    | Communication Activities of Daily Living - 3  
|         | (Holland, Fromm, & Wozniak, 2018) |
| Outcome | Identified impairment in reading prescription instructions; Mr. A needs to manage his medications at home independently. |
**LPAA Assessment: Dynamic Assessment**
(Hersh et al., 2013; Hersh, 2012)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To evaluate current impact of aphasia on participation and to guide treatment Mrs. E, 58 with nonfluent aphasia, 3 months post onset</th>
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<tbody>
<tr>
<td>Process</td>
<td>At the skilled nursing facility, the Interprofessional Team meeting noted that Mrs. E was not following safety instructions for use of her new walker. This was a barrier to her goal to reside in her own home. The SLP observed PT working with Mrs. E and assessed her ability to follow the spoken instructions. SLP then provided key word visual support to determine impact on following safety instructions.</td>
</tr>
<tr>
<td>Outcome</td>
<td>Mrs. E’s personal goal of discharge to her home will require treatment of communication strategies for increasing comprehension of safety instructions.</td>
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<tr>
<td><strong>TOOL</strong></td>
<td>L!V Cards (Life Interests and Values Cards) (Haley et al., 2010)</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>Description</strong></td>
<td>Communicate with person with aphasia or family/friend about valued life activities. Drawings on cards depict life activities in four categories: Home &amp; Community, Creative &amp; Relaxing, Physical, and Social</td>
</tr>
<tr>
<td><strong>Measurement</strong></td>
<td>Determine list of “wants to do more” activities in each area</td>
</tr>
<tr>
<td><strong>Example result</strong></td>
<td>Person with aphasia chose camping and traveling as a family life activity to resume.</td>
</tr>
</tbody>
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https://www.med.unc.edu/ahs/sphs/card/resources/livcards/score-sheets
Assessment using the LPAA takes place across the life-span of a person living with aphasia (Simmons-Mackie, King, & Beukelman, 2013).

- Soon after onset in acute care
- During active rehabilitation
- Any time new needs arise
Module 4: Intervention in LPAA
Intervention in LPAA

Learning Objectives

Participants will:

• Identify aspects of intervention as they fit within the A-FROM model
• Identify areas in which LPAA principles can be applied to aphasia intervention
• Access resources to incorporate LPAA into their clinical practice
• Develop client-centered intervention plans grounded in LPAA
It should be about any approach we use in intervention of aphasia. I believe the first thing that should occur to any of us as we choose intervention approaches is: 

How will this help the PWA reconnect with his or her life? Sometimes the paths are circuitous, but the question should be foremost in all of our activities.

Audrey Holland (2010, ASHA SIG2 blog)
Incorporating LPAA into Clinical Practice

Examples of ways in which LPAA principles can be incorporated into clinical practice:

1. Setting goals with clients and families
2. Training communication partners
3. Working with PWA to maximize all communication modalities
4. Incorporating technology
5. Providing group-based services
6. Providing individual intervention (e.g., script training)
7. Promoting community participation
8. Advocating – education and outreach to increase aphasia awareness
Intervention Across A-FROM Domains

Goals in different A-FROM domains can be addressed in multiple contexts, with some overlap in domains addressed through each area:

**Impairment**
- communicative support/output
- technology
- aphasia groups
- script training
- education/outreach
- evidence-based interventions

**Personal**
- cooperative goal setting
- aphasia groups
- education/outreach

**Activity/Participation**
- cooperative goal setting
- communication partner training
- communicative support/output
- technology
- aphasia groups
- script training
- community participation
- education/outreach

**Environment**
- communication partner training
- communicative support/output
- aphasia groups
- community participation
1. Cooperative Goal Setting - Why?

Most people with aphasia will be living with aphasia for the rest of their lives, so we need to:

- Work collaboratively with people with aphasia and their families/caregivers to establish relevant and meaningful goals
- Make *living successfully with aphasia* a real possibility by making sure those living with aphasia participate in meaningful activities again
- Foster hope and an optimistic outlook for the future
Cooperative Goal Setting – How?

Assessing and prioritizing personal goals should be a target of therapy.

Identifying barriers to participation and working together to reduce barriers and achieve goals are integral parts of the intervention process.

Using available tools, e.g., Assessment for Living With Aphasia Toolkit, second edition (Kagan et al, 2013) and Life Interests and Values Cards (Haley et al. 2010)

Writing goals in authentic ways, using goal attainment scaling (GAS) (Schlosser, 2004) and SMARTER goals (Hersh, et al, 2012)
What Does Cooperative Goal setting Look Like?

Resources for how to write them:

Goal Attainment Scaling

SMARTER Goals

Collaborative Goal Setting
https://www.med.unc.edu/ahs/sphs/card/resources/aphasia-goals
Resources to teach about LPAA – other
Tools to Support Adult Learners

- Case studies and simulations
- Classroom training, lectures, and lecturettes
- Experiential learning, role play, and demonstration
- Games
- Reading, projects and writing tasks
- Self-study
- Teaching back, showing another
- Watching, assisting, doing the "real thing"

### Teaching LPAA - Resources for adult learners

<table>
<thead>
<tr>
<th>Learning strategy</th>
<th>Learners</th>
<th>Example Tools &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testimonials / first person accounts</td>
<td>persons with aphasia &amp; families</td>
<td>SCOPE videos, <a href="https://www.youtube.com/watch?v=icGuzGj6LEg">https://www.youtube.com/watch?v=icGuzGj6LEg</a></td>
</tr>
<tr>
<td>Didactic courses and lecture materials</td>
<td>SLP students</td>
<td>AphasiaAccess Academic Modules power points, Aphasia Bank resources for teaching</td>
</tr>
<tr>
<td>Case studies</td>
<td>SLPs</td>
<td>More Than a Story: My Life Came Back to Life, Katie A. Strong, Mary D. Lagerwey, and Barbara B. Shadden</td>
</tr>
<tr>
<td>Projects &amp; writing tasks</td>
<td>SLPs</td>
<td>AphasiaAccess Academic Modules: 4 Course Modules</td>
</tr>
<tr>
<td>Continuing Professional Education</td>
<td>SLPs</td>
<td>Client centered assessment &amp; goal writing in aphasia rehabilitation, (Coppens et al.)</td>
</tr>
<tr>
<td>Low- to high-fidelity simulations including standardized patients</td>
<td>All learners</td>
<td>Aphasia simulations (Hinckley), <a href="http://aphasiacenter.com/aphasia-simulations/">http://aphasiacenter.com/aphasia-simulations/</a>, See also Moineau: Poiens &amp; Lynn</td>
</tr>
<tr>
<td>Creative arts: videos/art/music/poetry &amp; dramatizations</td>
<td>All learners</td>
<td>RIC Aphasia Journeys, <a href="https://www.youtube.com/watch?v=hM5Xddgae9do">https://www.youtube.com/watch?v=hM5Xddgae9do</a></td>
</tr>
<tr>
<td>Self-study</td>
<td>All learners</td>
<td>Communicating with those who know more than they can say LPAA 101: What is the Life Participation Approach to Aphasia?</td>
</tr>
<tr>
<td>Coaching / problem solving</td>
<td>Certified Nursing Assistant</td>
<td>Dementia Collaborative Coaching Empowering Nursing Assistants and Rethinking Skilled Therapy (Douglas)</td>
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<tr>
<td>Experiential learning, role play, and demonstration</td>
<td>Health and rehab professionals</td>
<td>Educating the Community About Aphasia: Experiential Learning Approaches. (Hinckley et al.)</td>
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<tr>
<td>Games</td>
<td>Interprofessional Team</td>
<td>Hiccup Hospital (customized questions can be added), <a href="http://www.hiccuphospital.com/">http://www.hiccuphospital.com/</a></td>
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</tbody>
</table>
Reading and Listening and Thinking
Watching and Discussing

First person experiences
- Adler Aphasia Center

Demonstrations
- Aphasia Access videos

Movies about aphasia

[Links to videos and resources]
Practicing in Simulations

Role-playing with peers

On-line experiences

Interprofessional education simulations with standardized patients

Virtual reality simulations?
Completing Webinars

Online/self-paced instruction
Reviewing Case Studies

Applied learning/meaningful, “real-world” contexts

• Interprofessional consultations

• Web-based master clinician models
  – LPAA ?

• Textbook examples
Instructing by PWA

• First person stories / narratives
• PWA teaching others
  – Scope
Coaching and Problem Solving

Collaborative Coaching (Douglas, 2018)
Innovating and Creating **TODAY**

<table>
<thead>
<tr>
<th>Speaker/Title</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rochelle Cohen-Schneider</strong> – Teaching LPAA in the Field: A curriculum for students</td>
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<tr>
<td><strong>Amy Engelhoven, Megan Sherod, &amp; Janet Whiteside</strong> – Building Student Learning and Community Participation in Persons with Neurological Injury</td>
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<tr>
<td><strong>Juliana Ruth Powell</strong> – Aphasia Focused Standardized Patient Simulation and Communication Partner Training for Healthcare Providers</td>
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<td><strong>Esther Kim &amp; Andrea Reulling</strong> – Experiential learning and the LPAA: A guide for facilitators</td>
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<tr>
<td><strong>Caterina Staltari</strong> – Preparation for Aphasia Group Treatment in a University Clinic</td>
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<tr>
<td><strong>Jerry Hoepner &amp; Tom Sather</strong> – Course Embedded Clinical Experiences: Meaningful LPAA interventions delivered by students who learn in the process</td>
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<tr>
<td><strong>Melinda Corwin &amp; Carolyn Perry</strong> – Hospital Simulation and Interprofessional Education for Future Health Care Professionals Interacting with Persons with Aphasia</td>
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Write/Share

Take a minute or two to identify one tool, resource, or idea from today’s session to incorporate into your work setting.

As time permits, share with a neighbor.
Looking Forward...
User Survey

• To identify additional needs & guide future working group projects

• Link on the Academic Modules page, or accessed directly here: https://www.surveymonkey.com/r/MWHS9VP
Share your suggestions & identify needed teaching tools
How to join

Web

1
2

Text

1
2

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app
What LPAA teaching resources/tools would you like to see? Share your suggestions.
The End...

...for now!

See you in 2021 with the next phase, based on our discussion today.

THANK YOU!
References


References


