

# Practical implications of the use of different assessment tools in aphasia

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## Introduction

- The International Classification of Functioning, Disability and Health (ICF) (1) urges health professionals, including Speech and Language Therapists (SLTs), to consider the different possible consequences of a disease in their different domains.
- The choice of goals and intervention approaches to implement in therapy with people with aphasia (PWA) is strongly influenced by the initial assessment that is made (2)
- In Portugal, there is still a strong tradition of using the medical model, with SLTs focusing on therapeutic intervention addressing the person's language deficits directly caused by aphasia. They use the Bateria de Avaliação de Afasia de Lisboa (BAAL) (3) to make this assessment.

## Goals

- The goal of this doctoral research was to develop relevant assessment tools for Portuguese SLTs that address the broader aspects of functioning and disability as represented by the ICF.
- The purpose of this current poster presentation is to demonstrate the value of these tools using a clinical case study.

## Case study

PS is a single man, 43 years old, with 12 years of education. He was previously a sales man, and currently lives with his mother. He had a stroke 2 years ago, has a right hemiplegia, and was diagnosed with Global aphasia according to the BAAL.

During the last 2 years he has participated in individual therapy focused on his linguistic deficits, and has improved but remains with Broca's aphasia characteristics.

## Materials and Methods

Two existing tools were translated and adapted for Portuguese practice:

- The **Communication Disability Profile (CDP)** (4)
- The **Participation Objective, Participation Subjective (POPS)** (5)

In addition, two tools were developed:

- The **Activities/ Participation Profile (TAPP)**
- The **Barriers and Facilitators Checklist (BFC)**

Each tool is outlined below and the value of each in relation to PS is reported.

## Communication Disability Profile (CDP)

The **CDP** enables PWA to express their views and experience of what life with stroke and aphasia is like for them regardless of his/her access to spoken or written language. The CDP covers communication activities, participation, barriers and emotions, in 55 items.



The Communication Disability Profile (CDP) - Versão Portuguesa Folha de Pontuação Sumária					
Nome:	Data:				
Pergunta sobre a disposição	Boa	Má			
Dominios	Pontuação em bruto (assinale com um círculo)		Totais por secção	Percentagens totais	
	Má	Bom			
1 Falar - pessoa mais próxima	4	3	2	1	0
2 Falar - grupo	4	3	2	1	0
3 Falar - estranho	4	3	2	1	0
4 Falar - pressão	4	3	2	1	0
Falar total					/16

- PS reported being more difficult to speak with his mother than with others.
- Understanding is not a problem but reading and writing is, especially textbooks.
- His participation is limited and he would love to go out more times.
- A dictionary would be helpful.
- Other people using strategies matters.
- He feels frustrated and unhappy as well as isolated.
- Future is unknown.

## Participation Objective Participation Subjective (POPS)

The **POPS** has 26 items and addresses participation in five areas: Domestic Life; Major Life Activities; Transportation; Interpersonal Interactions and Relationships; Community, Recreational and Civic Life. Items are considered quantitatively and objectively (e.g., how often do you do this?) and qualitatively and subjectively (e.g., how important is it/ how satisfied are you with this?).

PARTICIPATION OBJECTIVE PARTICIPATION SUBJECTIVE (POPS) - Versão Portuguesa	
1. Ouvir com atenção o que lhe diz (16)	1
2. Chama a sua atenção para o que vai dizer (15)	1
3. Não desiste enquanto não o compreende (4)	1
4. Não o deixa desistir de se fazer entender (4)	1
5. Dá-lhe tempo extra para obter uma resposta (5, 7, 10, 11, 13, 16, 18)	1
6. Não muda de tópico de conversa com o interlocutor (11, 15)	1

**POPS-EP, TAPP and BFC** are freely available from the **Advanced Communication and Swallowing Assessment (ACSA) website at [acsa.web.ua.pt](http://acsa.web.ua.pt)**

- On the **POPS**, PS also reported being unhappy with his actual life.
- He would love to be more autonomous (e.g., preparing some meals; going to the bank; driving) and going out more times in order to meet new people.
- He would love to work again/do some training.
- He also referred enjoying to do some sports (e.g., boccia).

## The Activities/ Participation Profile (TAPP)

The **TAPP** explores the general Activities/ Participation profile of the person before and after stroke. It quantifies the frequency with which the person is involved in each activity, and records the reasons why activities have been modified or changed. It also captures which activities the person would like to recommence and/or new activities to pursue. It has 110 items.

The Activities/Participation Profile (TAPP)										
	Diário	Semanal	Quinzenal	Mensal	Raramente	Nunca	Deixou de fazer	Porque?	Gostaria de Retomar? (Escala 1-5)	Gostaria de fazer? (Escala 1-5)
1. Falar (1, 10, 32, 36)										
2. Escutar (1)										
3. Falar/terapêutica/outras tratamentos (5, 10)										
4. Cabelos/Barba (3, 10)										
5. ...										

- On the **TAPP**, PS reported no longer doing 35 of the 110 activities after stroke and aphasia.
- His main reason for this was physical / motor difficulties; aphasia is also still a problem.
- He also reported having less friends to go out with or having a conversation.
- He is not satisfied with his present life (2/5).
- His wishes are consistent with those presented in the **CDP** and **POPS**.

## Barriers and Facilitator Checklist (BFC)

The **BFC** explores the barriers and facilitators experienced by the person with aphasia as interfering with their communication and social participation. It has 77 items, and was filled in by PS and his mother.

Barriers and Facilitators Checklist (BFC)		
A - É mais fácil ou mais difícil se o seu interlocutor:	É mais Fácil	É mais Difícil
1. Ouve com atenção o que lhe diz (16)		
2. Chama a sua atenção para o que vai dizer (15)		
3. Não desiste enquanto não o compreende (4)		
4. Não o deixa desistir de se fazer entender (4)		
5. Dá-lhe tempo extra para obter uma resposta (5, 7, 10, 11, 13, 16, 18)		
6. Não muda de tópico de conversa com o interlocutor (11, 15)		

- On the **BFC**, PS reported 30/ 77 barriers. Some of these are related with their interlocutors' attitude and some other with the context.
- Other barriers (e.g., motor problems, financial problems, under protection of his mother, lack of support from his friends and from the government) were also highlighted.
- Reflections from his mother revealed she is not aware of some of the barriers/ facilitators that PS reported as being important.
- She confirmed it's hard to communicate with PS.
- She also referred to the lack of support, in a general way.

## Summary and Conclusions

The combination of these tools determined a therapy plan focused on three goals for PS, namely:

- To improve communication between PS and his mother, educating her about best strategies to use.
- To explore with PS the use of total communication strategies, including the use of a dictionary of words/ communication book.
- To find new activities (e.g., boccia) that allow PS to go out more times and to know new people.

These three goals enabled the SLT to gain a better understanding of PS' concerns and wishes, and determine a new direction in therapy. The **TAPP** is lengthy but can be completed over two sessions, and some **BFC** items need clarification. Although time consuming, the outcomes are justified for PS.

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