



Nice Speech Lady SESSION MATERIALS: Clipboard Aides, Improving Understanding of Messages (No-Tech A/AC)

Many patients who demonstrate a combined receptive-expressive deficit could use methods to aid in quicker, more effective communication. There may be confusion when we speak to them in what type of message we are sending: are we asking a question that is a yes/no response, are we informing them of something, are we asking them to do something, or are we asking them an open-ended question?

Enclosed are speech-language pathology communication aides to improve receptive and expressive communication for patients which could utilize visual cues for structure. Benefits will include improved understanding of the messages of speakers, and also could be utilized by patients expressively as well. Listed in this packet are such visual aides that caregivers can choose from prior to the delivery of the message (and show to the patient) to inform the patient of what category is being pursued. These can be placed on separate clipboards for easier relay of communication:

- Questions asking for a “Yes/No/Maybe/I don’t know” response from the patient.
 - (Such as: “Do” questions, like “Do you want this?”;
 - “Is this your”; and,
 - “Is it time yet?”
 - “Can you use this?,” etc.)
- FYI (For Your Information)/Informing comments for the patient.
 - (Such as: “It is almost time for your bath”
 - “We will be leaving soon.”
- Command requests for performing a (body only) action-tasks:
 - (Such as: “Hand me a tissue, please”
 - “Throw out the trash?”
 - “Brush your hair,” etc.)
- Questions that request an open-ended response:
 - (Such as: “What?” questions, for example: “What is for dinner?”
 - “Which?” questions, for example: “What did you buy that hat?”
 - “How?” questions, for example: “How did you reach him?”
 - “Why?” questions, for example: “Why did you cancel the appointment?”
 - “Where?” questions, for example: “Where is your mother?”
 - “Who?” questions, for example: “Who is that calling?”

These no-tech Augmentative/Assistive Communication (A/AC) aides, based on the choice you use, are structural avenues for supporting receptive language. Your choice will inform the patient, in advance, the type of communication you are asking them to understand or respond to, aiding in receptive language effectiveness. Then, how they respond nonverbally or expressively through language can be more on target.

In a sense, these aides are communicating about the communication of the speaker prior to the message.



Writing the question/comment or using symbols with these structures also are an option for those who would benefit from the visual aspect of the communication (such as those who are hearing impaired or need additional time for processing). Having the question/request/comment in writing also can also allow for less stress if the temporal nature of hearing a question auditorily is a factor in progress.

Additionally, a sheet of some basic items for patients to choose from by using pointing/circling or reading is included as an addendum, for additional quick communication.

Sharing these aides with families/caregivers and practicing how to use them, perhaps one clipboard at a time, and adding in these options, may be a benefit to your patients.



Q:

YES

NO

MAYBE

I DON'T KNOW



**YOU FOLLOW
DIRECTIONS,
(PLEASE):**



FYI

(For you to know):



Q: (YOU ANSWER
WITH ANY
WORDS):



BATHROOM

I'M HURTING

I NEED HELP

HUNGRY

PLEASE CALL SOMEONE

BIG CHANGE OCCURRED:

■ **NEED HOSPITAL**

■ **NEED AN OFFICE VISIT
(DOCTOR)**

OTHER

■ **(ASK ME YES/NO QUESTIONS)**



References

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Cohen, Hallie, ["Script Training: The role of Written Cues"](#) (2015). USF Tampa Graduate Theses and Dissertations. <https://digitalcommons.usf.edu/etd/5667>

Kent - Walsh, J. (2008). [Communication Partner Interventions for Students who use AAC . Perspectives on Augmentative and Alternative Communication](#), 17, 1, 27-32.