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Five Fresh Perspectives on Applying LPAA Principles to Treatment for Neurogenic Communication Disorders

Guest Editor: Audrey Holland, PhD, CCC-SLP, BC-ANCDS

The Role of the Environment: Supporting language, communication and participation

Thomas Sather, PhD, CCC-SLP

Moderated by: Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com
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How to earn CEUs

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- Two opportunities to pass the exam
The Role of the Environment: Supporting language, communication, and participation

Tom Sather, PhD/CCC-SLP
University of Wisconsin – Eau Claire
Mayo Clinic Health System – Eau Claire

Learner Outcomes

After this course, participants will be able to:

- Identify at least five components of the environment as addressed by the World Health Organization’s International Classification of Functioning, Disability and Health (WHO-ICF).
- Identify at least three barriers and three facilitators to a participation-rich environment among individuals with aphasia.
- Identify at least three concrete strategies for aphasia rehabilitation that enhance the environment in order to support communication and participation among individuals with aphasia.
Disclosures

Financial: I received a paid honorarium by SpeechPathology.com for this presentation

Nonfinancial: I serve on the following boards:
- Wisconsin Hearing and Speech Board
- Aphasia Access
- Chippewa Valley Aphasia Group
- Chippewa Valley Aphasia Camp.

Content Disclosure: This learning event does not focus exclusively on any specific product or service.
Life Participation Approach to Aphasia: A Statement of Values for the Future


Core Values of the LPAA

The explicit goal is enhancement of life participation

Everyone affected by aphasia is entitled to service

Success measures include documented enhancement changes

Both personal and environmental factors are intervention targets

Emphasis on availability of services as needed at all stages of aphasia
Life participation approach to....early intervention

Life participation approach to....dysarthria

Life participation approach to....apraxia

Life participation approach to....
Continued

Living with Aphasia: Framework for Outcome Measurement (A-FROM)


The World Health Organization

International Classification of Functioning, Disability, and Health
World Health Organization – International Classification of Functioning (WHO – ICF)

5 Components of the Environmental Factors of the WHO-ICF

1. Products and Technology
2. Natural environment and human-made changes
3. Support and Relationships
4. Attitudes
5. Services, systems and policies
Environmental Factors
1. Products and Technology
2. Natural Environment and Human Made Changes to the Environment
3. Support and Relationships
4. Attitudes
5. Services and Policies

Chart adapted from ICF Framework of Health and Disability (WHO, 2001)
http://www.asha.org/PRP/Topics.aspx?folderid=8589935365&section=Key_Issues

Barriers and/or Facilitators
World Report on Disability
World Health Organization
The World Bank

“Disability arises from the interaction of health conditions with contextual factors – environmental and personal factors…”
World Disability Report, 2011, p. 5


"The political notion that disability is as much the result of environmental barriers as it is of health conditions or impairments must be transformed, first into a research agenda, and then into valid and reliable evidence."

"This evidence can bring genuine social change for persons with disabilities around the world."

A different look at the environment (Engel et al. 2016)

Physical and built environments, social conditions and human perceptions that combine to produce an atmosphere which is conducive to healing (Gesler, 1992)

Framework for analyzing the role of the Physical, Social and Symbolic environments and relationship to physical health and well being in specific places (Curtis, Gesler, Fabian, Francis & Prelbe, 2007).
Perspectives of the environment…from people with aphasia

What people with aphasia report about environmental preferences

Dalemans et al. (2010)

1. Quiet, familiar place:
   a. Part of a group
   b. Motivated to get out of the house
   c. Express feelings, thoughts, troubles
   d. Recurring theme of familiarity*
What people with aphasia report about environmental preferences

Howe, Worrall & Hickson (2008)

Interviews regarding environmental factors:
1. Awareness of Aphasia
2. Opportunities for Participation
3. Familiarity
4. Availability of Extra Support for Communication
5. Communication Complexity
6. Message Clarity
7. Time Available for Communication

Howe, Worrall & Hickson (2008)

10 participants with aphasia were observed in multiple environs

Six themes (44 barriers/59 facilitators):
1. Referents
2. Interaction
3. Familiarity
4. Communication Complexity
5. Time Available for Communication
6. Availability of Extra Support for Communication

Blue themes observed across both Interviews AND Observations of individuals with aphasia Howe et al. 2007 and 2008 studies
What people with aphasia report about environmental preferences
Le Dorze et al. 2014

- 17 PWA;

Among the environmental factors that were identified as facilitators for participation with people with aphasia included:

- Family/friends that adjusted to the aphasia and/or willing to help
- Opportunities within local aphasia organizations for relationships and participation
- Strangers who took on a positive attitude and tolerance for the presenting aphasia difficulties

Environmental Assessments
The Role of Assessing the Environment
The Shirley Ryan Ability Lab Rehabilitation Measures Database

https://www.sralab.org/rehabilitation-measures

(Potential) Problem in assessment…

The Tool Determines the Problems We Find

(Kagan, AphasiaAccess January 2016)
“The guidebook for what to ‘work on’ in treatment...is what the person with aphasia wants to work on”

Holland, 2017, University of Wisconsin – Eau Claire

Inpatient Functional Communication Interview
(IFCI; O’Halloran, Worrall, Toffolo, Code, & Hickson)

In-depth look at the effectiveness of communication by inpatients in acute/medical contexts – as determined in part by patients’ perceptions of importance

IFCI Staff Questionnaire – patients and nurses interviewed (O’Halloran, Coyle, & Lamont, 2016).
The Assessment for Living with Aphasia Toolkit (ALA) – 2nd edition

Available via the Aphasia Institute of Toronto –

Per their website:
- Corresponds with WHO-ICF
- Psychometrically sound assessment tool
- Provides quantitative and qualitative results from the perspective of people living with aphasia
- Captures real-life issues for planning and evaluating aphasia treatments and making funding decisions


COMACT and SOCACT
(Cruice, 2001; Aujla et al., 2016)

The Communicative Activities Checklist (COMACT) – Activities of reading, writing, communicating in various contexts (jokes, formal groups, etc.) rated in frequency of occurrence of activity

The Social Activities Checklist (SOCACT) – rating frequency of occurrence of a variety of activities – visiting community places, working on hobbies, playing with kids/grandkids, etc.
Communication Confidence Rating Scale for Aphasia – CCRSA (Babbitt & Cherney, 2010)

Communication Effectiveness Inventory (CEI) (Lomas et al., 1989)

The Activity Card Sort (Baum & Edwards)

89 Photographs
4 categories
Instrumental
Low physical demand leisure
High physical demand leisure
Social activities

Sorting task
“Done PTA; Not done PTA”
“Do more of; same; Less of; Given up”
The Life Interests and Values Cards

Home and Community
Creative and Relaxing
Physical
Social


Environmental Factors
1. Products and Technology
2. Natural Environment and Human Made Changes to the Environment
3. Support and Relationships
4. Attitudes
5. Services and Policies

Experience Sampling Method

<table>
<thead>
<tr>
<th>Daily Data Visualization – 1/17/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1 Sample 1</strong></td>
</tr>
<tr>
<td><strong>8:31 AM</strong></td>
</tr>
<tr>
<td><strong>How absorbed were you?</strong></td>
</tr>
<tr>
<td><strong>Where are you?</strong></td>
</tr>
<tr>
<td><strong>Skill vs. Challenge</strong></td>
</tr>
<tr>
<td><strong>When you alone or with someone?</strong></td>
</tr>
<tr>
<td><strong>What did you do towards your goal?</strong></td>
</tr>
<tr>
<td><strong>Image</strong></td>
</tr>
</tbody>
</table>

Data provided by Tom Sather
Lees & Sather, 2018
Continued

Core Values of the Life Participation Approach to Aphasia

- The explicit goal is enhancement of life participation
- Everyone affected by aphasia is entitled to service
- Success measures include documented enhancement changes
- Both personal and environmental factors are intervention targets
- Emphasis on availability of services as needed at all stages of aphasia

Data provided by Tom Sather
Lees & Sather, 2018
Return to Dalemans et al. (2010)

“In this study it becomes clear that they do not necessarily want to do more, but that they want their interactions to be more satisfying.” (p. 545)
Creating and Enhancing Environments
Supporting People with Aphasia

Environmental Factors
1. Products and Technology
2. Natural Environment and Human Made Changes to the Environment
3. Support and Relationships
4. Attitudes
5. Services and Policies

Barriers and/or Facilitators
Environmental Factor(s) can be addressed in any environment by any person.

Addressing Environmental Factors can be done in any setting, and can be part of billed assessments and interventions.

Meaning...this isn’t just for aphasia groups...or just for academics...or just for aphasia camps...

It’s for any setting....
Clinical Examples

Environmental Factors
1. Products and Technology
2. Natural Environment and Human Made Changes to the Environment
3. Support and Relationships
4. Attitudes
5. Services and Policies

Human interest neuro-related book

“Three Voices at the Table”
The Journal of Humanities in Rehabilitation

Patient Voice + Care Partner Voice + Clinician/Provider Voice

Environmental Factors
1. Products and Technology
2. Natural Environment and Human Made Changes to the Environment
3. Support and Relationships
4. Attitudes
5. Services and Policies
Environmental Factors

1. Products and Technology
2. Natural Environment and Human-Made Changes to the Environment
3. Support and Relationships
4. Attitudes
5. Services and Policies

Authentic opportunities

- Speech in front of the group
- Proofing the flyers and presents
- Negotiation and planning
- Making phone calls for room blocks, filling out paperwork, emails with hotels
- Using technology in-the-moment
Driven by the person with aphasia...not the clinician

Environmental Factors
1. Products and Technology
2. Natural Environment and Human Made Changes to the Environment
3. Support and Relationships
4. Attitudes
5. Services and Policies

Training Communication Partners

Systematic Review (Simmons-Mackie, Raymer & Cherney, 2016)

Communication partner training can be effective in supporting communication, and should be a part of environmental support

World Health Organization –
International Classification of Functioning (WHO –ICF)

Health Condition
(Aphasia)

Body Functions and Structures

Activity

Participation

Contextual Factors

Environmental Factors

Personal Factors

5 Components of the
Environmental Factors of the
WHO-ICF

1. Products and Technology
2. Natural environment and human-made changes
3. Support and Relationships
4. Attitudes
5. Services, systems and policies
Chapter 1 – Products and Technology
“Better because of bike riding available”

Chapter 2 – Natural environment and human-made changes to environment “Beautiful – it was like finding a calm place in the crazy hectic life.”

Chapter 3 - Support and Relationships “A great connection with others we identify with. A feeling of inclusion”

Chapter 4 – Attitudes “Everyone (especially the staff) is always friendly and helpful.”

Chapter 5 – Services, Systems and Policies “Knowing someone else is watching out for my husband’s interests.”

Sather, Hoepner, Clarke, Clark & Knutson, 2015

The importance of challenge...
The importance of challenge…but mitigated with support

Photos courtesy Chippewa Valley Aphasia Camp

https://pxhere.com/en/photo/929019

The concept of “flow” – being so absorbed in something you lose track of time, forget what was on your mind, and are feeling a sense of control

Mihalyi Csikszentmihalyi

https://commons.wikimedia.org/wiki/File:Mihaly_Csikszentmihalyi.jpg
Environmental Factors

1. Products and Technology
2. Natural Environment and Human-Made Changes to the Environment
3. Support and Relationships
4. Attitudes
5. Services and Policies

Sather, Howe, Nelson & Lagerwey, 2017
Extraordinary Landscapes – enduring reputations for healing, but typically shorter duration, ↑ difficulty w/ access ($$$, distance, etc.)

Ordinary Landscapes – landscapes regularly encountered that promote healing/peace/wellbeing

Importance of social supports and meaningful activities as contributors to building of these landscapes.
"We caution against the assumption either that clinical environments are categorically restrictive or that so-called “naturalistic” environments (home, community, and workplace) are by contrast, rich, supportive, and nondirective or egalitarian." (p. 226)

Hengst, Duff, & Jones (2018)

A few takeaways
Enriching the environment
Facilitating environments rich for participation

1. Use an environmental framework: WHO-ICF, Engel, others.... This will guide your assessment and intervention
2. Approach the environment to enhance facilitators and/or reduce barriers
3. Addressing the environment IS assessment/intervention. Make it a part of your intervention, not an adjunct to your intervention.
4. The individual with aphasia and care partners drive the environmental assessment and interventions
5. To assess the environment – ask the individual with aphasia and care partner; Use a structure that addresses the environment (not just impairment-based measures)
6. Embed and emphasize the importance of CHALLENGE
7. ANY Environment / ANY time / by ANY person/s
Questions and discussion

Thank you!

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@TomSatherSLP
References


References (con’t)


References (con’t)


