Multidimensional treatment of aphasia: A self portrait

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• Katarina L Haley is an associate professor at UNC; Kevin Cunningham is a doctoral student at UNC. No other disclosures
Outline

• My story

• My recovery

• Outcomes

• Principles of treatment and conclusions
Getting started Drawing

- Copy pictures
- Demonstration
- Draw a box on paper, give them pencil, point to box
- Clinician should be drawing all the time to supplement instructions and conversation
- Clinician is always the model
- Don’t necessarily need command to draw
Teaching Drawing as an augmentative strategy

- Redraw their message including the important features and point them out
- Ask them to add important features to drawing
Remember...

- Interactive; the burden of communication shared
- Integrate drawing into all therapy
Communication Repair

• Restate the main topic
• Restate what you know or what you think you understand from the pictures so far
• Ask what is important in this drawing
  • Ask patient to enlarge this part
• Give choices of what it could be, go more broad if necessary
Wrap-up

• People with aphasia can drive the treatment selection and implementation process
• People with aphasia can make improvements in actual communication
• Treatment can be staged to focus on particular domains driven by client needs


