

# APHASIA HOME SUPPORT GUIDE

## Augmentative and Alternative Communication: Communication Boards

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### Principles

- Incorporating **non-verbal** methods to **compensate for or supplement** impaired speech, thereby improving **communication effectiveness** (Baylor et al., 2020).
- Provides an intuitive communication channel using images, text, and symbols, which can reduce frustration and enhance autonomy and life participation (Baylor et al., 2020).

#### 1 Target Audience

- Patients with **moderate to severe** aphasia.
- Patients who can make a choice by **pointing, eye-gazing**, or using a **gesture**.

#### 2 Design of Current Guide

- A4 paper-based board.
- Grid layouts such as 2x2 (14x9cm cells) or 3x4 (7x5.5cm cells).
- Each cell contains a target word or useful phrase with a corresponding picture.

#### 3 Steps

##### Step 1

- When the patient needs to communicate, the carer presents the communication board. The patient points to a relevant picture/word to express an immediate need.

##### Step 2

- The carer responds immediately to confirm the patient's intent.
  - E.g., "You pointed to 'unwell'. Where do you feel unwell? Can you show me?"

##### Step 3

- The carer confirms again and acts on the intent.
  - E.g., "You pointed to 'head'. I understand. Let me help you to the bed to rest."

#### \*\*\*Tips

- » Communication boards are personalised tools; content should be tailored to the patient's abilities, interests, and needs.
- » If the patient needs more time to process information and respond, wait patiently for at least 10–15 seconds.
- » Even if the patient's pointing is not entirely accurate, affirm their communication attempt and help them find the correct expression.
- » Keep the board within easy reach and encourage its use in all environments, not just during practice.
- » The board does not replace all attempts at speech; encourage patients to use it alongside any speech or gestures.

ⓘ The information provided is for reference purposes only. For professional management or to learn more, please contact a speech and language therapist.

#### Reference(s)

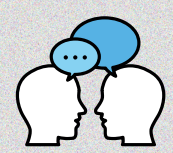
- BAYLOR, C., BURNS, M., MCDONOUGH, K., MACH, H., & YORKSTON, K. (2020). TEACHING MEDICAL STUDENTS SKILLS FOR EFFECTIVE COMMUNICATION WITH PATIENTS WHO HAVE COMMUNICATION DISORDERS. AMERICAN JOURNAL OF SPEECH-LANGUAGE PATHOLOGY, \*29\*(4), 1–14. [HTTPS://DOI.ORG/10.1044/2020\\_AJSLP-20-00016](https://doi.org/10.1044/2020_AJSLP-20-00016)

Organised By

Funded By

Incubated By

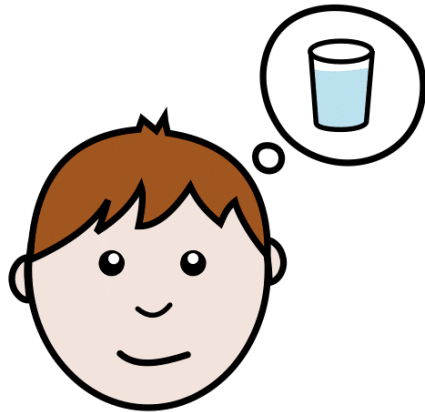




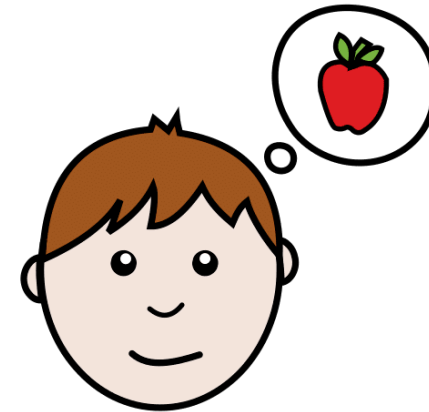
**go toilet**



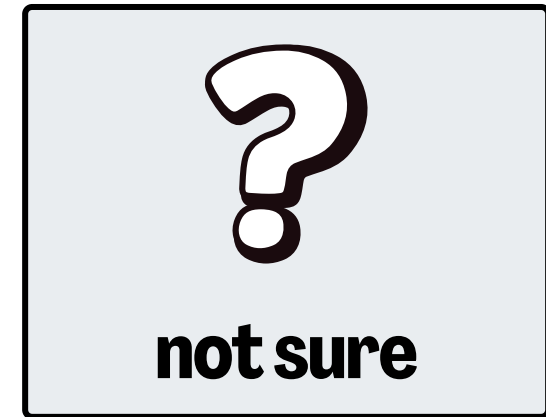
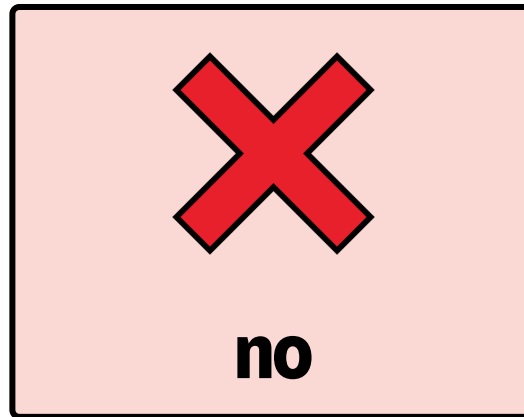
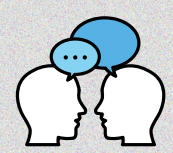
**discomfort**

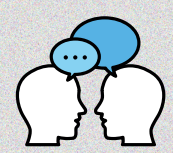


**thirsty**



**hungry**

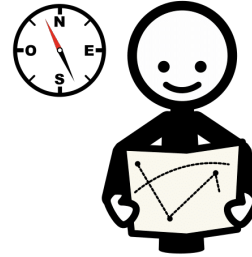




**who?**



**when?**



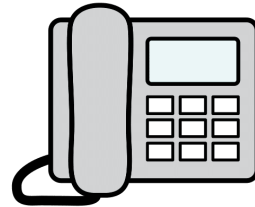
**where?**



**why?**



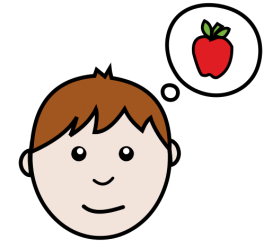
**yes**



**phone**



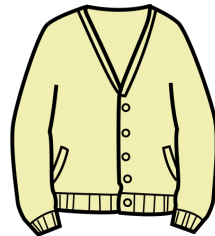
**discomfort**



**hungry**



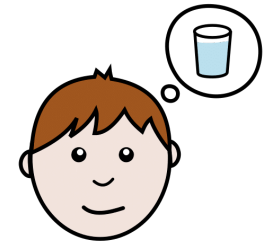
**no**



**jacket**



**go toilet**



**thirsty**