



Your FREE Aphasia Resource Packet

From Integrative Reconnective Aphasia Therapy

A note from Integrative Reconnective Aphasia Therapy

In your FREE Aphasia Resource Packet, we have shared some of our *best kept secrets*, including unique *at home practice* activities, Aphasia wallet cards that can be *personalized to meet your needs*, an example of our *innovative treatment materials* we use with our clients and their families, and more! We hope that these materials will assist you throughout your *recovery*, and help to promote ongoing *self-advocacy* and *effective practice methods*.



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LIST OF COMMUNICATION STRATEGIES

PRINTABLE list that can be posted in your home, at work, or shared with family and friends

2

APHASIA WALLET CARDS

PERSONALIZED with your emergency information

3

AT HOME LANGUAGE ACTIVITIES

A list of **UNIQUE** language activities and games that can be practiced **AT HOME** each day

4

AN INNOVATIVE TREATMENT ACTIVITY

STEP-BY-STEP INSTRUCTIONS demonstrating one of our many treatment activities that can be implemented with a communication partner



COMMUNICATION STRATEGIES



Remove auditory and visual distractions, such as the TV or radio



Have the PWA's (person with Aphasia) attention before speaking to them



Use short, direct sentences while maintaining an adult tone



Repeat or rephrase your message as needed



Give the PWA time to respond



Ask yes/no questions to confirm understanding



Do not fill in words or complete sentence for the PWA, unless they ask you to

If writing/reading is helpful:



Write down key words on a whiteboard or blank paper to assist with comprehension and/or to provide choices for them to select



Allow PWA to write, draw, or gesture as needed



If you understand the message, try not to correct the PWA



Be patient





Carrying a personalized wallet card can be a great way to educate others about Aphasia and about the communication strategies that help you the most. Aphasia cards can also be great to use in a high-stress situation such as attempting to order with a long line of people behind you, getting pulled over by a cop, or trying to reschedule a canceled flight. Educating others about Aphasia and how they can best help you will allow you to communicate with the most success.

To use one of our Aphasia cards, print the page below. Cut out the card that best fits your diagnosis (Aphasia and/or Apraxia of Speech) and communication preferences, then fold it along the dotted line. We recommend printing the cards on sturdier paper (e.g. cardstock) or laminating them so that they will last longer.



Aphasia Wallet Cards



Integrative Reconnective Aphasia Therapy

I have Aphasia.

To best communicate with me please:

- (1) Speak in short, direct sentences.
- (2) Give me time to respond.
- (3) Write down key words if I do not understand.
- (4) Ask me yes/no questions to confirm we understand each other.



Integrative Reconnective Aphasia Therapy

My name is: _____

APHASIA affects my ability to speak, understand, read, and write. Aphasia **does not** affect my intelligence.

Emergency Contact Information:

Home Address: _____

Emergency Contact: _____

Emergency Contact Number: _____



Integrative Reconnective Aphasia Therapy

I have Aphasia.

To best communicate with me please:

- (1) Speak in short, direct sentences.
- (2) Give me time to respond.
- (3) Allow me to write or draw.
- (4) Write down key words if I do not understand.



Integrative Reconnective Aphasia Therapy

My name is: _____

APHASIA affects my ability to speak, understand, read, and write. Aphasia **does not** affect my intelligence.

Emergency Contact Information:

Home Address: _____

Emergency Contact: _____

Emergency Contact Number: _____



Integrative Reconnective Aphasia Therapy

I have Aphasia.

To best communicate with me please:

- (1) Speak in short, direct sentences.
- (2) Reduce distractions or loud noise
- (3) Write key words for me.
- (4) Ask me yes/no questions to confirm we understand each other.



Integrative Reconnective Aphasia Therapy

My name is: _____

APHASIA affects my ability to speak, understand, read, and write. Aphasia **does not** affect my intelligence.

Emergency Contact Information:

Home Address: _____

Emergency Contact: _____

Emergency Contact Number: _____



Aphasia and Apraxia of Speech Wallet Cards



Integrative Reconnective Aphasia Therapy

I have Aphasia and Apraxia of Speech.

To best communicate with me please:

- (1) Speak in short, direct sentences.
- (2) Give me time to respond.
- (3) Allow me to write or draw.
- (4) Ask me yes/no questions



Integrative Reconnective Aphasia Therapy

My name is: _____

APHASIA affects my ability to speak, understand, read, and write. Aphasia **does not** affect my intelligence.

Emergency Contact Information:

Home Address: _____

Emergency Contact: _____

Emergency Contact Number: _____



Integrative Reconnective Aphasia Therapy

I have Aphasia and Apraxia of Speech.

To best communicate with me please:

- (1) Speak in short, direct sentences.
- (2) Ask me yes/no questions.
- (3) Allow me to write or use my iPad to communicate.
- (4) Call my caregiver for information.



Integrative Reconnective Aphasia Therapy

My name is: _____

APHASIA affects my ability to speak, understand, read, and write. Aphasia **does not** affect my intelligence.

Emergency Contact Information:

Home Address: _____

Emergency Contact: _____

Emergency Contact Number: _____





At Home Therapy Activities

1. Name 5 verbs associated with 10 different objects you find around your house.
(e.g. Cup: drink, fill, empty; Door: open, shut, slam)
2. Word association game: This task can be done with at least one other person. Begin with any word and take turns generating an associated word to the previous word until someone gets stuck.
(e.g. Computer- program- tv- Netflix- movie- theatre- Broadway etc.)
3. Similar to the game "Scattergories," pick a broad category (names, animals, foods, states) and try to come up with words in that category that start with a certain sound.
(e.g. if the category is "animals that start with /p/": porcupine, pony, puppy, parrot, panda, panther).
4. Start with a category but take turns and go through the alphabet.
(e.g. If your category is "things at the grocery store": apple, banana, carrot, dish soap, eggs, fish, Gatorade etc.)
5. Pick a few objects around the house and talk about them. List the category it belongs in, what it looks like, and what the object does or what you do with the object.
(e.g. Egg: food, white, oblong, fragile, crack, beat, fry)



Sentence Manipulation

****A helper is required for this task****

For Additional Activities Visit:
www.iraphasiatherapy.com/shop

PROCESSES

Syntax, Working Memory

COMMUNICATION SKILLS

Auditory Processing, Fluency, Sentence Formulation, Lexical Retrieval

LANGUAGE DOMAINS

Verbal, Listening, Writing

WRITTEN MODALITY: If you wish to target writing, have the Person with Aphasia write the sentence after they say it verbally.

Additional Suggestions:

- ❖ Manipulate the types of words that the Person with Aphasia needs particular work on (i.e. verbs, prepositions, numbers, etc.)

STEPS

1. Provide a verbal sentence to the **Person with Aphasia (PWA)**, asking them to hang onto it in their memory.
2. PWA repeats the sentence.
3. Ask PWA to change or add a word in the sentence.
4. PWA verbally states new sentence.
5. Repeat steps 3-4.

EXAMPLES

Example 1 (change word):

Helper: “The woman climbs the stairs.”

PWA: “The woman climbs the stairs.”

Helper: “Change stairs to mountain.”

PWA: “The woman climbs the mountain.”

Example 2 (add word):

Helper: “The woman climbs the stairs.”

PWA: “The woman climbs the stairs.”

Helper: “Add the word elderly.”

PWA: “The elderly woman climbs the stairs.”

TASK MODIFICATION

To make this task easier:

1. Simplify sentence to SV structure (i.e. Woman climbs.)
2. Select words that are shorter in length rather than multiple syllables.

To make this task harder:

1. Increase # of words in the sentence.
2. Increase the # of words you manipulate or add, starting with 2.
3. Select words that are longer in length, more syllables.



STIMULI SETS

Set 1

Sentence: The boy eats.

Change *boy* to *girl*.

Sentence: The girl eats.

Change *eats* to *drinks*

Sentence: The girl drinks.

Add *juice*

Sentence: The girl drinks juice.

Change *juice* to *milk*.

Sentence: The girl drinks milk.

Change *girl* to *man*.

Sentence: The man drinks milk.

Change *drinks* to *pours*.

Sentence: The man pours milk.

Change *milk* to *beer*.

Sentence: The man pours beer.

Change *man* to *bartender*.

Sentence: The bartender pours beer.

Change *pours* to *spills*

Sentence: The bartender spills beer.

Set 2

Sentence: She took the stairs.

Change *stairs* to *elevator*

Sentence: She took the elevator.

Change *elevator* to *escalator*

Sentence: She took the escalator.

Change *she* to *they*

Sentence: They took the escalator.

Change *took* to *broke*

Sentence: They broke the escalator.

Change *broke* to *fixed*

Sentence: They fixed the escalator.

Change *escalator* to *helicopter*

Sentence: They fixed the helicopter.

Change *fixed* to *rode*

Sentence: They rode the helicopter.

Change *they* to *he*

Sentence: He rode the helicopter.

Change *helicopter* to *automobile*

Sentence: He rode the automobile.

Set 3

Sentence: They walked outside.

Change *outside* to *inside*

Sentence: They walked inside.

Change *walked* to *ran*

Sentence: They ran inside.

Change *inside* to *on the trail*

Sentence: They ran on the trail.

Change *ran* to *biked*

Sentence: They biked on the trail.

Change *biked* to *hiked*

Sentence: They hiked on the trail.

Change *on the trail* to *up the mountain*

Sentence: They hiked up the mountain.

Change *hiked* to *climbed*

Sentence: They climbed up the mountain.

Change *they* to *the woman*

Sentence: The woman climbed up the mountain.

Change *mountain* to *stairs*

Sentence: The woman climbed up the stairs.

Set 4

Sentence: The 3 children went to the same school.

Change *school* to *daycare*

Sentence: The 3 children went to the same daycare.

Change *3* to *25*

Sentence: The 25 children went to the same daycare.

Change *children* to *preschoolers*

Sentence: The 25 preschoolers went to the same daycare.

Change *daycare* to *church*

Sentence: The 25 preschoolers went to the same church.

Change *25* to *13*

Sentence: The 13 preschoolers went to the same church.

Change *preschoolers* to *families*

Sentence: The 13 families went to the same church.

Change *church* to *meeting*

Sentence: The 13 families went to the same meeting.

Change *13* to *5*

Sentence: The 5 families went to the same meeting.

Change *meeting* to *park*

Sentence: The 5 families went to the same park.



Set 5

Sentence: The employee was fired by his boss.

Change *fired* to *hired* and change *boss* to *manager*.

Sentence: The employee was hired by his manager.

Change *employee* to *contractor* and change *his* to *her*.

Sentence: The contractor was hired by her manager.

Change *contractor* to *woman* and change *manager* to *friend*.

Sentence: The woman was hired by her friend.

Change *hired* to *helped* and change *friend* to *colleague*.

Sentence: The woman was helped by her colleague.

Change *woman* to *girl* and change *colleague* to *classmate*.

Sentence: The girl was helped by her classmate.

Change *helped* to *called on* and change *classmate* to *teacher*.

Sentence: The girl was called on by her teacher.

Change *girl* to *student* and change *called on* to *informed*.

Sentence: The student was informed by her teacher.

Change *student* to *dancer* and change *informed* to *shown*.

Sentence: The dancer was shown by her teacher.

Change *shown* to *lifted* and change *teacher* to *partner*.

Sentence: The dancer was lifted by her partner.

FOR ADDITIONAL ACTIVITIES VISIT:

www.iraphasiatherapy.com/shop



DO YOU WANT MORE?

If you liked what you saw in this FREE resource packet, and you want to learn more about how Integrative Reconnective Aphasia Therapy can help you build a recovery program tailored to your individual needs, schedule a [FREE INITIAL CONSULTATION](#) or [BOOK A PHONE CALL](#) with Brooke Lang now! We can discuss your communication goals and I will show you how we are different from the traditional speech and language services you may have received in the past or are currently receiving.



If you're ready for a fresh, innovative approach to Aphasia Therapy, [CALL ME NOW!](#)

