




Supporting Patient-Provider Communication for Persons who Rely on AAC:

An Online Training for Pre-service Professionals

Becca Stroschein, Karley Baker,
David Chapple, & David McNaughton

ATIA 2022




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PACT Strategy to Support Communication

P Prepare for the visit

- Review the history for the appointment
- Prepare communication aids for the appointment
- Review the patient's medical history

A Ask questions

- Ask open-ended questions
- Ask specific questions

C Create a plan

- Develop a plan of care
- Identify communication and decision-making aids

T Take away material

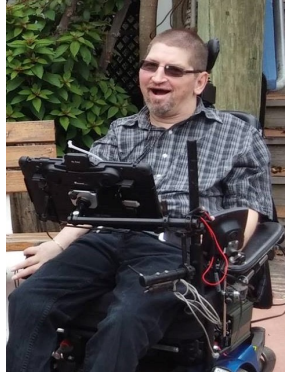
- Document the information



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David Chapple

- Co-Leader of Training and Dissemination Team for the RERC on AAC
- Vice-President of Accessible Housing (Austin, Texas)
- Employee of "Training 4 Transformation"




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David Chapple's Blog Speaking with Professionals - Alternatively

ANTHONY ARNOLD
Anthony Arnold uses an Access 1800 with Touch 140 to represent the text in word prediction system. Other times he uses the LAMP Words for Life app as a visual of different word prediction apps based on his field and iPhone for more portable solutions. He went on to say:

Karina Arellano
As a Certified Nursing Assistant (CNA) Karina Arellano started working in a nursing home about three years ago. Currently, while working at Central Justice, she is working as a Personal Care Aide (PCA) for two individuals who use AAC to be specific. They both use an Access 1800. She works with them from Monday to Friday.

Dr. Joe Urquidez
Dr. Joe Urquidez (Dr. Joe) is the Medical Director and founder of the Physical Medicine and Rehabilitation Institute where he specializes in intensive inpatient rehab with lower extremity stroke patients and brain injury. Currently, Dr. Joe uses Access 1800 for patient communication on his mobile and use AAC for his patients who are unable to speak. The biggest challenge concerning with patients who use AAC access is not in IV, but in the time it takes to communicate. Most interactions.

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Supporting Patient-Provider Communication

Welcome!

Effective communication between patients and healthcare providers is essential for positive outcomes. In this module you will learn different ways to support patient-provider communication.

In this module you will see how FACT can be used to support positive outcomes for:

- Patients** on adult with cerebral palsy. In a module of this RERC on AAC (audiotape) team, and a list of all the results. Dave will describe his development of a communication prescription to improve communication outcomes.
- Patients** on autistic, nonverbal and fabricated artist, as he prepares for a dental appointment. The use of visual aids, including social stories and other communication supports help to create a more positive communication experience for ages.
- Patients** on the recovery from an accident in the hospital. This case illustrates the importance of hearing.

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AAC Learning Center Moodle

Available courses

- AAC for Children - An Introduction**
Augmentative and Alternative Communication (AAC) supports communication for children who have difficulty with speech.
- Alternative Access**
Alternative access provides methods and strategies to enable people with disabilities to access technology.
- Developing AAC Systems for Children**
AAC systems should be based on the knowledge, skills, and interests of the individual child, and support participation in a wide variety of activities.
- Family-Centered Skills: Active Listening for SLPs**
The use of family-centered skills, including active listening, result in positive relationships with family members and improved outcomes.

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Patient-Provider Communication

FREE COVID-19 COMMUNICATION TOOLS & RESOURCES

- FREE
- READY TO USE
- SINGLE PATIENT USE
- PATIENT DIGNITY

PATIENT-PROVIDER COMMUNICATION
Role for Speech-Language Pathologists and Other Health Care Professionals

SARAH W. BLACKSTONE
DAVID R. BEUHMANN
KATHRYN M. YORKSTON


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Impact of Patient-Provider Communication

- Patients with communication challenges are **3x** more likely to experience a **preventable** adverse event (Bartlett et. al, 2008)
- Estimated that **\$6.8** billion could be saved every year if communication barriers were addressed (Hurtig et. al, 2018).

WHAT IS MY PROGNOSIS?
WHAT WILL HAPPEN NEXT?
I'M IN PAIN.
WHAT ARE MY OPTIONS?
I WANT TO DISCUSS MY OPTIONS.
I HAVE ANOTHER QUESTION.



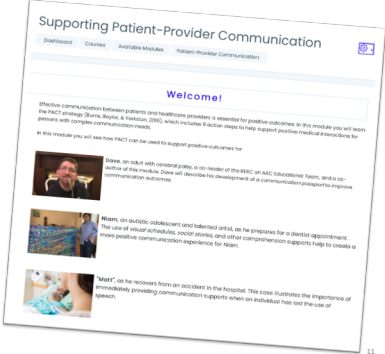
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How would you prepare yourself, a family member, or a client for a medical appointment?

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Supporting Patient-Provider Communication

P	Prepare for the visit
A	Ask questions
C	Create a plan
T	Take away material



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P	Prepare for the visit
A	Ask questions
C	Create a plan
T	Take away material

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P Prepare for the visit	Discuss the purpose of the appointment with provider
A Ask questions	Create communication supports
C Create a plan	Prepare to meet new communication partners
T Take away material	Prepare to share important information

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P Prepare for the visit	Prepare patient questions
A Ask questions	
C Create a plan	Anticipate provider questions
T Take away material	

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P Prepare for the visit	Review the structure of the appointment
A Ask questions	
C Create a plan	Identify communication and decision-making roles
T Take away material	

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P Prepare for the visit	Document key information
A Ask questions	
C Create a plan	
T Take away material	

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Moodle Training in PACT Strategy

- Introduction of PACT strategy
- 3 example cases
 - Adult with cerebral palsy
 - Adolescent with autism
 - Adolescent with traumatic brain injury
- Practice cases
 - 3 guided practice
 - 3 advanced practice

P

Prepare for the visit

A

Ask questions

C

Create a plan

T

Take away material

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PACT Strategy: Introduction

Rosemary's Experience

Rosemary Muscacio is an adult with cerebral palsy. She has included this introduction statement on her AAC display:

My word board has a clearly printed label on the right side that says, "Please sit on my left side as I point to each word or letter with the lower knuckle of my right thumb. Say the word or letter out loud as I point to it." It has been very helpful to post instructions on my word board and other AAC supports.



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PACT Strategy: Introduction

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PACT Strategy: 3 Case Examples



Visual Schedule

Nina created a visual schedule of the different steps in the dentist visit.

Visual Schedule (Dentist)

-  Go to the dentist
-  Wait in the lobby
-  Sit in the dentist chair
-  Examine your teeth
-  Eat french fries

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Guided notes

Patient-Provider Communication Guided Notes

The 5 million Americans with complex communication needs¹ are 3 times more likely to experience preventable adverse medical events².

The PACT strategy³ contains 9 action steps to support positive patient-provider communication for persons who would benefit from AAC.




Action steps	Examples for adolescents and adults	Examples for children and individuals with high cognitive support needs
PREPARE		
<ul style="list-style-type: none"> Discuss the purpose for the appointment 	<ul style="list-style-type: none"> Document concerns and history Share info with provider before visit (message from patient) 	<ul style="list-style-type: none"> Document concerns and history, special visit needs Share info/meet with provider before visit (message from parent or caregiver)
<ul style="list-style-type: none"> Prepare communication support 	<ul style="list-style-type: none"> Review/add vocabulary, key phrases Make referrals to speech-language pathology (SLP), and occupational therapy (OT) if needed 	<ul style="list-style-type: none"> Practice use of vocabulary in role plays Prepare to offer choices Make referrals to SLP/OT if needed
<ul style="list-style-type: none"> Prepare to meet with communication partners 	<ul style="list-style-type: none"> Prepare Introduction Statement (describe use of AAC system) 	<ul style="list-style-type: none"> Prepare Introduction Statement (describe use of AAC system)

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Guided Practice: Drag and Drop

PACT practice: Anna at the doctor's office




Background: Anna is a 6-year-old girl with autism. Anna lives with her grandma, mom, dad and two brothers. Anna is in second grade and loves to read. Anna enjoys playing on her family's farm in Nebraska and feeding their chickens.

Communication skills and supports: Anna has used an augmentative and alternative communication (AAC) device since she was the age of 3. Anna is able to read and uses a combination of symbols and words on her display. Anna's mom often helps her communicate by breaking down questions to make sure she understands them as well as encouraging new communication partners to give her extra response time. Anna is most comfortable when the routine is predictable, and she is with familiar people. She dislikes bright lights and loud noises.

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PREPARE

- Discuss the purpose for the visit
- Example: Email the nurse's office and explain Anna's need for a quiet setting with low light levels.

Supports

- Prepare _____ supports
- Example: Review the vocabulary with Anna to support communicating how she is feeling through the blood work (e.g., dizzy, great, okay)

communication
structure
choices
All About Me!
"When am I done?"
happy final step


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Advanced Practice: Fill in the blanks

PACT advanced practice: Justin's educational planning meeting

Introduction and Background

Justin is an eighteen-year-old boy. He is in his 12th grade year at East Grove Elementary School in Raleigh, North Carolina. Justin likes to spend his time playing video games with his friends and going kayaking. Justin is really excited for college next year and hopes to take video game design courses. Justin lives at home with his Mom and Dad.



Medical situation/appointment:

On Tuesday, Justin was in a car accident. Both Justin (and his mother, who was driving) survived, but Justin suffered a traumatic brain injury, and was rushed into surgery. Justin woke up in the hospital, unsure of why he was there. He was unable to speak, and had blurred vision in his right eye. He could recognize his dad when he came in the room. Justin also had some movement in his left hand.

The doctors came in to explain to Justin that he had been in a car accident and had suffered a traumatic brain injury, as well as broken bones in his legs. They told Justin that he would slowly regain the use of speech over the next 2-3 months. Because Justin will be in medical and rehabilitation facilities for the next 3-4 months, Justin's case manager has asked for a team meeting to discuss how Justin will continue to participate in educational activities while in the hospital and, eventually, his rehabilitation facility.

Communication skills and supports:


Justin is fully literate and appears to have suffered some memory loss. Justin is great at technology but has never used assistive technology. Justin's dad has to balance being with him as well as being with his mother, so he does not always have someone with him in his hospital room. Justin gets frustrated about not being able to speak and feels like a lot of decisions are out of his control.

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Advanced Practice: Fill in the blanks

PACT advanced practice: Justin's educational planning meeting

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Prepare
Discuss the purpose for the appointment/meeting
Example: Summarize Justin's concerns for education, especially missing the social aspect of school.
Prepare communication supports
Example: Make a referral to _____ language pathology to ensure Justin receives a full AAC evaluation and access to communication supports

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Training

- Introduction of PACT strategy
- 3 example cases
- 6 practice cases

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Pretest → Training → Posttest

- Pretest:** Presented with a case study
- Training:** Introduction of PACT strategy, 3 example cases, 6 practice cases
- Posttest:** Completed a different case study

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Assessment probes

- Child with autism
- Adult with cerebral palsy
- Adolescent with wired jaw

Introduction and Background
Clare is a six-year-old child with autism. She just started kindergarten at Sunnyside Elementary in Orlando, Florida. Clare loves Paw Patrol, drawing, and going to school, and her favorite color is pink! She also loves dancing, and on weekends is part of a dance group called the "Show Stoppers". She lives with her mom and dad, her brother Jason, and her dog Marley.

Communication skills and supports:
Clare has received early intervention services since she was three years old. She does not use speech, and has a small AAC device that contains 30-40 words (represented by pictures) for requesting preferred items and activities. Clare uses a thumbs up for "yes" (e.g., when asked if she likes toast) and a thumbs down for no (e.g., when asked if she likes toast). Clare has difficulty with spoken instructions that contain a lot of steps. She appears to become anxious at new experiences and changes in her routine, and she also vocalizes and shakes her head when bright lights and loud noises are present. Clare's mom and dad attend all medical appointments with her, and do their best to make it as positive an experience as possible.

Medical situation/appointment
Clare wears glasses and has to get an eye exam every year. On Tuesday, Clare will be going with her mom for her annual exam. She has been rubbing her eyes a lot recently, so it may time for a prescription change. The family has recently moved, so this is Clare's first visit with this eye doctor.
Clare frequently becomes upset at the eye doctor because of the unfamiliar surroundings (e.g., the waiting room) and activities (e.g., the eye exam). At the end of the exam, her parents will be ordering a new pair of glasses for Clare - her most recent pair got broken because Clare put them in her backpack without putting her glasses in their case.

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• What do you think was the most used strategy for the child with autism spectrum disorder?


- a) Anticipate provider questions
- b) Review the structure of the appointment
- c) Identify communication and decision-making roles


Introduction and Background

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Clare has received early intervention services since she was three years old. She does not use speech, and has a small AAC device that contains 30-40 words (represented by pictures) for requesting preferred items and activities. Clare uses a thumbs up for "yes" (e.g., when asked if she wants to watch TV) and a thumbs down for no (e.g., when asked if she likes toast). Clare has difficulty with spoken instructions that contain a lot of steps. She appears to become anxious at new experiences and changes in her routine, and she also vocalizes and shakes her head when bright lights and loud noises are present. Clare's mom and dad attend all medical appointments with her, and do their best to make it as positive an experience as possible.







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Today I am going to Neurology for an appointment. I will do many things while I am at Neurology. This story will tell me what my appointment will be like.





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What do you think was the most used strategy for the adult with cerebral palsy?

- a) Document key take-away information
- b) Prepare to meet new communication partners
- c) Prepare patient questions

Introduction and background:

Elias is a 32-year-old man with cerebral palsy. He enjoys writing, and he graduated in 2013 from California State University with a Masters in Journalism. Elias now writes on political and disability issues for the Berkeley Times, a community newspaper in San Francisco, California. He also maintains an active online blog. Elias lives with his wife, Jennifer, and his two cats, Sam and Frodo.

Communication skills and supports:

Elias communicates using his speech and his AAC device. For quick communication, Elias says "yes", "no", and other short phrases, but often it is difficult for unfamiliar partners to understand his speech. Elias recently obtained a new augmentative and alternative communication device, which provides speech output. To communicate with others using his AAC device, Elias can spell words letter-by-letter, but this can be a slow process, so he also uses the words and phrases in his device. Elias has a mild hearing loss, so he always tries to sit close to his communication partner, and position himself so he can see the speaker's face.

Elias has a personal care attendant to accompany him to medical procedures and appointments. The PCA is there to help with physical needs, but Elias is the decision-maker at all of his appointments. Unfamiliar communication partners sometimes direct their questions to the personal care attendant (or look to them for clarification) when they do not understand Elias' speech or his AAC message.

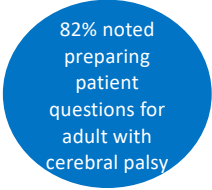
Medical situation/appointment:


Elias has an appointment on Monday with a new physical therapist. His doctor referred him to a physical therapist after Elias described the lower back pain that he was experiencing, a problem for which he has received a number of different treatments in the past. Elias wants to discuss some options for treatment with the physical therapist.






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Pre-training response:

- One action step Clare's mom could take to ensure a positive communication outcome is to ask the provider to use effective communication by using language that Clare understands. **Her mom could show the eye doctor the 30-40 words Clare uses so the provider knows what kind of language works well with Clare.**
- Her mom could also bring some of Clare's favorite activities to the appointment so she does not become upset during the unfamiliar surroundings such as the waiting room, by bringing coloring books to draw or a tablet to watch Paw Patrol.



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Post-Training Response:

- Discuss with the ophthalmologist the purpose for the appointment by summarizing Clare's concerns for the eye exam (e.g., her being upset in the waiting room and during the eye exam) and share it with him or her. Prepare **communication supports by adding specific vocabulary into her AAC device.** Also prepare to meet new communication patterns by preparing an **introduction statement for Clare** that can be shared with the people working at the eye clinic so that they are informed about how Clare communicates. Next, the parents should **prepare any questions Clare may have and send them to the ophthalmologist ahead of time.** Then **prepare responses for any questions the ophthalmologist may have for Clare.** Next, **review the structure of the appointment** so that Clare is prepared to know what to expect when going for her eye exam and when she will want to use her AAC device. Then **identify communication and decision-making roles,** like how Clare is able to use her AAC device and can pick out her glasses, but the parents are mainly in charge of the decision making during the eye exam. Lastly, **document key information** by getting a written summary for Clare about the next steps that will occur after the appointment is over.



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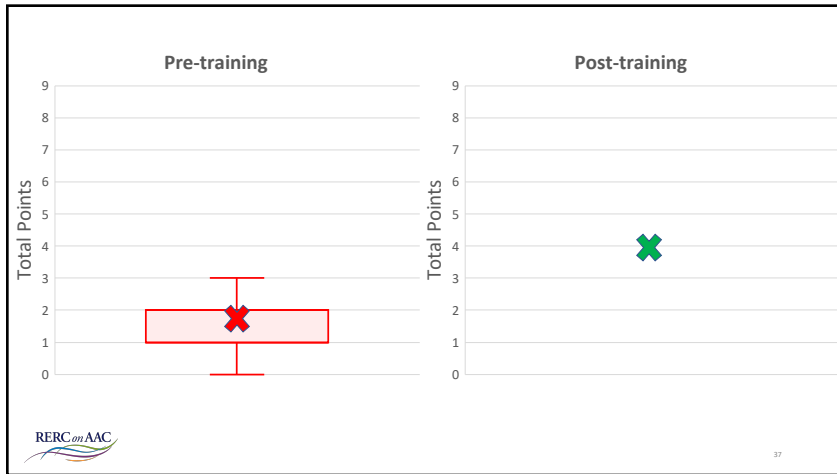
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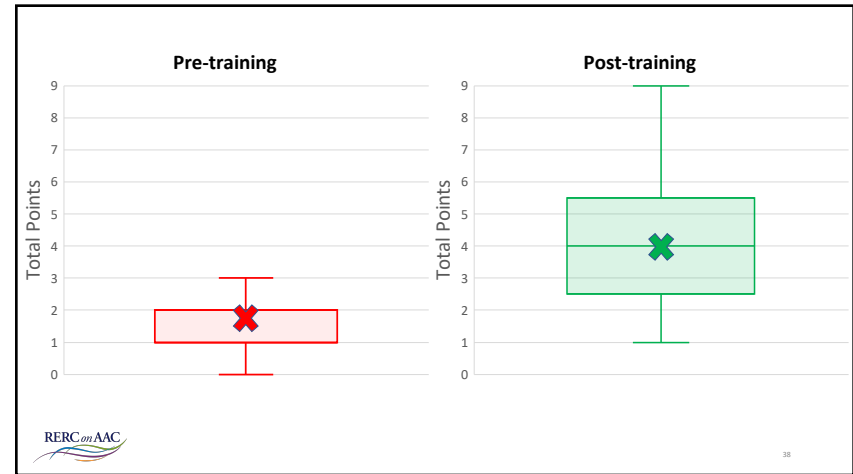


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What does this mean for....

Role playing and social stories

- Preschool-aged individuals

All About Me! book

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What does this mean for....

Communicating choices

- Preschool-aged individuals
- Elementary-school aged individuals

Asking questions

What is that?

What happens next?

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What does this mean for....

Creating a communication passport

These things are important to me

- Preschool aged individuals
- Elementary-school aged individuals
- Transition age individuals

Identify communication roles (e.g. PCA, family member)

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How to communicate with me:
I can hear fully and understand people (no need to speak loud, yell or talk childish). I can shake/nod to answer yes and/or no. However please make sure I have access to my communication device at all times and allow me time to answer or express myself as I type in the words. The device needs to be positioned completely vertical and in front of me.

How I take medication (crushed tablets, injections, syrup, etc):
I can swallow the pills with a drink, pills may be cut in half if needed.

How you know I am in pain:
I can feel it hurt and pinpoint the pain to better communicate to my attendants or medical personnel where and how it hurts.

<https://aac-learning-center.psu.edu/moodle/supporting-patient-provider-communication/>



- 250 students & faculty
- 12 universities

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Questions?

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- For more information, **please visit our website at erc-aac.psu.edu**

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