

PBAT Comprehension Adapted Version 1.2

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Rationale

- Visual supports for written text can help comprehension for a range of individuals

Who?

- People with communication difficulties (e.g. aphasia after acquired brain injury)
- People who communicate differently to their healthcare provider (e.g. individuals who identify as neurodivergent or have English as an additional language)
- Individuals with longstanding histories of engaging with professionals who have become used to answering closed questions/who are not usually asked about what matters to them

How?

- Simple tools like writing key words on a whiteboard, or sticky notes can help stabilise a shared meaning
- Visuals can be used in shared dialogue to "handing over" control to the client to place can equalize hierarchy and affirm that what matters most is their experience and what's personally relevant *to them*
- Cards with printed visuals can be a valuable addition, especially to share more complex or abstract meanings.
- Where possible work with the client to design their own individualised cards that make the items relevant and meaningful, *about them* and *for them*.

Prototype visual supports can be useful as a "talking point" to explore, share and note personally relevant meanings for each PBAT item for individualisation of assessment items, and track how these change over time.

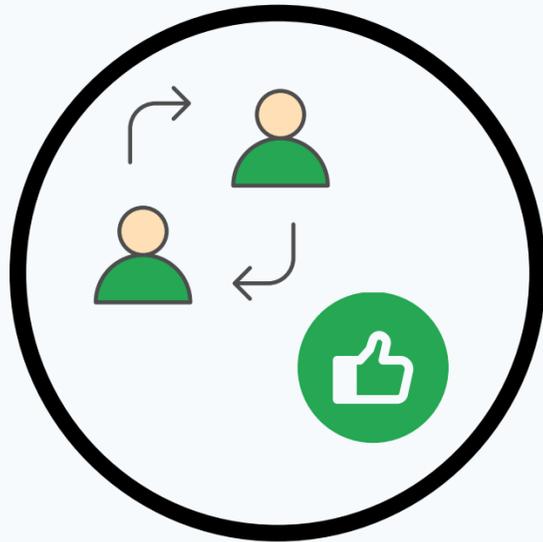


Instructions for Use

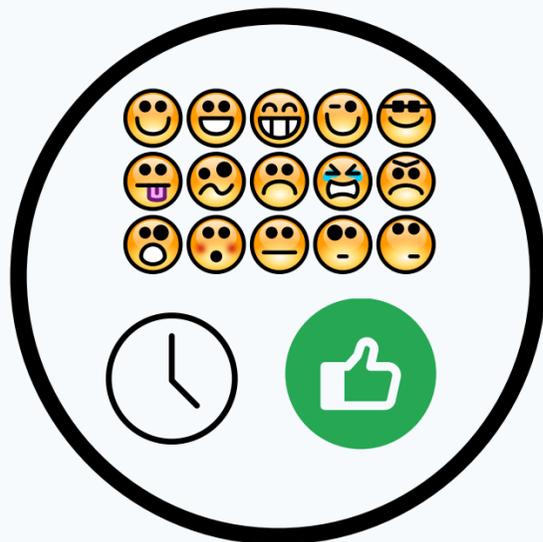


- Cut and laminate prototype cards as appropriate to client
- Create number line (1-100) or sorting board with guide items at top (e.g. never, sometimes, always)
- Show card. Explain what you understand card to mean as appropriate to client, giving 2 - 3 concrete relevant examples
- Ask client to explain what it means to them with concrete, relevant examples. Note these and client language use to individualise card further where possible
- Model own responses using a sorting board, showing that cards can span across entire board, and do not need to be placed under specific icons, or can be removed and placed to one side if the person doesn't find them personally relevant
- Hand card to client to place/rate on number line.
- Ask them to place on sorting board/assign number from 0-100 based on their experience in last 2 weeks (tailor as appropriate).

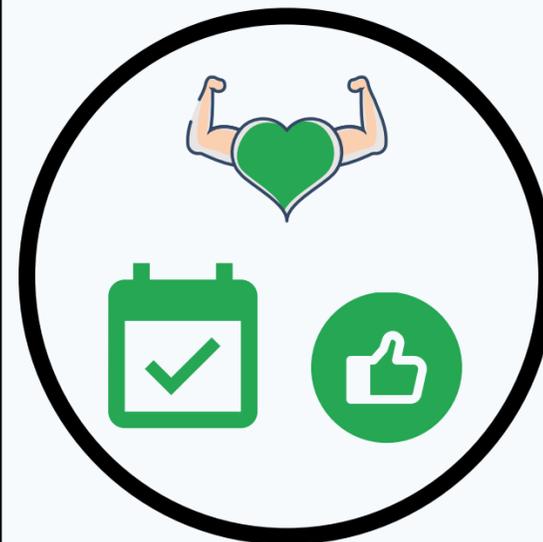
I **changed what I was doing**
and it helped me.



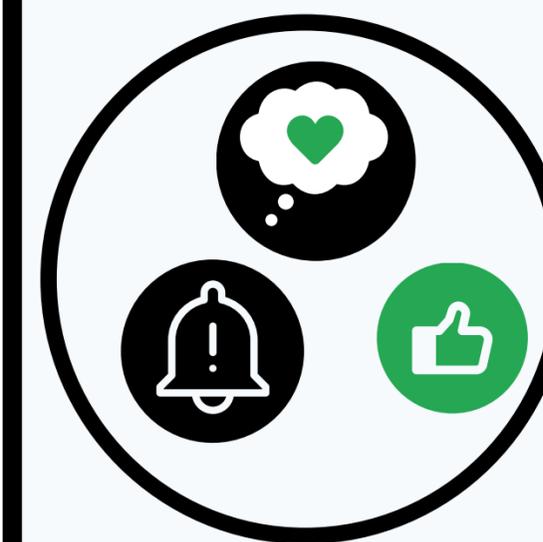
I felt **different feelings**
at **different times**



I did things that
helped my body feel better.



I **paid attention to**
what matters to me
in daily life.



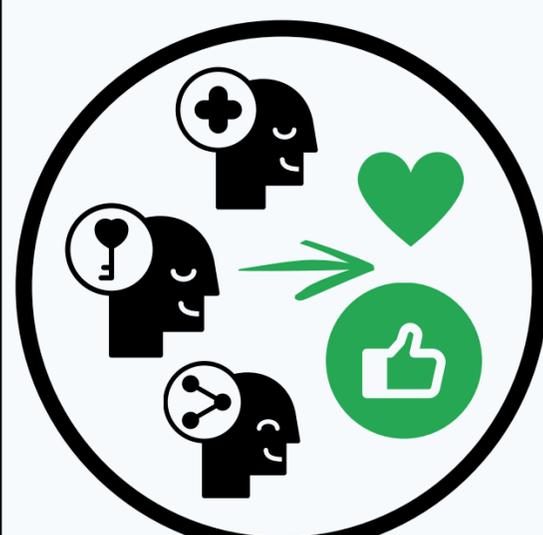
I **kept doing things that**
usually work for me.



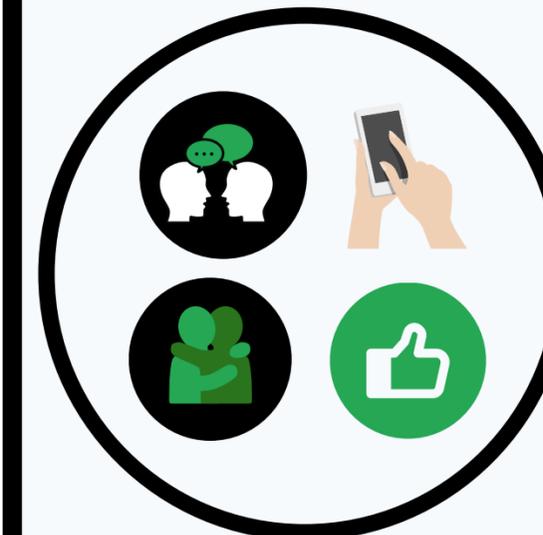
I **challenged myself**
in ways that matter to me.



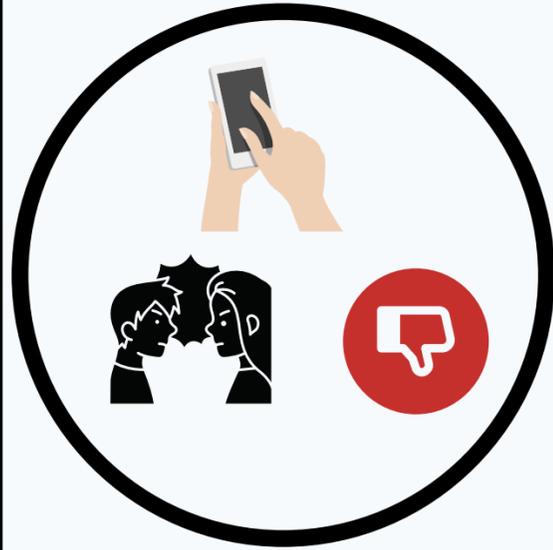
I **used my thoughts**
to help me **live better.**



I **connected** to people
I care about



I **hurt my connection**
to people I care about.



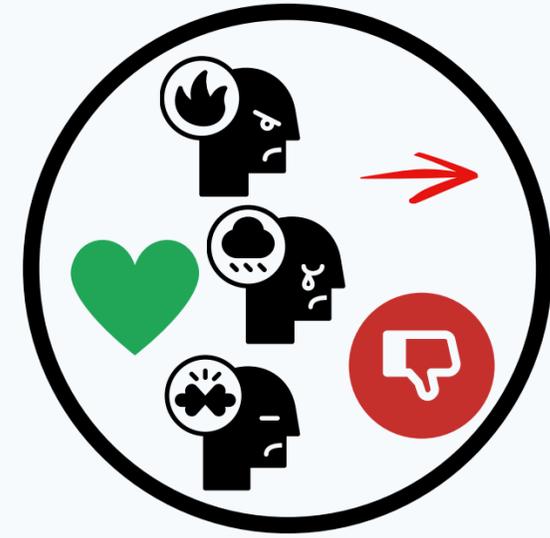
I had a **hard time doing**
things that usually help me



I **did not challenge myself**
to do what matters to me.



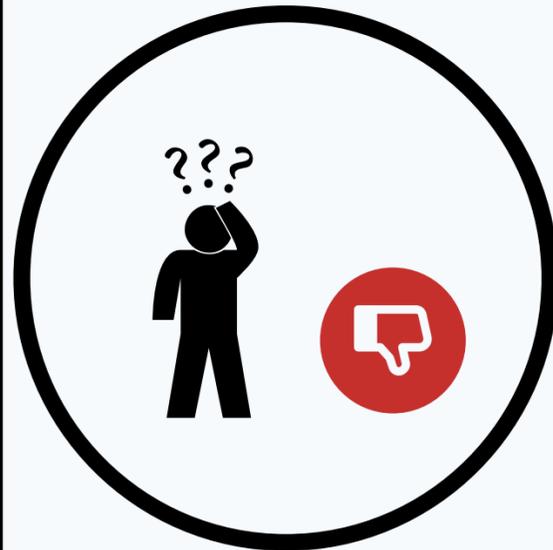
My **thoughts got in the way**
of doing things I care about.



I **did things ONLY** because
others wanted me to.



I felt **stuck** and I **could not**
change what I was doing.



I had a **hard time connecting**
to what was happening
around me.



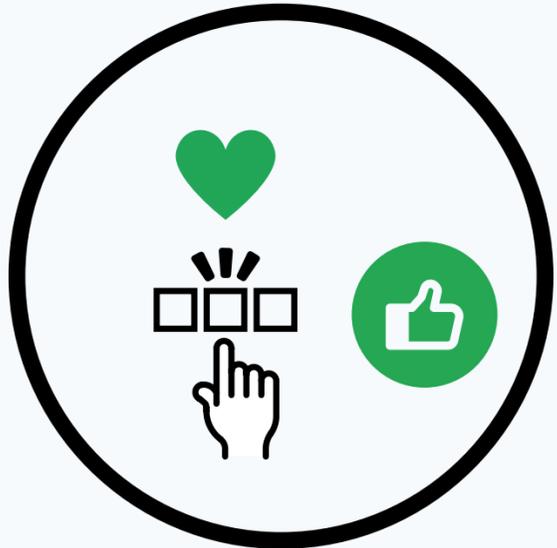
I acted in ways that
made my **body feel bad.**



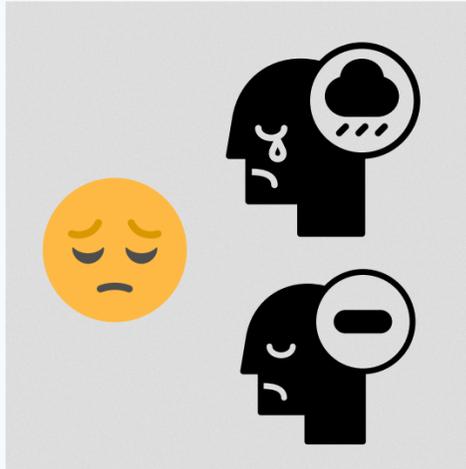
I **could not** find a good way
to **let out my feelings.**



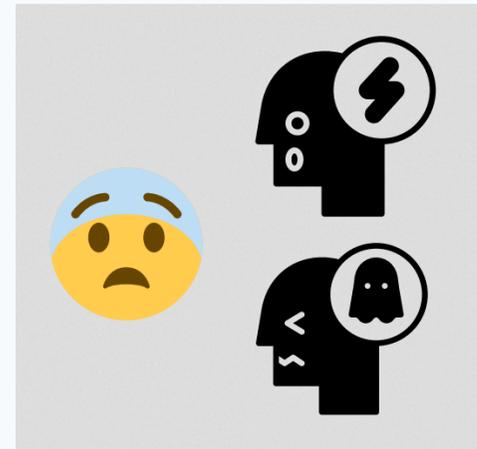
I **chose** to do
things that matter to me



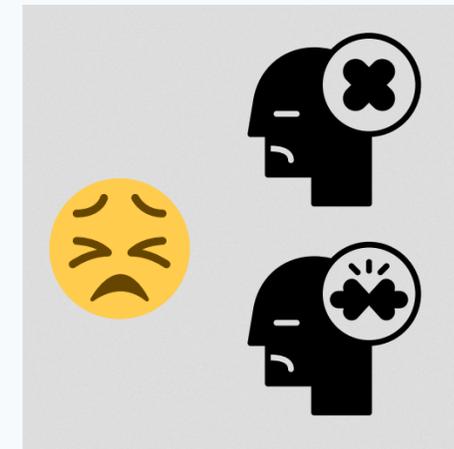
Feeling **sad, down**
or **uninterested in life**



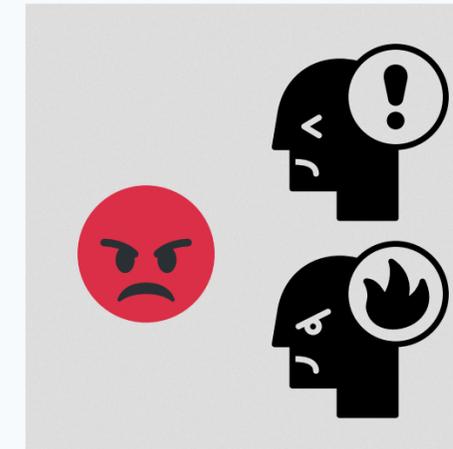
Feeling **anxious**



Feeling **stressed**



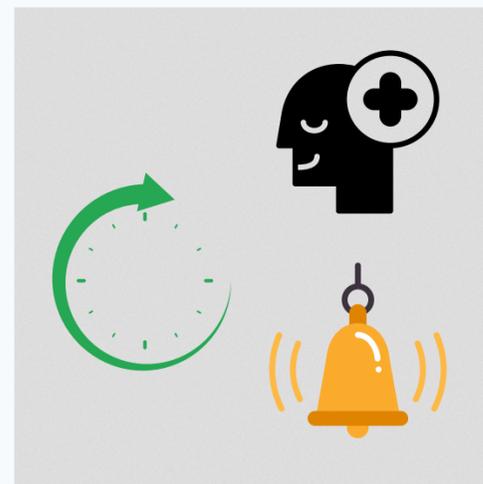
Feeling **angry**



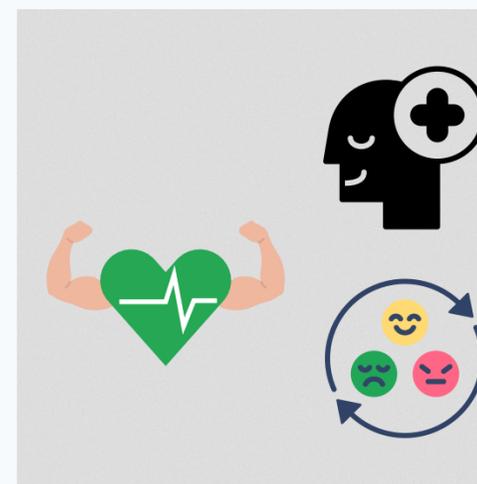
I felt **energized**



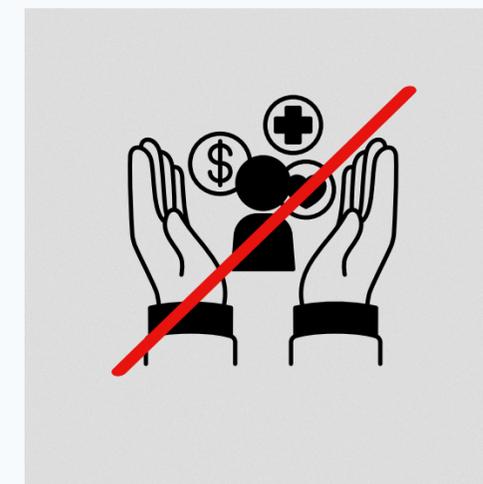
I nearly always
felt **awake and alert**



I felt **alive and vital**

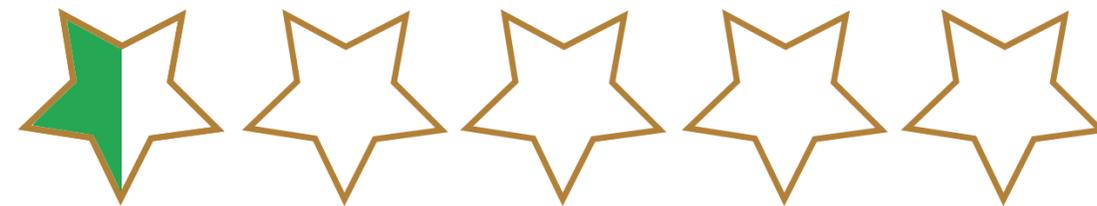


I did **not have enough support**
from people around me

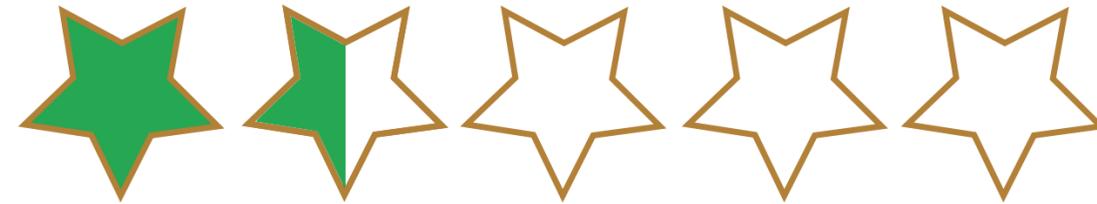




Over the **last week**, my **health** was:



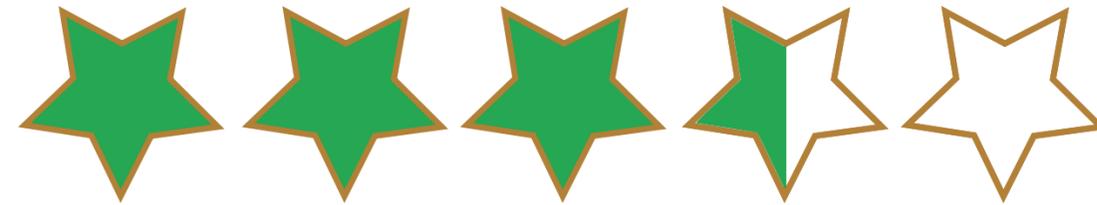
Poor



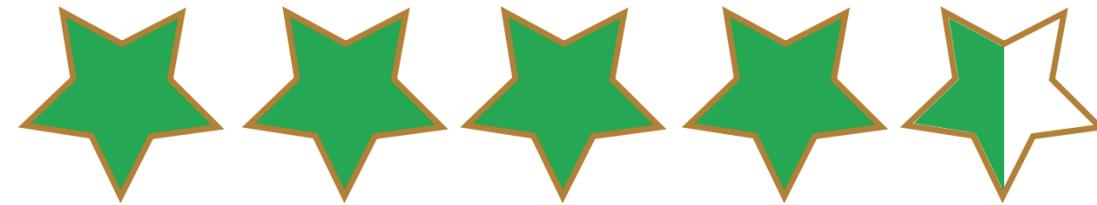
Fair



Good



Very Good



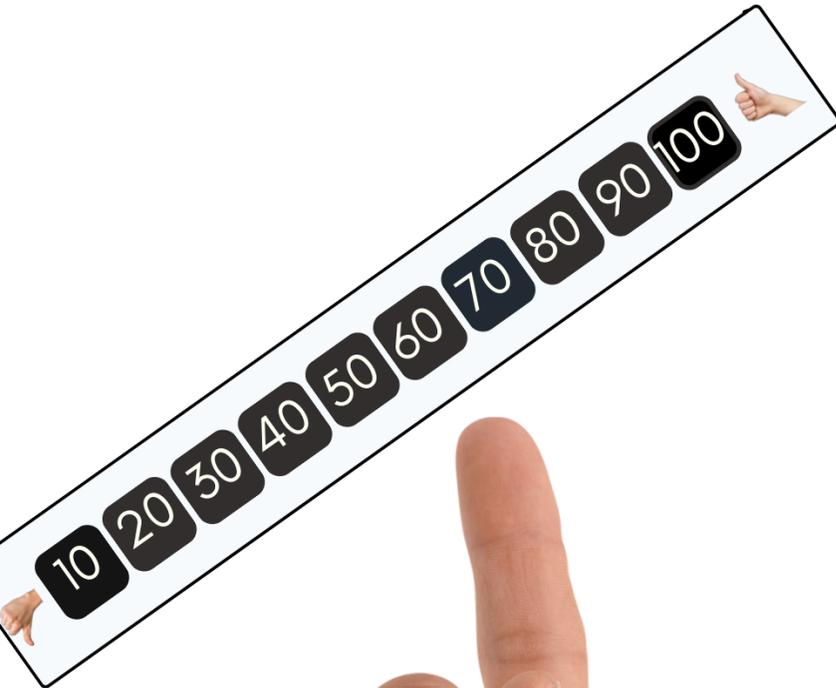
Excellent

Sorting Boards and Number Lines

- You may wish to laminate these or use A4 or A3 card.
- Some people find personal whiteboards a useful board to use with symbols/pen
- These are example guide prompts: you can adapt in any way that suits your context and needs.
- It is usually best practice to take people's preferences for sorting cards into account e.g. some people will find a black and white number line useful, some will prefer colour, some may prefer you to use pen and paper or marker and card
- Many people with communication difficulties struggle with numbers - colours can be a useful support in this case, as can gesture (thumbs up/thumbs down/shaking hand, palm down, side to side as maybe
- Try to support a person to experiment and be flexible with their card placement and watch to ensure they are not simply putting their card directly under the top level icons if that's not really matching their experience - you can use the coloured or grey column versions and gesture/placement to work this out together in an iterative fashion e.g. is it a little closer to this one, or that one? Is it more red, or more orange?

It is important to remember when using this kind of supported communication, the quality of the interaction will determine the quality of the picture obtained of the person's current concerns and desired direction of travel forward.

Balance turns and check you are both "on the same page" regularly as you work through the assessment/progress check in activity.





Never



Sometimes



Always



No



Maybe



Yes



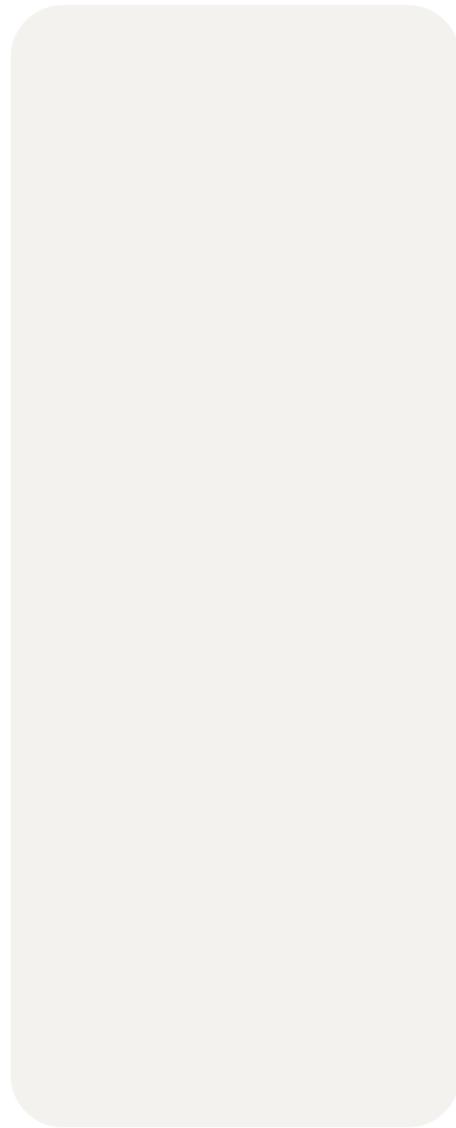
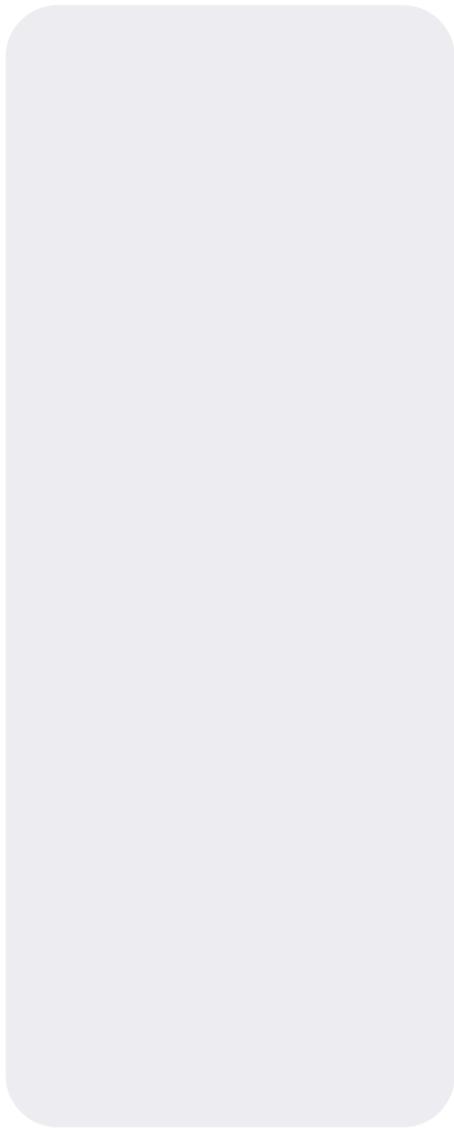
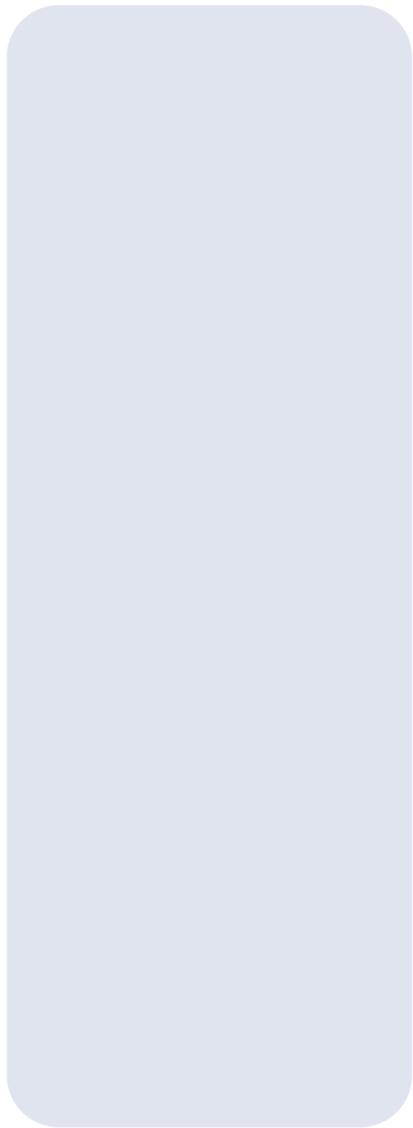
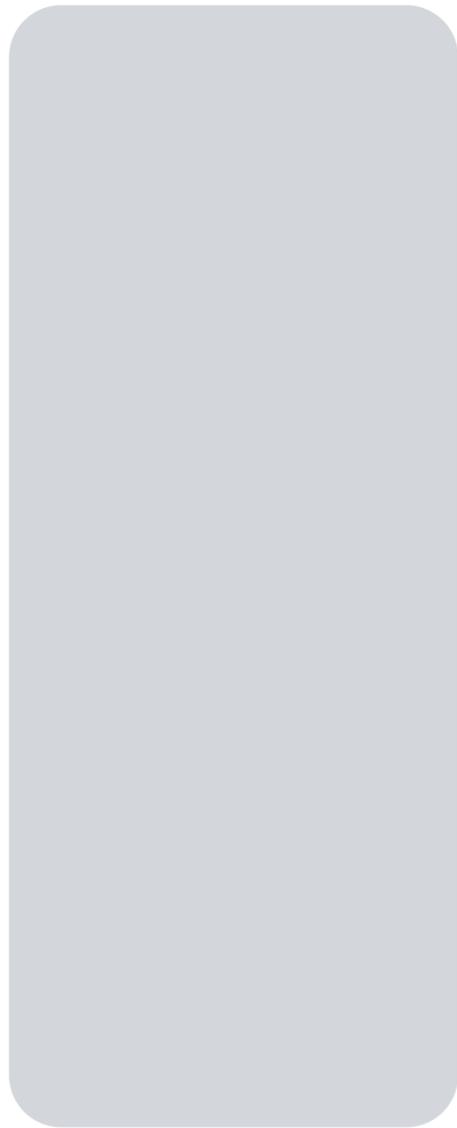
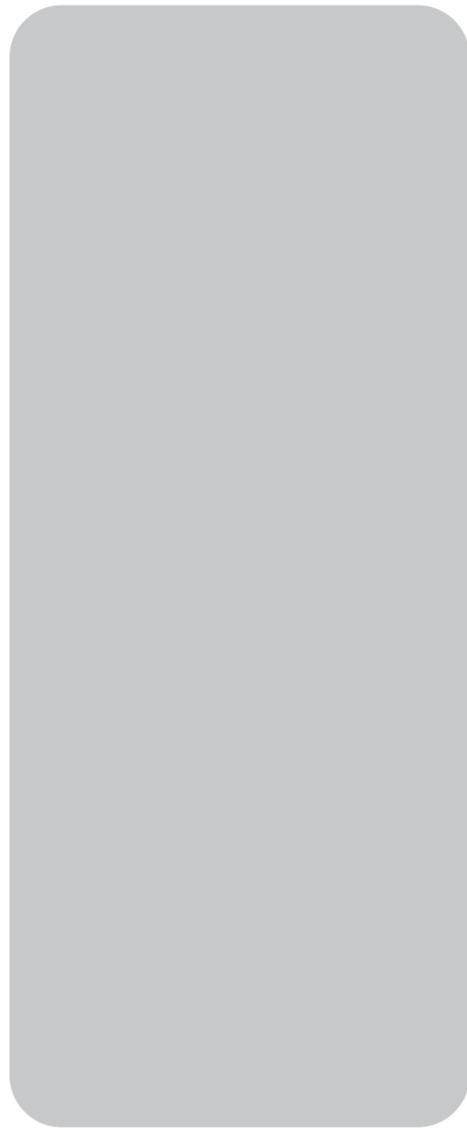


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10 20 30 40 50 60 70 80 90 100





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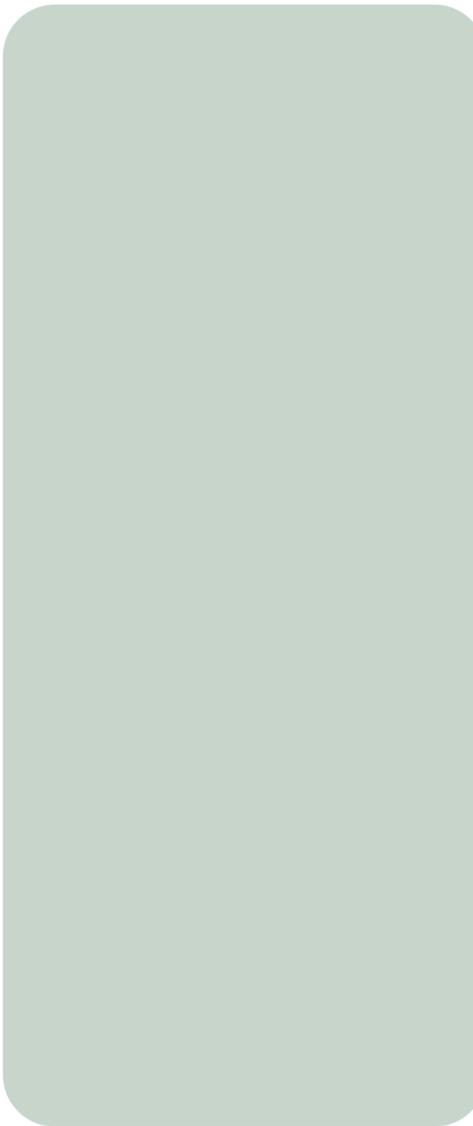
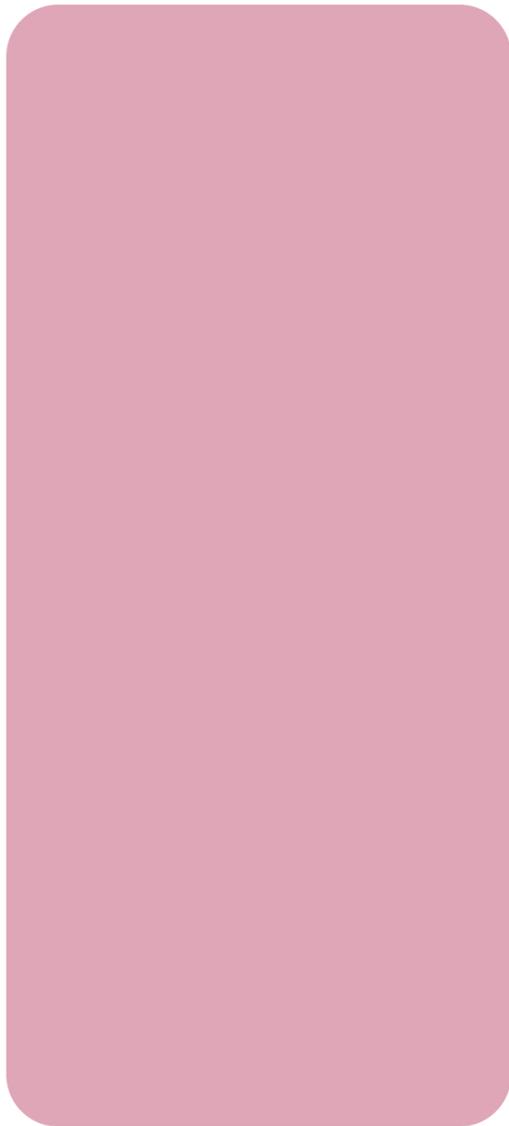
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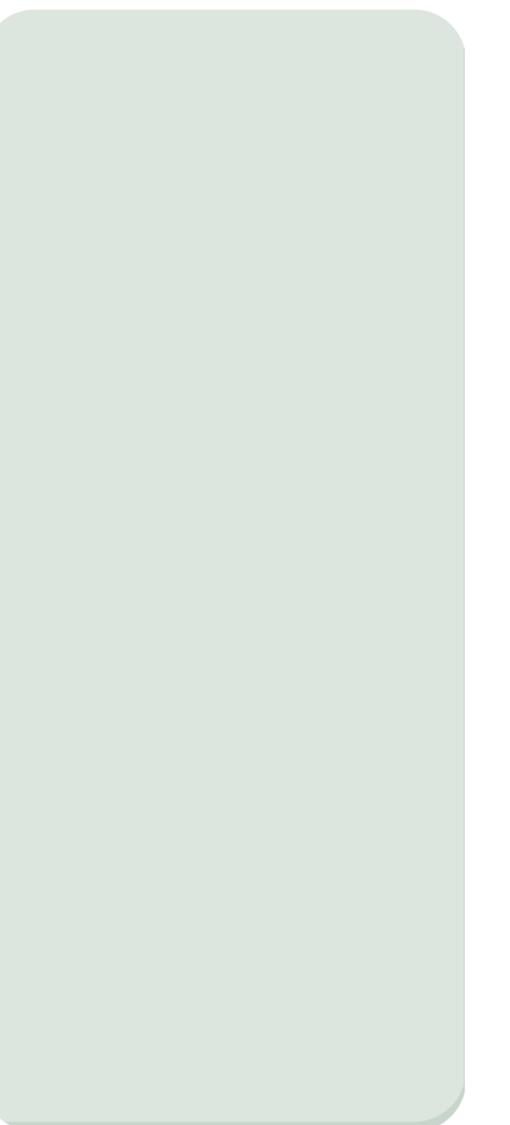
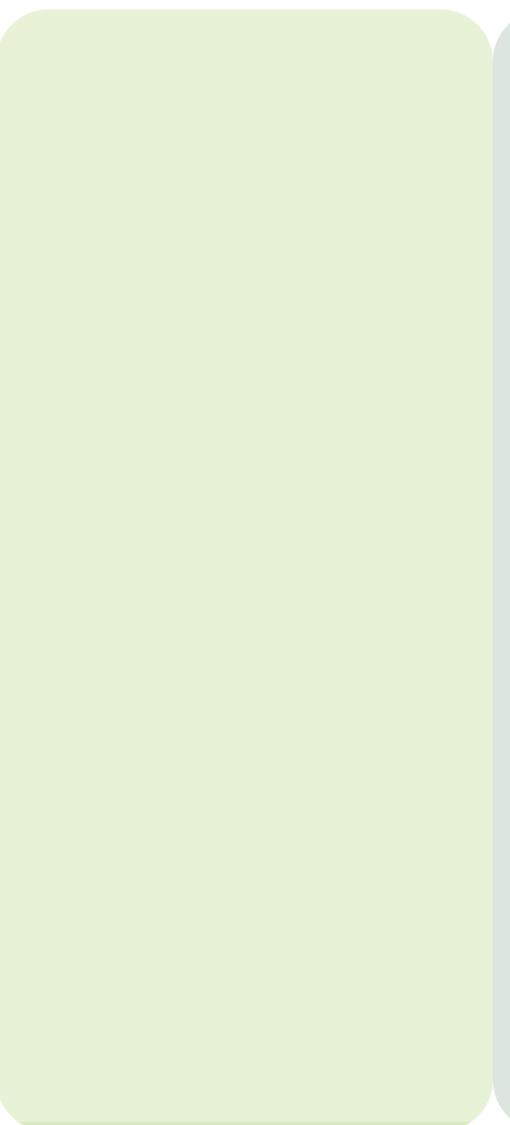
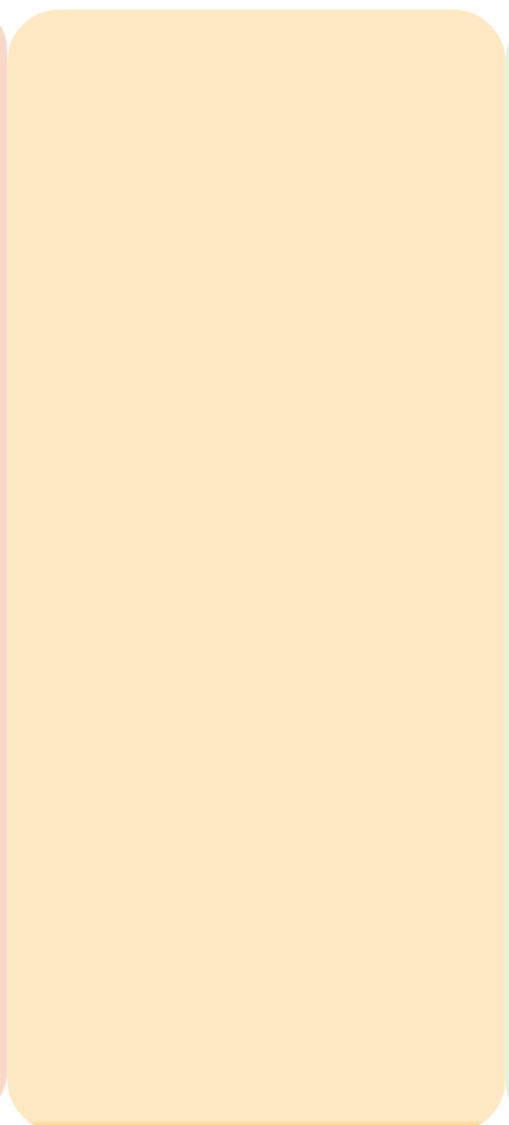
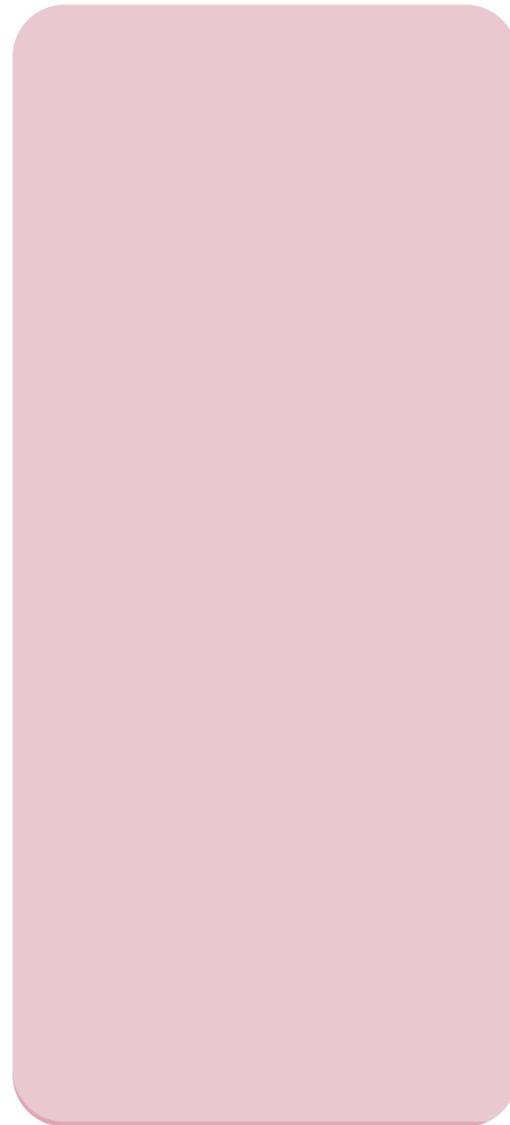
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