

How to help a Person with Aphasia complete Patient Rated Outcome Measures (PROMs)

Select the best descriptions of the person's **ability to read the questions** below to identify what might best support the person to understand the PROM

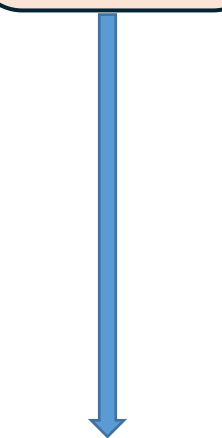
Use information from screening tests you have done (e.g. FAST or Communication Screening Tool) and from talking to the person with aphasia and their conversation partner to inform your selection

The person can read and understand long complex sentences
(good reading comprehension)

The person can read 2 or 3 key words in a sentence

(some reading comprehension)

The person can read only 1 key word in a sentence or cannot understand any written words



Orientate the person to the purpose of the questions.

Give them time to read each question.

Read the question aloud slowly and clearly if the person would like you to do this.

and

has some spoken understanding – long complex sentences, 2 or 3 key words in a sentence

and

understands only 1 key spoken word in a sentence or does not understand spoken language at all

and

has some spoken understanding – long complex sentences, 2 or 3 key words in a sentence

and

understands only 1 key spoken word in a sentence or does not understand spoken language at all

Read the questions and response options aloud slowly and clearly.

Emphasise key words.

Point to the written key words as you read them aloud (enlarge your cursor and use this to point with if administering the PROM online)

Where words are not understood from the written and spoken form, use another word that means the same thing, describe the word and/or gesture at the same time as saying and pointing to the word.

Make use of any picture material provided in the

Emphasise key written words in the questions and response options by pointing to them (enlarge your cursor and use this to point with if administering the PROM online)

Where a written word is not understood, write another word that means the same thing, and/or gesture at the same time as pointing to the word

Make use of any picture material provided in the PROM to support explanations

Read the questions and response options aloud slowly and clearly

Emphasise key words as you say them

Where spoken words are not understood use another word that means the same thing, describe the word and/or gesture at the same time as saying the word.

Make use of any picture material provided in the PROM to support explanations

It is likely to be difficult to support this person to understand a written PROM adequately

Select the best descriptions of the person's **ability to express themselves** below to identify what might best support the person to express their responses

Use information from screening tests you have done (e.g. FAST or Communication Screening Tool (CST) and talking to the person with aphasia and their conversation partner to inform your selection

The person can speak clearly, using the words they mean to say



If administering the PROM in person ask the person to say or point to the response they want make or say it.

If administering the PROM online, they can say their response

The person has some difficulty expressing themselves verbally:
Word finding difficulties
Unclear speech



If administering in person. Ask the person to point to their response or say 'yes' or 'no' to each one.

If administering online, read out or point to the response options one by one (using the method needed to support their understanding). Ask them to indicate their response by saying 'yes' or 'no' to each one, or by giving thumbs up or down.

The person has no speech or can say yes and no, but get these mixed up



If administering in person, ask the person to point to their response or give thumbs up or down to each one.

If administering online read out or point to the response options one by one (using the method needed to support their understanding). Ask them to indicate their response by giving thumbs up or down.

If they can write yes and no reliably, alternatively, you could ask them to type 'yes' or 'no' into the chat box.