
Clinical Approaches and Practices for the Life Participation Approach to Aphasia

SIG 2

INTRODUCTION

First, Katie Strong and Barbara Shadden provide an overview of the relationship between narrative, identity, and social co-construction for persons with aphasia and narrative treatment approaches for identity renegotiation. Second, Jamie Azios and Jack Damico relate the Lifetime Participation Approach to Aphasia (LPAA) and issues in long-term care (LTC) along with practice recommendations for implementing LPAA in LTC. Third, Jerry Hoepner and Tom Sather examine the potential approaches for teaching and mentoring students in LPAA. Fourth, Rochelle Cohen-Schneider, Melodie Chan, Denise McCall, Allison Tedesco, and Ann Abramson explore balancing relationship-centered care and professionalism. Finally, Sarah Wallace, Elena Donoso Brown, Anna Saylor, Erica Lapp, and Joanna Eskander describe aphasia-friendly modifications for occupational therapy assessments and home programs.

LEARNING OUTCOMES

You will be able to:

- identify methods for incorporating narrative practices in treatment to support identity reconstruction in persons with aphasia
- describe what treatment is most appropriate for addressing barriers in the communication and language environment
- list four pedagogical strategies to support implementing LPAA in an academic and/or clinical curriculum
- describe the centrality of the therapeutic relationship in the clinical encounter with clients living with aphasia
- list three situations in which the speech-language pathologist can collaborate with professionals from other disciplines to create aphasia-friendly materials

CONTENTS

The Power of Story in Identity Renegotiation: Clinical Approaches to Supporting Persons Living With Aphasia by Katie A. Strong and Barbara B. Shadden
(https://doi.org/10.1044/2019_PERSP-19-00145)

Clinical Practice Recommendations for Improving Life Participation for People With Aphasia in Long-Term Care by Jamie H. Azios and Jack S. Damico
(https://doi.org/10.1044/2019_PERSP-19-00136)

Teaching and Mentoring Students in the Life Participation Approach to Aphasia Service Delivery Perspective by Jerry K. Hoepner and Tom W. Sather
(https://doi.org/10.1044/2019_PERSP-19-00159)

Spotlight on the Clinician in the Life Participation Approach to Aphasia: Balancing Relationship-Centered Care and Professionalism by Rochelle Cohen-Schneider, Melodie T. Chan, Denise M. McCall, Allison M. Tedesco, and Ann P. Abramson (https://doi.org/10.1044/2019_PERSP-19-00025)

Designing Occupational Therapy Home Programs for People With Aphasia: Aphasia-Friendly Modifications by Sarah E. Wallace, Elena V. Donoso Brown, Anna Saylor, Erica Lapp, and Joanna Eskander (https://doi.org/10.1044/2019_PERSP-19-00001)

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: September 29, 2020

End date: September 29, 2023

To earn continuing education credit, you must complete the learning assessment on or before **September 29, 2023**.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.70 ASHA CEUs (Intermediate level, Professional area).