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Language, functional communication, and communicative participation with aphasia

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Thoughts from the morning 1

There are various **parameters** that relate to communicative activities:

- Purpose, type of message, modality of communication, people or partner, context, place/setting, function (transaction or interaction), time/ duration, length, speed, fluency, topic, frequency

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Thoughts from the morning 2

Then, there are **factors** that influence or impact on communicative activity (these can be facilitators or barriers)

- personal preference for engaging
- fatigue/ energy/ effort
- economic/ finance/ needs

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Thoughts from the morning 3

Parameters that might extend communicative activity into communicative participation....:

- Importance
- Pace
- Interference/ barriers (and HOW do they interfere)
- Level of difficulty (performance)
- Frequency & intensity of interference (how often & how much)

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In the afternoon, we chose

- Conversation – 1st page of the handout
» *Communication Interaction Rating Scale*«

And

- Table 12-6 environment (Lubinski) - last page of the handout
» *Lubinski questions*«

REFLECT Is it relevant?
 What is missing?

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Therapy approaches & ideas

We discussed therapy quite a lot during the middle of the afternoon. We agreed that many of us practice 'eclectic' – we borrow from language, functional communication and participation...need books and ideas about therapy that blend working at all 3 levels, not separate them out.

The slides in the handout SEPARATE therapies, rather than blend them, sadly.

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Summary of day

- Substantial evidence for focusing on functional communication in quality of life with aphasia
- Role, context, un/familiarity, un/certainty, control over context, emotional responses, and purpose of doing something SEPARATE communicative participation from communicative activity
- Research evidence suggest many parameters to consider in activity & participation
- Conversation Interaction Rating Scale & Environment Questions

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