Protocol Illustration of Communication Booklet for Acquired Neurogenic Communication Disorders

Jaivin Jaisingh. J

Assistant Professor, Teerthanker Mahaveer College of Nursing, Moradabad, Uttar Pradesh, India

ABSTRACT

Communication is a vital component of daily life and is essential to convey ones needs, feelings and emotions. The communication booklet is a simple, handy and cost effective aid to enhance interaction between the affected individual and their caregivers. It is useful to convey one's wishes to others on meeting them, aware of the timing, used during meal time or snacks time, preferably in the morning, at bedtime, or at any time during the day, as needed, identify their choices and preferences in the diet. The Guidelines also explains how to use the Communication booklet for Acquired Neurogenic Communication Disorders patient.

KEYWORDS: Communication, Acquired Neurogenic Communication Disorders, convey, booklet Scientifi

Journa/

of Trend in Scientific **Research and Development**

INTRODUCTION

Communication is a vital component of daily life and is essential to convey ones needs, feelings and \rightarrow It is useful to convey one's wishes to others on emotions. This natural process can sometimes be disrupted due to neurogenic disorders, leading to frustration and dissatisfaction.

The communication booklet is a simple, handy and cost effective aid to enhance interaction between the affected individual and their caregivers. This booklet prepared by the investigator contains pictorial representation of the following:

- A. Greetings
- B. Orientation
- C. Diet
- D. Personal hygiene
- E. Positions
- F. Personal needs
- G. Physical discomfort
- H. Pain
- I. Emotions
- J. Recreation
- K. Mode of Travel
- L. Remembrance card

ISSN: 245 DESCRIPTION OF CONTENTS:

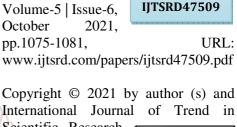
- A. Greetings:
- meeting them.
- As per the situation or timing you can point to the picture in the communication booklet and say it out loudly. E.g. Good Morning, Hello, How are you etc.,
- \blacktriangleright If the client wants to respond to your greetings show and tell him to select the appropriate response by touching it.

B. Orientation:

- ▶ It can be used at any time of the day to make the client aware of the timing.
- > You can show clock and tell the time
- > You can also point to the pictures of days/date.
- ➤ You can show pictures of the place where the client is at present.

C. Diet:

- > The client's need for food and drink can be identified using these pictures of drinks, fruit juices, snacks and meals.
- ➢ It can be used during meal time or snacks time.



回新期

Scientific Research (\mathbf{i}) CC Development Journal. This is an

How to cite this paper: Jaivin Jaisingh. J "Protocol Illustration of Communication

Booklet for Acquired Neurogenic

Communication Disorders" Published in

ISSN:

International

(ijtsrd),

October

and

2456-6470,

pp.1075-1081,

Journal of Trend in

Scientific Research

and Development

Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (http://creativecommons.org/licenses/by/4.0)

By using this, you can identify their choices and preferences in the diet.

D. Personal hygiene:

- These pictures can be used preferably in the morning, at bedtime, or at any time during the day, as needed.
- The pictures represent hygiene needs such as bathing, brushing, toileting, shaving and shampooing.

E. Positions:

The client's preference for a particular position or need to change position can be identified using these pictures, expressing the need to sit up, lie down, turn left/right, move head of bed up/down, get out of bed/ to sleep, etc.

F. Personal needs :

This can be used when you want to identify if client requires any additional needs such as cell phone, spectacle, foot wear, pillow, walker, commode, sputum cup, radio, light, fan or whether he wishes to go home, to bed or to temple etc.

G. Physical discomfort:

These pictures can be used if the client is experiencing any discomfort such as shortness of breath, pain, choking, feeling sick, tired or dizzy.

H. Pain:

If the client shows or express pain, you can use the pictures to assess the intensity, location and type of pain.

I. Emotions:

- This can be used when you feel that the client's face or behavior shows usual changes.
- The type of emotion such as sadness, frustration, fear, confusion, need for the presence of family member, or to be left alone can be identified using these pictures.

J. Recreation:

- These pictures can be used when the client feels relaxed/ comfortable/ bored.
- Leisure needs such as newspapers, magazines, music or T.V, gardening, shopping etc. can be identified.

K. Mode of travel:

If the client desires to go outdoors, the preferred mode of travel (e.g.) walk, bicycle, bike, car, bus etc. can be identified.

L. Remembrance card:

This contains transparent plastic pouches into which photographs of close family members/ relatives/ friends can be inserted and shown to the client to enable them to stay oriented with their near and dear and also to indicate the person with whom they wish to speak / to see.

GUIDELINES FOR USE OF COMMUNICATION BOOKLET:

1. Face the client and maintain eye to eye contact entry during interaction.

- 2. Hold the communication booklet at a suitable distance for comfortable viewing by the client.
- 3. Use the index card to help the client to identify the relevant need/ context pertaining to the situation and then proceed to the appropriate pictures inside the booklet.
- 4. Use your index finger / a pointer to indicate the 56-64 appropriate picture.
 - 5. Give verbal explanation of each picture loudly, it will help in easy identification of need.
 - 6. Show picture slowly and allow enough time for the client to perceive the picture and to respond to it.
 - 7. If the required need is not in the display page, flip to the next page or go back to index card and repeat the same steps.

Communication Booklet Manual: INDEX R #I WANT E HELLO! C FERS ONAL NEEDS 12-10 GREETINGS 1-3 R o turn le L -21 E TO DO GARDENING NEWS PAPERS MAGAZINE ORIENTATION 4-5 POSTHONS 17 RECREATION - 22 A 100 5 0.00 Т ... I MODE OF TRAVEL - 23 DIET PHYSICAL DISCOMFORT -18 6-10 0 19.00 3 J. 0 WATCH T.V TO HEAR MUSIC N го TO GO FOR SHOPPING PERSONAL HYGIENE-11 PAIN -19 DEMPARRANCE CARD-34 M • I WANT TO TRAVEL BY 0 G D What R E are you E doing? 0 E How Are You ? F Т T I R N Α V G BYE BYE E S WHERE DID U GO L ó.....ó Ges: E • I FEEL G FRUSTRATED M SAD AFRAID R ChwDlag E a 9 0 likes E Т Ŧ THANK T I CONFUSED ANGRY LONLEY N 0 G S N EXCUSE ME S G E PLEASE R M E 0 Е T GOOD AFTERNOON Т GOOD MORNING GOOD EVENING I I Take N 0 are! G N S GOOD NIGHT S

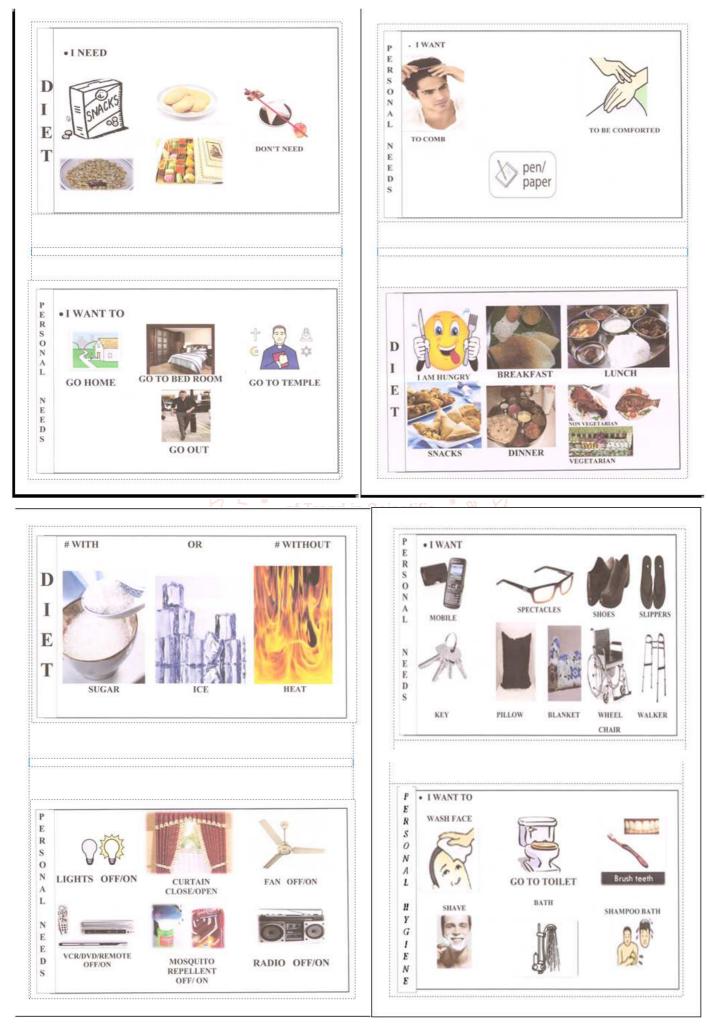
@ IJTSRD | Unique Paper ID – IJTSRD47509 | Volume – 5 | Issue – 6 | Sep-Oct 2021

COME BACK LATER

DON'T LEAVE ME

LEAVE ME ALONE





REFERENCES:

- [1] Brigade Patricia (2013). Quality of life of caregiver's people with Aphasia, *Journal on Aphasiology*. 87(8) 768-987.
- [2] Beukelman DR, Ball LJ (2008). Improving AAC use for persons with acquired neurogenic disorders. *Journal of speech pathology*, *14*(1) 65-75.
- [3] Booth S, Swabey D (2008). Group training in communication skills for carers of adults with aphasia. *Article on Language and speech Rehabilitation*. 13(5) 34-35.
- [4] Bucher PO, Zumsteg I, Rentsh HP (2008). Speech rehabilitation in aphasia in the concept of International Classification of impairments, disabilities and handicaps. *Journal of Abteling Language and speech Rehabilitation*. 36 (4) 786-845.
- [5] Code C, Heron C (2007). Acquired adult [14] neurogenic communication, *Journal of Neurology* 25(21) 67-70.
- [6] Done DJ, Thomas A (2010). Training in communication skills for informal carers of people suffering from dementia: a cluster randomized clinical trial comparing a therapist and led workshop and a booklet, *Journal of health research and development*. 16 (8) 816-821.
- [7] Heather haris Wright and Gilson J. Capilouto (2012). Considering a multi- level approach to understanding maintenance of global coherence in adults with aphasia. *Journal of Aphasiology*. 26 (5) 34-36.
 [7] Heather haris Wright and Gilson J. Capilouto 78 (6) 789-987.
 [16] Michelle L. Mcl personal releva word-picture mathematical content of the personal relevation of
- [8] Hill AJ, Theodora's D, Russell T, Ward E (2009). Using telerehabilitation to assess apraxia of speech in adults. *Article on Division of speech pathology*. 44(5).
- [9] Joan Murphy, Cindy M, Gracy and Sylvia Cox (2013). How talking Mats can help with dementia to express themselves. *Journal of Communication and Dementia*. 45(87) 234-456.
- [10] Keyla Brown, Linda E, Worrall, Bromyn Davidson and Tami Howe (2012). Living Successfully with Aphasia: A Qualitative metaanalysis of the perspectives of individuals with aphasia and family members, *Journal on Aphasia Rehabilitation and Communication Disability*. 14(8) 141-145.

- [11] Knollman-Poster. K (2008. Acquired apraxia of speech: a review. *Journal of Pathology and audiology*15(5) 35-45.
- [12] Learne Togher, Emma Power, Rachael RIetdijile, Skye McDonald (2012). An explanation of participation experience of a communication training program for people with traumatic brain injury and their communication problems. Journal of Communication and Speech Pathology. (34) 18 1562-1574.
- [13] Marjorie Nicholas, Michele D. Sionatte and Nancy Helm (2011). C-speak aphasia alternative communication program with severe Aphasia: Importance of executive functioning and sematic knowledge, *Journal of Neuro psychological Rehabilitation: A International Journal.* (21)3 13-15.
 - Marie Y. Savundranayagam, J. B Orange (2013). Matched and mismatched approaches of the effectiveness of communication strategies by family caregivers of persons with Alzheimer's disease, *Article of Aphasiology*. 87(7) 65-68.

apist [15] Meghann Grawbug, Tami Howe, Linda Worrall al of Scientard Nerina Scarinci (2013). Describe the 816-Development framework. Journal of health and Rehabilitation for communication Disorders. louto 2456-6470 78 (6) 789-987.

- [16] Michelle L. Mckelvey et al., (2010). Impact of personal relevance and contextualization on word-picture matching by people with Aphasia. *American journal of speech- Language pathology*. 19 (8) 22-23.
- [17] Marquez Rebdlo MC, Tornel Costa MC (2009). Design of a non-verbal method of communication using cartoons. *Journal of speech Pathology*. 25 (14) 2045-2047.
- [18] Monica Bloom Johanson et al., (2012). A multiple case study of a family oriented intervention in the early rehabilitation phase of persons with Aphasia, *Journal on language – speech disability*. 21(8) 201-226.
- [19] Nicholas Behn, Leanne Togher, Emma Poker (2012). Evaluating Communication training for carers of people with TBI. *Journal on Speech Pathology*. 26(7) 13-14.

- [20] Rozanne Wilson, Elizabeth Rochon, Alex Mihailidis (2012). Examining success of communication strategies used by formal caregivers assisting individuals with Alzheimer's disease during an activity of daily living. Journal of speech-Language hearing research. 55(8) 328-341.
- [21] Rose TA, Worrall LE et al., (2012). Guiding principles for printed materials; design preference for people with Aphasia, *Journal of*

Clinical Research Excellence in Aphasia Rehabilitation14 (10) 11-23.

- [22] Sachem, Philip. R (2013). The impact of communication partner variables on supported conversation for adults with Aphasia, *Journal of Communication science and disorders*. 34(8) 564-578.
- [23] Wang JJ, Hu CJ, Cheng WV, (2010). Dementia Patients effective communication strategies, *Journal of Neuroscience Nursing*. 45 (7) 56-78.

