



# TD Snap<sup>®</sup> Aphasia Implementation Guide

Therapy Supports for SLPs

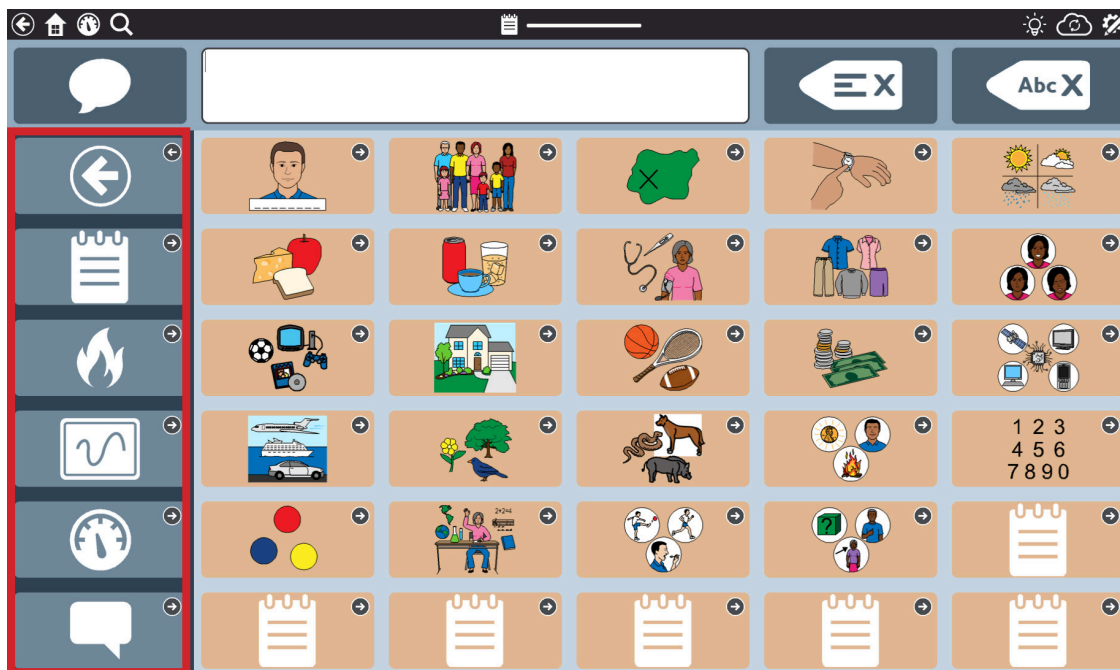


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# Introduction

TD Snap® Aphasia is a collection of simple-to-use, customizable communication supports that help people with aphasia (PWA) communicate more effectively and improve their participation in daily life. These communication tools include supports such as Rating Scales, a Whiteboard, Photo Albums, Visual Scenes, and more.



The impact of aphasia can be profound for some individuals and their families. Immediately after a diagnosis of aphasia, the focus tends to be on improving speech and understanding language. However, every person with aphasia should have some means of communicating their needs and thoughts from the very beginning of their recovery.

The purpose of this guide is to support both receptive and expressive language use and overall communication success for PWA. It is organized by area of need and provides a collection of helpful tips for implementing the communication supports within TD Snap® Aphasia during therapy and at home. These supports can be used to help anyone with aphasia, any time post-onset, at any level of language impairment.



## Tips for Using this Guide

- Use the activities in this guide during an evaluation, in speech therapy, as part of a home program, or during a trial period for funding a communication device.
- Focus on 1-2 communication tools at a time. The individual with aphasia does not need to master every communication tool to be successful.

# Aphasia and Communication

PWA struggle to communicate. They might know what they want to say but struggle to say the words. Also, they may have a hard time following the conversation. This tends to result in social isolation and depression.

Augmentative and alternative communication (AAC) can be defined as a collection of communication supports that can help people who have difficulty understanding or generating messages via speech independently (Garrett & Lasker, 2005). You may be wondering if AAC has a place in current treatment planning. You might also wonder about the benefits of integrating AAC into therapy. Continue reading through this guide to learn how AAC can be used to support both receptive and expressive language.

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## Communication Supports

AAC is a normal part of everyone's daily life. We all use communication supports (AAC) to engage in daily activities.

### Some examples might include:

- Gesturing and pointing while talking.
- Using a phone or tablet to show photos of people and places.
- Drawing maps or writing steps to make directions clearer.
- Acting out a funny story while we are telling it.

AAC provides a means of supporting speech and communication, allowing PWA to participate more fully in their lives. We know AAC supports the restoration of speech and provides four benefits during the therapeutic process:

- Facilitates re-acquiring speech.
- Cues speech.
- Supports communication when speech is difficult.
- Supports comprehension.

These benefits help PWA re-engage in meaningful interactions and activities while working on their speech recovery. Research shows that AAC is a dual-purpose tool that can simultaneously support language recovery and provide support during communication breakdowns (Wallace and Weissling, 2020). Given this knowledge, we should consider using AAC as a therapy and communication tool as soon as possible.

Weissling and Prentice (2010) suggest that combining speech restoration with AAC should occur throughout the continuum of care to ensure the best possible outcomes. Using a tool such as an AAC device or a communication app will not hinder the ability to regain speech. Instead, it can help PWA get back into their social circles, daily activities and support speech production.

Maintaining social relationships and interactions is a primary goal, and AAC can be an integral part of this approach. AAC can provide practical supports that allow for meaningful participation and communication in everyday life.

### These supports may include:

- Photo Albums
- Scripts
- Calendars
- Rating Scales
- Whiteboards
- AAC devices or communication apps



#### Note

TD Snap® Aphasia provides all of these supports in a single solution.

# Support Receptive Language

For some individuals with aphasia, communication supports will be more frequently used by the communication partner. This may appear that the person with aphasia is not using these tools independently. However, it is important to remember that one of the purposes of using these supports is to help PWA return to activities and life. This includes both communication partners and PWA using available supports in any way possible to achieve this goal. The more severe the aphasia, the more using these supports initially will need to be facilitated by the communication partner. Individuals with non-fluent/Broca's aphasia may have more independence and demonstrate more initiation with some tools than patients with more severe fluent/Wernicke's or Global Aphasia.

A successful communication interaction with a person with aphasia is often dependent on the skills and abilities of the communication partner. There are various strategies that communication partners can use to increase understanding. These might include:

- Slow your speech.
- Point to images and words as you talk.
- Look at the person.
- Offer choices in pictures or written words.
- Use gestures naturally as you speak.
- Touch and use TD Snap® Aphasia as you speak.
- Use TD Snap® Aphasia to facilitate conversation, not to quiz.

## Personalized Photos

Personalized photos can be inserted easily within TD Snap® Aphasia for use in therapy and at home.

### Benefits include:

Photos provide a context for PWA to enhance understanding. Pointing to various individuals or items in an image can support increased comprehension of the question/conversation.

Use photographs when asking comprehension questions to help PWA understand the questions being asked, which may also support better verbal language responses. For instance, having photos of meaningful situations such as family vacations, grandchildren, etc., can support PWA in answering questions. Encourage PWA to verbalize a response while pointing to various parts of the picture.

### Example:

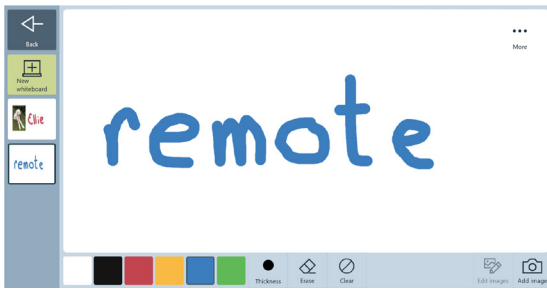
A family vacation photo is added to the Photo Album or Topic in TD Snap® Aphasia. During therapy, the clinician points to various parts of the photo, asking simple comprehension questions. The therapist encourages the person with aphasia to point to various parts of the picture while attempting to verbalize a response to the question.



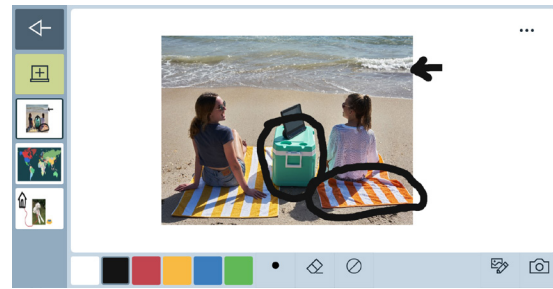
## Whiteboards

For many individuals with aphasia, Whiteboards are often used to support comprehension.

### Benefits include:



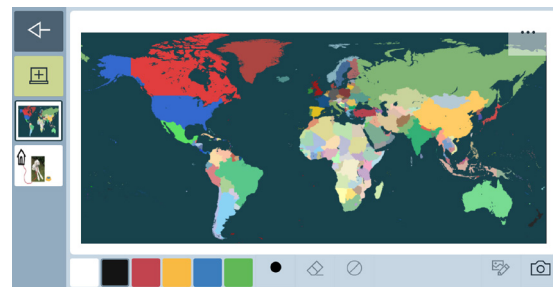
Communication partners can write single keywords while saying the word to support better understanding.



Pairing written words with pictures on a whiteboard can help support better conversation and comprehension of a topic. Whiteboards can be saved in TD Snap® Aphasia to be used again later.

### Example:

When discussing where family members live, the clinician may draw a map on the Whiteboard and facilitate conversation about where individuals live. By adding these cities to the map, the person with aphasia and their communication partners may have further conversation about this topic, including answering questions about family members. Writing the city's name on the map may further facilitate verbal language retrieval and enhance comprehension.



# Support Expressive Language: Using Photos and Scripts

Each person with aphasia will require different levels of support to engage successfully in the following activities. Individuals with more severe aphasia or those with both expressive and receptive deficits will need more guidance and facilitation from their communication partners. Using the tools in this section along with gestures, facial expressions, and verbal language will be vital in achieving the best results.

## Building communication and expressive language skills

During expressive activities, several tools may help support PWA in generating speech and being a more successful communicator.

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### Personalized Photos

Personal photos can be a tool used to support individuals with word finding difficulties as well as a strategy to identify the context of the message that is intended. Personal photos can be easily inserted into TD Snap® Aphasia as part of Topics or within the Photo Albums. Photos can be used for supporting expressive language in multiple ways.

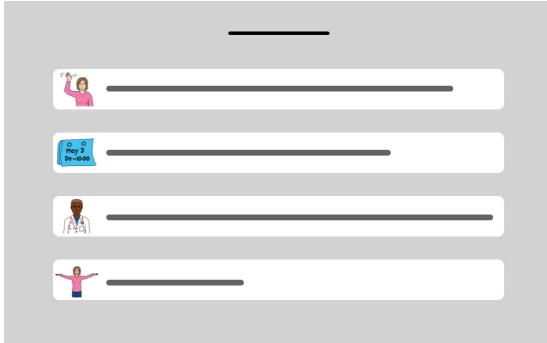


Photos can establish a context for interactions and provide the opportunity to support speech by pointing and gesturing to elements of the photo (people, situations, etc.). When used to support conversation, naming, or other expressive activities, the person with aphasia can point to the various items or people represented in the photo while trying to say the targeted message or word. Even if an accurate or understandable verbal response cannot be produced, at least the communication partner has information about the intent of the message. The communication partner can further prompt verbal production or continue engaging in conversation. These photos can be placed on Topic pages, in a Photo Album, or on a Whiteboard.

Photos can be used with supporting messages to tell stories and have conversations with familiar and unfamiliar people. Adding messages around an image can be used by PWA to converse about important topics. They can use their speech in combination with these messages. Often messages spoken on an AAC system can help PWA produce a verbal response. For those individuals with more severe types of aphasia, using photo albums that have 1 or 2 messages per picture can often be more easily managed. In these cases, PWA will rely on their communication partner to offer guidance and encouragement to use their speech, but also to use the tools (e.g., photos) necessary to engage in meaningful conversation.

## Scripts

Scripts are sentences sequenced to predict conversation flow in specific situations. Reviewing and working on scripts for common and predictable interactions is a strategy for supporting PWA in resuming activities that they may have previously enjoyed. Scripts offer a simple structure for predictable interactions, such as ordering coffee or food. Strategies for using Scripts to support expression may include:



Scripts can support communication during activities that are motivating to the person with aphasia. Scripts that focus on personal areas of interest can be written together. Practicing the use of the Script can be part of a therapy or home program until the person with aphasia has established enough confidence to move to use them in real-life situations. As with all of the communication supports mentioned, Scripts can be used to support verbal production, better communication, and more active involvement in activities. Scripts should be used together with any spoken language that is easily produced and with gestures and facial expressions. While Scripts can be used with a range of impairments, people with milder forms of aphasia may be able to use them more independently and require less support than those with more severe aphasia.



# Support Expressive Language: Using Whiteboards

## Whiteboards

Whiteboards are well established in most clinical environments and might be the easiest starting point for integrating TD Snap® Aphasia into therapy. Within TD Snap® Aphasia, the Whiteboard can be used as a standard whiteboard or a place to add photos. Whiteboards can also be saved for later use. Whiteboards can be used in multiple ways:



### Whiteboards and written choice

One strategy that is often used to support PWA in communicating or answering questions is through written choice. Using the Whiteboard tool in TD Snap® Aphasia supports this strategy. Use your finger to write 3 options on the Whiteboard while asking the person with aphasia the question related to the choices provided. The individual can then point to the answer on the Whiteboard and attempt to say that word. Example: The clinician might ask “Who brought you to therapy today?” then offer 3 options written vertically on the Whiteboard. When necessary, the clinician may repeat the question and point to each written option while reading it. This strategy works with many different types and severities of aphasia. For individuals with mild or expressive aphasia, they may be able to read the options and quickly respond. They may even be able to reply verbally given the written options. However, individuals with more severe forms or receptive types of aphasia may need more support. They may require simple questions and clinician support to read the answers to them.

### Whiteboards with photos

TD Snap Aphasia offers a unique feature in the Whiteboard. This feature allows users to add digital images directly to the Whiteboard and write and/or draw on them. This feature allows photos to have an additional expressive value. By using this strategy, the person with aphasia can engage in a conversation and share important information about the photo, allowing them to be more expressive than when relying on verbal skills alone. These Whiteboards can be saved in TD Snap® Aphasia and used again in the future.

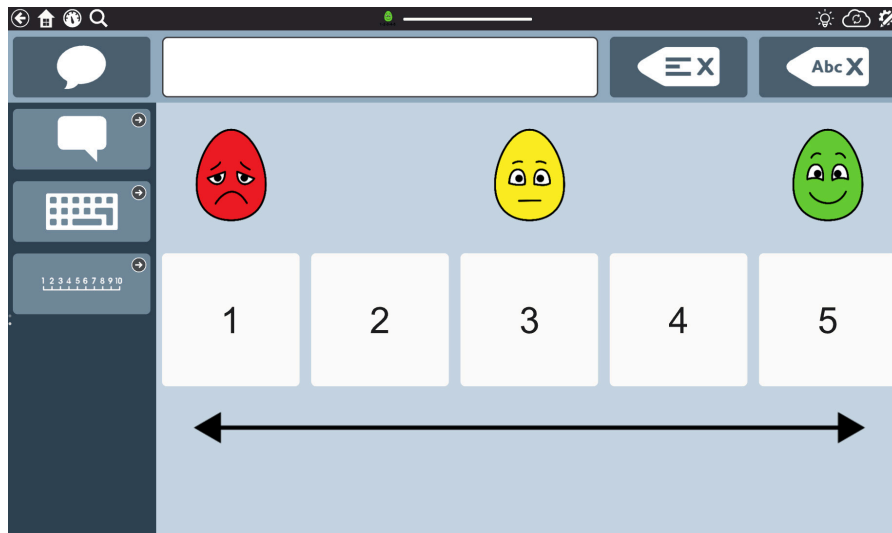
### Whiteboards for even more

Individuals with mild aphasia, anomia, or expressive aphasia, may use the Whiteboard for an additional purpose. These individuals may use this tool to draw ideas or items that they are struggling to produce verbally to clarify their message to the communication partner. The process of writing single letters or complete words, if that skill remains intact, or drawing may provide the necessary cue to help trigger a verbal response.

# Support Expressive Language: Using Rating Scales

## Rating Scales

Rating Scales are a familiar tool and can provide visual support for PWA when discussing opinions or medical issues.



### Rating Scales and TD Snap®

There are 4 Rating Scales in TD Snap® Aphasias. Not all of these may be appropriate for all PWA. You can hide the Rating Scales not in use to simplify the menu.

If the person with aphasia does not currently have the TD Snap® Aphasias software, provide a copy of the TD Snap® Aphasias Communication Book as part of a home program. This includes a low-tech version of the Rating Scale.

### Rating Scales are important for PWA

Rating Scales can support PWA in sharing opinions and feelings about various situations. Use the Rating Scales to support verbal and gestural expressions when asking questions that require this type of response (e.g., Did you enjoy that? What do you think about this option?). In the TD Snap® Aphasias software, you will find several types of Rating Scales. There are two Rating Scales to support offering opinions, the 1-3 and 1-5 format. These are also supported with drawings to represent positive and negative responses. Rating Scales can be used in therapy to check for acceptance of strategies and to offer opinions on various tools.

Rating Scales are often used to offer feedback to medical professionals about general feelings of overall health and pain. During health and wellness conversations, use the Pain Scale options in TD Snap® Aphasias. These can be a great way to begin a conversation in therapy about how the person is feeling. This provides practice for situations in which this type of response will be needed.

# Using TD Snap® Aphasia to Support Reading and Writing

There are several different therapeutic approaches used to address reading and writing deficits for people with aphasia. While we will not address these approaches specifically in this guide, there are a few key things to know about reading and writing skills.

For many PWA, reading and writing skills often mirror the types of challenges they face with receptive and expressive abilities. Individuals with impaired reading abilities may benefit from using written choice paired with photos and drawings to support comprehension and expression. Even in the cases of very severe aphasia, some individuals have been able to use these strategies successfully to engage in ongoing conversation when the context of the interaction is clear and when the communication partner is both writing and speaking the words/sentences as they write them.

Some individuals will be able to write words themselves, as a way to communicate or cue their speech, others will need higher levels of partner support to be successful.

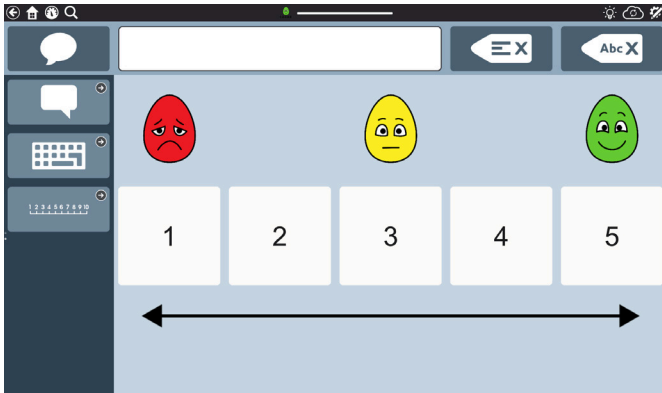
The communication tools available in TD Snap® Aphasia work together with speech to help a person communicate successfully. Every person with aphasia will respond differently to the tools, some will work better than others. We know that receptive and expressive language skills work together to support communication. We have provided the following activities to support practice with both skills in a way that allows PWA to participate in real-life interactions. We recommend exploring the tools in the order presented below, however, use your clinical judgment to identify topic areas of focus.

In addition to the following practice activities, use the aphasia-friendly Practice Note Cards in therapy and as a part of a home program to support increased independence using the communication tools. These Note Cards provide visual information and simplified steps for PWA to use independently as they practice.



# Rating Scales

Rating Scales help PWA share their opinions. Communication partners can also use Rating Scales to support understanding when speaking with PWA.



## Tip

Use the Rating Scales while completing the Topic Interest Inventory to help the person with aphasia identify areas of interest scan QR code.

## Supporting Communication

### Activity:

- 1 Show the person with aphasia how to get to the Rating Scale or allow them to navigate independently.
- 2 Review the Rating Scale and discuss how it works.
- 3 Engage the person with aphasia in discussions and have them use a Rating Scale to provide his/her opinion. Examples include:
  - "I just got a new haircut. What do you think about it?"
  - "How would you rate your husband's cooking?"
  - "How would you rate your son's driving?"
  - "What do you think of the weather today?"
  - "How do you like your new physical therapist?"
  - "How was your lunch?"
- 4 To practice speech, encourage the person with aphasia to try and say the number after they select it. If they are unable to repeat, that is okay. Accept what they select and continue with the conversation.
- 5 Encourage communication partners to use the Rating Scales while speaking to support their message.



## Note

You can also model using the Rating Scale when speaking. For example, say "I think the weather today is great! It is a 5." while pointing to the number 5 on the Rating Scale.



## Aphasia Topic Interest Inventory

Use the Rating Scales while completing the Topic Interest Inventory to help the person with aphasia identify areas of interest.

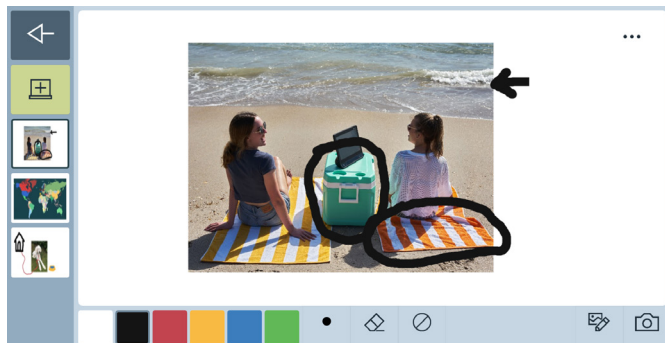
<http://qrco.de/bbOleD>



Click [here](#) or go to page 21 for the Rating Scales Practice Note Card.

# Whiteboard

You can use the Whiteboard to write or draw with a finger. Both communication partners and PWA can write letters, numbers, words, or draw pictures to communicate messages.



## Tip

Whiteboards are saved automatically so you can use them in future conversations.

## Supporting Communication

### Activity:

- 1 Show the person with aphasia how to get to the Whiteboard or allow them to navigate independently.
- 2 Allow the person with aphasia to practice using the Whiteboard.
  - Draw pictures to communicate a thought.
  - Write letters of their name.
  - Draw arrows to give directions.
- 3 If the person with aphasia cannot think of a word, ask them to draw it or try to write it on the Whiteboard. Write 2 or 3 choices on the Whiteboard to help the person with aphasia to:
  - Answer questions about the weather.
  - Pick a food for dinner.
  - Select a show to watch on TV.
- 4 Write words or draw pictures while speaking to support understanding.
- 5 Show the family member/caregiver how to use written choice on the Whiteboard. Then have them provide written choices during an interaction.



[Click here](#) or go to page 21 for the Whiteboard Practice Note Card.

# Topics

Every day, people have conversations about topics that are important to them. The Topics available in TD Snap® Aphasia allow PWA to communicate by pointing to items in the picture (on visual scene pages) and/or by selecting a message related to the chosen Topic.



## Tip

Add personal photos in the Visual Scene Topics to help set the context for communication.

## Supporting Communication

Using the Topic Interest Inventory will help PWA work with their clinicians to identify areas of interest. Once identified, these areas can be the focus of therapy activities. With your client and their family, complete the form to help you determine what Topics are important and to guide you as you customize TD Snap® Aphasia. See page 8 for more information about the Topic Interest Inventory.

### To edit Topics and Topic Messages:

- 1 Go to the Topic page where you would like to make a change.
- 2 Select **Edit**.
- 3 Select the button you want to edit.

### To change the button symbol:

- 4 Select the **Search** button to find a symbol.
- 5 Select the **Camera** button to add a photo.

### To change the text that appears on the button:

- 6 Select the **Label** field and type.  
To change the Message that is inserted or spoken when the button is selected type in the Message field.
- 7 Select **Style** to change the button color, border, font, or layout.
- 8 When finished select **Done**

### Activity:

- 1 Ask the person with aphasia to explore the Topic messages and pictures (visual scenes).
- 2 Review each message and practice locating it.
- 3 Communicate messages in functional tasks such as role-playing or discussions. It is best to make the conversation as real as possible so that the person with aphasia views the interaction as something that relates to real life, and not just a therapy activity. For example, if football is a topic of interest have a discussion with the individual about a recent football game or favorite team.
  - Therapist: Says "Let's talk about the football game. What did you think of the game?" Draw attention to the messages in the Sports Topic.
  - Client: Selects "They are really good."
  - Therapist: Says: Agreed. What did you think of the refs?"
  - Client: Selects "The refs are blind." and laughs.
- 4 Model the use of Topic Messages by selecting them as you speak. Ask the client's family or caregivers to engage in a conversation with one of the Topics.

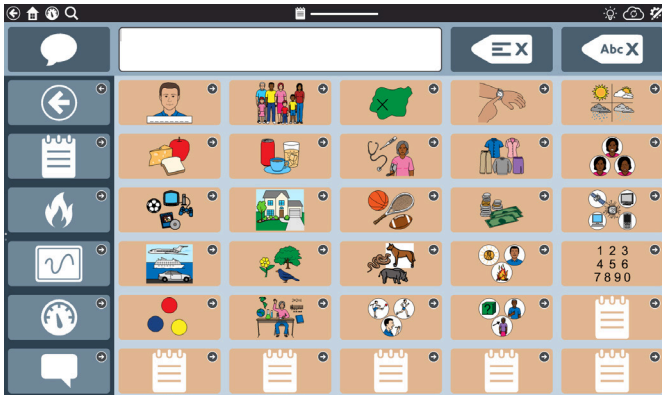


[Click here](#) or go to page 22 for the Topics Practice Note Card.



# Word Lists

Word Lists are made up of single words organized by category (e.g. food, places, clothing). Create new lists and/or edit the existing lists to add important words.



## Tip

Categorization may be difficult for some individuals with aphasia. It is okay for the communication partner to navigate to the appropriate Word List to support success.

## Supporting Communication

Before initiating activities in Word Lists, it might be a good idea to add personalized words/names to appropriate categories (e.g., add family and friend to the Names list, add favorite foods to the Food list, etc.)

### To edit Word Lists:

- 1 Go to the Word List you want to edit.
- 2 Select **Edit**.
- 3 Select the button you want to edit.

### To change the button symbol:

- 4 Select the **Search** button to find a symbol.
- 5 Select the **Camera** button to add a photo.

### To change the text that appears on the button

- 6 Select the **Label** field and type. To change the Message that is inserted or spoken when the button is selected type in the Message field.
- 7 Select **Style** to change the button color, border, font, or layout.
- 8 When finished select **Done**.

### Activity:

- 1 Show the person with aphasia how to get to Word Lists or allow them to navigate independently.
- 2 Engage the person with aphasia in discussions and have them use the Word Lists to answer. For example:
  - "Let's make a list of your favorite foods. I like cheese and pizza."
  - "Let's talk about your family. How do you know Sherry?"
  - "What pet would you like to own?"
- 3 To practice speech, have the person with aphasia touch the button to hear it. Then try to say the word. Also, see if the individual can say the word before hearing the device speak it. Sometimes, simply seeing the word can help the person with aphasia say the word.



[Click here](#) or go to page 23 for the Word Lists Practice Note Card.

# QuickFires

QuickFires are a fast and easy way to communicate words and common phrases needed throughout daily life. Depending on the grid size used, there are up to 5 categories: Greetings and Social, Personal Needs, My Aphasia, Feelings, and Communication Repairs.



## Tip

Use QuickFires while speaking so the person with aphasia can see how they work in everyday situations.

## Supporting Communication

Before initiating activities in QuickFires, it might be a good idea to add personalized words for the individual (e.g., Instead of “hello” someone might say “howdy” or “yo”).

### To edit Quickfires:

- 1 Open the QuickFires page you want to edit.
- 2 Select **Edit**.
- 3 Select the button you want to edit.

### To change the button symbol:

- 4 Select the **Search** button to find a symbol.
- 5 Select the **Camera** button to add a photo.

### To change the text that appears on the button

- 6 Select the **Label** field and type. To change the Message that is inserted or spoken when the button is selected type in the Message field.
- 7 Select **Style** to change the button color, border, font, or layout.
- 8 When finished select **Done**.

### Activity:

- 1 Show the person with aphasia how to get to QuickFires or allow them to navigate independently.
- 2 Ask the person with aphasia questions where QuickFires can be used to respond. For example:
  - Introduce yourself
  - Call someone over
  - Ask for help
  - Answer a yes/no question
- 3 QuickFires can sometimes trigger a verbal response. Encourage the individual to try to speak the word or phrase before or after selecting the button.



[Click here](#) or go to page 23 for the Quickfires Practice Note Card.



# Photo Albums

Research shows that personal photographs can sometimes trigger speech. Photo Albums are the perfect way to capture important life events and allow individuals with aphasia to continue to share their stories.



## Tips

- When adding stories, be sure to use words and grammar that reflect the individual's unique personality.
- Use Photo Albums to communicate about family events or outings.
- Be creative. Take photographs of important remnants (e.g., movie ticket stub) to help talk about an important event.

## Supporting Communication

Before using the Photo Albums available in TD Snap® Aphasia, spend time customizing them by adding personal photos. To get customization ideas, spend time interviewing the person with aphasia and their family/caregivers to identify stories about important events, people, and places. Use personal photos, calendars, remnants (e.g., ticket stubs), etc. to provide inspiration. Add captions to each photo as you add them to the Photo Albums so that the person with aphasia can share information with others.

### To edit Photo Albums:

- 1 Go to the Photo Album page menu via the Dashboard.
- 2 Select **Edit**.
- 3 Select a button that will be the cover of your photo album.
- 4 Select the **Label** text field and type the name of your album (e.g. Vacation, Grandkids, etc.).

### To add a photograph

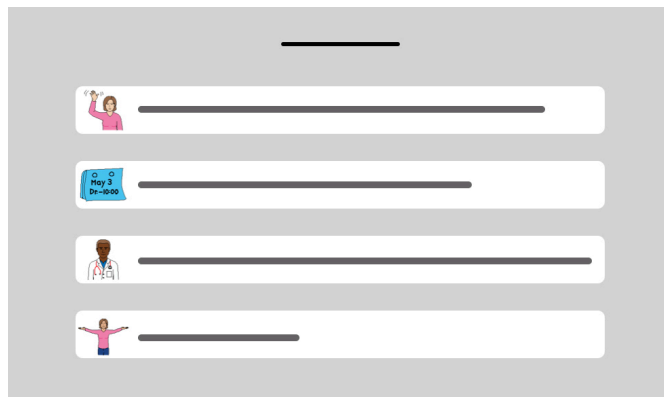
- 5 Select the **Camera** button.
- 6 Select **From Camera** to take a picture using the built-in camera, or select **From Photo Library**, to select a picture loaded on the device.

### Activity:

- 1 Explore the Photo Album and ask the person with aphasia to tell a story using the photos.
- 2 Point to the pictures while you talk to support auditory comprehension.
- 3 Encourage the person with aphasia to try and use their speech to talk about the pictures.

# Scripts

Scripts are a sequenced series of messages that help someone communicate in important situations. Scripts can be used to tell stories, share information, or provide cues for speech. Every Topic has a sample Script that should be customized.



## Tip

Scripts are a great way to practice conversational speech. Practice the scripts each day. The more it becomes automatic, the easier it will be for the person with aphasia to use it. If they can verbally repeat the script, record them speaking the message onto the Script buttons.

## Supporting Communication

Before using Scripts available in TD Snap® Aphasia, spend time customizing them to meet the specific needs of the person with aphasia. Start with the Scripts related to Topics that are most important.

### To edit a Script:

- 1 Go to the Topic page where the Script is located.
- 2 Select **Edit**.
- 3 Select the **Script** button.



- 4 The Edit menu will pop up. Select the **Script** field in the actions menu.
- 5 Select **Script-Label 1** to edit the first line.
- 6 Type the label and message if different.
- 7 If you want to record the message, select the microphone.
  - A It will prompt you to begin recording.
  - B Speak the line on the script.
  - C When you are finished recording you can play it back or select save to keep it.
- 8 Add a symbol.
- 9 Select **Save** when finished.
- 10 Continue selecting lines to add messages.
- 11 When finished select **Done**.

### Activity:

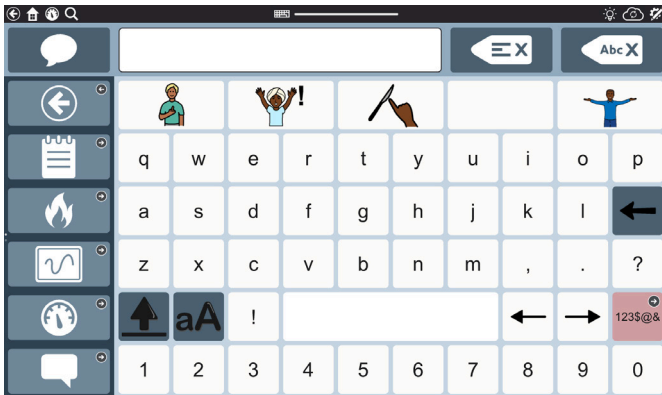
- 1 For each Topic you have selected, review the sample Script.
- 2 Customize the Script to meet the specific needs of the person with aphasia.
- 3 Ask the person with aphasia to navigate to the Script from the selected Topic or show them how to get there.
- 4 Role play situations in which a Script will be used.
- 5 After touching the button, encourage the individual with aphasia try to repeat the line. If the individual is only able to say one word in the line, that is okay. Keep working towards saying the whole sentence.



[Click here](#) or go to page 22 for the Scripts Practice Note Card.

# Keyboard

Use the Keyboard to communicate with a single letter or a full word. The Keyboard can be set to alphabetical or QWERTY format. Word prediction is built in, providing suggestions as the word is being typed. Research shows that using a keyboard to provide a first letter of a word can cue verbal speech.



## Tip

Word prediction on the keyboard can help with spelling. If the individual with aphasia is unable to use the Keyboard successfully, consider using the Whiteboard to draw for communication.

## Supporting Communication

Review the Keyboard and make sure it is set up to the layout needed (alphabetical, QWERTY).

### To change the Keyboard layout:

- 1 Select **Edit**.
- 2 Select **Page Set**.
- 3 Select **Keyboard Page**.
- 4 Type in the word Keyboard to see the options.
- 5 Select the Keyboard you want (e.g. Keyboard-Main QWERTY).
- 6 Select **Done**.

### Activity:

- 1 Ask the person with aphasia to navigate to the Keyboard from the Toolbar or show them how to get there.
- 2 Help the person with aphasia become familiar with the Keyboard by locating letters and/or spelling words. For example:
  - Therapist: "Let's get familiar with the letters on your keyboard. We are going to find the first letter of your name. Find the letter M (while showing them the letter M).
  - Client: Struggles to locate letters.
  - Therapist: "Is this M (pointing to M) or is this M (pointing to T)?"
  - Client: Selects "M".
  - Therapist: "Yes, that is the M."
- 3 Review word prediction and ask the individual with aphasia to practice selecting words from the word prediction row.



[Click here](#) or go to page 24 for the Keyboard Practice Note Card.

# What's Next?

As people with aphasia improve and become more familiar with the communication supports in TD Snap® Aphasia, they will start using them more. Continue practicing the various communication supports using the examples found within this guide. Try the same activities in different environments or with different people. Positive outcomes may occur more frequently when skills are practiced in natural environments. Make it functional, motivating, and interesting.

Explore the remaining content in this guide for more opportunities to practice communication skills. For further learning opportunities explore our live and on-demand training options on topics relevant to aphasia.



## Practice Note Cards

The aphasia-friendly notecards are written for the person with aphasia to independently practice using communication tools and strategies. Provide additional help as needed.

**Rating Scales**

**Word Lists**

**Whiteboard**

**QuickFires**

**Topics**

**Dashboard**

**Scripts**

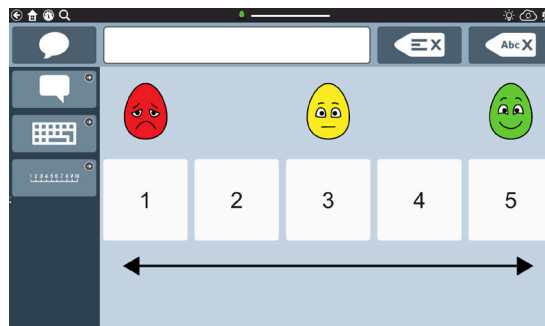
**Keyboard**



# Rating Scale



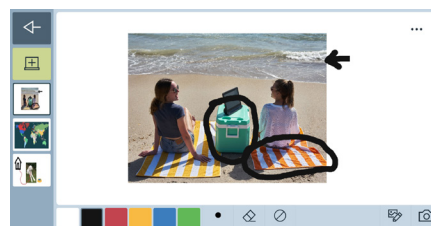
- 1 Open a Rating Scale.
- 2 Use it to tell someone how your day is going.
- 3 Respond to other questions using the same rating scale.



# Whiteboard

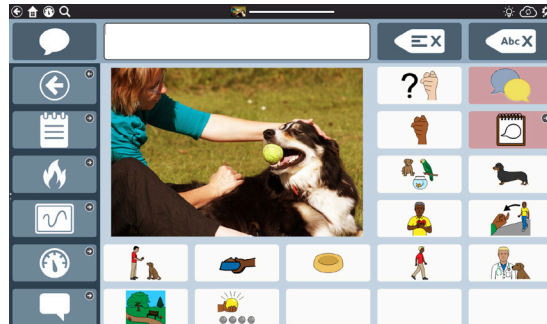


- 1 Draw pictures of your favorite things.
- 2 Write letters or words to communicate thoughts.
- 3 Answer choice questions.
- 4 Use a photo to tell a story or help speak words.



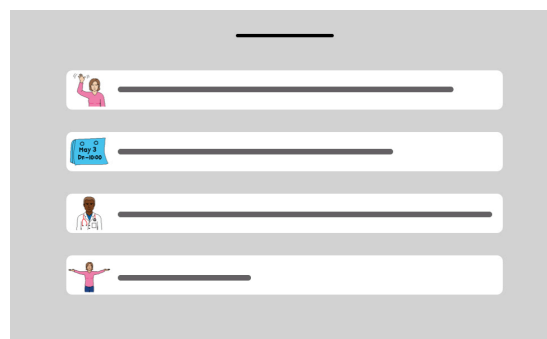
# Topics

- 1 Explore phrases and pictures on a Topics page.
- 2 Find a topic that is important to you.
- 3 Select the messages on the buttons.
- 4 Use the symbols, photo, or messages to practice speech and make conversation.



# Scripts

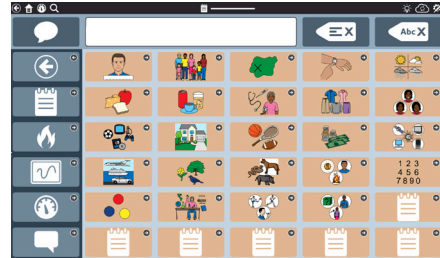
- 1 Choose an important Topic.
- 2 Find the Script in that Topic.
- 3 Try and repeat the words.



# Word Lists



- 1 Touch a category button to find words.
- 2 Find a word and try to say it.
- 3 Press a button and try to repeat the word.
- 4 Touch and say your Practice Words.
- 5 Find your favorite things in each category and practice saying them aloud.



# Quickfires



- 1 Use phrases to ask questions.
- 2 Use phrases to make comments.
- 3 Find a phrase you want to say and try to say it.
- 4 Press the button and repeat the phrase.

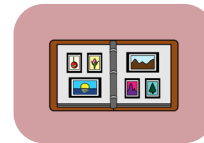
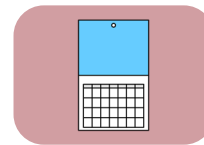
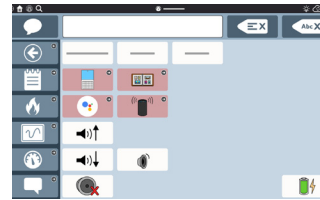




# Dashboard



- 1 Open the Dashboard and explore. Turn up the volume.
- 2 Explore the calendar.
- 3 Add pictures to the photo album. Use it to tell stories.



# Keyboard



- 1 Type words or letters using the keyboard.
- 2 Find the first letter of a word you want to say.
- 3 Use word prediction to help spell a word.
- 4 Try to say the word you type.

