Toronto Stroke Networks'
Resources to Support the Completion of the
Canadian Occupational Performance Measure (COPM)©

Sections:

Communication Visual Aid Tool
to Support Completion of the COPM©

Completed by:

☐ **Patient**

☐ **Healthcare Provider**

☐ **Family/Caregiver**

☐ **Other:** _____

Patient Name: _____

Date Completed: _____

Communication Visual Aid Tool: Instructions for Clinicians

The purpose of this tool is to help patients identify occupational performance issues (OPIs) related to their stroke recovery and the importance of their OPIs

- It is important to capture the patients' voice throughout their stroke recovery journey. The first page can be used to support conversations about the impact of their stroke and what they need to do to return home

- The visual rating scale can be used to identify the importance of each OPI. Place the scale under the image that is being discussed to focus the conversation on one OPI at a time. An alternate vertical scale is available on the reverse side and can be utilized with patients who have perceptual and/or visual field impairments

- A grey–yellow rating scale was used as it is easier for people with aphasia to understand – grey feels negative and yellow feels positive. This approach is based on research by the Aphasia Institute with and for people with aphasia.[1,2]

- Prioritize the OPIs based on their importance rating

- This information can be used to complete the Canadian Occupational Performance Measure (COPM)©

Note: Clinicians are strongly encouraged to use supported conversation strategies (e.g., Supported Conversation for Adults with Aphasia [SCA™]) to ensure meaningful and person-centred dialogue. *Please see resources on the reverse side.*

Resources

- **Toronto Stroke Networks' Supported Conversation for Adults with Aphasia (SCA™) Initiative:** https://tostroke.com/for-professionals/education-and-profession-development/toronto-stroke-networks-supported-conversation-for-adults-with-aphasia-initiative/

- **Introduction to SCA™ Free eLearning Module:** https://www.aphasia.ca/health-care-providers/education-training/self-directed-elearning/

- **Additional Free Resources from the Aphasia Institute:**
  - https://www.aphasia.ca/health-care-providers/resources-and-tools/free-resources/
    - *"Talking About Series"* – *topic-specific pictographic booklets on health care issues (e.g., daily living, fall prevention, medications, recreation and leisure):* https://www.aphasia.ca/working-together-series-request/
    - *"Yes/No?" card:* https://aphasia-institute.s3.amazonaws.com/uploads/2022/03/YES_NO_WRONG-TRACK_Card_FILLABLE.pdf

References

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Stroke Can Affect

Thinking

Movement

Speech/
Swallowing
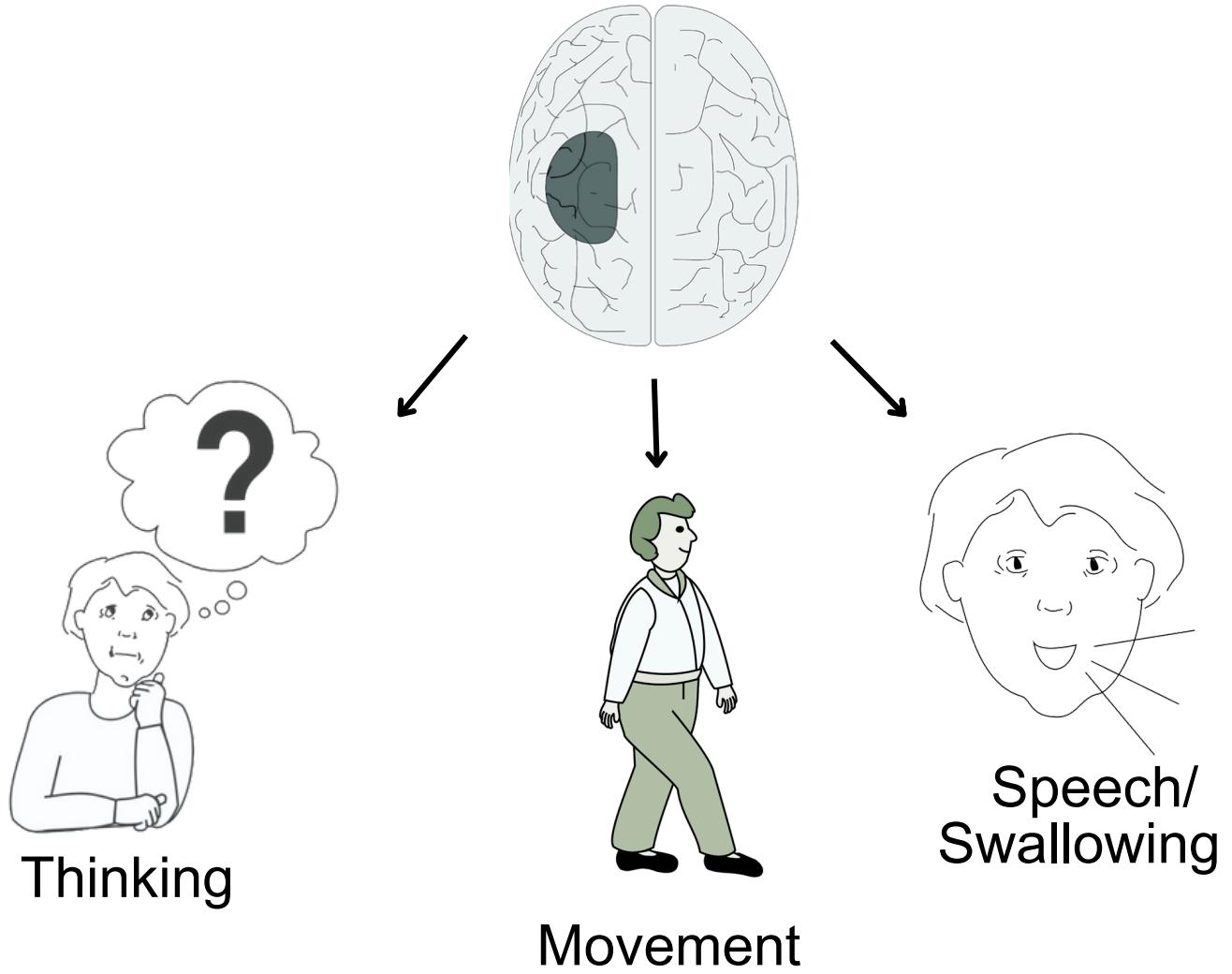
What do I need to do to go home?

Hospital

Home
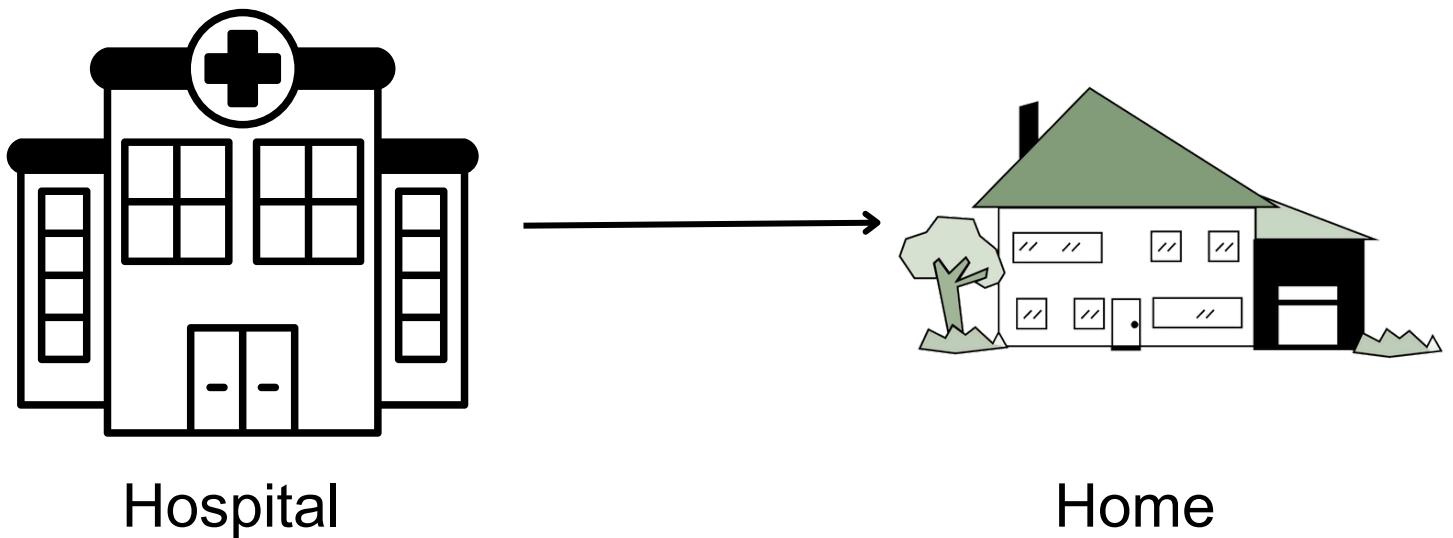
Suggestions for Introducing the Canadian Occupational Performance Measure© to Persons with Stroke

- There may be some changes since you had your stroke
- There may be changes with:
  - Your thinking
  - How you move
  - The way you talk or swallow
- I would like to know:
  - What are the things you need and want to be able to do again?
  - What is important to you in order to go home?
  - What do you want to focus on during your recovery/ rehabilitation?

In Acute Care

- I will share this information with your care team so that everyone knows what is important to you
- When you are ready to go to rehabilitation, we will share this information with the rehabilitation team
- If you think of anything else that you need/want to be able to do, please let us know

In Rehabilitation

- I will share this information with your care team so that everyone knows what is important to you
- We can use this information to develop rehab goals with you
- We will re-visit this towards the end of your rehab stay to find out how you are doing with the things that are important to you

Talking
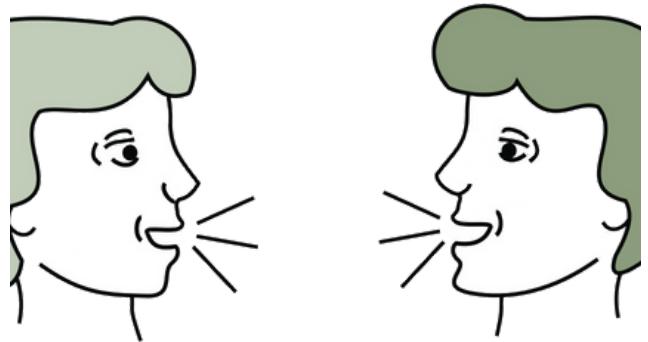
Using My Weak Arm
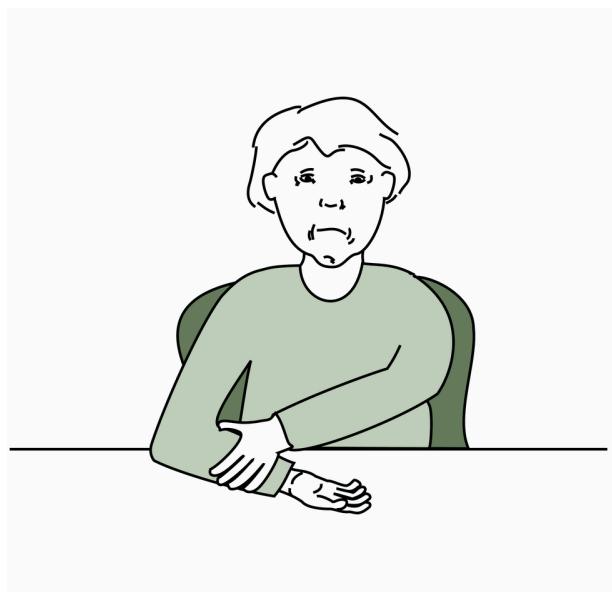

Walking
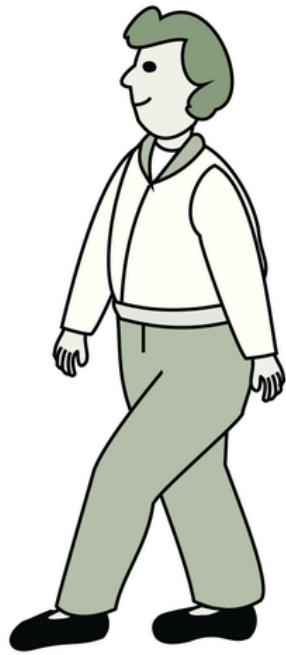
Eating

Toileting

Showering
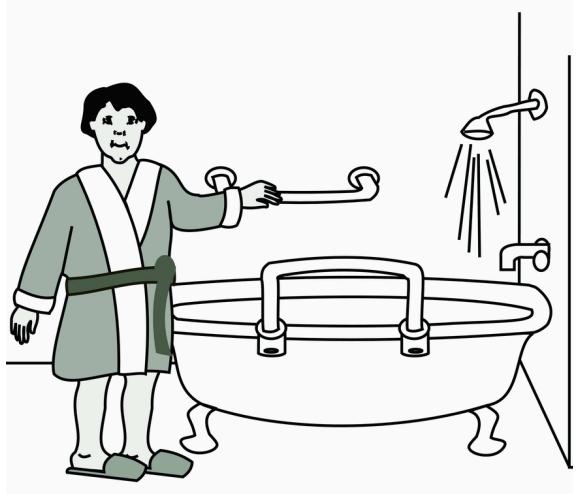
Managing Medications

Paying Bills $$$
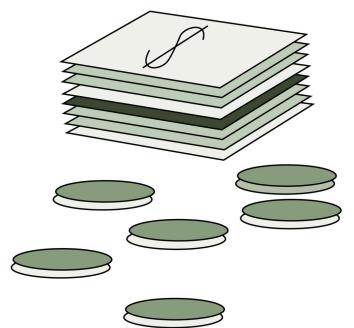
Returning to Work

Dressing

Grooming

Cooking

Hobbies

Sexual Relations

Driving

Thinking

Fatigue

Mood
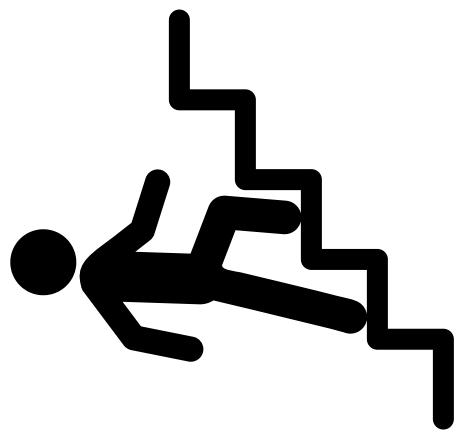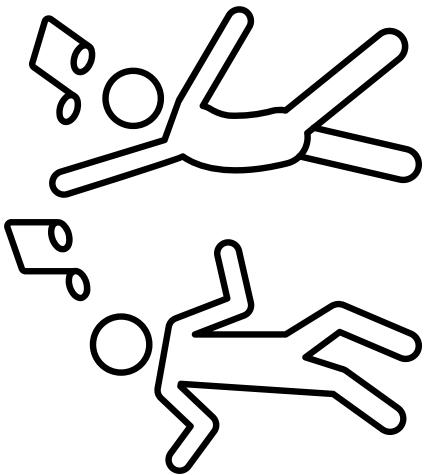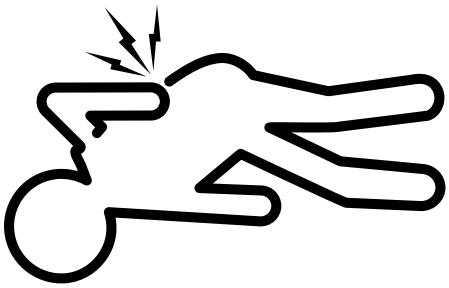
Other ?
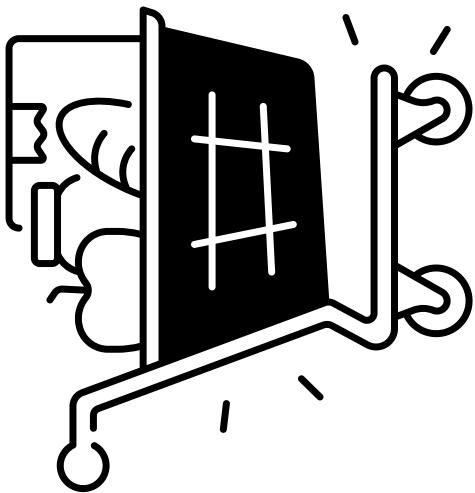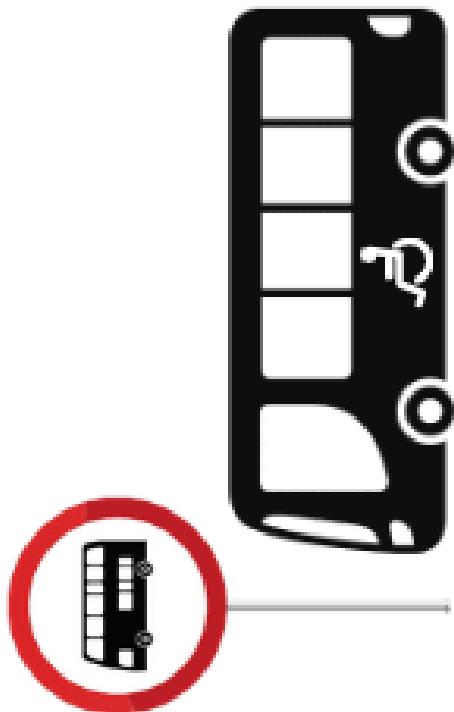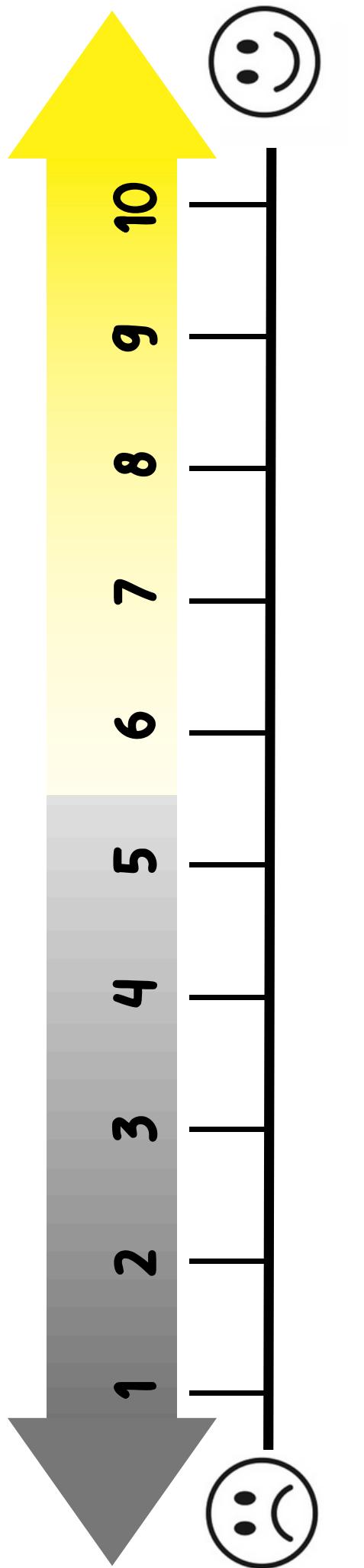
Most important

Not important

10 9 8 7 6 5 4 3 2 1

Optional Scale (e.g. for patients with neglect)

Most important

10
9
8
7
6
5
4
3
2
1
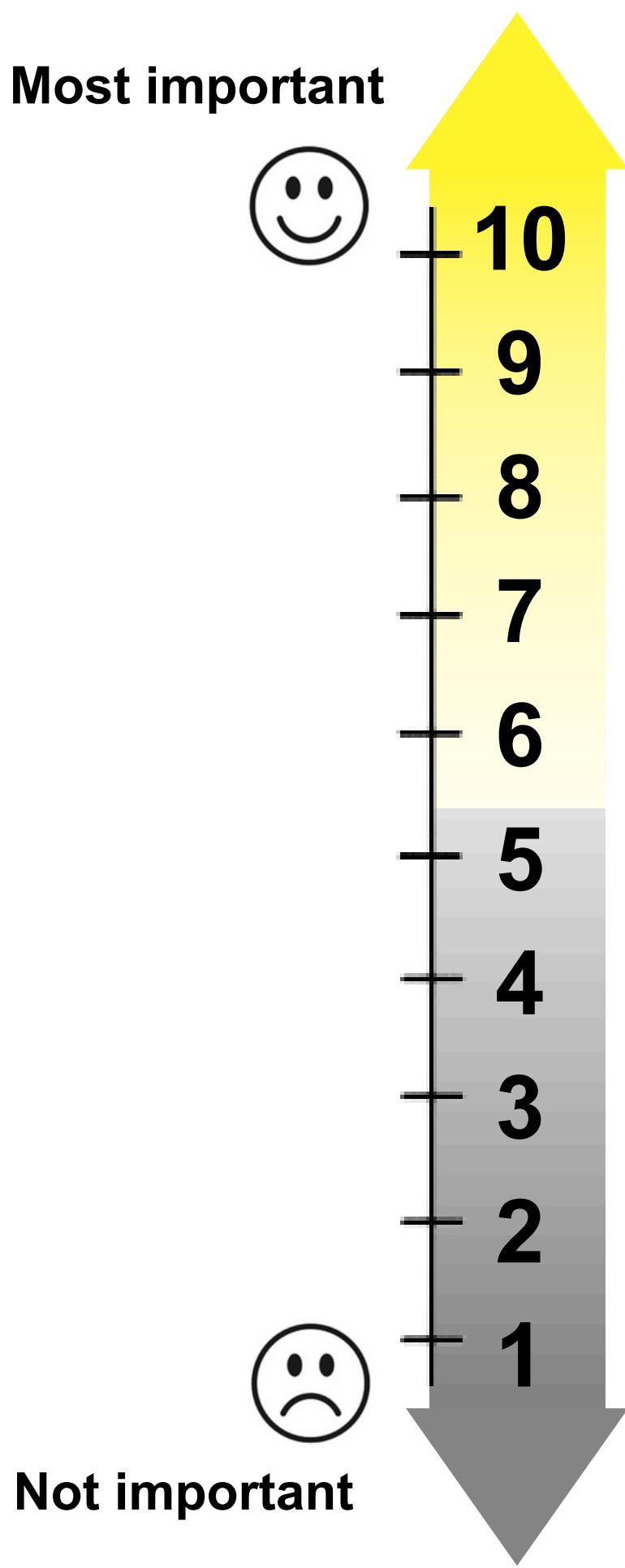
Not important

What is Important to Me

Patient Name: _____

Date Completed: _____

Support by:

☐ Family/Caregiver

☐ Healthcare Provider

☐ Other: _____

What is Important to Me: Instructions for Clinicians

The purpose of this tool is to encourage patients to identify the occupational performance issues (OPIs) that they are experiencing by writing and/or drawing in the designated box. This tool can be kept with the patient (e.g. at bedside) so they can easily share with healthcare providers and/or family/caregivers

- It is important to capture the patient's voice throughout their stroke recovery journey. The "Self-Reflection" page can be used to support conversations about the impact of their stroke and what they need to do to return home

- This tool supports patients who may have challenges identifying OPIs and can help build insight through supportive conversations by writing keywords and/or using images as a strategy

- If the patient requires support generating OPIs, use the "*Things That Might be Important to Me*" page to help them get started. *Please see resources on the reverse side.*

- The visual rating scale can be used to identify the importance of each OPI

- This information can be used to support completion of the Canadian Occupational Performance Measure (COPM)©

Resources

- **Toronto Stroke Networks' Supported Conversation for Adults with Aphasia (SCA™) Initiative:** https://tostroke.com/for-professionals/education-and-profession-development/toronto-stroke-networks-supported-conversation-for-adults-with-aphasia-initiative/

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How to Use This Tool

- We want to know what is important to you

- You can use this tool to share with your family, caregivers, and healthcare providers what is most important to you

- Use the following pages to write or draw in the boxes on the sheet

- Rate how important each activity is using the scale on the right side of the box

- If you need help to get started, you can use the words and images on the "Things That Might be Important to Me" page

What is Important to Me
(write or draw in the box below)

Most Important

10
9
8
7
6
5
4
3
2
1

Not Important

Date: _____

What is Important to Me
(write or draw in the box below)

Most Important

:)

10
9
8
7
6
5
4
3
2
1

:(
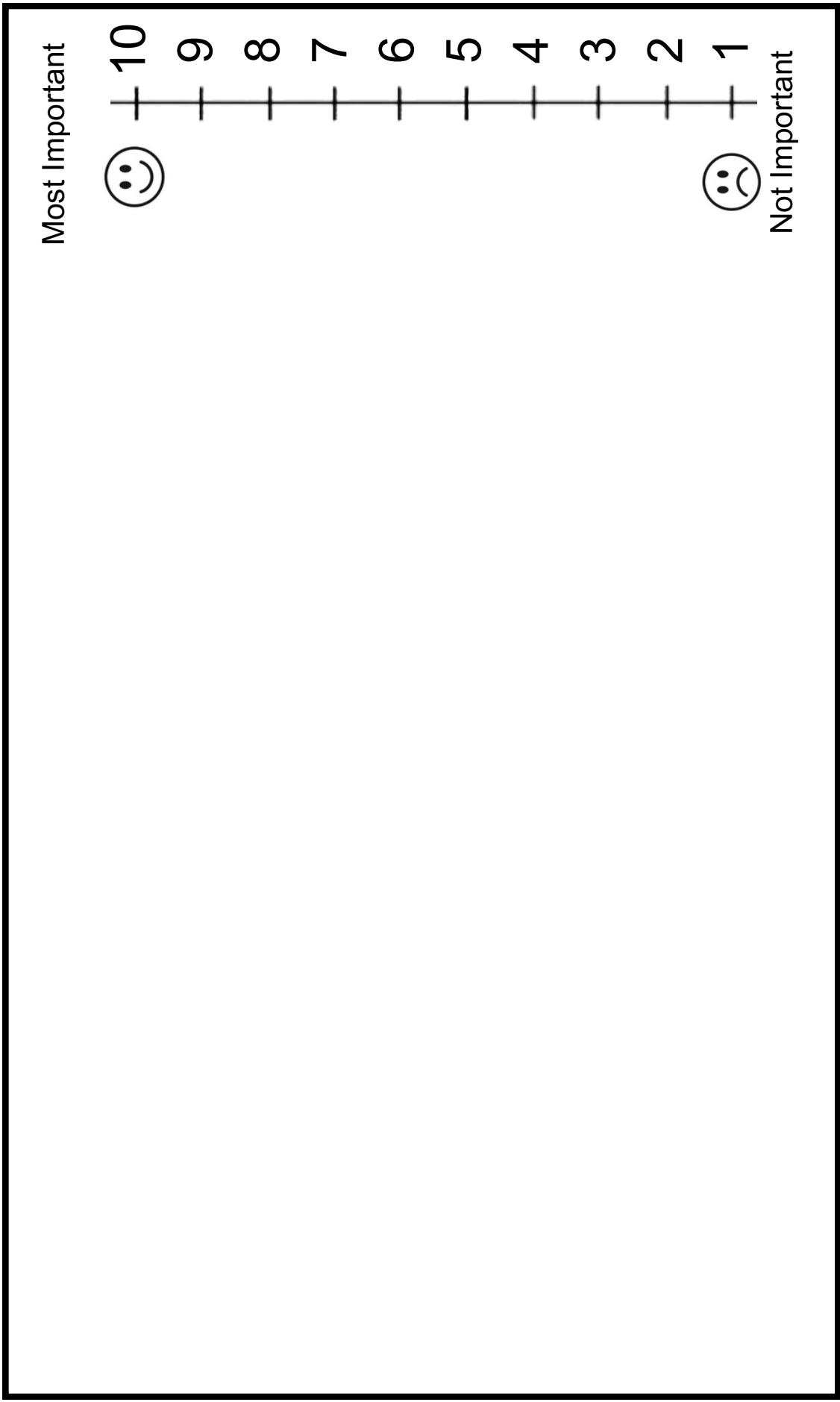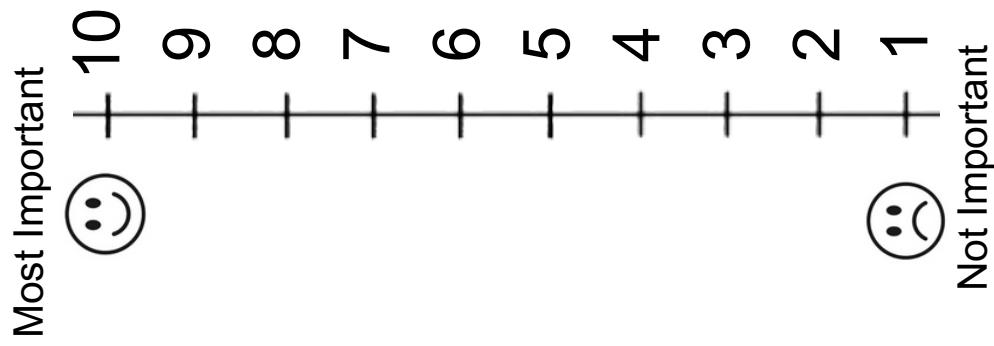
Not Important

Date: _____

THINGS THAT MIGHT BE IMPORTANT TO ME
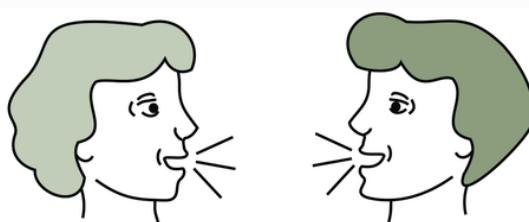
Eating	**Walking**
Talking	**Thinking**
Cooking	**Cleaning**
Managing Medications	**Dressing**
Toileting	**Grooming**

THINGS THAT MIGHT BE IMPORTANT TO ME

Returning to Work
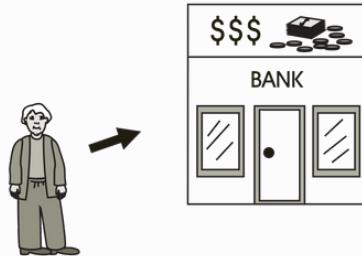
Paying Bills

Mood

Fatigue

Pain

Using My Weak Arm
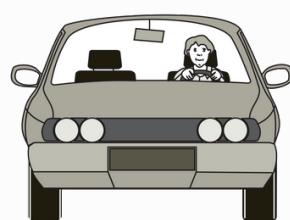
Driving

Access to Transportation

Sexual relations

Hobbies

OCCUPATIONAL PERFORMANCE ISSUES (OPIs) & GOAL SETTING

Supporting the completion of the Canadian Occupational Performance Measure© with persons with stroke
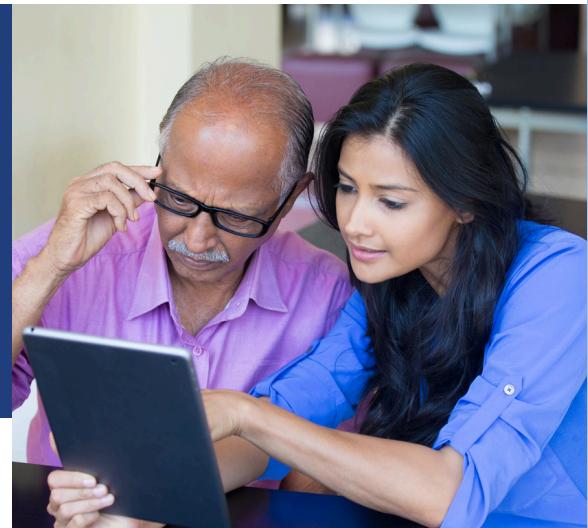
CASE EXAMPLE: Mr R

62 year old man, independent in all activities of daily living (ADLs) and instrumental (ADLs) at baseline. Works as an English professor at the university and drives. He had a left middle cerebral artery stroke 3 days ago and is currently in an acute care hospital. He presents with:

1. Montreal Cognitive Assessment (MOCA) score: 19/30 – errors made in clock drawing, language fluency and repetition, and delayed recall

2. Difficulty with expressive language

3. Right hemiparesis: Chedoke-McMaster Stroke Assessment (CMSA) stages: arm=3, hand=2, leg=3

4. Transfers: 2 persons moderate – maximal assistance to pivot transfer

5. AlphaFIM® score: 59

AT A GLANCE

OPIs
- "An occupation that a person wants to do, needs to do or is expected to do, but can't do, doesn't do, or isn't satisfied with the way they do." [1]

GOALS
- An aim or objective that a person plans to achieve within a certain period of time.

What are some possible OPIs and goals?

Please see the reverse side for sample OPIs and prompts.

**Remember to use the person's words

1. What is an Occupational Performance Problem?. COPM. (2021, March 10). An aim or objective that a person plans to achieve within a certain period of time.)

OPI (documented on COPM)	Breaking Down OPIs	How to Write the Goal
I want to walk my grandchildren to school	**Prompt:** Thank you for sharing what is important to you. In order to do this, what do you need to be able to do first? **Sample responses:** • I need to roll over • I need to sit up • I need to stand • I need support (ie. person vs aid/adaptive equipment)	**Short Term Goal:** • Mr. R will be able to roll over in bed independently in 5 days • Mr. R will be able to rise to stand from supported sitting with 1 minimal assist in 1 week **Long Term Goal:** • Mr. R will be able to ambulate to the washroom (10 metres) with a 4 wheeled walker and 1 minimal assist in 4 weeks
I can't drive	**Prompt:** Thank you for sharing what is important to you. In order to do this, what do you need to be able to do first? **Sample responses:** • I need to sit up • I need to be able to get in and out of the car • I need to be able to hold and turn the steering wheel • I need to be able to press the accelerator and the brake • I need to be able to pay attention to moving traffic while controlling the car • I need to be able to see the road, traffic lights, signs, other vehicles and pedestrians	**Short Term Goal:** • Mr. R will be able to transfer from standing with a walker to to a low seat with 1 minimal assist in 5 days • Mr. R will be able to grip and release a steering wheel independently in 5 days • Mr. R will be able to scan from left to right and right to left independently identifying visual targets on both sides in 1 week **Long Term Goal:** • Mr. R will be able to attend drivers' rehabilitation at the Functional Assessment Centre in 4 months
I can't talk on the phone with my friend	**Prompt:** Thank you for sharing what is important to you. In order to do this, what do you need to be able to do first? **Sample responses:** • I need to project my voice • I need to say words clearly • I need to put words together • I need to find the right words	**Short Term Goal:** • Greet family/friends • Greet an unfamiliar communication partner with speech clarity strategies • Generate 3-5 short sentences/phrases about current world events **Long Term Goal:** • Engage in a 10 minute telephone conversation with a friend
I want to go back to my job	**Prompt:** Thank you for sharing what is important to you. In order to do this, what do you need to be able to do first? **Sample responses:** • I need to plan my lessons • I need to make slides • I need to give lectures and manage my slides • I need to meet with students • I need to be able to evaluate their work	**Short Term Goal:** • Mr. R will read a chapter of the course text book and identify the 10 key points with guidance in 3 weeks • Mr. R will create a lecture slide from a chapter of the course textbook with minimal assistance in 5 weeks **Long Term Goal:** • Mr. R will be a guest lecturer at the university where he will present a 10 minute talk that he prepares independently in 4 months
I want to use my right arm and hand better (e.g. text)	**Prompt:** Thank you for sharing what is important to you. In order to do this, what do you need to be able to do first? **Sample responses:** • I need to get my phone from the table • I need to pick up and let go of my phone • I need to be able to use the touchscreen	**Short Term Goal:** • Mr. R will be able to reach for items on his bedside table independently with his right arm, using his left hand for support in 1 week • Mr. R will be able to grasp and release the phone with his right hand independently in 2 weeks **Long Term Goal:** • Mr. R will be able to send a text to his contact with his right hand independently in 2 months

Performance and Satisfaction Rating Resource Tool: Instructions for Clinicians

This tool is designed to support individuals recovering from stroke to rate both their **performance** and **satisfaction with their performance** in relation to their identified Occupational Performance Issues (OPIs).

- Use the visual rating scale to guide discussions and record the person's self-rated performance and satisfaction for each OPI

- Suggested phrases and prompts to support conversations about performance and satisfaction are included

- This information can be used to complete the Canadian Occupational Performance Measure (COPM)©

Note: Clinicians are strongly encouraged to use supported conversation strategies (e.g., Supported Conversation for Adults with Aphasia [SCA™]) to ensure meaningful and person-centred dialogue. *Please see resources on the reverse side*.

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Suggestions for Supporting Conversations* for the Performance Ratings on the Canadian Occupational Performance Measure©

Performance

1. **Show the person with stroke a picture of the activity and the visual rating scale**

2. **Use gestures to support your words:**
   - Point to the picture
   - Point to parts of the scale you are discussing

3. **Observe the person carefully:**
   - Look for nods, shakes of the head, facial expressions, or other gestures
   - These can help you understand their answers

4. **Start with a simple yes/no question to focus the topic:**
   - For example, say, "Can you get dressed?" (show a picture of the activity)

5. **Establish the idea of rating their performance with an activity (identified by the person):**
   - For example, say, "How well can you get dressed?"

6. **Explain the rating scale:**
   - Say, "Let's look at this scale," and point to the provided scale

7. **Ask simple questions linked to the scale, pointing as you go:**
   - For example, say, "Can you get dressed by yourself?" (point to the yellow side)
     - If they say **NO**, ask: "Do you need some help?" (point to the middle)
       - If they say **YES**, ask: "Do you need a lot of help?" (point to the grey side)

8. **When they agree with a part of the scale, point to a number and ask:**
   - "Are you here?"
     - If they say **NO**, point to the numbers on either side and ask "Are you here?" again
     - If they say **YES**, then verify the person has expressed everything they intended to share

Additonal Considerations

Performance can be viewed differently by individuals and should be discussed in culturally- and language-sensitive ways. Consider:
   - Relatable concepts such as personal experience (e.g. compare to their best experience)
   - Culturally relevant analogies from daily life (e.g. ask the person with stroke/family/ caregiver what could relate to performing "well" or "not well" in their culture)

Why we used a grey–yellow scale: It's easier for people with aphasia to understand, as grey feels negative and yellow feels positive. This approach is based on research by the Aphasia Institute with and for people with aphasia. [1,2]

*Note: for comprehensive guidance, clinicians should learn the full Supported Conversation for Adults with Aphasia (SCA™) approach, developed by the Aphasia Institute and referenced in the Canadian Stroke Best Practice Recommendations. [3,4,5]

Performacne Rating

10 9 8 7 6 5 4 3 2 1

Can do well

Can do with help

Can't do
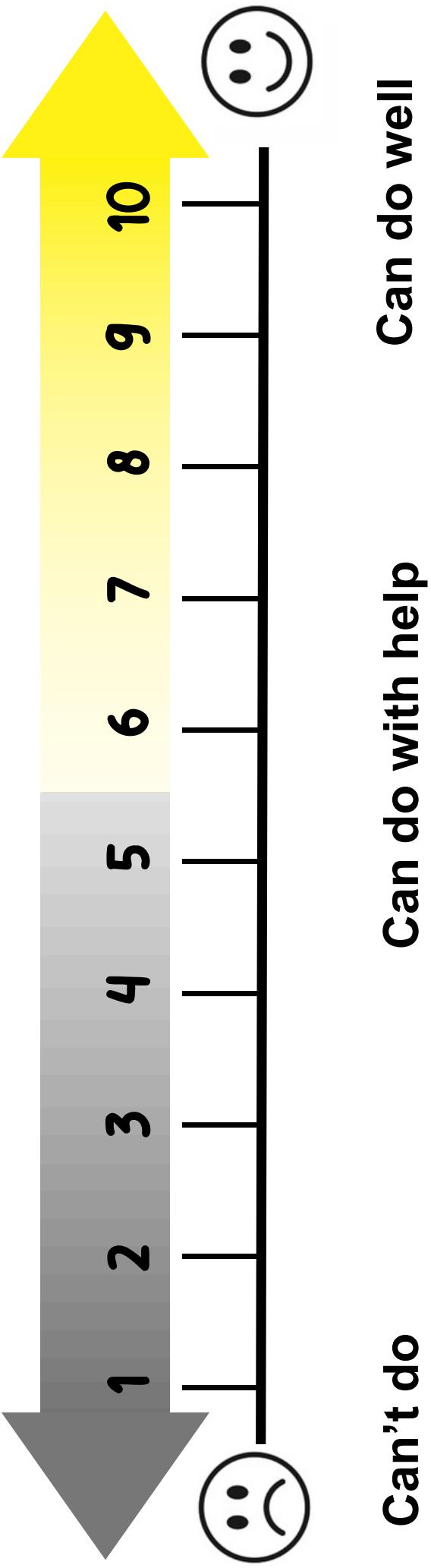
Suggestions for Supporting Conversations* for the Performance Ratings on the Canadian Occupational Performance Measure©

Satisfaction

1. **Show the person with stroke a picture of the activity and the visual rating scale**

2. **Use gestures to support your words:**
   - Point to the picture
   - Point to parts of the scale you are discussing

3. **Observe the person carefully:**
   - Look for nods, shakes of the head, facial expressions, or other gestures
   - These can help you understand their answers

4. **Start with a simple question to focus the topic:**
   - For example, say, "How do you feel about getting dressed?" (show a picture of the activity)

5. **Establish the idea of rating their satisfaction with their performance:**
   - For example, say, "Are you feeling happy or not happy?"
   - Help them understand they might not feel satisfied with their performance *at this point in time*, but the hope is their satisfaction will increase as their performance improves

6. **Explain the rating scale:**
   - Say, "Let's look at this scale," and point to the provided scale

7. **Ask simple questions linked to the scale, pointing as you go:**
   - For example, say, "Are you happy with how you get dressed?" (point to the yellow side)
     - If they say **NO**, ask: "Do you feel okay?" (point to the middle)
       - If they say **NO**, ask: "Do you feel not happy?" (point to the grey side)

8. **When they agree with a part of the scale, point to a number and ask:**
   - "Are you here?"
     - If they say **NO**, point to the numbers on either side and ask "Are you here?" again
     - If they say **YES**, then verify the person has expressed everything they intended to share

Additonal Considerations

💡 Satisfaction can be viewed differently by individuals and should be discussed in culturally- and language-sensitive ways. Consider using:
   - Relatable concepts such as emotions (e.g. happy, okay, disappointed, frustrated, etc.)
   - Culturally relevant analogies from daily life (e.g. ask the person with stroke/family/ caregiver what shows that someone is "satisfied" or "not satisfied in their culture)

💡 **Why we used a grey–yellow scale:** It's easier for people with aphasia to understand, as grey feels negative and yellow feels positive. This approach is based on research by the Aphasia Institute with and for people with aphasia. [1,2]

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Satisfaction Rating

1   2   3   4   5   6   7   8   9   10

Not happy   Okay   Very happy

Toronto Stroke Networks
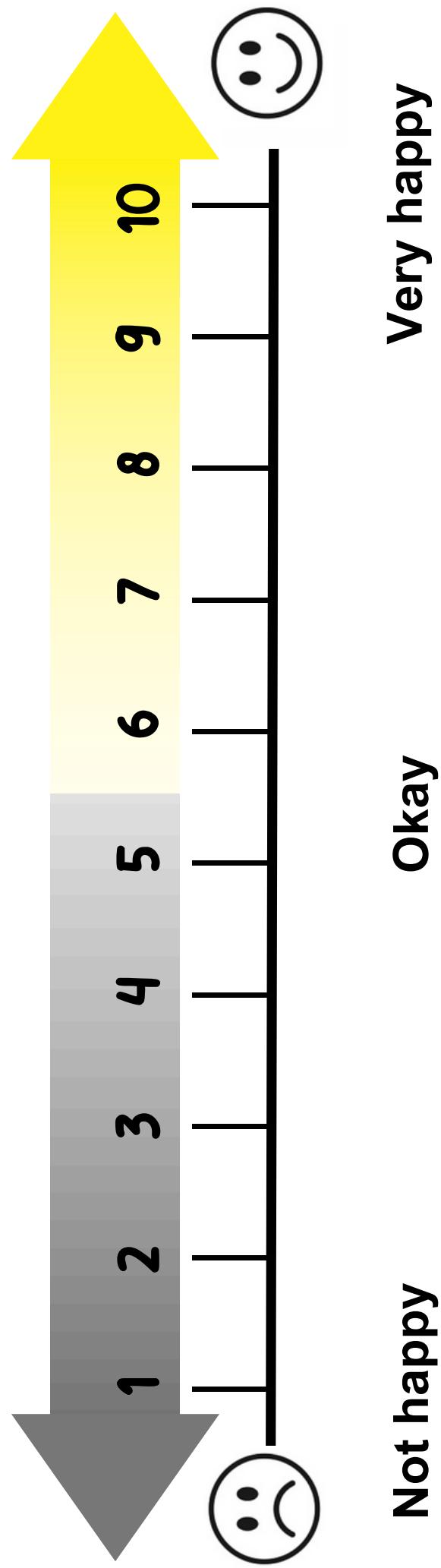
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