

# 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.*

# 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](https://aphasia-institute.s3.amazonaws.com/uploads/2022/03/YES_NO_WRONG-TRACK_Card_FILLABLE.pdf)

# References

1. **Assessment for Living with Aphasia:**  
Simmons-Mackie, N, Kagan, A., Victor, J. C., Carling-Rowland, A., Mok, A., Hoch, J. S., Huijbregts, M., Streiner, D.L. (2014). *The Assessment for Living with Aphasia: Reliability and construct validity*. *International Journal of Speech-Language Pathology*, 16(1), 82-94. <https://doi.org/10.3109/17549507.2013.831484>
2. **Basic Outcome Measure Protocol for Aphasia:**  
Kagan, A., Simmons-Mackie, N., Shumway, E., Victor, J. C., & Chan, L. (2021). *Development and evaluation of the Basic Outcome Measure Protocol for Aphasia (BOMPA)*. *International Journal of Speech-Language Pathology*, 23(3), 258-264. <https://doi.org/10.1080/17549507.2020.1784278>
3. **Communicative Access Measures for Stroke (CAMS):**  
Aphasia Institute. (n.d.). *Communicative Access Measures for Stroke (CAMS)*. <https://cams.aphasia.ca/>  
Kagan, A., Simmons-Mackie, N., Victor, J.C., & Chan, M.T. (2017). *Communicative Access Measures for Stroke: Development and Evaluation of a Quality Improvement Tool*. *Archives of Physical Medicine and Rehabilitation*, 98(11), 2228-2236. <https://doi.org/10.1016/j.apmr.2017.04.017>
4. **Introduction to Supported Conversation for Adults with Aphasia (SICA™) eLearning module:**  
Kagan, A., Shumway, E., Thesenvitz, J., Brookman, C., Han, S., Gierman, N., Draimin, R., Kant, L., & Chan, M. T. (2025). *Aphasia Institute: Introduction to Supported Conversation for Adults with Aphasia (SCA™) eLearning (Second Edition)*. Aphasia Institute.  
<https://www.aphasia.ca/health-care-providers/education-training/self-directed-elearning/>
5. **Canadian Stroke Best Practice Recommendations:**  
Heart and Stroke Foundation of Canada. (2025). *Canadian stroke best practice recommendations: Rehabilitation and recovery following stroke – Rehabilitation to improve language and communication*. <https://www.strokebestpractices.ca/recommendations/stroke-rehabilitation-delivery/7-language-and-communication>
6. **Yes/No/?/Wrong Track card:**  
Aphasia Institute. (2016). *Yes/No/?/Wrong Track Card (Fillable PDF)*, excerpted from 'What is Aphasia?: An information booklet for adults with aphasia, their families and their caregivers (3rd Ed.)'. [https://aphasia-institute.s3.amazonaws.com/uploads/2022/03/YES\\_NO\\_WRONG-TRACK\\_Card\\_FILLABLE.pdf](https://aphasia-institute.s3.amazonaws.com/uploads/2022/03/YES_NO_WRONG-TRACK_Card_FILLABLE.pdf)

# Suggestions for Supporting Conversations\* for the Performance Ratings on the Canadian Occupational Performance Measure<sup>©</sup>

## 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

## Additional Considerations



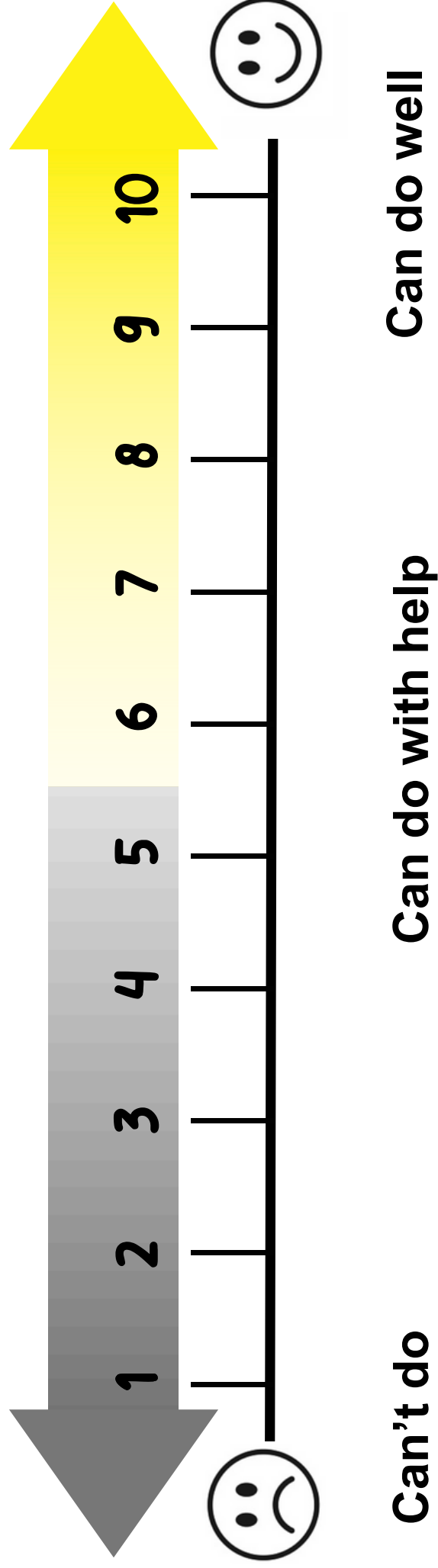
Performance can be viewed differently by individuals and should be discussed in culturally- and language-sensitive ways. Consider:

- 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. <sup>1,2</sup>

# Performacne Rating



# Suggestions for Supporting Conversations\* for the Performance Ratings on the Canadian Occupational Performance Measure<sup>©</sup>

## 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

## Additional 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. <sup>1,2</sup>

# Satisfaction Rating

