

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/>
- **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

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

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:_____

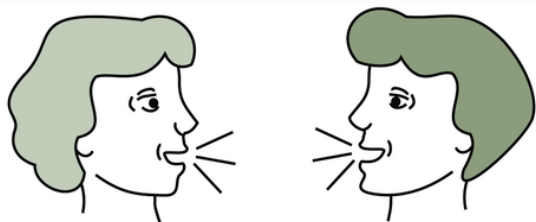
THINGS THAT MIGHT BE IMPORTANT TO ME



Eating



Walking



Talking



Thinking



Cooking



Cleaning



Managing Medications



Dressing



Toileting

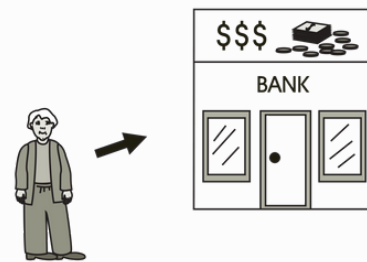


Grooming

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