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### Objectives

- ✓ Recognize the difference between remediation and compensation approaches as well as when and how to use both.
- ✓ Apply knowledge from session to determine how to select treatment approaches that are personally relevant to the TBI survivor.
- ✓ Demonstrate the ability to collect information and formulate appropriate documentation of goals and treatment plan for TBI patients.

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### Remediation & Compensation

Remediation is defined **the process of restoring a lost function, addressing skill deficits.**

- Workbook exercises
- Repetitive drills

Compensation **the process of learning how to develop "work arounds" for a task, function, or process.**

- Environmental adaptations/modifications
- Adaptive behavioral strategies
- New or different approaches

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### Remediation & Compensation Working Together

Neither approach works in a void, rather they frequently work in tandem.

Goal is to help the person reach their highest level of independence.

A combination of approaches allows person to be as self sufficient as possible as they move through various stages of recovery.


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### Memory

<p style="text-align: center;">Remediation</p> <ul style="list-style-type: none"> <li>• Repetition of task</li> <li>• Drills</li> <li>• Errorless learning</li> <li>• Spaced retrieval</li> <li>• Rehearsal</li> <li>• Attention Process Training</li> </ul>	<p style="text-align: center;">Compensation</p> <ul style="list-style-type: none"> <li>• Consistent appointment times</li> <li>• Use of calendar/reminders</li> <li>• Post it notes/dry erase board</li> <li>• Using a timer</li> <li>• Another person assisting</li> <li>• Following schedule</li> <li>• Predictable routine</li> <li>• Taking notes</li> <li>• Recording information</li> <li>• Central location for items</li> <li>• Decrease choices</li> <li>• Labeling cabinets/drawers</li> </ul>
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### How & When to use Remediation/Compensation

Remediation techniques help to lay the foundation of a skill.

Compensatory strategies assist with development or generalization of the skill.

Example:  
Remediation - Using errorless learning technique to teach the orientation information

Compensation – Providing orientation info on dry erase board and teaching patient to reference to recall info


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### Memory Examples

A combination of errorless learning and compensatory strategy training would be to point at the dry erase board while repeating the orientation info and asking the patient to repeat answers.

This month is March, March is the month, what month is this? While showing a calendar or pointing to the dry erase board. The more repetition the person gets with the combination approach, the more likely they are to begin to use compensatory strategies to locate information or recall correct information.

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### LANGUAGE PROCESSING hierarchy



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### Bloom's Taxonomy



Putting together of elements and parts to form a whole

Judgments about the value of material and methods for given purpose

Breakdown of a concept into its constituent parts such that the relative hierarchy of ideas is made clear

Involves the recall of specific and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting

Use of abstractions in particular and concrete situations

Refers to a type of understanding such that the individual knows what is being communicated and can make use of the idea being communicated




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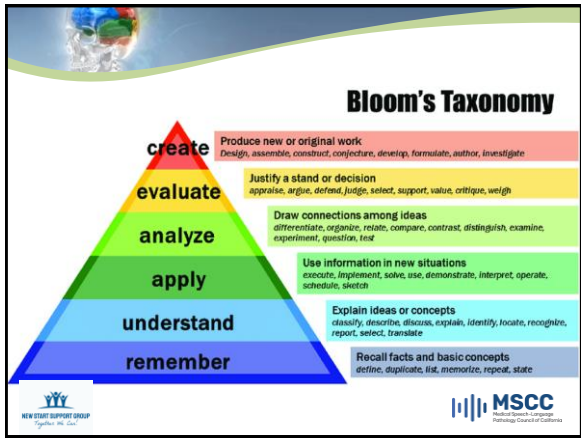
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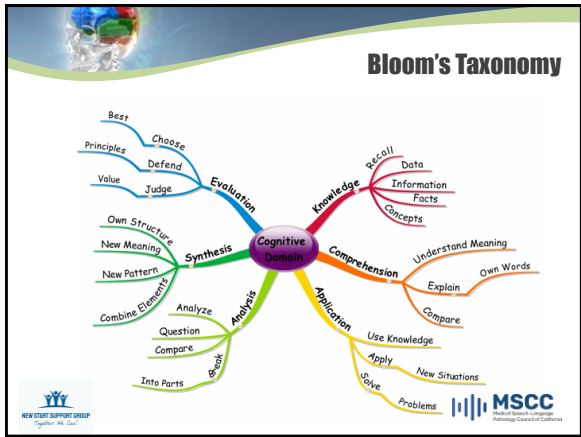
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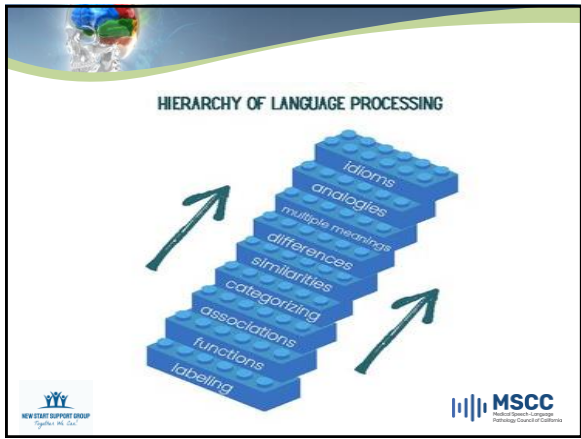
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**Functional Goals**

Who	Will Do What	Conditions	How Well	By When
Patient	will understand complex info (recipe, movie, race schedule)	In a quiet environment	With minimal cueing	Within next 2-4 week
Patient	Will understand simple info (signs, directions)	In a noisy environment	independently	Within next 1-2 weeks
Patient	Will obtain all items on grocery list	At the grocery store	With supervision	Before 4 <sup>th</sup> of July picnic
Patient	Will read & prepare food items on picnic menu	Prior to picnic	With minimal assistance	Before 4 <sup>th</sup> of July picnic
Patient	Will find and go to a movie	At the local movie theater	With minimal supervision	Within next 4 weeks

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### Reasonable & Necessary as defined by Medicare

- ✓ Require the skills of a therapist and be provided by the qualified professional or qualified personnel
- ✓ Must require the following qualifications of a therapist that assistants, qualified personnel, caretakers or the patient cannot provide independently:
  - the expertise
  - Knowledge
  - clinical judgment
  - decision making
  - abilities

Extracted from Medicare Regulations Chapter 15, p. 184  
<https://www.cms.gov/Regulations-and-Guidance/Guidance/Manuals/Downloads/bp102c15.pdf>





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### Reasonable & Necessary as defined by Medicare cont'd

- ✓ A clinician may not merely supervise but must apply the skills of a therapist by actively participating in the treatment of the patient during each progress report period.
- ✓ Therapist's skills may be documented to reflect:
  - the clinician's descriptions of their skilled treatment
  - the changes made to the treatment due to a clinician's assessment of the patient's needs on a particular treatment day
  - changes due to progress the clinician judged sufficient to modify the treatment toward the next more complex or difficult task.

Extracted from Medicare Regulations Chapter 15, p. 184  
<https://www.cms.gov/Regulations-and-Guidance/Guidance/Manuals/Downloads/bp102c15.pdf>





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### ASHA Resources for Documentation

- Documentation is a critical vehicle for conveying essential clinical information about each patient's diagnosis, treatment, and outcomes and for communication between clinicians and payers. Clinicians must efficiently respond to the questions that payers are asking about each service:
  - Is it medically necessary?
  - Is it a service requiring the knowledge and skills of a speech-language pathologist?
  - Are the goals and treatment functionally relevant?
  - How does this service add value to the patient's interdisciplinary care and overall health?

Extracted from [www.asha.org/Practice-Portal/Professional-Issues/Documentation-in-Health-Care/](http://www.asha.org/Practice-Portal/Professional-Issues/Documentation-in-Health-Care/)


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### Examples of unskilled services

Unskilled services do not require the special knowledge and skills of a speech-language pathologist. Skilled services that are not adequately documented may appear to be unskilled. Unskilled documentation examples are listed below.

- Report on performance during activities without describing modification, feedback, or caregiver training that was provided during the session (e.g., patient was 80% accurate on divergent task; patient tolerated diet [or treatment] well).
- Repeat the same activities as in previous sessions without noting modifications or observations that would alter future sessions, length of treatment, or POC (e.g., continue per POC, as above).

Extracted from <https://www.asha.org/practice/reimbursement/medicare/documentation-of-skilled-versus-unskilled-care-for-medicare-beneficiaries/>

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### Examples of unskilled services cont'd

Unskilled services do not require the special knowledge and skills of a speech-language pathologist. Skilled services that are not adequately documented may appear to be unskilled. Unskilled documentation examples are listed below.

- Report on activity without connecting the task to the long- or short-term functional goals (e.g., patient has treatment plan to address intelligibility related to dysarthria, but the note simply states "patient able to read a sentence and fill in the blank on 90% of trials").
- Observe caregivers without providing education or feedback and/or without modifying plan.

Extracted from <https://www.asha.org/practice/reimbursement/medicare/documentation-of-skilled-versus-unskilled-care-for-medicare-beneficiaries/>

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### Life with a TBI

Interests 1	Interests 2	Interests 3	Interests 4	Interests 5
_____	_____	_____	_____	_____
Abilities 1	Abilities 2	Abilities 3	Abilities 4	Abilities 5
the ability to read	the ability to use your dominant arm	the ability to clearly express yourself	the ability to walk	the ability to write
Abilities 6	Abilities 7	Abilities 8	Abilities 9	Abilities 10
the ability to dress/bathe independently	the ability to understand what is said to you	the ability to engage in an activity for more than 2 hours without fatiguing	the ability to see clearly	the ability to remember new information
Resources 1	Resources 2	Resources 3	Resources 4	Resources 5
Your car	Support System	A place to live	Medical insurance	Your income
Roles 1	Roles 2	Roles 3	Roles 4	Roles 5
_____	_____	_____	_____	_____

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**Life with a TBI**

<b>Interests 1</b> Running	<b>Interests 2</b> Repurposing & building things	<b>Interests 3</b> Traveling	<b>Interests 4</b> Helping others	<b>Interests 5</b> Spending time with family/friends
<b>Abilities 1</b> the ability to read	<b>Abilities 2</b> the ability to use your dominant arm	<b>Abilities 3</b> the ability to clearly express yourself	<b>Abilities 4</b> the ability to walk	<b>Abilities 5</b> the ability to write
<b>Abilities 6</b> the ability to dress/bathe independently	<b>Abilities 7</b> the ability to understand what is said to you	<b>Abilities 8</b> the ability to engage in an activity for more than 2 hours without fatiguing	<b>Abilities 9</b> the ability to see clearly	<b>Abilities 10</b> the ability to remember new information
<b>Resources 1</b> Your car	<b>Resources 2</b> Support System	<b>Resources 3</b> A place to live	<b>Resources 4</b> Medical insurance	<b>Resources 5</b> Your income
<b>Roles 1</b> wife	<b>Roles 2</b> Dog/cat mom	<b>Roles 3</b> volunteer	<b>Roles 4</b> Sister	<b>Roles 5</b> aunt

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**Scenario #1**

<del>Interests 1</del> Running	<del>Interests 2</del> Repurposing & building things	<del>Interests 3</del> Traveling	<del>Interests 4</del> Helping others	<del>Interests 5</del> Spending time with family/friends
<del>Abilities 1</del> the ability to read	<del>Abilities 2</del> the ability to use your dominant arm	<del>Abilities 3</del> the ability to clearly express yourself	<del>Abilities 4</del> the ability to walk	<del>Abilities 5</del> the ability to write
<del>Abilities 6</del> the ability to dress/bathe independently	<del>Abilities 7</del> the ability to understand what is said to you	<del>Abilities 8</del> the ability to engage in an activity for more than 2 hours without fatiguing	<del>Abilities 9</del> the ability to see clearly	<del>Abilities 10</del> the ability to remember new information
<del>Resources 1</del> Your car	<del>Resources 2</del> Support system	<del>Resources 3</del> A place to live	<del>Resources 4</del> Medical insurance	<del>Resources 5</del> Your income
<del>Roles 1</del> wife	<del>Roles 2</del> Dog/cat mom	<del>Roles 3</del> Volunteer	<del>Roles 4</del> Sister	<del>Roles 5</del> aunt

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**Scenario #1**  
**Interests, Roles, Abilities & Resources**

Roles	Abilities	Interests	Resources
<b>Assets</b>			
I am able to care for my dog/cat.	I am able to walk, use my dominant arm, bathe/dress myself.	I am interested in traveling and running.	I have a place to live, my income
I am able to be a sister and an aunt.	I can express myself clearly and able to understand what is said to me.	I want to spend time with family/friends.	I have a support system.
<b>Losses</b>			
No longer a wife.	I am not able to read or write or remember new information.	I am not interested in repurposing or building things.	No longer have my car.
No longer able to volunteer.	I am not able to engage in activities for 2 hours without fatiguing.	I am not longer interested in helping others.	No medical insurance

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### Functional Communication

Health care	Safety at home	Family life	Social interactions	Indoor leisure
Outdoor leisure	Housekeeping indoor	Outdoor maintenance	Meal Planning & Prep	Phone & Computer
Child care Parenting	Community Mobility & Pathfinding	Safety in the Community	Shopping	Bill paying
Budgeting	Restaurant	Movie theater	Family gathering	Barber Shop Hair Salon

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### Scenario #2

<del>Interests 1</del> Reading	Interests 2 Repurposing & building things	<del>Interests 3</del> Traveling	Interests 4 Helping others	Interests 5 Spending time with family/friends
<del>Abilities 1</del> the ability to read	Abilities 2 the ability to use your dominant arm	<del>Abilities 3</del> the ability to clearly express yourself	<del>Abilities 4</del> the ability to walk	Abilities 5 the ability to write
<del>Abilities 6</del> the ability to use/be independent	<del>Abilities 7</del> the ability to understand what is said to you	Abilities 8 the ability to engage in an activity for more than 2 hours without fatiguing	Abilities 9 the ability to see clearly	<del>Abilities 10</del> the ability to recognize new information
Resources 1 Your car	Resources 2 A support system	Resources 3 A place to live	<del>Resources 4</del> Medical insurance	<del>Resources 5</del> Your income
Roles 1 wife	Roles 2 Dog/cat mom	Roles 3 volunteer	<del>Roles 4</del> Sister	<del>Roles 5</del> aunt

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### Scenario #2 Status of Interests, Roles, Abilities & Resources

Roles	Abilities	Interests	Resources
<b>Assets</b>			
My husband and I are together.	I can read, write and use my dominant arm.	I want to spend time with my family & friends & helping others.	I have my car & Home
I can volunteer.	I can see clearly and can engage in activities for 2 or more hours.	I am interested in Repurposing/building things	I have a support system.
<b>Losses</b>			
My nieces ,nephews, brother and sister are not involved in my care.	I can't remember new info, speak clearly or understand what is said to me.	I am not interested in running	I have no income
I am not able to take care of my dog or cat.	I can't walk, bathe/dress myself or engage in activities for more than 2 hours without fatiguing.	I am not interested in traveling.	No medical insurance

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### Functional Goals

Who	Will Do What	Conditions	How Well	By When

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**Questions?  
More Information?**

Kim Gully  
 askkingully@gmail.com  
 kim@msccslpceus.org

<https://bit.ly/NewStartResources>  
<https://bit.ly/newstartsupportgroup>  
[www.msccslpceus.org](http://www.msccslpceus.org)





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