

COMMUNICATION BOARD (SPANISH-ENGLISH)

| | | | | | |
|------------------------------------|--|---|---|--|--|
| Dolor pain | Cansancio tired | Náusea nauseous | Control de la TV tv control | Luz de llamada call light | Luces lights |
| Calor hot | Frío cold | Susto scared | Loción lotion | Lentes glasses | Medicina medicine |
| Comezón itchy | Mareo dizzy | Incómodo uncomfortable | Lavar cara wash face | Barra de labios chapstick | Cobija blanket |
| Acomódame reposition me | Es más difícil respirar breathing is harder | Necesito ayuda need help | Cuidado oral oral care | Llama a mi familia contact family | Hablar con el doctor talk to doctor |
| Usar el baño bathroom | Succiona mi boca suction mouth | Succiona mi traqueotomía suction trach | Tengo una pregunta have a question | ¿Me puede visitar mi familia? Family visit? | ¿Qué pasa? What's happening? |
| No resucitar do not resuscitate | Revisa mi catéter check catheter | Persona religiosa religious person | ¿Cuánto tiempo más? How much longer? | ¿Qué tal estoy? How am I doing? | ¿Qué pasa después? What's next? |
| No intubar do not intubate | Pregúntame para contestar Sí o No ask yes/no questions | Sí yes | No estoy seguro not sure | No no | Gracias thank you |

1 2 3 4 5 6 7 8 9 10

Communication Board Instructions

1. Tell the person that this is a way for them to communicate while they are on a ventilator.
2. Review some of the messages on the board with the individual. Provide them with an example of how to use it. For example: If you want a blanket, you could touch the word “blanket” on the board.
3. Show them the messages and the spelling board. Tell them they can use the letters to spell what they want to say. This could be names of people or they could spell short phrases etc.
4. Leave the board close to the person. Hand it to them as you are trying to communicate together. Encourage them to use both the phrases and spelling board.

If the individual can't use their hands to touch the board, assist them using the following method:

1. Establish a way for the person to communicate a “yes” response (e.g. looking up).
2. Point to each row in turn and ask if the message or letter is in that row (e.g. “Is it in this row?”). Be sure to pause between each row.

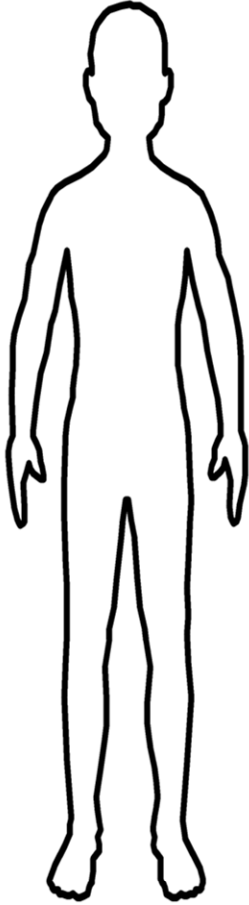
| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

3. The individual will use their “yes” response when you reach the row they want. There is no need for them to communicate “no.” Just look for a yes.
4. Next, review each item in the row they selected. Be sure to pause between each one.

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

5. The individual will use their “yes” response when you reach item or letter they want.
6. If spelling, you can guess the word after 2 letters are provided, but make sure to ask the individual if it is correct.

SPELLING BOARD (SPANISH-ENGLISH)

| | | | | | | | | | |
|---|---|---|---|---------------------------|--------------------------------|---|--|---|---|
| A | B | C | D | Palabra nueva new word | Empezar de nuevo start over | |  | | |
| E | F | G | H | SÍ yes | NO no | | | | |
| I | J | K | L | M | N | Ñ | | | |
| O | P | Q | R | S | T | | | | |
| U | V | W | X | Y | Z | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 8 | 9 |