De digitale Token Test

Dörte de Kok

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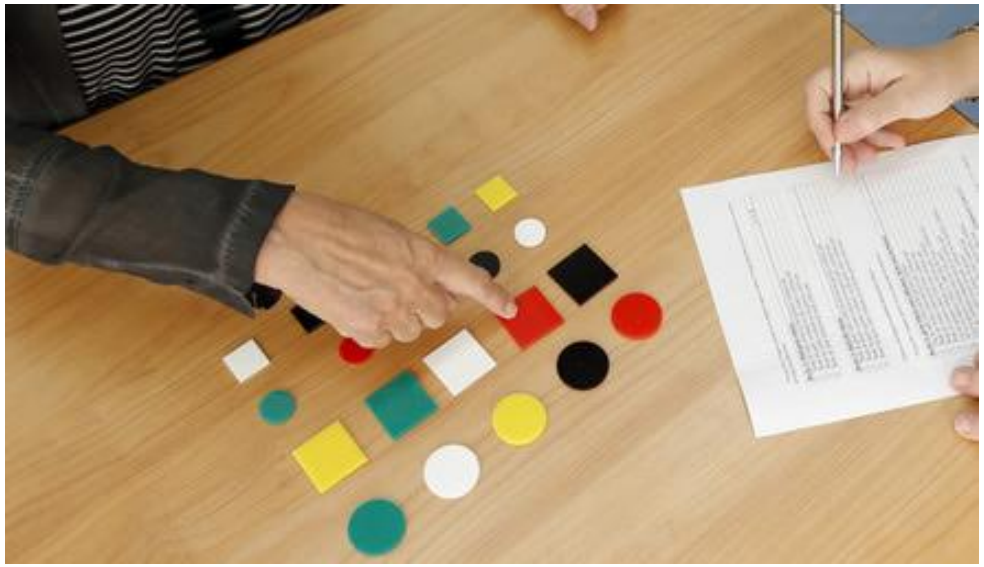

Bron: https://www.tokentest.eu

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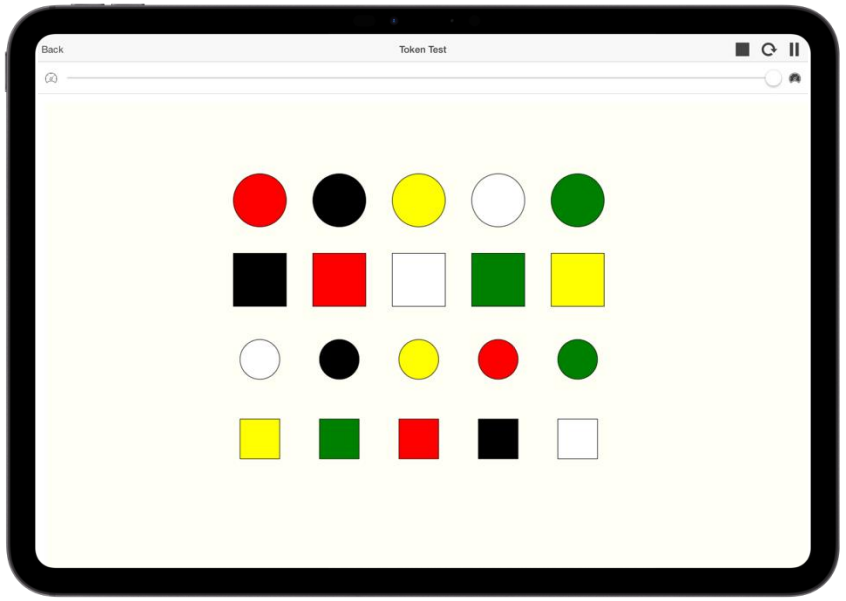


Voor iPad: RUG Token Test

VS.

university of groningen / faculty of arts

bcn

De digitale Token Test

Dörte de Kok

Center for Language and Cognition Groningen,

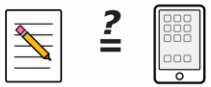
Research School for Behavioral and Cognitive Neurosciences (BCN), Rijksuniversiteit Groningen

Inleiding

- Verkorte Token Test[1] → gebruikt voor vaststellen afasie (en ernst ervan)
- In Nederland: mutlilinguale Token Test[2] of digitale versie ervan[3]
- Er zijn normgegevens voor de papieren versie[4]

Onderzoeksvragen

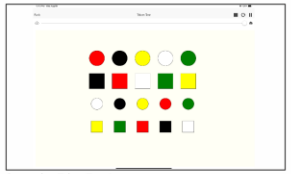
- Zijn "papieren normen" toepasbaar voor de digitale versie?
- Wat is met mensen met andere moedertaal dan Nederlands?
  - Wat is de prestatie in hun moedertaal?
  - Wat is de prestatie in het Nederlands?
  - Is er een samenhang met zelf ingeschatte taalvaardigheid?



Ditigale Token Test

Digitale adaptatie van verkorte Token Test

- 36 items, 6 verschillende blokken
- Meer dan 40 talen (waaronder Nederlands en Fries)
- Audio opgenomen → afname in vreemde talen mogelijk
- Vergrijgbaar voor iPad (RUG Token Test)



Screenshot Token Test App

Deelnemers

Deelnemers huidig onderzoek

	Geslacht	Leeftijd	Opleiding
Geen afasie, NL = L1 (N = 75)	32 mannen 43 vrouwen	18 - 94 M = 46.3 SD = 19.6	Laag: 12 Middelbaar: 21 Hoog: 36
Wel afasie, NL = L1 (N = 5)	3 mannen 2 vrouwen	68 - 86 M = 75 SD = 7.3	Niet bekend
Geen afasie, NL = L2 (N = 15)	6 mannen 9 vrouwen	30 - 58 M = 41.8 SD = 7.33	Niet bekend

Met dank aan: E. Corba, A. Verhoeven, C. Visser & N. van den Hoeven

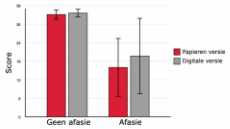
Deelnemers Van den Berg et al. (2021)

	Geslacht	Leeftijd	Opleiding
Geen afasie (N = 73)	25 mannen 48 vrouwen	19 - 93 M = 66.96 SD = 15.74	Laag: 27 Middelbaar: 16 Hoog: 30
Wel afasie (N = 128)	59 mannen 69 vrouwen	19 - 96 M = 67.03 SD = 14.77	Laag: 63 Middelbaar: 36 Hoog: 25 Onbekend: 5

Resultaten Normering

Papieren versie vs. App

- Sign. hogere score app vs. papieren versie bij groepen zonder afasie: 34.55 (SD = 1.26) vs. 34.04 (SD = 1.43), $t(146) = 2.30$, $p = 0.023$.
- Groepen met afasie niet vergeleken (te kleine groep)
- Binnen de digitale versie: groep met afasie (gemiddeld 22.5, SD = 12) sign. slechter dan groep zonder: $U = 10$, $p < .001$
- Nieuwe (voorlopige) cut-off voor app: 32 (gemiddelde - 2 SD) vs. 30.5 in papieren versie → correcte classificatie van 4/5 personen met afasie en 73/75 zonder afasie



Resultaten Meertaligen

Meertaligen vs. Moedertaalsprekers NL

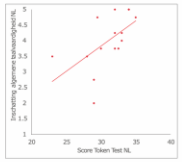
- Gemiddelde score in moedertaal: 34.7 (SD = 1.1): **geen verschil** met NL=L1 groep ($U = 528$, $p = .704$)
- Gemiddelde score NL: 31.1 (SD = 3.06): **significant verschil** met NL=L1 groep ($U = 121$, $p < .001$)

Verschil moedertaal vs. NL

- NL significant slechter dan moedertaal ($Z = -3.298$, $p < .001$)

Samenhang taalvaardigheid

- Significante correlatie tussen eigen inschatting taalvaardigheid NL en score in NL Token Test ($r(13) = .663$, $p = .007$)



Conclusie

- Normering van de papieren versie is niet direct toe te passen op app → nieuwe normen nodig. **Let wel:** Leeftijdsverschil tussen normgroepen
- Voorlopige cut-off app: 32, bevestiging door ROC-analyse zodra er meer data is
- Ernstindeling en kritieke waardes volgen nog
- Tweedetaalsprekers scoren vergelijkbaar in moedertaal, maar lager in het Nederlands → aparte normen nodig voor NL als tweede taal
- Veel variatie in tweedetaalsprekers - maar wel correlatie met eigen inschatting taalvermogen → gedifferentieerde normen nodig

- Interesse in deelname normeringsonderzoek?
- Nieuw taal toevoegen aan app?

Neem contact op via: tokentest@rug.nl

Download dit poster!

d.a.de.kok@rug.nl

Literatuur

[1] De Renzi, E., & Faglioni, P. (1978). Normative Data and Screening Power of a Shortened Version of the Token Test. *Cortex*, *14*(1), 41–49. https://doi.org/10.1016/S0010-9452(78)80006-9

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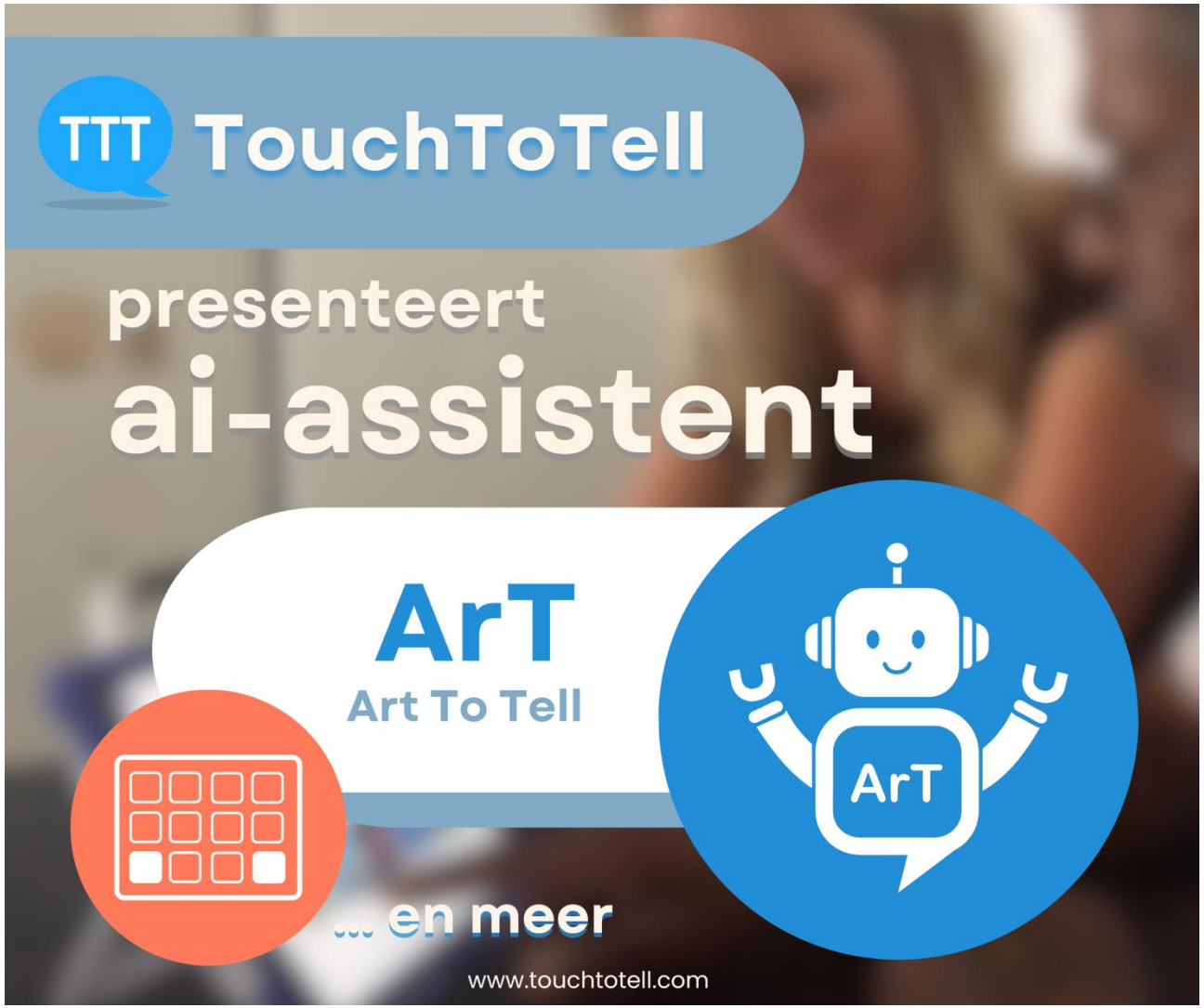
AI-integratie in TouchToTell voor efficiënte inzet van OC vanaf dag 1

Esther Smolders



Inventariseren van behoeften in alledaagse communicatie – de ICAS herzien

MAP

Gezamenlijk participatiegerichte doelen stellen

Instrument
PMA (n=8)
Naasten (n=4)
Logopedisten (n=9)

Handleiding
Logopedisten (n=14)

Tops

Tips

Meer visuele ondersteuning

Toevoegen scoringstool

ICAS 2.0

Beschikbaar begin 2026

Gebruik en beoordeel als eerste!

Scan mij

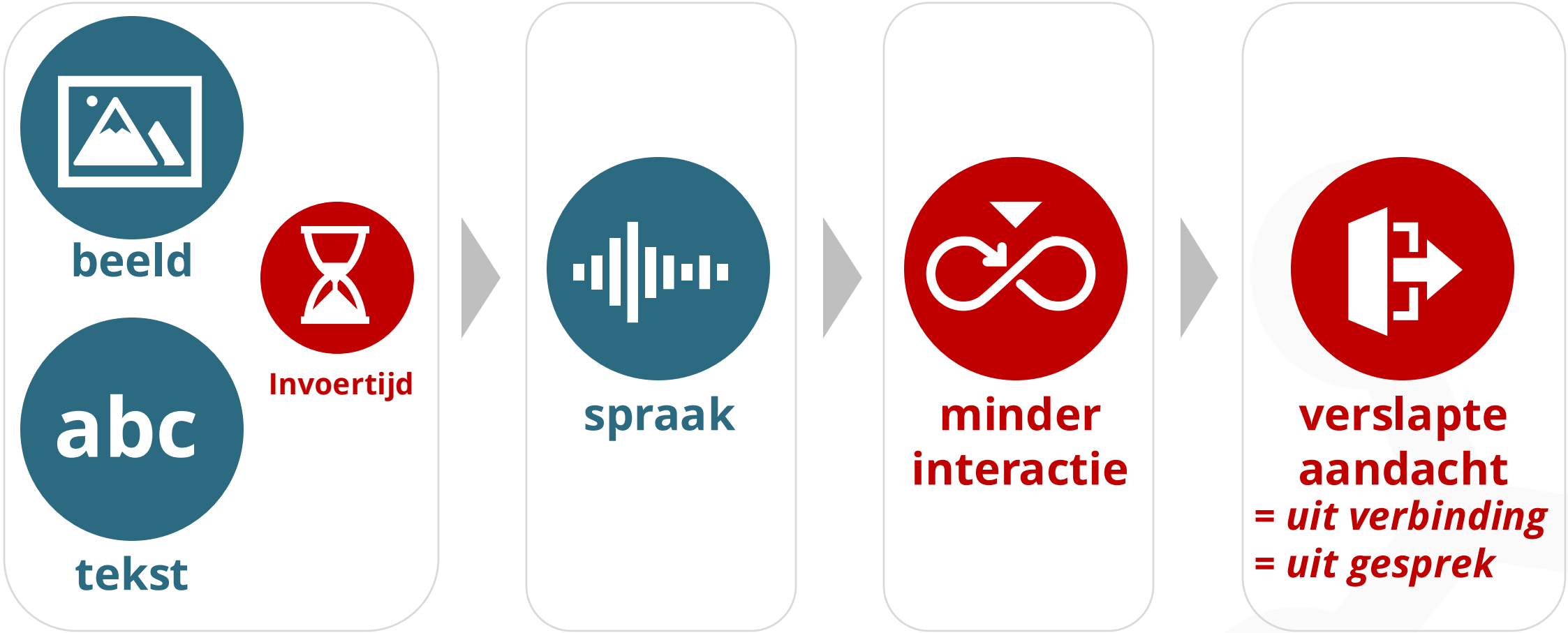
Lifechaingers

Twee tech-pioniers Jelmer & Daniel

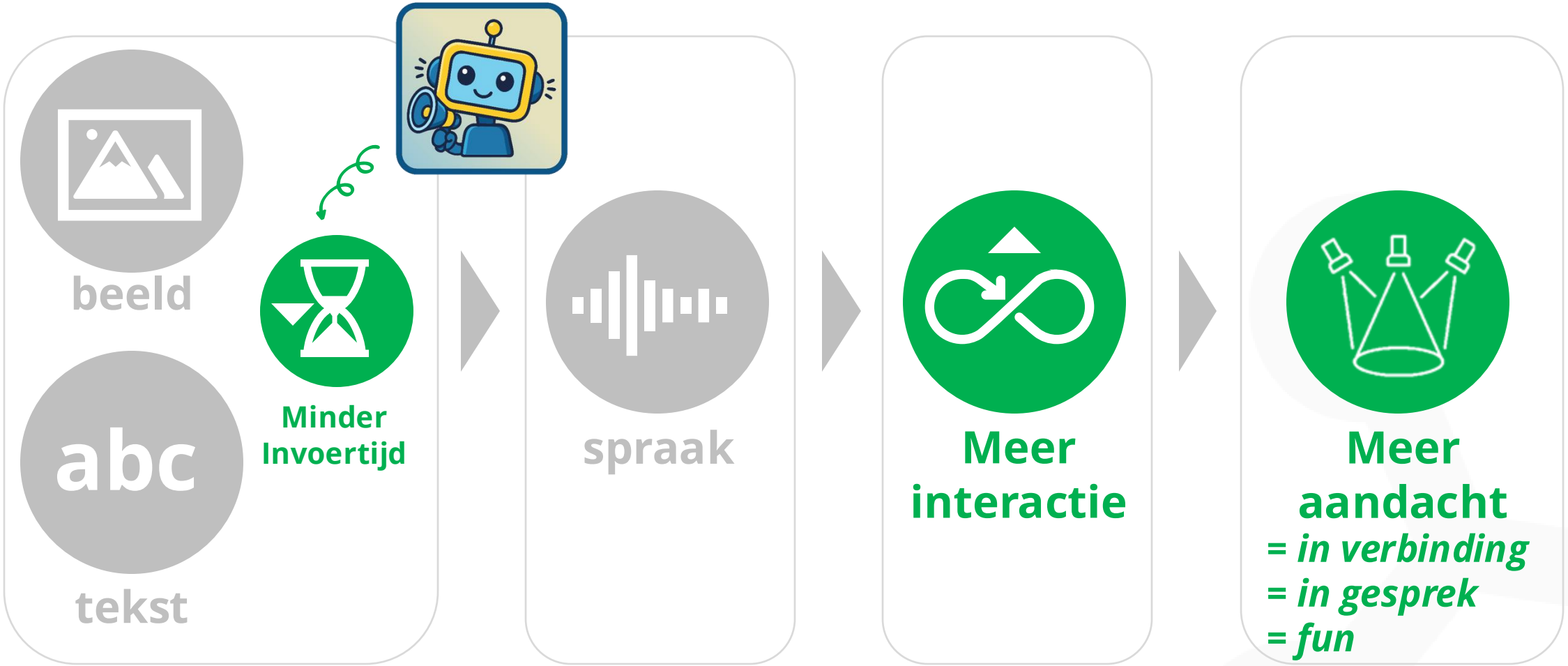
Willen **goed doen met AI**

Mensen **verbinden** door gesprek

Gespreksvertraging is een groot probleem in OC



Bobbai lost dit op door passende & persoonlijke suggesties



Bobbai luistert, helpt en spreekt; de gebruiker stuurt

1. **Luistert** naar de gesprekspartner

2. **Helpt** met AI
   - Transcribeert
   - Doet passende suggesties

Gebruiker kiest en/of beïnvloedt

3. **Spreekt** met menselijk stem

4. **Leert**

VALIDATION OF THE DIGITAL DIAGNOSTIC INSTRUMENT FOR MILD APHASIA IN PATIENTS WITH GLIOMAS: PRELIMINARY RESULTS

Michelle van Steijn, Elke De Witte, Joost Schouten, Eelke Bos,
Marike Donders-Kamphuis, Arnaud Vincent, Djaina Satoer

Afdeling Neurochirurgie, Erasmus MC Kanker Instituut, Erasmus Universitair Medisch Centrum Rotterdam

Clinical Linguistics and Brain Research Rotterdam (CoLIBRI)

Afasieconferentie 2025, Woudschoten

3 & 4 oktober 2025

CoLIBRI
Clinical Linguistics and Brain Research Rotterdam

DIMA

Erasmus MC

STANDAARDISATIE EN VALIDATIE DIGITALE DIMA

Fase 1:
Test en item selectie

Fase 2: Standaardisatie gezonde deelnemers (NL+BE)
N=300

Fase 3:
Validatie patiënten
Gliomen N=21
Gaande!

Doel: Validatie van de digitale DIMA in een eerste groep glioompatiënten

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Training Future Speech Therapists in Life Storytelling for Aphasia: An International Educational Initiative in Speech Therapy

Sabine Corsten, Bianca Spelter, Rianne Brinkman & Katie Strong

Ons Team

© KH Mainz / Carsten Costard

Sabine Corsten

Bianca Spelter

Rianne Brinkman

Katie Strong

Sarah Northcott

Barbara Shadden

Ons verhaal:

Onze Missie: Toekomstige logopedisten voorbereiden op het bieden van holistische, identiteitsgerichte zorg door middel van narratieve methoden

Onze aanpak: 71 studenten van 5 opleidingen logopedie zijn geschoold (18 Duits, 15 NL, 38 US) en hebben de methode toegepast in contact met personen met afasie

Training Future Speech Therapists in Life Storytelling for Aphasia: An International Educational Initiative in Speech Therapy

1 Our Story

We first connected at the International Aphasia Rehabilitation Conference in Philadelphia during the summer of 2019, where we discovered our shared passion for supporting identity in persons living with aphasia. As we discussed our respective work, we found common ground in our inspiration drawn from Dr. Barbara Shadden's (2005) pioneering contributions to identity-based practice. Since that initial meeting, we have continued to collaborate and learn from one another's research and clinical experiences. Through our ongoing conversations, we recognized that while story-based identity work is essential for helping people with aphasia renegotiate their sense of self and find meaning amid the challenges of living with aphasia, this crucial component is largely absent from clinical training programs. Inspired by existing life storytelling approaches, we decided to address this educational gap by developing training programs for students across three countries.

2 Our Mission

To prepare future speech therapists to provide holistic, identity-centered care through life storytelling approaches. We aim to bridge the gap between recognized needs for psychological support in aphasia rehabilitation and current training limitations by equipping students in the United States, Germany, and the Netherlands with skills to support language recovery, psychological wellbeing, and identity reconstruction.

SELF-AWARENESS EXERCISES

Friends

- Are friends important to you?
- Which people accompany you in your everyday life?
- How close are these people to you?
- How would you like to maintain your contacts?

Additional Questions

- Do you remember a particularly nice experience with friends?
- What do you expect from friends?
- How have friendships changed?

3 Our Approach

Training Goals: Imparting knowledge and skills for life storytelling in aphasia care

Participants: 71 students from five speech therapy programs (18 German, 15 Dutch, 38 US) working with people with aphasia

Student Training:

- **Hands-on workshop** (6 hours, face-to-face/online) including self-awareness exercises (McAdams Turning Point activity), moderation training using resource-oriented questions, aphasia conversation aids with sociograms and resilience-focused art therapy elements, and video study with emotional preparation
- **Weekly reflection sessions** with instructors during the intervention period

Student-Led Intervention:

- **Storytelling sessions** with people with aphasia following 'narraktiv' (Corsten et al., 2015) & 'My Story' (Strong et al., 2018) approaches (German/Dutch: 6 sessions of 45 min each; US: 12 sessions of 60 min each)
- **Life story product creation** with each person with aphasia
- **Group sharing celebration** - people with aphasia share their stories with others

Evaluation Method: Photo elicitation interviews and focus groups with students using thematic analysis

Follow-up: International meeting - student debrief with researchers after intervention completion and evaluation (90 min, online)

VISUALIZATION

Beelden Veerkracht

Beelden Veerkracht

Visualization – elements of resilience Brinkman, R. (2018) Illustrated by Reno Huibers, a person with aphasia.

STUDENT STORIES

Through photo elicitation interviews, students shared powerful reflections on how life storytelling training transformed their understanding of aphasia care. Using visual metaphors, they described their learning journey and evolving perspectives on supporting people with aphasia.

Reference: Engelen, B. (n.d.). Reflections: 48 cards for use in training and coaching.

"That I've become more aware of the impact it has when something like this happens to you, and how much it can

4 The Next Chapter

- **International educational collaboration transforms student competencies -** Speech therapy students across three countries developed enhanced storytelling facilitation skills, improved patient engagement, and personal growth through life storytelling training.
- **Students successfully integrate therapeutic storytelling into aphasia care -** Training enabled future clinicians to provide person-centered intervention that addresses language recovery, psychological wellbeing, and identity reconstruction.
- **Educational programs require comprehensive support frameworks -** While training demonstrated transformative potential, future initiatives need

Interesse?

In:

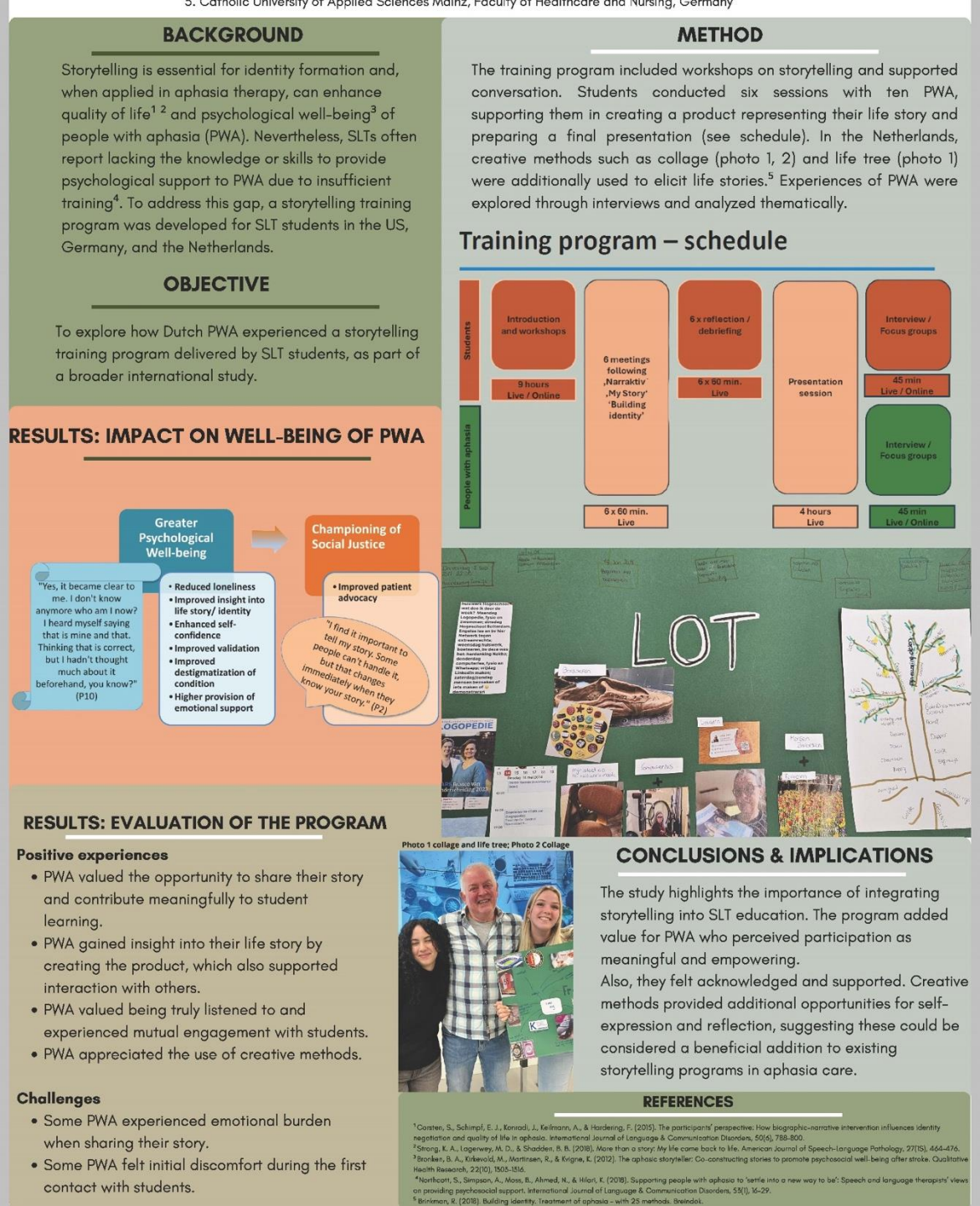
De training

Ervaringen van studenten

Ervaringen van personen met afasie

Onze toekomstplannen

Wees welkom bij onze posters!



5. Catholic University of Applied Sciences Mainz, Faculty of Healthcare and Nursing, Germany

BACKGROUND

Storytelling is essential for identity formation and, when applied in aphasia therapy, can enhance quality of life[1 2] and psychological well-being[3] of people with aphasia (PWA). Nevertheless, SLTs often report lacking the knowledge or skills to provide psychological support to PWA due to insufficient training[4]. To address this gap, a storytelling training program was developed for SLT students in the US, Germany, and the Netherlands.

OBJECTIVE

To explore how Dutch PWA experienced a storytelling training program delivered by SLT students, as part of a broader international study.

METHOD

The training program included workshops on storytelling and supported conversation. Students conducted six sessions with ten PWA, supporting them in creating a product representing their life story and preparing a final presentation (see schedule). In the Netherlands, creative methods such as collage (photo 1, 2) and life tree (photo 1) were additionally used to elicit life stories.[5] Experiences of PWA were explored through interviews and analyzed thematically.

Training program – schedule

Students: Introduction and workshops (9 hours Live / Online); 6 meetings following ‚Narraktiv' ‚My Story' 'Building identity' (6 x 60 min. Live); 6 x reflection / debriefing (6 x 60 min. Live); Presentation session (4 hours Live); Interview / Focus groups (45 min Live / Online)

People with aphasia: Interview / Focus groups (45 min Live / Online)

RESULTS: IMPACT ON WELL-BEING OF PWA

Greater Psychological Well-being

"Yes, it became clear to me. I don't know anymore who am I now? I heard myself saying that is mine and that. Thinking that is correct, but I hadn't thought much about it beforehand, you know?" (P10)

- Reduced loneliness
- Improved insight into life story/ identity
- Enhanced self-confidence
- Improved validation
- Improved destigmatization of condition
- Higher provision of emotional support

Championing of Social Justice

- Improved patient advocacy

"I find it important to tell my story. Some people can't handle it, but that changes immediately when they know your story." (P2)

RESULTS: EVALUATION OF THE PROGRAM

Positive experiences

- PWA valued the opportunity to share their story and contribute meaningfully to student learning.
- PWA gained insight into their life story by creating the product, which also supported interaction with others.
- PWA valued being truly listened to and experienced mutual engagement with students.
- PWA appreciated the use of creative methods.

Challenges

- Some PWA experienced emotional burden when sharing their story.
- Some PWA felt initial discomfort during the first contact with students.

Photo 1 collage and life tree; Photo 2 Collage

CONCLUSIONS & IMPLICATIONS

The study highlights the importance of integrating storytelling into SLT education. The program added value for PWA who perceived participation as meaningful and empowering.
Also, they felt acknowledged and supported. Creative methods provided additional opportunities for self-expression and reflection, suggesting these could be considered a beneficial addition to existing storytelling programs in aphasia care.

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[5] Brinkman, R. (2018). Building identity. Treatment of aphasia – with 25 methods. Breindok.

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2 AI-assistenten

- Het belang van gehoord voelen
- Waar OC te kort komt: te traag en ingewikkeld
- Nieuwe AI modellen om deze problemen te tackelen
- De gebruiker: Een woord wordt een volledig passende zin
- De begeleider: Ontlasting maar toch personalisering met communicatieprofielen in een klik

Renske Walrave

- Elicited spontaneous speech as a marker of language function in glioma patients under awake surgery