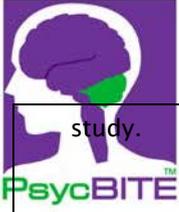


Target Area: Communication, Language, Speech Disorders/ Reading, Writing & Arithmetic

<p>Clausen &amp; Beeson (2003). <i>Conversational Use of Writing in Severe Aphasia: A Group Treatment Approach</i>. <i>Aphasiology</i> 17(6-7): 625-644</p>	<p>RoBiNT score – <i>to be confirmed</i></p>
<p>Method/Results</p>	<p>Rehabilitation Problem</p>
<p>Design:</p> <p>Y Study type: SSD. Multiple–baseline design across behaviours, replicated across participants.</p> <p>Y Participant: 4 participants (75% male) with severe Broca’s aphasia following stroke. Patients were at least 5–8 years post–stroke, with at least high school level education. All participants used their left hand for writing (2 pre-morbidly left handed, 2 with hemiparesis in their dominant right hand). Participants were aged 61 to 72 years.</p> <p>Y Setting: University clinic or patient’s home.</p> <p>Target behaviour measure/s:</p> <p>Y Number of correctly written words during group sessions.</p> <p>Y Number of correctly written words during individual sessions (treatment and follow up only).</p> <p>Primary outcome measure/s:</p> <p>Y Number of trained words used in conversation with new person.</p> <p>Result: Large treatment effects were observed for all participants:</p> <ul style="list-style-type: none"> <li>– <i>Participant 1–2</i>: Spelling improved in both individual and group sessions. Large effect sizes were noted in the group session when comparing baseline to treatment.</li> <li>– <i>Participant 3</i>: Also demonstrated large treatment effect sizes across time, but typically performed better in group sessions than in individual sessions, but required a higher level of verbal cues to make written responses.</li> <li>– <i>Participant 4</i>: Showed large improvement in performance during group sessions, and independently expanded his written vocabulary beyond the target words in the</li> </ul>	<p>Aim: To improve written spelling and facilitate the pragmatic use of written words in patients with severe aphasia.</p> <p>Materials: A list of proper and common nouns, with corresponding pictures (line drawing or photograph) attached to index cards, paper for participant to write responses, scoring forms (see Appendix A of the paper), homework sheets.</p> <p>Treatment plan:</p> <p>Y Duration: 15 weeks (28 contact hours).</p> <p>Y Procedure: 1 hr weekly individual sessions for 13 weeks+ 1 hr weekly group sessions for 15 weeks, with homework set for 6/7 days a week.</p> <p>Y Content: Word lists were created around the themes: biological information, family, employment history, hobbies/interests, favourite foods, &amp; restaurants:</p> <ul style="list-style-type: none"> <li>– <i>Individual sessions</i> comprised a writing probe (images depicting words were presented in random order with a verbal request to write the name), clinician–directed writing treatment for the word set (using Copy and Recall Treatment – CART – protocol), review of homework (with attention drawn to errors, and prompting for self correction), and conversational practice where the participant responds in writing (e.g. Tell me about your family. Who is George? – for the word “brother”). Homework consisted of copying words 20 times per day.</li> <li>– <i>Weekly group sessions</i> for participants to practice conversational use of their written words. Conversation was structured around target themes, and was facilitated by a clinician. Participants wrote answers to questions directed by the clinician, and showed their response to everyone. No pictured stimuli were used. <ul style="list-style-type: none"> <li>– Once words were mastered in group sessions, a conversation with an unfamiliar person was arranged, where the new person was given the list of topics, but told not to volunteer information unless asked.</li> </ul> </li> </ul>



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