Target Area: Communication, Language, Speech Disorders

Kiran & Thompson (2003). *The Role of Semantic Complexity in Treatment of Naming Deficits: Training Semantic Categories in Fluent Aphasia by Controlling Exemplar Typicality.* Journal of Speech, Language and Hearing Research 46(3): 608-622	SCED score – *to be confirmed*
Method/Results	**Rehabilitation Program**
Design: Y Study type: SSD. Multiple baseline across behaviours, replicated across participants. Y Participants: n=4 people with fluent aphasia (25% male, M=63-75 years). Y Setting: University speech and language clinic. Target behaviour measure/s: Y Naming of typical and atypical items within semantic categories. Primary outcome measure/s: Y Response to naming pictures of birds and vegetables. Result: Training on atypical exemplars resulted in generalization to naming of intermediate and typical items.	Aim: To evaluate acquisition of trained items and generalization to untrained items within and across word categories. Materials: 48 confrontation naming pictures from 2 categories: birds and vegetables and three distracter categories with 12 examples in each. Treatment plan/procedure Y Duration: Treatment was discontinued when naming accuracy of 7 of 8 items was observed for 2 consecutive sessions or when a total of 20 treatment sessions (10 probe sessions) was completed. Y Procedure: Once a day for 2 hours twice a week. Y Content: Participants performed the following steps for each of the 8 examples of the subset: 1. Naming the picture. 2. Sorting pictures by category. 3. Identifying semantic attributes applicable to the target example from a set of category features. 4. Answering yes/no questions pertaining to the semantic features of the target item.

 Note that these rehabilitation summaries reflect the current literature and the treatments are not necessarily endorsed by members of the PsycBITE™ Team