

Target Area: Communication, Language, Speech Disorders

<p>Kiran, Thompson & Hashimoto (2001). <i>Training Grapheme to Phoneme Conversion in Patients with Oral Reading and Naming Deficits: A Model-Based Approach</i>. <i>Aphasiology</i> 15(9): 855-876</p>	<p>SCED score - <i>to be confirmed</i></p>
<p>Method/Results</p> <p>Design:</p> <p>Y Study type: SSD. Multiple baseline across participants.</p> <p>Y Participants: n=2 participants (males) with severe oral reading and naming deficits; M=62-67 years.</p> <p>Y Setting: Community setting, attending clinic.</p> <p>Target behaviour measure/s:</p> <p>Y Responses to the probes of the 20 items (10 trained and 10 untrained) were tested on oral reading, oral naming, written naming and writing to dictation oral naming.</p> <p>Primary outcome measure/s:</p> <p>Y No additional.</p> <p>Result: Participants successfully acquired trained reading targets and generalized to untrained reading items, oral and written naming of trained items, and writing to dictation of trained and untrained items.</p>	<p>Rehabilitation Program</p> <p>Aim: To develop a model based treatment arising from the cognitive neuropsychological model of language processing to improve severe oral reading and naming deficits and focusing on maximizing generalization.</p> <p>Materials: 20 items in each of the following modalities: oral naming, written naming, writing to dictation and oral reading.</p> <p>Treatment plan/procedure</p> <p>Y Duration: 36 treatment session for the first participant and 30 for the second participant.</p> <p>Y Procedure: Once a day for 1 hour twice a week.</p> <p>Y Content: Treatment steps for each word included:</p> <ol style="list-style-type: none"> 1. Oral reading of the word. 2. Repetition of the word. 3. Oral spelling of the word. 4. Selection of the letters of the target word from distractors. 5. Identification of target word letters presented randomly. 6. Reading the letters of the target word.