

Target Area: Communication, Language, Speech Disorders

<p>Kendall, McNeil, Small (1998). <i>Rule-Based Treatment for Acquired Phonological Dyslexia</i>. <i>Aphasiology</i> 12(7-8): 587-600.</p>	<p>RoBiNT score - <i>to be confirmed</i></p>
<p>Method/Results</p>	<p>Rehabilitation Program</p>
<p>Design:</p> <ul style="list-style-type: none"> <li>Y Study type: SSD. Multiple baseline across behaviours.</li> <li>Y Participant: Participant 1: 42 year old female who sustained a left hemisphere ischaemic stroke at age 25. Reading comprehension with grade equivalence of 12.8 for vocabulary words and 9.2 for paragraph comprehension</li> <li>Y Setting: Not stated</li> </ul> <p>Target behaviour measure/s:</p> <ul style="list-style-type: none"> <li>Y Response time for each verbal response</li> <li>Y Percentage accuracy on word lists</li> </ul> <p>Primary outcome measure/s: Additional measures for generalisation purposes included –</p> <ul style="list-style-type: none"> <li>Y Nonstandardised Homophone List</li> <li>Y Gates MacGinitie Vocabulary</li> <li>Y Reading-Revised Token Test</li> </ul> <p>Results: Improved performance on the C-rule was observed following treatment commencement, with performance on untreated G-rule showing generalisation effects. Maintenance of acquisition effects were observed. No statistical analysis was conducted.</p>	<p>Aim: To improve reading in a patient with chronic phonological dyslexia.</p> <p>Materials: 3 x 5 inch cards, to visually present words. 4 word lists comprising real and nonsense words appropriate for eliciting the “c-rule” and the “g-rule”. List 1: 10 simple real words (one-syllable nouns, high concreteness, frequency, imagery, meaningfulness); List 2: 20 simple nonwords (one-syllable); List 3: 10 difficult real words(2-3 syllable nouns, low concreteness, low imagery); List 4: 20 difficult nonwords (2-3 syllables).</p> <p>Treatment Plan:</p> <ul style="list-style-type: none"> <li>Y Duration: 22 hours</li> <li>Y Procedure: 11 x 2 hr treatment sessions</li> <li>Y Content:: focus on improving usage of grapheme to phoneme correspondence rules via systematic exposure to exemplars of each rule. Instruction on pronunciation was administered for 6 treatment sessions for the first rule (c-rule), 5 treatment sessions for the second rule (g-rule). Rules were not taught explicitly, but through exposure. Participant is presented with a nonword exemplar. When an error occurred, the participant is given a phonetic cue, if unsuccessful then told a real word that begins in the same way, if still unsuccessful, the participant repeats the correctly produced nonword. During each treatment session, the list words are visually presented once on a card and the participant is asked to “say this word” and then “write this word”.</li> </ul>