
Select Papers From the 44th Clinical Aphasiology Conference

TABLE OF CONTENTS

| | |
|--|------------|
| Introduction and Learning Outcomes | i |
| Author Disclosures | ii |
| <i>Family Ratings of Communication Largely Reflect Expressive Language and Conversation-Level Ability in People With Aphasia</i> , by Robert Fucetola & Lisa Tabor Connor | S790 |
| <i>Sound Production Treatment: Synthesis and Quantification of Outcomes</i> , by Dallin J. Bailey, Kelly Eatchel, & Julie Wambaugh | S798 |
| <i>Negative Word Production in Adults With Right Hemisphere Brain Damage: Effects of Implicit Assessment and Contextual Bias</i> , by Alexandra Zezinka & Connie A. Tompkins | S815 |
| <i>Verbal Description of Concrete Objects: A Method for Assessing Semantic Circumlocation in Persons With Aphasia</i> , by Sharon M. Antonucci & Colleen MacWilliam | S828 |
| <i>Thin Versus Thick Description: Analyzing Representations of People and Their Life Worlds in the Literature of Communication Sciences and Disorders</i> , by Julie A. Hengst, Suma Devanga, & Hillary Mosier (This article is not for CEUs.) | S838 |
| <i>Structure, Processes, and Retrospective Outcomes From an Intensive Comprehensive Aphasia Program</i> , by Edna M. Babbitt, Linda Worrall, & Leora R. Cherney | S854 |
| <i>Semantic Feature Analysis: Further Examination of Outcomes</i> , by Catharine DeLong, Christina Nessler, Sandra Wright, & Julie Wambaugh | S864 |
| Supplemental Materials | (15 pages) |
| <i>Nonverbal Working Memory as a Predictor of Anomia Treatment Success</i> , by Stacy M. Harnish & Jennifer P. Lundine | S880 |
| <i>Masked Repetition Priming in Treatment of Anomia: A Phase 2 Study</i> , by JoAnn P. Silkes | S895 |
| <i>Impact of Personal Relevance on Acquisition and Generalization of Script Training for Aphasia: A Preliminary Analysis</i> , by Leora R. Cherney, Rosalind C. Kaye, Jaime B. Lee, & Sarel van Vuuren | S913 |

| | |
|---|-----------|
| <i>Core-Lexicon and Main-Concept Production During Picture-Sequence Description in Adults Without Brain Damage and Adults With Aphasia</i> , by Sarah Grace Dalton & Jessica D. Richardson | S923 |
| <i>Voxel-Based Lesion Symptom Mapping of Coarse Coding and Suppression Deficits in Patients With Right Hemisphere Damage</i> , by Ying Yang, Connie A. Tompkins, Kimberly M. Meigh, & Chantel S. Prat | S939 |
| <i>Stability of Word-Retrieval Errors With the AphasiaBank Stimuli</i> , by Mary Boyle | S953 |
| <i>Online Sentence Reading in People With Aphasia: Evidence From Eye Tracking</i> , by Jessica Knilans & Gayle DeDe | S961 |
| <i>Using Virtual Technology to Promote Functional Communication in Aphasia: Preliminary Evidence From Interactive Dialogues With Human and Virtual Clinicians</i> , by Michelene Kalinyak-Fliszar, Nadine Martin, Emily Keshner, Alex Rudnicky, Justin Shi, & Gregory Teodoro | S974 |
| Supplemental Materials | (2 pages) |
| <i>Referential Ambiguity in the Narrative Productions of African American Adults</i> , by Angela Bradford Wainwright & Michael P. Cannito | S990 |
| Supplemental Materials | (2 pages) |

EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006

INTRODUCTION

This journal self-study explores a wide range of current issues in rehabilitation for individuals with communication impairments associated with aphasia, apraxia of speech, traumatic brain injury, and right hemisphere damage, which was presented at the 44th Clinical Aphasiology Conference. Many of the research and technical papers in this collection explore the quantification of treatment outcomes in individuals with acquired communication impairments. Some studies approach quantification of outcomes using formal assessments while others use alternative measures, like soliciting ratings of communication effectiveness from family members. Specific treatments – such as sound production treatment, semantic feature analysis, and masked repetition priming – are explored. Another important topic concerns the value of measures of nonverbal working memory to predict outcomes following anomia treatment. Taken together, the papers presented in this journal supplement give practitioners an encyclopedic sense of the breadth and depth of the research currently being done on assessment and treatment of aphasia-related communication impairments.

LEARNING OUTCOMES

You will be able to:

- discuss research findings related to assessment and treatment
- describe various methods to assess people with aphasia
- explain and evaluate the outcomes associated with various approaches to aphasia treatment

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in *American Journal of Speech-Language Pathology*

Start date: January 11, 2016

Available through: April 26, 2018

To earn continuing education credit, you must complete the test with a passing score on or before **April 26, 2018**.

To see if this program has been renewed after this date, please search by title in ASHA's online store at www.asha.org/shop.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 1.25 ASHA CEUs (Advanced level, Professional area).