Select Papers From the 42nd Clinical Aphasiology Conference

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Speech Motor Programming in Apraxia of Speech: Evidence From a Delayed Picture-Word Interference Task
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Measuring Lexical Diversity in Narrative Discourse of People With Aphasia
by Gerasimos Fergadiotis, Heather H. Wright, and Thomas M. West

Modified Response Elaboration Training: Application to Procedural Discourse and Personal Recounts
by Julie L. Wambaugh, Christina Nessler, and Sandra Wright

Nonlinguistic Learning in Individuals With Aphasia: Effects of Training Method and Stimulus Characteristics
by Sofia Vallila-Rohter and Swathi Kiran

Characterizing Discourse Deficits Following Penetrating Head Injury: A Preliminary Model
by Carl Coelho, Karen Lê, Jennifer Mozeiko, Mark Hamilton, Elizabeth Tyler, Frank Krueger, and Jordan Grafman

ASHA Self-Study 2550
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

In this journal self-study, we’ll explore a variety of topics discussed at the 42nd Clinical Aphasiology Conference, including a wide range of issues surrounding the study and clinical management of persons with acquired neurologic communication disorders. This self-study both reflects the composition of the annual conference and embodies multiple perspectives about three disorders of central focus at the conference; namely, aphasia, apraxia of speech (AOS), right hemisphere brain damage, and traumatic brain injury (TBI).

LEARNING OUTCOMES
After completing this program, you will be able to:

- discuss issues critical to assessment and rehabilitation
- compare the effectiveness of various approaches to treatment in aphasia
- discuss methods of analyzing narrative and conversational discourse
- describe the effect of gesture and multi-modality treatments in aphasia
- discuss how the treatments are shaping the future of rehabilitation for individuals with acquired neurologic communication disorders

PROGRAM HISTORY

Start date: May 29, 2013
Available through: February 21, 2016

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before February 21, 2016.

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.

This course is offered for 1.8 ASHA CEUs (Intermediate level, Professional area).
DISCLOSURES

Releasing the constraints on aphasia therapy: The positive impact of gesture and multi-modality treatments
Miranda Rose

Financial Disclosures:
None

Nonfinancial Disclosures:
None

An analysis of aphasic naming errors as an indicator of improved linguistic processing following phonomotor treatment
Rebecca Hunting Pompon
Diane Kendall
C. Brookshire
Irene Minkina
Lauren Bislick

Financial Disclosures:
None

Nonfinancial Disclosures:
None

The Reorganization of Proper Names: Treatment of Proper Name Retrieval Deficits in an Individual with Temporal Lobe Epilepsy
Irene Minkina
Jeffrey Ojemann
Thomas Grabowski
JoAnn Silkes
Vaishali Phatak
Diane Kendall

Financial Disclosures:
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Nonfinancial Disclosures:
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Swathi Kiran
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Teresa Gray
Elsa Ascenso
Ellen Kester

Financial Disclosures:
The authors received funding from the National Institutes for Health for their research.

Nonfinancial Disclosures:
None

What People Living With Aphasia Think About Availability of Aphasia Resources
Jacqueline Hinckley
Amy Hasselkus
Elayne Ganzfried

Financial Disclosures:
None

Nonfinancial Disclosures:
None

Pilot Evaluation of Attention Training and Metacognitive Facilitation to Improve Reading Comprehension in Aphasia
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Jaime Lee
McKay Sohlberg

Financial Disclosures:
McKay Sohlberg received royalty benefits from the APT-3 program that was used as the intervention in this study. Jaime Lee has no financial disclosures.

Nonfinancial Disclosures:
None

Maximizing the Generalization Effects of Semantic Feature Analysis: Incorporating Typicality Treatment and Mediating Strategy Training
Julie Wambaugh
Shannon Mauszycki
Rosalea Cameron
Sandra Wright
Christina Nessler

Financial Disclosures:
None

Nonfinancial Disclosures:
None

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Barbara Purves
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