



NSW Speech Pathology Evidence Based Practice Interest Group

Critically Appraised Paper (CAP)

CLINICAL BOTTOM LINE:

Orthographic cueing is more efficacious in assisting with oral naming in people with aphasia than repetition or reading aloud. This may be due to the fact that orthographic cueing allows more time for each response (due to the word-form being present).

Clinical Question

How and in what circumstances does orthographic cueing improve spoken word retrieval in aphasia?

Citation: Basso A, Marangolo P, Piras F, Galluzzi (2001). Acquisition of New "Words" in Normal Subjects: A Suggestion for the Treatment of Anomia *Brain and Language*. 77, 45-59

Design/Method: ABA design.

60 bi-syllabic non-words were used to name pictures of nouns. Words were taught using the 3 different learning methods below:

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| Training | Day 1. 60 pictures representing non-words were shown 3 times as they were named by the examiner. The subjects were asked to say the name of each picture, they were then shown the correct picture if they chose incorrectly.
Day 2. as per Day 1, but subject was not told whether they were correct or not. |
| Learning | 1. learn by repeating the word aloud with the picture visible
2. learn by reading aloud the written word with picture visible
3. learn via orthographic cue, instructed to say the word and given each letter until word correctly named |
| Follow up | One week later 60 pictures were shown again and patients were asked to name them |

Participants / Experimental Group:

Experiment 1 :30 Right handed native Italian speaking volunteers (18 male and 12 female). Age range: 29-63 yrs.
Experiment 2 : 2 males aged 66 years old (RF) with a left temporal lobe lesion and 42 years old (MR) with a occipital/temporal lesion (Wernickes aphasia). Both were right handed and tertiary educated.

Control Group: Nil

Results:

Both people with aphasia were able to learn most of the experimental words with no significant difference between cueing strategies.

At follow up the orthographic cueing method resulted in significantly faster word learning (fewer repetitions required) for the people with aphasia

Comments : Small number of subjects and no control group. Both participants received different treatment and follow up protocols. Native Italian speakers were subjects.

Level of Evidence (NH&MRC): Level IV

Clinical Group: Adult Language EBP group

Date: Sept 2008