II. Introduction

Diagnosis of primary progressive aphasia (PPA) has been divided into clinical variants (Tempini, et al., 2011). This subject presents PPA-semantic variant. Semantic feature analysis (SFA) treatment program was developed with the use of a spaced retrieval (SR) approach as a retention strategy. Semantic Feature Analysis (SFA) treatment was designed to decrease use of ineffective circumlocutory word finding. SFA teaches the person with aphasia a process for accessing semantic networks and for self-cueing (Davis & Thompson, 2005).

Spaced Retrieval Training (SRT) approach used to facilitate recall by individuals with dementia. An individual is asked to recall a piece of information without error repeatedly after incrementally longer time intervals.

II. Methods

A. Participant

- 66-year-old Caucasian female
- Unknown aphasia etiology
- Minor bike incident in 2003
- Earliest symptoms reported in 2007
- PPA diagnosis by neurologist in 2013
- Complete neuropsychologic assessment
- Reported worsening in 2015
- Pre-morbid: high school math teacher

B. Procedures

General Training Steps:
1. n = 8 kitchen nouns
2. Present SFA chart
3. Provide a list of “wh” question to fill in each box — guided circulmocutory to self-cue
4. Cover stimulus and chart while working on other intervention tasks

II. Results

Following initial treatment all trained words recalled
Scored 100% in confrontation naming on trained items

Group Use: SFA chart in group and SRT to prompt subject to use chart for conversational speech
Prompt: “What do you do to find the word you need?”
Response: “I use my chart”

Topic set-up with clinician assist with SFA chart
Chart use in group conversations, no overt assist

IV. Conclusions

Excellent retention using SFA and SRT in individual treatment for specific words. SRT as an errorless learning method to use the chart during targeted conversation of specific target words yielded 100% recall. Use of SFA chart during aphasia group: not able to use the chart without varying degrees of ST assist and cueing. Able to learn specific words with practice, but no evidence that the SFA chart served as a self-cue or generalization.

References