

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

WAB-R Results: Part 1	TIME 1	TIME 2
Spontaneous Speech	17	18
Auditory Verbal Comprehension	8.05	8.3
Repetition	9.2	8.2
Naming and Word Finding	2.4	3.5
Aphasia Quotient (AQ)	73.3	76
Aphasia Type	Anomic	Anomic

Cognitive Domain	Severity Rating	Cognitive Domain Score
Attention	WNL	WNL
Memory	Moderate	Moderate
Executive Functions	WNL	WNL
Language	Severe	Severe
Visuospatial Skills	WNL	WNL
Composite Severity Rating	Mild	Mild
Clock Drawing	WNL	WNL

Language Sample Pre-treatment

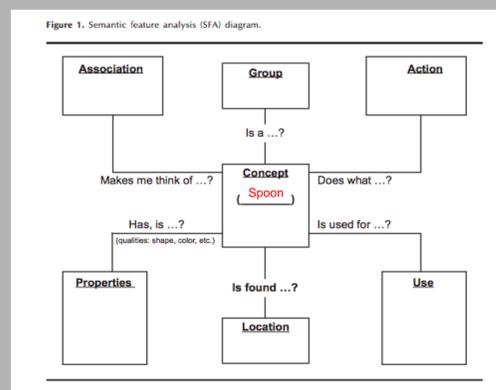
E: Tell me how you would make a peanut butter and jelly sandwich.

C: And I haven't done this sort of thing lately, I used to. I mean I wasn't a good cooker my whole life but I did cook for my husband, my son, my daughter and so on like that, and friends that would come to my house and so on like that but now when people come to my house even, they don't want to have anything because I'm not making much at all, and fix that. Once in awhile, I might eat something like that because I go to like, um, Pick'n Save, and find this thing that's real cold that has whatever you just said, and you just heat it up a little bit and you can eat it. what you were talking about, I think I used to do that, but now, I don't

B. Procedures

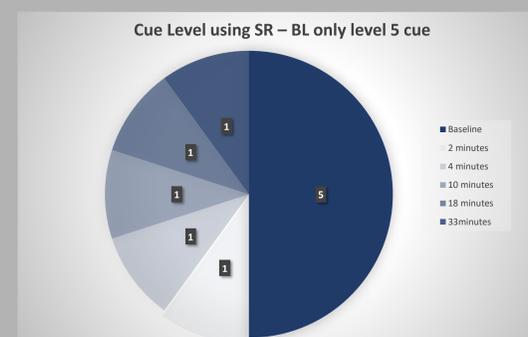
General Training Steps: n = 8 kitchen nouns

- Present picture of target noun (e.g., spoon)
- Present SFA chart
- Provide a list of "wh" question to fill in each box – guided circumlocution to self-cue
- Cover stimulus and chart while working on other intervention tasks



SCORE	STEPS	RATIONALE
1	Picture named spontaneously	
2	Wh- prompts What does it make you think of? What group is it a part of? What does it do? What is it used for? Where is it found? What does it look like?	Used to form a web of related concepts to the target Subject writes semantic features on chart after verbalizing them If unable to write the feature, then SLP writes words
3	If not scored as #2 Oral assist Written assist	SLP provides word orally and on the map If unable to write feature, then SLP writes on the map.
4	If not scored as #3 Complete map and name	Entire map completed Name target stimulus
5	If not scored as #4 ST model and repetition	Unable to name, then response provided orally by SLP and subject repeats target

III. Results



Does use of SRT facilitate recall? Can she use SFA as a compensatory strategy?

SRT Training: Procedure was repeated at timed intervals 2,6,8,12 minute intervals

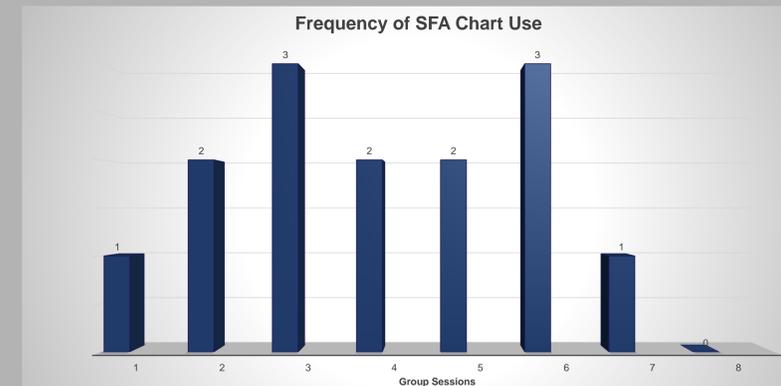
Repeated Practice: Probe trained stm (consecutively) and add another stm

Duration: Treatment lasted 5 weeks, 1 X week, 8 stimulus items trained

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

- Gorno-Tempini, G.L., et. al. (2011). Classification of primary progressive aphasia and its variants. *Neurology*, 76:1-1.
- Davis, L. A. & Thompson Staton, S. (2005). Semantic feature analysis as a functional therapy tool. *Contemporary issues in communication science and disorders*, 32: 85-92.
- Fridriksson, J., Holland, A., Beeson, P. & Morrow, L. (2005). Spaced retrieval treatment of anomia. *Aphasiology*, 19(2): 99-109.
- Maddy, K.M. Capilouto, G.J., McComas, K.L. (2014).The effectiveness of semantic feature analysis: An evidence-based systematic review. *Annals of physical and rehabilitation medicine*, 57: 254-267.