



LLCd Symposium.
SPEAKERS AND PRESENTATIONS.

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Brief Bio: Ms. Kruthi H. R. completed her M.Sc (SLP) at AIISH, University of Mysore, India. She is currently works as a research officer at AIISH for the project titled 'Development of Assessment Protocol for Lexical Semantic Deficits using Componential Analysis'. Her areas of interest are bilingualism and language acquisition, intervention for adult language disorders, multi-cultural issues in language.

and

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Theme: Dyslexia and Language Impairment

Title of Presentation: Manual for Treatment of Reading, Writing and Arithmetic

Abstract: Reading and writing deficits are very common and persistent following stroke in literate adults, leaving them with aphasia. Such acquired dyslexia occurs with and without other language deficits, but these persons rarely receive interventions similar to what is available for persons with developmental dyslexia. Considering the present era of technology, reading and writing has become an integral part of the system. Persons with aphasia find it difficult to cope in the society as a result of reading, writing and arithmetic impairment/s. Reading and writing problems are mainly dependent on the script and orthography of that particular language. Thus western models fail to give adequate explanations for reading and writing disturbances in Indian transparent alpha-syllabic languages. Very few attempts have been made to develop a manual exclusively for treatment of reading, writing and arithmetic for adults with aphasia in the Indian context. Hence this work was aimed towards developing a reading, writing and arithmetic treatment manual for persons with aphasia in Kannada keeping the aphasic deficits and therapeutic guidelines as a base. This manual has not yet been implemented on persons with aphasia and is yet to be field tested in persons with different types of aphasia.

Immediate functional communication was the key rationale of the programme and keeping the rationale in mind, vocabulary and sentences used in everyday situation are chosen as training material in the manual.

Vocabulary is incorporated after being tested for familiarity by speech language pathologists (SLPs). Picture stimuli drawn by a professional artist are provided. Our plan is that the person with aphasia will be trained in activities based on reading, writing and arithmetic at different levels as with respect to the type of aphasia and a baseline of functional skills. The length of intervention would also vary with respect to type of aphasia and the individual's functional needs.

The manual is graded into levels, sections and sub-sections. An activity under each sub-section contains word and picture stimuli which are in hierarchical order of complexity. The training will start by presenting stimuli in a hierarchy as follows – combination of auditory, visual and orthographic stimuli, combination of auditory and orthographic stimuli, orthographic stimuli alone.

For example, in orientation task of reading level-I, orthographic, auditory and gestural stimuli are given, where picture stimuli is not provided. In word identification task of reading level-II, the trainer will present the word card along with the picture card by naming it aloud. The person with aphasia is asked to indicate yes/no when the word is read aloud. In the next step, picture stimulus is not provided. Similarly the hierarchies are followed in writing and arithmetic domains. The response expected from the person with aphasia will also follow the hierarchy of - pointing, combination of pointing and verbal, verbal alone or orthographic in case of writing.

Guidelines and strategies to use each activity, scoring pattern and progression criteria are provided for each of the levels. The treatment recording sheet for scoring activities of all domains and an overall treatment recording sheet is provided. Intervention methods in this manual are in coherence with the other traditional treatment methods. We believe that, though the training is in the visual mode of the language system, it is encouraging the oral mode as well. Our expectation of that the training will eventually result in improved language comprehension and expression in persons with aphasia.

The training material is in Kannada and hence the manual in its current form cannot be used with persons with aphasia speaking languages other than Kannada. However, the structure of the manual is very transparent. It can be successfully followed if the trainer is flexible enough to tailor the stimuli according to the individuals' language. The manual can be used by speech language pathologists, student clinician and caregivers of persons with aphasia. Furthermore, to suit the individual needs of persons with aphasia, the training material in this manual can be easily modified.