

7/15/2020

Diagnosis: Conduction Aphasia TO1, Task D:
Given a picture stimulus and graphic organizational characteristics (i.e., first sound, 3 first sound associates, and a rhyme) and a semantically associated response to a question (e.g. "Where do you find it?", "What does it remind you of?"), according to a modified Phonological Component Analysis Protocol, independently, in 8/10 trials x 2 consecutive sessions.

Objective: Given a picture stimulus and graphic organizational characteristics (i.e., first sound, 3 first sound associates, and a rhyme) and a semantically associated response to a question (e.g. "Where do you find it?", "What does it remind you of?"), according to a modified Phonological Component Analysis Protocol, independently, in 8/10 trials x 2 consecutive sessions.

Assessment:	Performance is consistent with 8/10 trials last session. Client demonstrated phonetic paraphasia (i.e., responded with "lan" for object "fan") with two instances of self-correction. Criteria met; advance task.
Plan:	Advance task to improve phonological awareness and naming of a target word and 5 associated characteristics (i.e., first sound, 3 first sound associates, and a rhyme) and providing a semantically associated response to a question (e.g., "Where do you find it?", "What does it remind you of?"), according to a modified Phonological Component Analysis Protocol, independently.

TO#2, Task B:

Given 3, 1-2 syllable words, client will independently produce words in sequential order (i.e. alphabetical or size), in 8/10 trials x 2 consecutive sessions.

Objective:	In an advanced task, given 3, 1-2 syllable words, client independently produced words in sequential order (i.e., alphabetical or size) in 3/7 trials (43%), increasing to 4/7 (57%) given a stimulus repetition cue.
Assessment:	Performance is compared to 3/7 trials (83% acc) last session, with client producing 3 words in sequential order (i.e., alphabetical or size) given a verbal cue. Following extended difficulty completing task, client demonstrated improved working memory when stimuli were presented and then reauditorized by client, and/or when augmented with a written stimulus.
Plan:	Continue to improve working memory targeting production of 3, 1-2 syllable words, in sequential order (i.e., alphabetical or size), independently.

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TO #3, Task A: