



EVA

Therapy Handbook 1

Noun Naming



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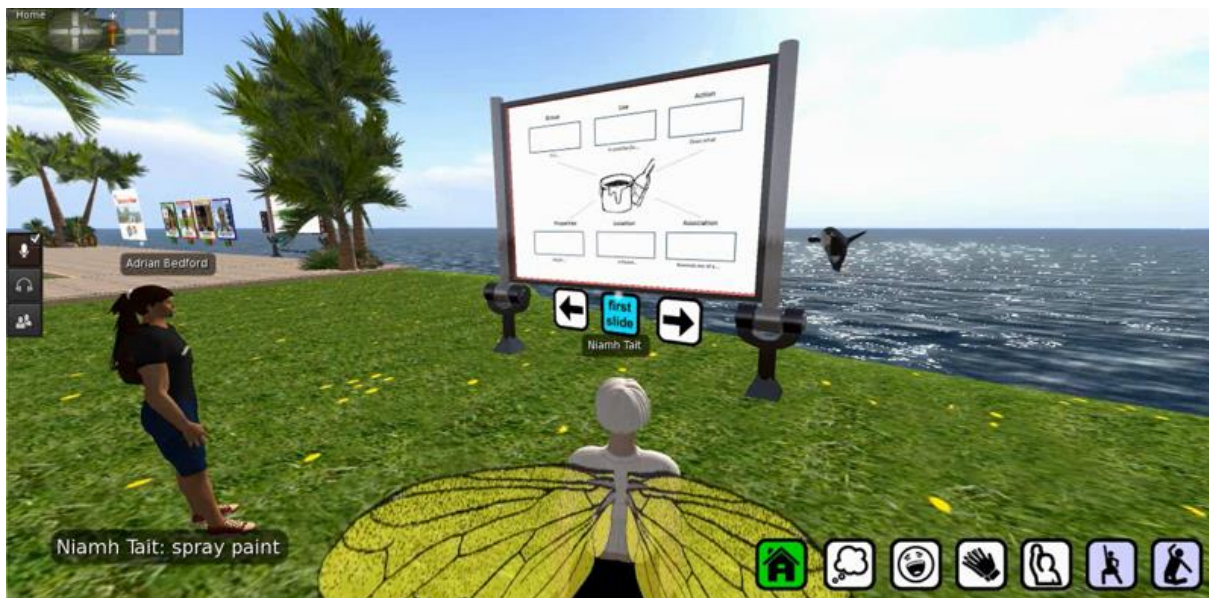
Many thanks to Mary Boyle and Celia Woolf for permission to adapt the original therapy approaches

Therapy Approach 1 – Noun Naming

Cued naming (Woolf et al, 2016) + Semantic Feature Analysis (SFA) (Boyle, 2004)

Background: Both these approaches have been shown to improve the naming of words directly targeted in therapy, and have been delivered remotely (Woolf et al, 2016). Semantic Feature Analysis (Boyle, 2004) aims to boost activation in the semantic lexicon, with the hypothesis that this might promote generalisation of improvement beyond the treated set of words.

Stimuli: 50 noun pictures with associated Semantic Feature Analysis (SFA) boards which are on the screen by the narrowboat.



Therapy: The client will work on **50 target words**. The client receives **20 sessions** of therapy. Typically, 7-8 words are completed in a one-hour session. As such, a total of 3 presentations per treated item over 20 sessions.

Pictures of target words will be presented to the client on a screen in EVA Park. The pictures are presented like a slide show.



The therapist may work from a Therapy Workbook with corresponding pictures, which also delineates the tasks and cues used with each word.

There are a number of objects in world that will provide a phonemic (one click) or full word (two clicks) cue:

Object	Location
Penguin	Behind the disco
Flower	In the greenhouse
Bulb	Light bulbs in the kitchen
Mermaid	In the lake
Bucket	In the greenhouse
Cabbage	In the vegetable market barrow at the greenhouse
Bridge	Across to Tiki Island
Pillow	In the house
Medicine	In the health centre on the shelves next to the scales
Daffodil	In the greenhouse

A range of therapy tasks can be implemented as follows.

Semantic verification: The therapist asks two yes/no questions about the properties of the item, e.g. for 'lemon' the therapist may ask: "can you squeeze it?", "is it sweet?".

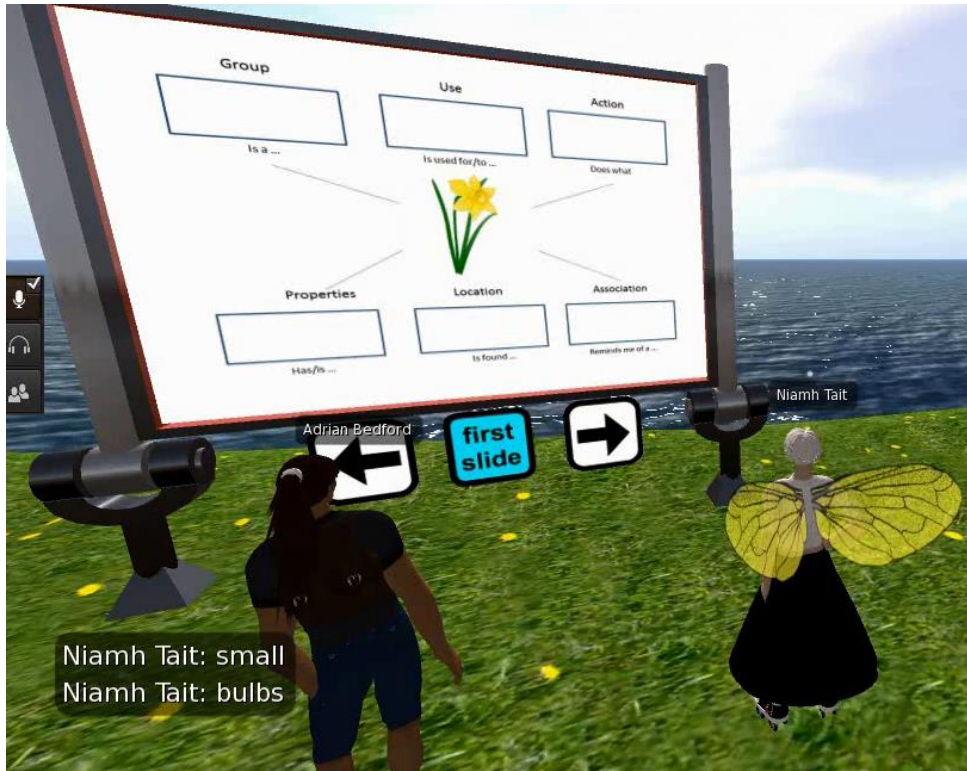
Picture naming: The therapist asks the client to name the picture. If the client is successful, ask them to repeat the word three times. If the client is unable to name the item, the therapist offers the following hierarchical cues, in the given order:

1. Semantic cue, e.g. for 'lemon': "it's sour", "it's a citrus fruit", "we eat it, with sugar on pancakes".
2. Sentence or phrase completion cue, e.g. "_____ and lime", "bitter _____".
3. First phoneme (sound) cue, e.g. "it begins with /l/".
4. First syllable cue, e.g. "it begins with /le/".
5. Provision of the whole word for repetition.

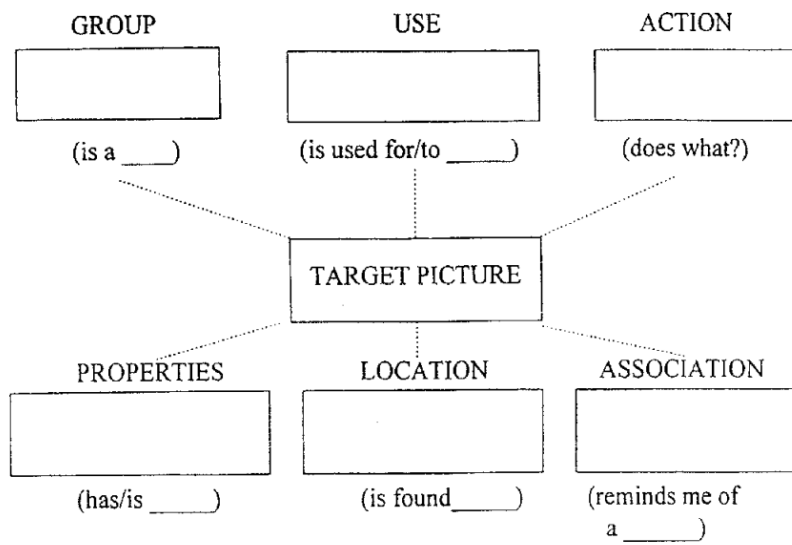
Once the word is produced, ask the client to repeat it three times. If they are unable to say it, the therapist repeats the word three times.

'Semantic Feature Analysis' is then used on all items as follows.

Next to the slide show there is a virtual board showing the semantic feature analysis chart schematic:



Niamh Tait: small
Niamh Tait: bulbs



The therapist will guide the client to verbalize the semantic features of each target item with the aid of the chart, questions and cues, as required, for:

- Group
- Use
- Action
- Properties
- Location
- Association

When each feature is named, the therapist writes it using Instant Messaging (IM). If the client cannot provide a feature, the therapist will provide it verbally, then in writing using IM.

In order to establish and encourage use of the technique, **all features** should be produced for **all pictures**.

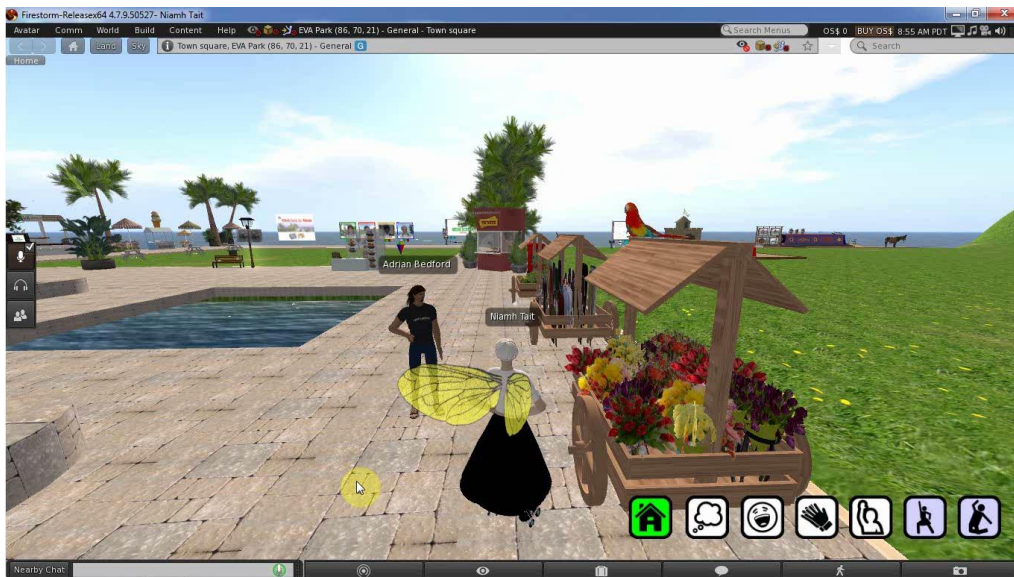
Repetition if unable:

If the client is still unable to name the target picture after all features are produced, the therapist says the name aloud and encourages the client to repeat it. All the features are reviewed.

Finally:

For the last 10 minutes of the session, take the client around EVA Park to name objects with cues. Use the target words in conversation.

LINK TO COMPRESSED VIDEO



Practice:

Some of the therapy items can also be found in-world and clicked on. Click once for a phonemic cue and twice for the name. The client can also look through the boards for self-practice.

LINK TO COMPRESSED VIDEO



References

Boyle, M. (2004) *Semantic Feature Analysis Treatment for Anomia in Two Fluent Aphasia Syndromes*. American Journal of Speech-Language, 13(3), pp. 236-49.

Woolf, C., Cauter, A., Haigh, Z., Galliers, J. R., Wilson, S., Kessie, A., Hirani, S. P., Hegarty, B. & Marshall, J. (2016). *A comparison of remote therapy, face to face therapy and an attention control intervention for people with aphasia: A quasi-randomised controlled feasibility study*. Clinical Rehabilitation, 30(4), pp. 359-373.