

INDEX

- ABA. *See* Applied behavior analysis
- Abbs, J. H., 280, 281
- Abnormal stress, 299
- Acoustic measure, 280
- ACTS. *See* Auditory Comprehensive Test for Sentences
- ACTS, defined, 161
- ACTS-R. *See* Sentence repetition
- Adamovich, B., 126
- Adams, S. G., 284
- Administering tests, 8
- Alavi, A., 70
- Albert, M. L., 159
- Alexander, M. P., 70, 72, 74
- Alternating treatment design (ATD), 43
- Alzheimer's disease, and reading comprehension, 78–79
- American Psychiatric Association, 79
- American Speech-Language-Hearing Association, 166
- Analyses of variance (ANOVA), 113, 127, 129, 144–145, 157
- Analytical
- component, 32–33
 - directions, applied aphasia analysis method
 - analytical dimensions, 42–44
 - interobserver reliability, 44
 - technical dimensions, 44
 - results
 - analytical dimensions, 44–48
 - technical dimensions, 49–51
 - summary and discussion, 51–52
- ANOVA. *See* Analyses of variance
- Anterior lesion, sentential stress production study,
 - discussion, 314–315
 - method, 309–312
 - results, 312–314
- Anthrax study, predictability, 24–27
- AOS. *See* Apraxia of speech
- Aphasia
 - defined, 5
 - label, 12
 - quotient (AQ), 97, 245
 - research, predictability, 27–29
- Aphemia, 70–71
- Appell, J., 78
- Applied aphasia analysis, review of
 - method, 42–44
 - results, 44–51
 - summary and discussion, 51–52
- Applied behavior analysis (ABA), 32–33, 268
- Apraxia of speech (AOS)
 - prosodic features study
 - discussion, 303–305
 - methods
 - procedures, 297–300
 - subjects, 296–297
 - results
 - other prosodic features, 301–303
 - syllabic stress, 300–301
 - sentential stress production study
 - discussion, 314–315
 - method, 309–312
 - results, 312–314
 - speech kinematics study
 - discussion, 290–292
 - method and procedures
 - procedures, 281–285
 - subjects, 281
 - results
 - closing gestures, 285–290
 - opening gestures, 290
- AQ. *See* Aphasia quotient
- Argye, Elizabeth Hillis, 255
- Aronson, A. E., 281, 284, 296, 297, 304, 308, 310
- Arrigoni, G., 96
- Assal, G., 96
- Ataxic dysarthric group, speech kinematics study
 - discussion, 290–292
 - method and procedures
 - procedures, 281–285
 - subjects, 281
 - results
 - closing gestures, 285–290
 - opening gestures, 290
- ATD. *See* Alternating treatment design
- Aten, J. L., 27, 227
- Auditory Comprehensive Test for Sentences (ACTS), 153–158
- AYSTANT+ program, 281
- Baer, D. M., 32–33, 39, 42, 45, 172, 275
- Baker, E., 147, 186, 220, 224
- Baratz, R., 210
- Barlow, D. H., 43, 49
- Barlow, S. M., 281
- Barnes, N. S., 27

- Barresi, B., 186–187, 193
 Barsalou, L. W., 140, 148
 Barton, M., 96
 Basili, A. G., 158
 Basso, A., 56
 Bay, E., 96
 Bayles, K. A., 12, 28, 78
 BDAE. *See* Boston Diagnostic Aphasia Examination
 Bean, C., 280, 290, 291
 Beeson, P. M., 78
 Behrens, S., 308
 Behrmann, M., 256
 Bellaire, Karen J., 210, 216, 224
 Benson, D. F., 78, 96, 152, 296, 315
 Benton, A. L., 88, 269
 Benton, D., 96, 105, 308
 Bergman, G., 296
 Bergstein, Ellis E., 51
 Berry, T., 186, 220
 Beukelman, D., 177, 227, 296
 Bilateral groups, 9
 Blissymbols, 220
 Blum, C., 78
 Blumstein, S.E., 147, 308
 BNT. *See* Boston Naming Test
 Bonvillian, J. D., 210
Book of Sapolsky, 24
Book of Urology, 23
 Boone, D. R., 12, 79
 Borkowski, J. G., 88
 Boston Diagnostic Aphasia Examination (BDAE), 56, 119, 141–142, 146–147, 153–154, 200, 205
 Boston Naming Test (BNT), 141, 146–147
 Bottenberg, Donna, 110, 118, 123, 126
 Bourgeois, M. S., 164, 172, 230, 238
 Boyle, M., 110, 198
 Brain glucose metabolism, study
 methods, 71–72
 results and discussion, 72–75
 Brannegan, R., 27
 Brenneise-Sarshard, Robin, 120
 Broca's aphasia, 56, 70–75, 118, 157, 230, 308, 310
 Brookshire, R. H., 3, 7, 8, 27, 32, 78, 81–82, 85, 152, 176, 269
 Brown, G. G., 10, 12
 Brown, J. R., 281, 284, 296, 297, 304, 308, 310
 Brown, J. W., 140, 147–148, 152
 Brown, M. B., 88, 90
 Brownell, H. H., 126
 Brunner, E., 308
 Buonnano, F. S., 56
 Burger, L. H., 47
 Burns, M. S., 304
 Butterworth, B., 148
 Buysens, E., 308
 Byng, S., 256
 Byrne, M. E., 164, 172, 238, 240
 CAC. *See* Clinical Aphasiology Conference
 Caligiuri, M., 227, 280, 284, 290, 291
 Campbell, D. T., 186
 Camras, L. R., 71
 Canter, G., 153, 304
 Caplan, D., 198
 Cappa, S.F., 56
 Caramazza, A., 158, 256, 257
 Carter, J., 27
 Case study design, 33–36, 42
 Castellan, N., 98–100
 Categories, exemplar verification study
 of
 discussion, 146–149
 method
 materials, 141–143
 procedures, 144
 subjects, 141
 results, 144–146
 CCAT. *See* Comprehensive Communication Aphasia Test
 Cegla, B., 220, 224
 Chafe, W. L., 110
 Chapey, R., 149
 Chapman, J. P., 10
 Chapman, K., 172
 Chapman, L. J., 10
 CIU. *See* Correct information units
 Clark, H., 110
 Classification attributes, 5–6, 8
Clinical Aphasiology, 32–39, 42, 45–49
 Clinical Aphasiology Conference (CAC)
 proceedings, 33–36
 Clinical setting, fluent aphasia study
 discussion, 273–276
 method
 stimulus materials and procedures, 268–273
 subject, 268

- Code, C., 256
 Coelho, C., 110, 210
 Cohen, J., 16
 Cohesion analysis, 114, 126, 128, 130
 Cole, K., 281
 Collins, M. J., 186
 Coltheart, M., 256
 Communication board study
 discussion, 224–227
 method
 design, 221–222
 picture board stimuli, 221
 reliability, 223
 settings, 221
 subjects, 220
 results, 224
 Comparison of reading treatment, 243–53
 Comprehensive Communication
 Aphasia Test (CCAT), 245, 249–252
 Computed tomography (CT) scans, 56–60, 153
 Computerized treatment program
 study
 conclusions and discussion, 250–253
 method, 245–248
 results, 248–250
 Conceptually salient treatment, 33
 Conduction aphasia
 CT scan data for, 56
 replication of protocol for repetition deficit
 discussion, 205–207
 method
 baseline, 201–202
 treatment, 202
 results, 202–205
 subjects, 198–201
 sentence comprehension and repetition study
 discussion, 157–159
 method
 scoring, 155
 subjects, 153
 testing, 153–155
 results
 comprehension vs. repetition, 155
 relationships and repetition scores, 155–156
 sentence type and repetition, 157
 speech kinematics study
 discussion, 290–292
 method and procedures
 procedures, 281–285
 subjects, 281
 results
 closing gestures, 285–290
 opening gestures, 290
 Connell, P. J., 275
 Content words, and RET, 172–182
 Contrasting group comparisons, 5
 Conversational skills study
 discussion, 238–240
 method
 descriptive analyses, 235
 experimental design and procedures, 232–235
 participants, 231
 reliability, 235–326
 response definitions and scoring, 231–232
 settings, 231
 results
 descriptive data, 238
 generalization data, 236–238
 training data, 236
 Cooke, J. D., 292
 Cookie Thief, 297
 Correct information units (CIU), 269
 Correia, L., 176
 CORR procedure, 135–136
 Counterbalancing, 49–51
 Criteria, for groups, 6–8
 CT. *See* Computed tomography
 Cummings, J. L., 78, 105
 Cycle of cycles, 29
 Cycle of time, 29

 Dabul, B., 297
 Damasio, A., 56, 152
 Damasio, H., 56, 152, 309
 Danley, M., 308
 Dann, R., 70
 Darley, F. L., 119, 152, 281, 284, 296, 297, 304, 308, 310
 DAT. *See* Dementia of the Alzheimer's
 Davis, A., 136
 Davis, G. A., 32, 42, 110, 114, 118, 123, 208
 Deal, J. L., 7
 Delis, D., 126

- Dementia
 of the Alzheimer's (DAT), 79
 group comparisons, 5-6
 reading comprehension study,
 discussion, 85
 methods and procedures
 assessment instruments, 80-82
 procedures, 82
 subjects, 79-80
 results, 82-85
- Demonstration style study, 34, 36-40
- DePiero, Joy, 163
- DeRenzi, E., 4, 61, 96, 257, 310
- Description, of group, 6-8
See also Group comparisons
- DeWitt, L. D., 56
- Diagnostic & Statistical Manual of Mental Disorders (DSM-III-R)*, 79
- Dietz, S. M., 39
- Directions, applied aphasia analysis
 method
 analytical dimensions, 42-44
 interobserver reliability, 44
 technical dimensions, 44
 results
 analytical dimensions, 44-48
 technical dimensions, 49-51
 summary and discussion, 51-52
- Discussion of reviews, 37-40
 treatment research, 38
- Disimoni, F. G., 119
- Dixon, W. J., 89-90
- Dominant hand, writing, study of, 88-93
- Doyel, A., 126
- Doyle, P. J., 164, 172, 230, 238
- Drawing performance, and mild aphasia, study of
 methods
 drawing performance, 98
 written picture description, 97-98
 results
 classification, 98-100
 interjudge numerical scoring
 reliability, 100-104
 intrajudge reliability, 98
- Drift, technical
 discussion, 37-40
 purpose, 33
 results, 34
 research designs, 35
 research styles, 37
 review of CAC proceedings, 33-34
- Dronkers, Nina F., 15, 17
- DSM-III-R. *See* Diagnostic and Statistical Manual of Mental Disorders
- Duffy, J., 105
- Duffy, Joseph R., 7, 11, 29, 71, 187
- Duffy, R. J., 7, 11, 71, 187, 210
- Duncan multiple-range test, 61-62, 65
- Effectiveness studies, 42, 44-45
- Electromyographic measure, 280
- Elman, R. J., 17
- Emmorey, K., 308, 314
- Enderby, P., 244
- Engleman, L., 88, 90
- Equal and even stress, 296
- Equal stress* defined, 299
- Errors, types of, 9-10
- Exemplar verification for categories
 discussion, 146-149
 method
 materials, 141-143
 procedures, 144
 subjects, 141
 Newman-Keuls analyses, 145
 results, 144-146
 schematic of timing apparatus, 143
- Falioni, P., 257
- Falling night watchmen study, 24-27
- FDG PET. *See* Fluorodeoxyglucose
- Feldman, L., 308
- Ferrari, C., 61
- Ferro, J., 308
- FIM. *See* Functional Independence Measure
- Final issues, equating severity, 11
- Fisher, B., 198-201, 205
- Fisman, M., 79
- Fitzpatrick, P. M., 186-187, 193
- Fleming, S., 105
- Fletcher, J. M., 6, 12, 90
- Fluency study, 70-75
- Fluent aphasia treatment study
 discussion, 273-276
 method
 stimulus materials and procedures, 268-273
 subject, 268
- Fluent aphasia group, category
 verification study, 140-148
- Fluent-mixed aphasia, 118
- Fluorodeoxyglucose, 70-71

- Fodor, C., 308
 Folkins, J. W., 280, 290, 291
 Folstein, M. F., 80
 Folstein, S. E., 80
 France, J. W., 88, 90
 Freeman, M., 70, 72, 74
 Freeman-Stern, R., 126
 Friedman, R. J., 210
 Fromm, D., 96, 280
 Frontal lobe lesions, 57–59, 61–64, 70–75
 Frontal-parietal lobe lesions, 57–59, 61–64
 Functional communication board,
 training study
 discussion, 224–227
 generalization training, 222–223
 method
 design, 221–222
 picture board stimuli, 221
 reliability, 223
 settings, 221
 subjects, 220
 results, 224
 Functional conversational skills study
 discussion, 238–240
 method
 descriptive analyses, 235
 experimental design and
 procedures, 232–235
 participants, 231
 reliability, 235–326
 response definitions and scoring,
 231–232
 settings, 231
 results
 descriptive data, 238
 generalization data, 236–238
 training data, 236
 Functional Independence Measure
 (FIM), 165–167
- Gabriel, C., 164
 Gabriel, R., 112
 Gaddie, A., 164
 Galaburda, A. M., 70
 Garcia-Bunel, L., 27
 Gardner, H., 105, 126, 152, 159, 186,
 220, 224
 Garrett, K., 227
 Gazzaniga, M., 186
 General linear model (GLM), 127, 129
 Generalizable treatment outcome, 33,
 47
 Georges, J. B., 210, 216, 224
 Geriatric subjects
 dementia study, 78–85
 exemplar verification for categories
 study, 140–149
 verbal discourse study, 126–136
 writing differences of, 88–93
 Geschwind, N., 152
 Glass, A. V., 186
 Glenn, C. G., 114, 129
 GLM. *See* General linear model
 Global aphasia,
 CT scans, 56
 visual action therapy study
 discussion, 193–194
 methods and procedures,
 baseline data, 188
 experimental design, 188
 reliability, 189
 stimuli, 187–188
 subjects, 186–187
 treatment program, 187
 treatment schedule, 189
 results, 189–193
 Goal-derived ad hoc category
 verification, 140–149
 Goldstein, H., 44, 164, 172
 Golper, L., 47
 Goodglass, H., 56, 96, 119, 141, 147,
 152, 200, 205, 211, 269, 296,
 308, 310
 Goodman, R., 27
 Goulet, P., 126
 Granger, C., 165
 Green, E., 152, 198
 Greenbaum, H., 27
 Greenberg, J., 70
 Greenhouse, J., 96
 Grek, A. J., 56
 Grober, E., 140, 147–148
 Grossman, M., 140
 Group comparisons
 bilateral, 9
 contrasting, 5–8
 final issues, 11–12
 impairment groups, 10
 problems
 classification attributes, 5–6
 compounding, 8
 impairment, uniqueness of, 4–5
 severity, equating, 7

- Group comparison, problems—
 Continued
 statistical tests, meaning of, 4
 test sensitivity, 4
 validity, external, 3–4
 validity, of criteria, 6–7
 simple, 3–5
 solutions
 descriptions, improving group, 8
 error types, 9–10
 etiologies, 9
 hypothesis, test more than one, 11
 test administration, 9
 variables, dependent, 10–11
 variable relationships, 9
 study design, 33–36
- Hamby, S., 126
 Hamilton, B., 165
 Hamilton, C., 165
 Hamsher, K., 56
 Hand preference, writing study, 88–93
 Hanna, G., 80
 Hansen, A. M., 88, 96, 105
 Hanson, Wayne R., 70–71, 280
 Harris, K. S., 281
 Hatfield, F., 96, 256
 Haviland, S., 110
 Hayashi, M., 105
 Hayes, S. C., 32–34, 39, 43, 45, 47
 Hayward, R. W., 56
 HCFA. *See* Health Care Finance Administration
 Health Care Finance Administration (HCFA), 165
 Hecaen, H., 96
 Hedberg, N., 110, 113–114, 126
 Hegde, M. N., 43
 Helm-Estabrooks, N., 186–187, 193
 Henneaux, J., 308
 Herdan, S., 256
 Herson, M., 43, 49
 Higher-level questions, NRST, 81
 Hill, M. A., 78, 88, 90
 Hillis, A. E., 256, 263
 Hirose, H., 280
 Hirst, W., 78
 Hoffman, E. J., 72
 Holland, A. L., 30, 96, 149, 164, 227
 Hopkins, K., 112
 Hough, Monica S., 140, 148
 Houlihan, J. P., 78
 Howard, D., 148, 256
 Howes, D. H., 152
 Huang, S. C., 72
 Hubler, V., 207
 Hunt, K., 113, 120, 126
 Hyman, L., 296, 304
- Impairment, information, 4
 Importance of statistical power, 16–17
 Improving classifications, 11
 Independent style study, 34, 36–40
 Infarcts, and lesion data, 65
 Interhand differences, in writing, study, 88–93
 Interjudge, 100–101, 191, 269
 International Phonetic Association (IPA), 299
 Intrajudge, 98, 100, 269, 311
 Intrasubject replication, 49
 IPA. *See* International Phonetic Association
 Itoh, M., 280, 290
- JABA. *See* Journal of Applied Behavior Analysis
 Jackson, Catherine A., 72
 James, M., 96
 Jargon response, 273
 Jenkins, L., 186
 Jennrich, R. I., 88, 90
 Jimenez-Pabon, E., 186
 Joannette, Y., 126, 198, 308
 Johannsen-Horbach, H., 220, 224
 Johnston, A., 164
 Johnston, J. M., 33–34, 38
 Jones-Gotman, M., 96
 Jones, R., 244, 253
Journal of Applied Behavior Analysis (JABA), 39
 Juola, J., 263
- Kaplan, E., 56, 119, 141, 152, 200, 205, 211, 269, 297, 310
 Kaszniak, A. W., 12, 28, 78
 Katz, R. C., 28, 244
 Kazdin, A. E., 44
 Kearns, Kevin P., 42–43, 164, 172, 175–176, 198, 211, 275
 Keenan, J., 96
 Keith, R., 29, 105, 119
 Kellar, L., 140, 147–148
 Keller, E., 207

- Kempler, Daniel, 70, 72
 Kendall, P., 42
 Kent, R. D., 280, 291, 296, 299, 308, 314, 315
 Kerschensteiner, M., 308
 Kertesz, A., 79, 96, 105, 174, 200, 220, 245, 268, 269, 308
 Kimbarrow, M., 110
 Kinematic measure, 280
 Kinsbourne, M., 96
 Kirk, R., 312
 Kirshner, H. S., 210
 Kirtani, S., 280
 Kistler, J. P., 56
 Knopman, D., 308
 Knowledgeable listener, 115, 118–120, 122
 Knox, A., 263
 Koepsell, T. D., 22
 Koller, J. J., 158
 Kramer, H. C., 16
 Kuehn, D. P., 280
 Kuhl, D. E., 70–72
 Kurtzke, J. F., 27
 Kushner, M., 70

 LAL. *See* Left anterior lesion
 Language battery, 60–61, 66
 LaPointe, L. L. 27, 42, 96, 308, 310
 Larson, D., 308
 Lebrun, Y., 308
 Lecours, A. R., 56, 105, 198
 LeDoux, J. F., 78
 Left anterior lesion (LAL), sentential stress production study
 discussion, 314–315
 localization data, 310
 method, 309–312
 results, 312–314
 Left-hemisphere-damaged aphasic (LHDA), 126–134
 Left-hemisphere lesions, study of
 conclusions, 67
 discussion
 differences between groups, 66
 lesion data, 65–66
 speech-language battery, 66
 method
 CT scans, 57–60
 language battery, 60
 reliability measures, 60–61
 subjects, 57
 results
 aphasic subjects, 64
 brain-damaged, other, 63–64
 differences between groups, 65
 frontal lobe lesions, 62
 frontal-parietal lesions, 63
 lesion data, 65
 normal subjects, 61
 Lehiste, I., 296
 Leischner, A., 96
 Lemme, Margaret L., 110, 118, 123, 126
Lesion locus, 310
 Lesions, left-hemisphere, study of, 56–67
 Levine, D. N., 57
 LHDA. *See* Left-hemisphere-damaged aphasic
 Liles, B. Z., 110, 128
 Liss, J., 291
 Listener knowledge
 aphasic/non-brain-damaged subjects study
 discussion, 123
 method
 procedures, 119–120
 subjects, 118–119
 results
 effects, of aphasia type, 121
 effects, of listener conditions, 122
 design, 126
 knowledgeable/naive, 115, 118–120, 122
 shared and unshared study
 data analysis, 113
 methodology,
 data preparation, 112–113
 experimental task, 112
 subjects, 110–112
 results
 cohesion, 114
 productivity, 113–114
 story grammar, 114
 summary and discussion, 114
 Literal questions, NRST, 81
 Longstreth, W. T., 23
 Loose training, 164, 172, 275
 Lorge, I., 153, 161
 Love, R., 126
 Loverso, F. L., 47, 164, 172, 210
 Lubinski, R., 149

- Lynch, W. J., 244, 253
 Lyon, J., 96
- Macaluso-Haynes, S., 126
 MacLennan, D. L., 81
 Macmillan Software Company, 281
 MacNeilage, P. F., 280
 Mager, V., 220, 224
 Malec, J., 244, 253
 MANOVA. *See* Multivariate analysis of variance
- Manual sign acquisition study
 discussion, 216–217
 method
 design, 211–212
 generalization probes, 212–213
 manual signs, 212
 reliability, 213
 subjects, 210–211
 training, 212
 results, 213–215
- Marcie, P., 96
 Marin, O. S., 78
 Marquardt, T., 308
 Marshall, Robert C., 198–201, 205
 Mass spring, 292
 Mayer, M., 119
 Mayo Clinic, left-hemisphere lesion study, 57
 Mazziotta, J. C., 70, 308
 McHugh, P. R., 80
 McLoughlin, P., 148
 McNeil, M. R., 88, 96, 105, 164, 280, 284
 McReynolds, L. V., 43, 49, 51, 175, 298, 211, 275
- Measurement, and generalization relationships, 164–169
- Medawar, P. B., 28
 Mehler, J., 105
 Mervis, C. B., 140
 Mesulam, M., 308
 Methodological issues of studies, 2–13
 Metter, E. J., 70–71
 Michael, J., 39
 Michellow, D., 126
 Midas touch, 52
 Milberg, W., 147
 Milenkovic, P., 281
 Milianti, F. J., 27
 Mills, R., 263
 Milner, B., 96
- Mini-Mental State Examination (MMSE), 80–82
See also Reading comprehension
- Misclassification of subject, mild aphasia study, 105
- MMSE. *See* Mini-Mental State Examination
- Model 1, and fluency, 72–73, 75
 Model 2, and fluency, 73–75
- Modified Token Test, 257
- Mohr, J., 308
 Moll, K. L., 280
 Moody, E. J., 186, 210
 Moraschini, S., 56
 Morris, R. D., 6, 12
 Muller, D. J., 256
- Multiple baseline design, 45
- Multivariate analysis of variance (MANOVA), 113
- Myers, J. L., 145
 Myers, Penelope S., 126
- Naeser, M. A., 56, 70, 72, 74
 Nagy, V. T., 244
- Naive listener, 115, 118–120, 122, 128
- Nakalz, 260
- Nakles, K., 172, 230, 238
- Naming process, separate treatments study
 breakdown levels
 disproportionate verbal errors, 257–258
 semantic errors, 258–259
 case history, 257
 discussion, 262–265
 treatment
 methods, 259–260
 results, 260–262
- Narrative discourse, RHDA, study of methods
 analyses, 128–129
 design, 129
 procedure, 128
 subjects, 127–128
 transcript preparation, 128
- results
 cohesion, 130
 content, 130
 questions responses, 131–134
 structure, 130
- Nathan, A., 10, 12

- National Institute of Health and Research, 165
- NCCEA. *See* Neurosensory Center Comprehensive Examination for Aphasia
- Nelson Reading Skills Test (NRST), 81–84
See also Reading Comprehension
- Nespoulous, J. L., 126, 198
- Netsell, N. R., 280
- NeuroECAT scanner, 71
- Neurogenic dysgraphias, interpretation of, 93
- Neurologically normal (NN), 126
- Neurologic communication disorders, group comparisons
 contrasting, 5–8
 problems, 3–8
 severity of disorder, 7–8
 simple, 3–5
- Neurosensory Center Comprehensive Examination for Aphasia (NCCEA), 269
- New England Pantomime Tests, 187
- Newman-Keuls tests, 145, 157
- Niccum, N., 308
- Nicholas, L. E., 78, 81–82, 85, 120, 269
- Nicholas, L. S., 176
- NN. *See* Neurologically normal
- Nondominant hand, writing, study of, 88–93
- Noninitial struggle, defined, 299
- Nonverbal aphasic subjects, 219–227
 discussion, 224–227
 method
 design, 221–222
 picture board stimuli, 221
 reliability, 223–224
 settings, 221–222
 subjects, 220–221
 results, 224
- Normal subjects, and language battery, 61
- North, A., 126
- Norton-Ford, 42
- Novel content words, and RET, 177, 180
- NRST. *See* Nelson Reading Skills Test
- Null hypothesis, 16
- Open juncture*, defined, 299
- Ottenbacher, K. J., 202–203
- PACE. *See* Promoting aphasics' communicative effectiveness
- PACE therapy, listener knowledge, 115, 123
- Parallel testing format, sentence comprehension, 152–159
- Parente, M., 105
- PC. *See* Precentral gyrus
- Pearson correlation, 74–75, 146, 155
- Pearson, K. T., 7, 11
- Pearson, R., 61, 135
- Pennypacker, H.S., 33–34, 38
- Perecman, E., 147–148
- Pettit, John M., 186
- PF. *See* Prefrontal area
- Phelps, M. E., 70–72
- Phonemic, 263
- Phonologic output lexicon, 257
- PICA. *See* Porch Index of Communicative Ability
- Pieczuro, A., 310
- Pierce, Robert S., 140, 148
- Podraza, B., 105
- Poock, K., 308
- Poole, E., 200
- Porch, B. E., 3, 60, 89, 112, 153, 174, 186, 191, 199, 200, 206, 211, 245, 297
- Porch Index of Communicative Ability (PICA), 3, 27–28, 57, 60–61, 89, 112, 119, 123, 128, 152–153, 174, 186, 188, 191–193, 199–200, 206, 211, 245, 249–252, 271–272, 297
- Post hoc evaluation, sample size, 17–18
- Potechin, G., 172
- Precentral gyrus (PC), 72–73
- Predictability, greater than $p < .05$
 defined, 22
 implications of, 28
 research
 anthrax treatment, 24–27
 aphasia, 27–29
 falling night watchmen, 24–27
 gender and SAT math scores, 26–27
 prostate dilatation, 23–24
- Prefrontal area (PF), 72–73
- Prefrontal glucose hypometabolism, 70
- Prelock, P., 172
- Premack, D., 186
- Prescott, T.E., 47, 88, 164
- Primed targets, 17

- Proctor, E., 42
- Programmatic style study, 34, 36–40
- Promoting aphasics' communicative effectiveness (PACE), 118, 123
- Prosodic features comparison study
discussion, 303–305
methods
 procedures, 297–300
 subjects, 296–297
results
 other prosodic features, 301–303
 syllabic stress, 300–301
- Prostate dilatation study, 23–24
- Quadfasel, F., 308
- Rao, N., 244, 253
- Rau, M., 47
- Raven Coloured Progressive Matrices, 88
- Raven, J. C., 88
- Ray, R. M., 90
- Reading comprehension
 computerized treatment program study
 conclusions and discussion, 250–253
 method, 245–248
 results, 248–250
 elderly dementia subjects study
 discussion, 85
 methods and procedures
 assessment instruments, 80–81
 procedures, 82
 subjects, 79–80
 results, 82–85
 Mini-Mental State Examination (MMSE), 80–82, 84
 Nelson Reading Skills Test (NRST), 81–84
- Read, S., 78
- Reductionism, 52
- Regional glucose metabolism, 71
- Reivich, M., 70
- Reliability
 classification results, 98–100, 102
 drawing scores, 98, 104
 interjudge, 100–101, 269
 interobserver, 44, 51
 intrajudge, 98, 100, 269
 of writing and drawing performance, 95–105
 writing scores, 103
 written picture description, 97–98
- Repetition deficit, conduction aphasia, 198–207
- Replication, intrasubject, 49–50
- Replication of protocol, conduction aphasia study
discussion, 205–207
method
 baseline, 201–202
 treatment, 202
results, 202–203
subjects, 198–201
- Requests, conversational study, 231
- Research designs, 35–36
- Research style, defined, 34, 36–37
- Response elaboration training (RET)
 effects
 described, 172
 descriptive analysis, 176–177
 discussion, 180–182
 experimental analysis
 baseline, 175–176
 design, 176
 treatment, 176
 loose training methods, 172
 methods
 stimuli, 175
 subjects, 174
 purpose, 174
 results
 experimental results, 177–179
 qualitative analyses, 179
 reliability, 177
- RET. *See* Response elaboration training
- RHD. *See* Right-hemisphere damage
- Rice, R. M., 90
- Riege, W. H., 70–71
- Right-hemisphere damage (RHD), 5, 12
 narrative discourse study
 methods
 analyses, 128–129
 design, 129
 procedure, 128
 subjects, 127–128
 transcript preparation, 128
 results
 cohesion, 130
 content, 130
 responses, 131–134
 structure, 130
- Riley, L., 164

- Rincover, A., 32–34, 39, 43, 45, 47
 Risley, T. R., 32–33, 42, 45
 Rivers, D., 126
 Robin, D. A., 280, 290, 291
 Rosch, E., 140–141, 43
 Rosenbek, J., 2, 96, 280, 290, 291, 296, 308, 314, 315
 Ross, E., 308
 Rowan, L., 172
 Rowland, P. E., 73
 Rubens, A., 308
 Ryalls, J., 308
- Saffran, E. M., 78
 Salmon, S., 164, 263
 Sample size
 estimation of, 16–17
 post hoc evaluation, 17–18
 Sanders, S. B., 207
 Sands, E., 186
 Sapolsky, R. M., 23, 25–27, 29
 Sarno, M. T., 186
 Sasanuma, S., 280, 290, 291
 SAS Institute, Inc., 129, 135
 SAT. *See* Scholastic Aptitude Test
 Sawashima, M., 280
 Sawyer, J. D., 10
 Schell, L. M., 80
 Schempp, B., 220, 224
 Schiff, H. B., 70
 Scholastic Aptitude Test (SAT), math scores, 26–27
 Schreiner, R., 81
 Schuell, H., 186, 310
 Schulhoff, C., 308
 Schwartz, M. F., 78
 Schwartz, R. G., 172
 Sechrest, L., 51
 Sefer, H., 310
 Selin, C. S., 72
 Selinger, M., 47
 Selnes, O., 308
 Semmes, J., 7
 Sensitivity, among dependent variables, 10
 Sentence comprehension, conduction aphasia study
 discussion, 157–159
 method
 scoring, 155
 subjects, 153
 testing, 153–155
 results
 comprehension vs. repetition, 155
 relationships and repetition scores, 155–156
 sentence type and repetition, 157
 Sentence repetition (ACTS-R), 153, 155–157
 Sentential stress production study
 discussion, 314–315
 method, 309–312
 results, 312–314
 Severity, of disorder, 7–8
 Sevush, S., 78
 Shallice, T., 158
 Shankweiler, D., 280
 Shapiro, B., 308
 Shared listener knowledge, study of
 data analysis, 113
 methodology
 data preparation, 112–113
 experimental task, 112
 subjects, 110–112
 results
 cohesion, 114
 productivity, 113–114
 story grammar, 114
 summary and discussion, 114
 Shatz, M. W., 10, 12
 Sherwin, F., 165
 Shewan, C. M., 105, 153, 157–158, 308
 Shrier, R., 147
 Shubitowski, Y., 51
 Sidman, M., 49
 Siegel, S., 98–100, 202
 Silverman, M., 195
 Simmons, N. N., 47, 172
 Sims, E., 96
 Single subject design study, 32–40, 42–52
 Ska, B., 126, 198
 Slauson, T. J., 12, 78
 SMA. *See* Supplementary Motor Area
 Smith, R. D., 47
 Sokoloff, L., 72
 Solnick, J. V., 32–34, 39, 43, 45, 47
 Some Current Dimensions of Applied Behavior, 42
 Sonderman, J. C., 164
 Southwood, H., 47
 Speech kinematics study
 discussion, 290–292

- Speech kinematics study—*Continued*
 method and procedures
 procedures, 281–285
 subjects, 281
 results
 closing gestures, 285–290
 opening gestures, 290
- Speech-language battery, 60–61, 66
- Speech-language performance study, 57–67
- Spreen, O., 88, 269
- Stanley, J. C., 186
- Statements, conversational study, 232
- Statistical power
 conclusions, 18
 defined, 16
 importance
 post hoc evaluation, 17–18
 sample size, estimation, 16–17
- Statistical tests, meaning of, 4
- Stein, N. L., 105, 129
- Stern, M., 70
- Stoel-Gammon, C., 113–114
- Stokes, T. F., 172, 275
- Story grammar analysis, 114, 126, 129, 134
- Story retelling study, 126–136
- Story telling, and listener knowledge study
 discussion, 123
 method
 procedures, 119–120
 subjects, 118–119
 results
 effects, of aphasia type, 121
 effects, of listener conditions, 122
- Strub, R. L., 159
- Stubbs, K., 244, 253
- Sullivan, M. P., 198–201, 205
- Supplementary Motor Area (SMA), 70–75
- Survival times, 26
- Sussman, H. M., 280, 308
- Swindell, C., 96
- Syllable segregation, 299
- Syntactic complexity, 161
- Tashman, J., 165
- Taylor, M. L., 280
- TCM. *See* Transcortical motor aphasia
- Teachers' Workbook of 30,000 Words*, 153, 161
- Technical directions, in applied aphasia analysis
 method, 42–44
 analytical dimensions, 42–44
 interobserver reliability, 44
 technical dimensions, 44
 results, 44–51
 analytical dimensions, 44–48
 technical dimensions, 49–51
 summary and discussion, 51–52
- Technical drift, of research styles
 discussion, 37–40
 purpose, 33
 results, 34
 research designs, 35
 research styles, 37
 review of CAC proceedings, 33–34
- Terrell, B., 172
- Test
 administration, 9
 hypothesis, 11
 sensitivity, 4
- Thiemann, S., 16
- Thompson, Cynthia K., 42, 44, 49, 51, 52, 164, 169, 172, 206, 210, 216, 224, 238, 240, 275
- Thorndike, W. L., 153, 161
- Timberlake, W., 308
- Timing apparatus, schematic of, 143
- Token Test, 4, 88, 257
- Tomoeda, C. K., 12, 78
- Tonkovich, J., 172, 210
- Toporek, J. D., 88, 90
- Total words*, 176
- Towey, M. P., 186
- Transcortical motor aphasia (TCM), 56, 70–71
- Translational questions, NRST, 81
- Treatment studies
 analysis of, 42–52
 design types, 34–37
- Trends, technical, 50
- Trost, J. E., 304
- Tryon, W. W., 204
- Tseng, C. H., 291
- Tukey, J. W., 80–82
- Tumors and lesion data, 65
- Tzortzis, C., 159
- Ulatowska, H., 96, 110, 126
- Uniqueness of impairment, 4–5

- Unshared listener knowledge, study of
 data analysis, 113
 methodology
 data preparation, 112–113
 experimental task, 112
 subjects, 110–112
 results
 cohesion, 114
 productivity, 113–114
 story grammar, 114
 summary and discussion, 114
- Ushijima, T., 280
- Validity, external, group comparisons, 3–4
- Validity, internal, 51
- van Belle, G., 22
- Vanier, M., 56
- van Lancker, 70
- Variables, in group comparisons, 9–11
- Varney, N., 56
- VAT. *See* Visual action therapy
- Verbal discourse, study of RHDA, 126–136
- Vetter, D. K., 88, 96, 105
- VIC. *See* Visual communication
- Vignolo, L. A., 4, 56, 308, 310
- Visual action therapy (VAT)
 discussion, 193–194
 methods and procedures
 baseline data, 188
 experimental design, 188
 reliability, 189
 stimuli, 187–188
 subjects, 186–187
 treatment program, 187
 treatment schedule, 189
 results, 189–193
- Visual communication (VIC), 220
- Vogel, D., 27
- WAB. *See* Western Aphasia Battery
- Wapner, W., 126
- Warner, E., 164, 172
- Warren, R. L., 52, 164
- Warrington, E. K., 78, 96, 158
- Watt, J., 11, 71
- Webb, W. G., 210
- Wechsler, A. F., 126
- Wee factor, 23–24
- Weintraub, S., 141
- Weismer, G., 284
- Weiss, D. G., 27
- Wernicke's aphasia, 56, 157
- Wertz, R. T., 2, 7, 17, 27, 47, 96, 310
- Western Aphasia Battery (WAB), 72, 97–98, 245, 249–252
- Wheeler, K. M., 47
- Wilcox, M. J., 110, 115, 118, 123
- Wilson, R. S., 8
- Winer, B. J., 61, 80–82, 112, 145, 46, 157, 168
- Wingate, M., 296
- Winner, E., 105, 152
- Withdrawal/reversal design, 45
- Wolf, M. M., 32–33, 42, 45
- Word-dictation tasks, 88
- Word Fluency Measure, 88
- Writing differences, hand preference
 Raven Coloured Progressive Matrices, 88
 study of
 methods and procedures, 88–90
 results and discussion, 90–93
 Token Test, Revised, 88
 Word Fluency Measure, 88
- Writing performance, and mild aphasia, study of,
 discussion, 105
 methods
 drawing performance, 98
 written picture description, 97–98
 results
 classification, 98–100
 interjudge numerical scoring reliability, 100–104
 intrajudge reliability, 98
- Yeaton, W. H., 51
- Yorkston, K., 126, 177, 296
- Yoshioka, H., 280
- Zangwill, O., 96
- Zielezny, M., 165
- Zurif, E. B., 186