

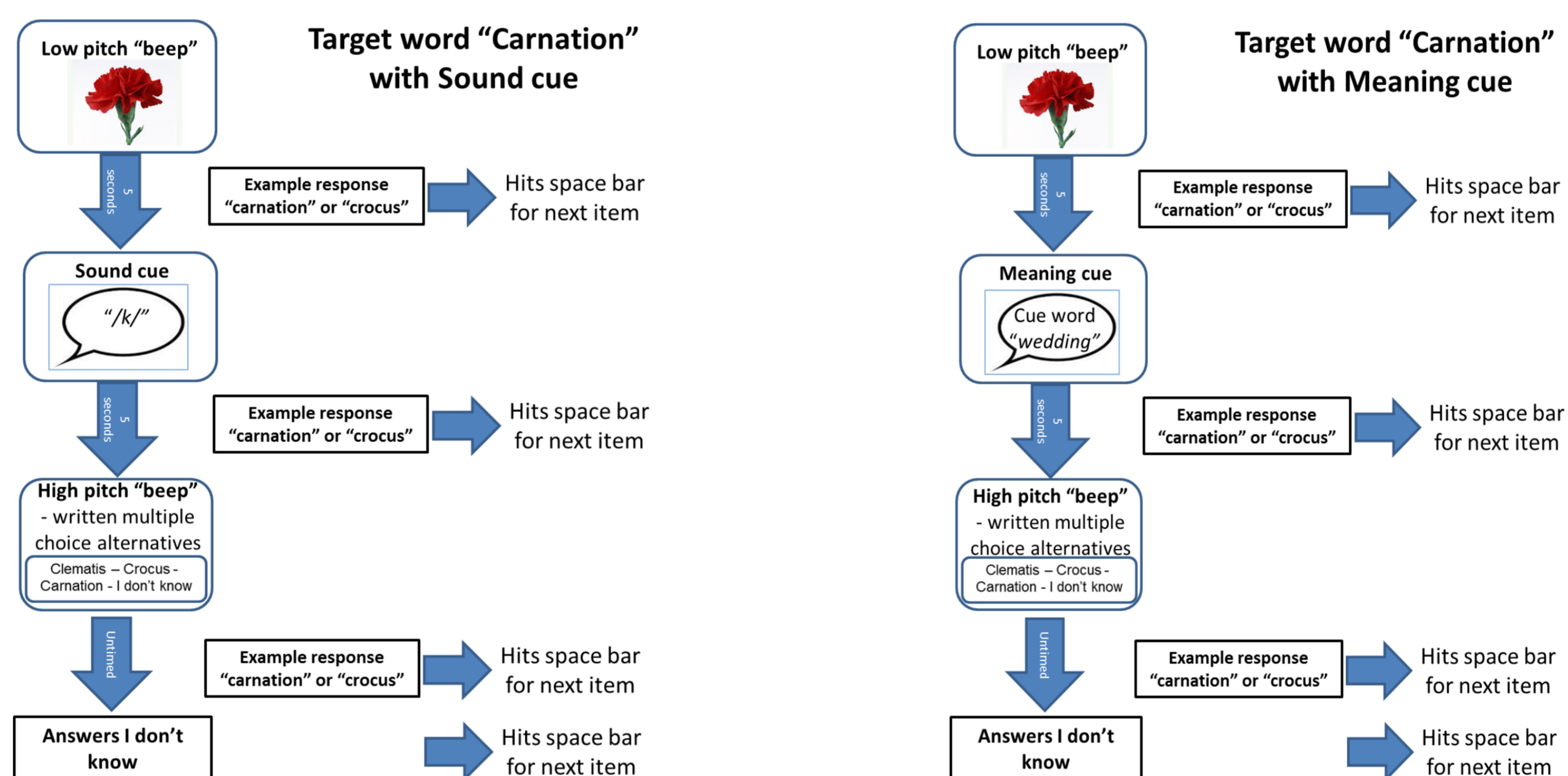
Background Information – why the study was undertaken

- Aphasia therapy that uses cueing to help people with aphasia (PWA) find words assumes that sound cues are easier to respond to than meaning cues (Kaplan, Goodglass and Weintraub 2001, Linebaugh and Lehner 1997, Thompson, Kearns and Edmonds 2006).
- This research project was designed to investigate this premise by asking whether people without brain injury find sound cues easier than meaning cues.
- An original computer based naming assessment was designed to compare responses to each type of cue: sound cues when a sound is used to prompt word finding (also referred to as phonetic or phonological cues) and a meaning cue when the description of a word is used to prompt word finding (also referred to as semantic cue).

Method – how the study was done

Condition	Gender		Age range					Higher Education	
	M	F	50-55	55-60	60-65	65-70	70-75	No	Yes
Sound cue	12	8	7	3	8		2	2	17
Meaning cue	8	12	4	7	8		1	6	15

Forty participants were randomly allocated to either to the sound cue or meaning cue condition. Participants were asked to provide the name of each picture as it appeared on the computer screen. The same 107 pictures were used in both conditions: 57 were objects and living things and 50 were corporate logos:



Results and Discussion – what was found and implications for future policy and practice

Levene's test of equivalence ($p = 0.618$) suggested that spontaneous naming was roughly equivalent in both the sound and meaning cue conditions. Predictably, in both cue conditions, participants were less successful at finding words for corporate logos. Sound cues were more effective than meaning cues at eliciting objects and living things (t test $p = 0.00014$). However for corporate logos this advantage was not evident.

	Mean number correct	Mean number of unknown concepts	Condition	Mean number of cues given	Mean number correct with cue
Objects and living things	37/57 (65%)	1/57 (3%)	Sound cue	15	9 (59%)
			Meaning cue	17	5 (32%)
Corporate logos	17/50 (34%)	14/50 (28%)	Sound cue	32	9 (27%)
			Meaning cue	33	11 (30%)

The results of this investigation suggest that cueing hierarchies are dependent, not only on the client, but also on the concept selected as the target for therapy. It would appear that low frequency words and abstract concepts do not respond to cueing in the same way as frequent and imageable words. Our results also suggest that frequency is not always a useful indicator of word accessibility after cueing.

This computer assessment took an average of 32 minutes to conduct. Our goal is to develop this programme further into an open educational resource that can be personalised for both the assessment and therapy of individual clients.