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## Integrated Group Approaches to Improve Reading for People with Aphasia

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Moderated by:  
Amy Hansen, MA, CCC-SLP, Managing Editor, [SpeechPathology.com](http://SpeechPathology.com)



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### INTEGRATED GROUP APPROACHES TO IMPROVE READING FOR PEOPLE WITH APHASIA

#### THE APHASIA READING CLUB (ARC)

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- Financial: Employee, Department of Speech, Language, and Hearing Sciences - University of Colorado, Boulder
- Non-Financial: Stipend from SpeechPathology.com; otherwise none to report



Learning Outcomes

After this course, participants will be able to:

- Describe 2-3 intervention approaches for working on oral reading/decoding within a group context.
- Describe 2-3 intervention approaches for working on sentence and text comprehension/retention within a group context.
- Define and describe the process for creating an interactive reading group that supports re-development of language skills and reading.



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## Life Participation Approach to Aphasia

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- Recognizes that aphasia is likely to result in life-long disability,
- Advocates for opportunities for enhancement of life participation,
- Supports availability of services for all those affected by aphasia,
- Recommends that both personal and environmental factors may be targets for assessment and intervention,
- States that success is measured via documented life enhancement changes,
- Emphasizes importance of availability of services as needed at all stages of life with aphasia.
- LPAA approach embraced by university and not-for-profit aphasia centers; advocacy needed for alternate reimbursement models to support services in health care centers.

**LPAA Project Group, 2008**

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## Medical Model vs. Social Model of Disability

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- **Medical Model:**
  - Focuses on specific medical conditions that are viewed as “problems” that are intrinsic to the individuals experiencing them; focus is at the WHO impairment level.
  - The medical (or other) professional is considered the authority; this person is central to curing, altering, or managing the condition, and-
  - The individual with the condition is viewed as a passive recipient of healthcare.
  - Has driven advances in medical diagnosis and treatment; however-
  - Has difficulty accommodating long-term care needs that promote optimal health and quality of life for people living with disability.
  - People dealing with chronic health conditions are not adequately served by delivery systems focused on acute, short-term conditions.

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## Medical Model vs. Social Model of Disability

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- **Social Model:**
  - Emphasizes societal and environmental barriers as primary contributors to disability.
  - Recognizes equality as the basis of the relationship between the person with disability and health care providers.
  - Understands that social and physical environments can either enhance the ability to function or exaggerate the disability.
  - Focuses on making changes in society and the environment that provide ongoing opportunity, rather than striving for ‘cure’; focus is at the WHO activity and participation levels.
  - Emphasis on human rights within the context of disability.

Falvo, D., and Holland, B. (2018)

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ARC: Approaches Taken from Aphasia Literature-  
also from Educational Literature

Aphasia Approaches:

- Multiple Oral Rereading Treatment (MOR)- (Kim, M., Russo, S.)
- Oral Reading for Language in Aphasia (ORLA)- (Cherney, L.)
- Anagram, Copy, and Recall therapy - (Helm-Estabrooks, N. and Beeson, P.)
- Mapping Therapy - (Schwartz, M., Saffron, E., Fink, R., Myers, J., Martin, N., et. al.)
- Phonomotor Treatment Approach (Brookshire, E., Conway, T., Pompon, R., Oelke, M., Kendall, D.)

Metacognitive Reading Comprehension Strategies:

- Preview, Question, Read, Self-Recite, Test (PQRST) – (Yow, K.C.)
- Know-Want to Know-Learn (KWL) – (Ogle, D.)
- Self-Questioning Approach to Reading – (Taylor, L.K., Alber, S.R., et. al.)
- Story Mapping – (Taylor, L.K., Alber, S.R., et. al.)

**CONTINUED**

Aphasia Approaches

- Multiple Oral Rereading Treatment (MOR) (Kim, M., and Russo, S.)  
and Oral Reading for Language in Aphasia (ORLA) (Cherney, L.)

Both approaches use repeated oral reading of sentences or text to strengthen word recognition and oral production of words and sentences. MOR uses post-production correction of erred words, and ORLA uses client-clinician unison reading to support accuracy of production. Evidence for improvement in reading comprehension through improving oral reading is mixed; however, for some clients, word and text comprehension is linked to their ability to accurately orally read and/or decode. These approaches can be called “top-down” because they are based on whole-word recognition.

- Phonomotor Approach (Brookshire, E., Conway, T., Pompon, R., Oelke, M., Kendall, D.)

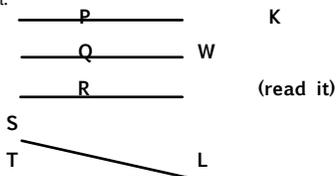
In contrast to MOR and ORLA, the phonomotor approach attempts to strengthen single phoneme production skills, phoneme blending abilities in small units (CV, CVC), and grapheme to phoneme representations to support oral decoding of words. This approach can be called “bottom-up” because it is based upon decoding, or sounding out, of letters, syllables, and words. Both word-recognition and decoding are employed by typical readers: For fluent, advanced readers, most reading is accomplished via word recognition. Decoding is used with unfamiliar words. For people with aphasia, it may be that strengthening decoding abilities as well as word recognition is important, as an alternate pathway, when word recognition is impaired. Evidence does not yet tell us which approach (“top-down” or “bottom-up”) is preferable in treatment of reading deficits in aphasia.



**Metacognitive Reading Strategies**

- **Preview, Question, Read, Self-Recite, Test (PQRST)** (Yow, K.C.)  
and **Know - Want to Know - Learn (KWL)** (Ogle, D.)

These are reading strategies from the educational reading literature, and they contain similar steps, and are modified to fit group needs. In the ARC, one or the other is used repeatedly and explicitly, using ppts or handouts, to support comprehension and retention of text length material.



- **Self-Questioning Approach to Reading** (Taylor, L.K., Alber, S.R. et. al.)  
Self-questioning, or generating questions and making predictions about the text, has been shown to improve text comprehension. This provides support for the "Question" and "Want to Know" steps of PQRST and KWL.

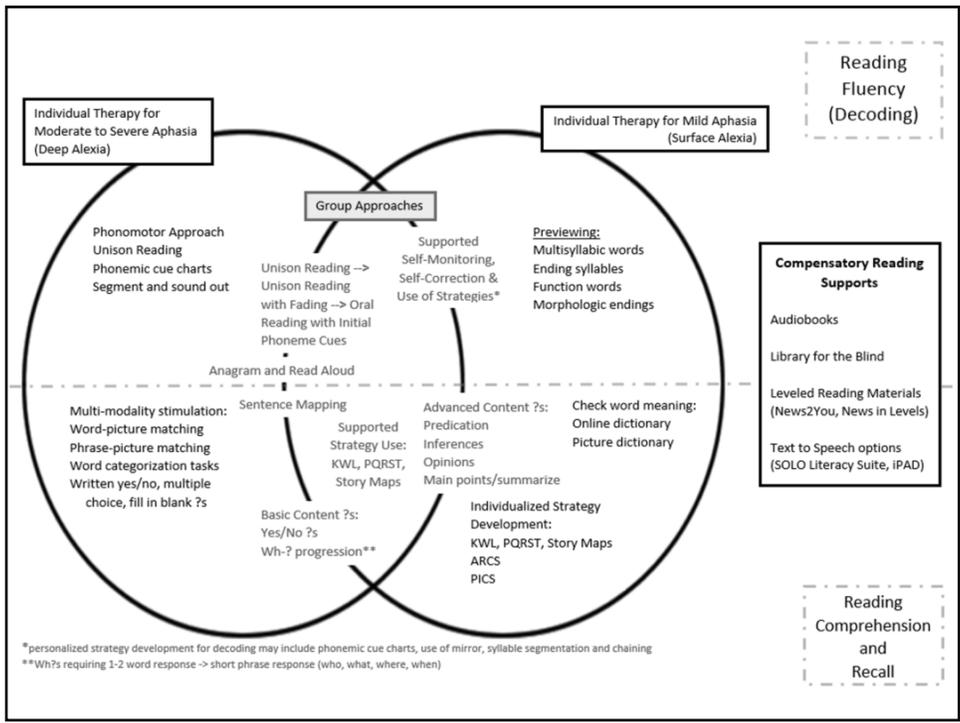
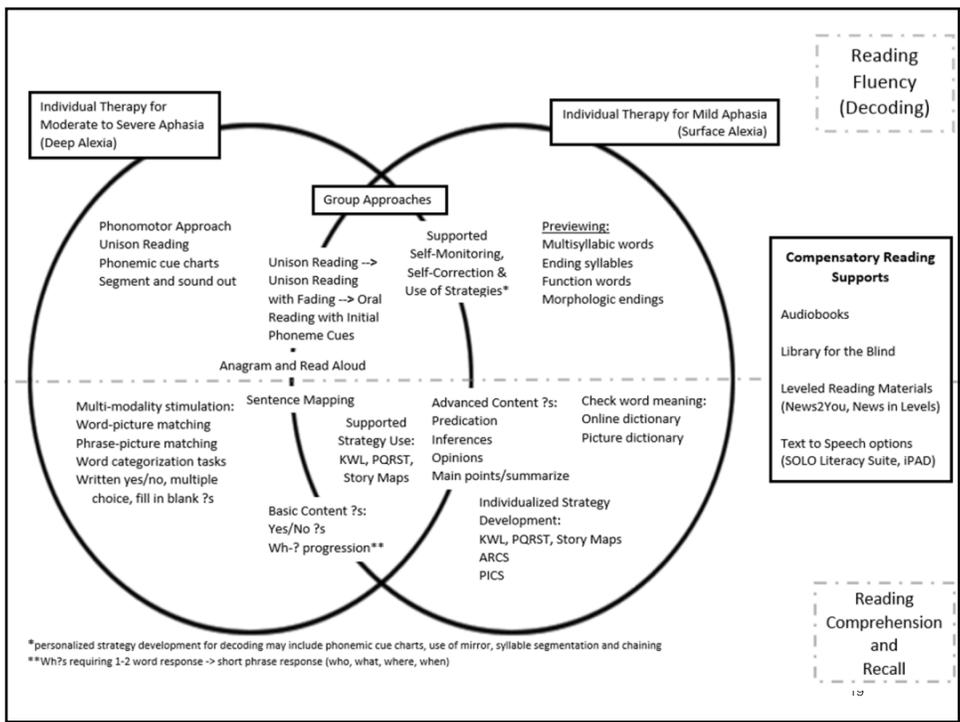
**Metacognitive Reading Strategies**

- **Story Mapping** (Taylor, L.K., Alber, S.R., et. al.)

Described in educational and language development literature, story mapping uses a graphic organizer to explicitly record elements of story grammar as it relates to a given story in order to support text comprehension and retention. For use with material that has a narrative/story structure.

A simple story map:

- Characters:** (discuss and record characters and their roles)
- Setting:** (discuss and record place and time elements of story)
- Events:** (discuss and record sequence of key events in story line)
- Conflict:** (discuss and record the key unresolved issues present in the story)
- Resolution/Conclusion:** (discuss and record resolution of the story conflicts, and how the story ends)



## ARC group therapeutic reading experience

- Non-intensive, but incorporates the 'gist' of therapeutic practices from the literature
  - Oral Reading/Decoding:
    - Unison reading → unison reading with fading → oral reading with initial phoneme cues
    - Anagram and read aloud
    - Supported self-monitoring, self-correction, and use of individual strategies (ex: key word/phoneme cue charts, use of mirror, syllable segmentation with chaining)
  - Reading Comprehension and Retention:
    - Sentence mapping - unscrambles
    - Basic Content questions: Yes/No → Wh? requiring 1-2 word response → Wh? requiring phrase response (Who, What, Where, When)
    - Advanced Content questions: Main points/summarize, prediction, inference, opinion (How, Why)
    - Supported comprehension and retention strategies: KWL, PQRSI, Story Maps

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## APHASIA READING CLUB (ARC)

Red Group



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### Red Group

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- People with more severe receptive and expressive aphasia
- Greater difficulty reading, with oral reading/decoding as well as text comprehension problematic
- Sometimes leveled material (News 2 You, non-juvenile; News in Levels), often 3-4 sentence paragraphs/portions of what Large group is reading.
- Red group time (typically 30 to 40 minutes) includes
  - Reading aloud
  - Answering questions
  - Vocabulary anagrams (taken from the reading) and read aloud
  - Group sentence mapping - unscramble
  - Multi-modality supports as needed (ex: writing out questions, white boards for clients to write or draw on).

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### Red Group

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Video Clip #1  
**ARC Red 2, 0-1:25**  
 Answering wh?s with multi-modality support,  
 Wh?s targeted to goal level

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CONTINUED<sup>®</sup>  
Red Group

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Video Clip #2  
**ARC Red Group Mapping 3. 0-2:00**  
Small Group sentence mapping exercise

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APHASIA READING CLUB (ARC)  
Blue Group



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**CONTINUED**

**Blue Group**

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- People with mild receptive and expressive aphasia, minimal to mild decoding difficulties but difficulty with text comprehension and/or retention. Occasionally people with cognitive-communication deficits are appropriate for the group.
- Entire, longer text for the week (3-4 pages max.)
- Multiple sources: books, magazines, internet, etc.
- Topics/themes liked by group; often recovery themes such as resilience, mindfulness, etc.
- “Book Club”-like; Advanced Content ?s- main points/summarize, questions requiring prediction, inference, opinion (how, why); questions directed to participants but also group discussion; 30-40 minutes.

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**CONTINUED**

**Blue Group**

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Video Clip #3  
ARC Blue 2 segment, 2:10-4:05  
 Participant answering complex wh?

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APHASIA READING CLUB (ARC)

Large Group

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### Large Group

- Red and Blue groups together- those who are more verbal, higher level readers are very accommodating of those who struggle more; all enjoy the camaraderie and encourage each other.
- Regular semesters: Readings from a variety of sources; 40-45 minutes.
- Summer 6-week session: ARC Film Festival!- Readings about the movie (reviews, background information, actors, etc.); view film over 5-6 weeks.
- Movie themes relevant to living life with aphasia: The Martian with Matt Damon; have also done The King's Speech, Inside Out, The Greatest Show on Earth.
- Questions and discussion; use of Story Map strategy/visual to support comprehension and retention.

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CONTINUED<sup>®</sup>  
 Large Group

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Video Clip #5  
**ARC Large 1 segment, .23-3:18**  
 Summarizing last week, answering ?s,  
 Review characters, sequence of events

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CONTINUED<sup>®</sup>  
 ARC Outcomes

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- Participants report-
  - participation in ARC improves their quality of life.
  - enjoying both the small (Red and Blue) and Large group formats.
  - learning and using 1-2 reading strategies to increase comprehension.
  - reading more for pleasure at home.
  - understanding better what they need to read in daily life.
  - appreciating individual attention/support and use of visual supports to enhance comprehension.
  - enjoying discussions about questions related directly to the text and discussion about personal experiences related to the text topic.

Lemke, A., Schneeberger, G. ASHA Presentation  
 (2015)

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**CONTINUED** **MARSI Reading Strategies Outcomes:**  
Metacognitive Awareness of Reading Strategies Inventory  
Mokhtari and Reichard, 2002

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- Collected as clinical assessment on all ARC Participants when they join ARC; assessed again after about one year participation in ARC. Reported in outcomes research with consent, per IRB protocol.
- MARSI Metacognitive Strategies:
  - **Support:** "I take notes while reading to help me understand what I'm reading."  
"I summarize what I read to reflect on important information in the text."  
"I underline or circle information in the text to help me remember it."
  - **Problem-Solving:** "I read slowly but carefully to be sure I understand what I'm reading."  
"I try to get back on track when I lose concentration."  
"I adjust my reading speed according to what I'm reading."
  - **Global:** "I preview the text to see what it's about before reading it."  
"I think about what I know to help me understand what I read."  
"I use context clues to help me better understand what I'm reading."
    - Global strategies used most in ARC (KWL- PQRST- Story Maps)

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**CONTINUED** **MARSI Reading Strategies Outcomes:**  
Metacognitive Awareness of Reading Strategies Inventory  
Mokhtari and Reichard, 2002

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- 10 Clients to date have taken the MARSI twice, with approximately 1 year between administrations. (2 others did not return Consent requests)
- Group averages for the 10 so far show score increases in the subcategories and overall metacognitive strategy use.
- Change in individuals' reading strategy use may reflect personal reading aid needs based on type/severity.
- Correlation of change in scores with % of Sessions Attended:
  - Support strategies:  $r = .09$  (weak)
  - Problem Solving strategies:  $r = .09$  (weak)
  - Global strategies:  $r = .46$  (moderate). Repeated exposure to ARC strategies over time is associated with increased reported use of global strategies, which are the ones emphasized most in ARC.

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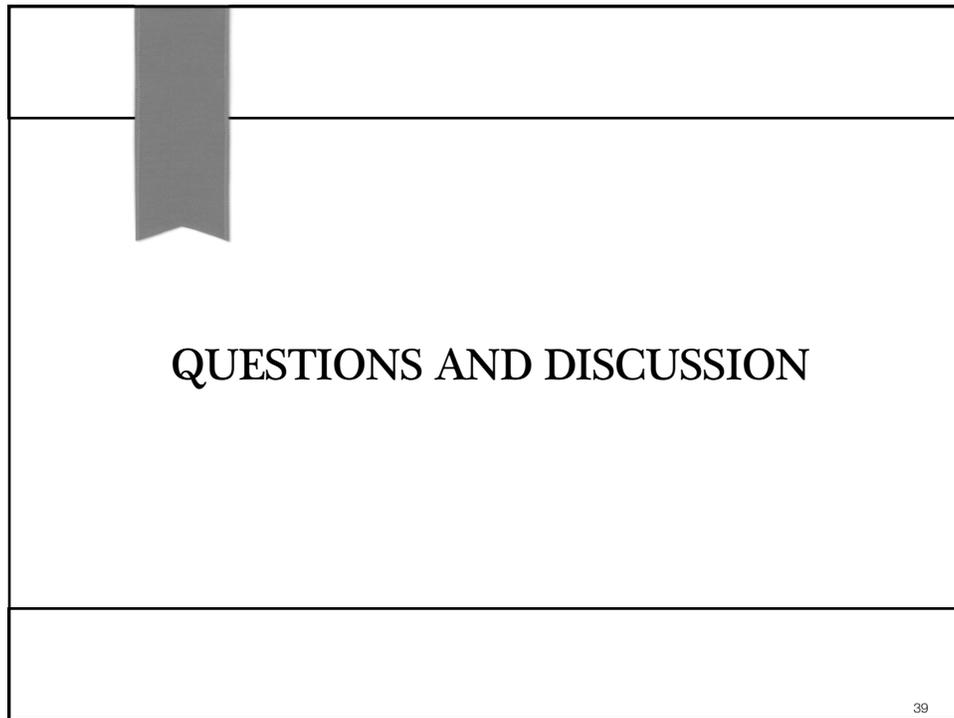
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QUESTIONS AND DISCUSSION

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