Friday April 7th, 12pm (noon) ET
Presentation in Zoom, accessible via the C-STAR website:
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The Scientific Basis for Contextualized Treatment

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Decontextualized treatment, also called "impairment-focused" or "skill-based", plays a significant role in studies of neurological, linguistic, and/or cognitive changes associated with intervention. Contextualized treatment, also sometimes called "activity-focused", is based on practice-based evidence, and also on clinician and client preferences. In this presentation, we will first explore the potential neurological bases for contextualized treatment. Cognitive theoretical approaches, including episodic or instance-based theories, also lay the groundwork for predictions about contextualized treatment. Results from a group of 40 adults with aphasia who were randomly assigned to either contextualized or decontextualized treatment suggest that there are differential immediate and follow-up outcomes from the two approaches. Differential outcomes are also associated with aphasia severity and nonlanguage cognitive abilities. Contextualized treatment has a scientific foundation, can be operationalized, and is motivated by policy and practical motivations that make it an important approach to investigate more systematically. The results also point to next steps in the pursuit of personalizing treatment and involving people with aphasia more directly in treatment choice decisions.

The online lecture can be followed online from your computer, tablet or smartphone, in Zoom. The zoom link is accessible via the C-STAR website: http://cstar.sc.edu/lecture-series/

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