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A group of 28 aphasic children was investigated to determine the effects of age at onset, etiology, severity, and bilaterality of lesion, and type of aphasia on its course and outcome. Analysis of spontaneous speech and tests of auditory verbal comprehension were used to determine the presence of aphasia. The severity of the cerebral lesion was assessed through the application of a rating scale for CT scans. It is concluded that most of the children were not recovered completely 1 year postonset. Recovery was significantly different according to etiological varieties. Complete recovery was seen in the majority of our traumatic cases. In contrast, bilaterality of the cerebral lesion appeared to show a reverse correlation with recovery.


Patients suffering from aphasia (n=106) were investigated within the first 6 weeks postincident with a shortened experimental version of the Aachen Aphasia Test. Their results were submitted to cluster analysis, which revealed the following symptom patterns: (1) mild aphasia with only mild deficits in all modalities; (2) nonfluent aphasia with largely intact repetition; (3) nonfluent or fluent aphasia with neologisms/jargon; (4) (mostly) nonfluent aphasia of moderate degree without outstanding features; and (5) severe aphasia with and (6) without repetitive phenomena. A more detailed analysis revealed that clusters were formed mainly on the basis of variance in degree of severity, degree of phonological impairment, presence of repetitive phenomena, repetition and comprehension. Large dissociations between level of performance in different language modalities seem to indicate instability of symptomatology and prospect of rapid improvement.

J. L. Nespolous and M. Dordain: Agrammatism or When the “Automatic” Processing of Grammatical Morphemes is at Fault.

Two verbal production tasks were devised in order to assess the plausible interaction of both attentional and linguistic processes in the surface manifestations of a French-speaking, agrammatic patient (Nespolous et al., 1988). These tasks involve the repetition and oral reading of set phrases vs. newly coined phrases of similar structural complexity (i.e., /N of N/ phrases). Our (attentional) hypothesis was that the patient would make more errors (i.e., omissions) in producing set phrases (requiring less attention), than newly coined phrases (more demanding).