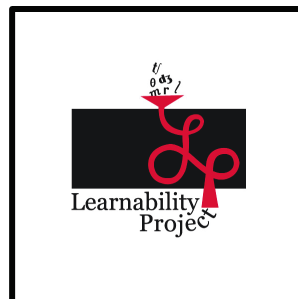




# INDIANA UNIVERSITY BLOOMINGTON

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## Gierut / Learnability Project



The Learnability Project was founded in 1985 by Judith A. Gierut, Professor Emerita of Speech and Hearing Sciences, Indiana University. Through funding from the National Institutes of Health, the project served as a test site in evaluation of the efficacy of clinical treatment for preschool children with functional (nonorganic) phonological disorders. Children who enrolled contributed longitudinal descriptive phonological samples for linguistic analysis. They also received clinical treatment, designed as single-subject experiments, to establish the optimal teaching conditions to promote phonological learning. Experimental studies were based on the triangulation of theoretical models of linguistics, psycholinguistics, and speech-language pathology, with the aim of bridging theory with application and science with best practices. The Gierut / Learnability Project collections accord with the data-sharing plan of the National Institutes of Health and are intended for broad use by scientists, clinicians, and students interested in language and learning.

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# The 10 Most-Frequently Read Articles

January 2006 through September 2010

**1. Treatment Efficacy: Dysarthria**

Kathryn M. Yorkston; Oct. 1996, 39: 46–57

**2. The Impact of Augmentative and Alternative Communication Intervention on the Speech Production of Individuals With Developmental Disabilities: A Research Review**

Diane C. Millar, Janice C. Light, Ralf W. Schlosser; Apr. 2006, 49: 248–264

**3. Treatment Efficacy: Aphasia**

Audrey L. Holland, Davida S. Fromm, Frank DeRuyter, Margo Stein; Oct. 1996, 39: 27–36

**4. Swallowing and Dysphagia Rehabilitation: Translating Principles of Neural Plasticity Into Clinically Oriented Evidence**

JoAnne Robbins, Susan G. Butler, Stephanie K. Daniels, Roxann Diez Gross, Susan Langmore, Cathy L. Lazarus, Bonnie Martin-Harris, Daniel McCabe, Nan Musson, John Rosenbek; Feb. 2008, 51: 276–300

**5. Treatment Efficacy: Cognitive-Communicative Disorders Resulting From Traumatic Brain Injury in Adults**

Carl A. Coelho, Frank DeRuyter, Margo Stein; Oct. 1996, 39: 5–17

**6. Treatment Efficacy: Functional Phonological Disorders in Children**

Judith A. Gierut; Feb. 1998, 41: 85–100

**7. Treatment Efficacy: Voice Disorders**

Lorraine Olson Ramig, Katherine Verdolini; Feb. 1998, 41: 101–116

**8. Is Parent–Child Interaction Therapy Effective in Reducing Stuttering?**

Sharon K. Millard, Alison Nicholas, Frances M. Cook; June 2008, 51: 636–650

**9. Correlates of Phonological Awareness in Preschoolers With Speech Sound Disorders**

Susan Rvachew, Meghann Grawburg; Feb. 2006, 49: 74–87

**10. Evidence-Based Systematic Review: Effects of Intensity of Treatment and Constraint-Induced Language Therapy for Individuals With Stroke-Induced Aphasia**

Leora R. Cherney, Janet P. Patterson, Anastasia Raymer, Tobi Frymark, Tracy Schooling; Oct. 2008, 51: 1282–1299