

( )

『 』, 2002, 7, 2, 85-104.

‘ (心像)’

가 ,

(前言語段階),

3

3

(圖式的)

가

: , , ,

### 1.

가

15,000

(Stachowiak, 1986).

가

3

55

가

가

Broca

Wernicke, Lichtheim

. Bay 1969 “ 100 Broca  
 ,  
 가  
 ” . Broca Wernicke 100  
 가 ,  
 . 1956  
 (Neurolinguistik) (Neuropsychologie)  
 ,  
 가 ,  
 가  
 . 1970  
 ,  
 가  
 1 Isserlin (1922) München 178  
 , “10.1 % , 25.3 % , 55.6 %  
 , 9 % 가 ” . Gloning (1969) 78  
 가  
 , Leischner  
 (1987) Bonn 450  
 , “ ”  
 가 . Vignolo (1964) 42  
 , 27  
 6 , , 60  
 가 ,  
 (Anarthrie) 가 . Sarno, Sarno & Levita  
 (1979) 23  
 5 11 FCP (Functional Communication Profile) NCCEA (Neurosensory  
 Center Comprehensive Examination for Aphasia) . Sarno, Sarno &  
 Levita NCCEA FCP  
 , 가 ,

가

가

100

가

가?

가

가?

‘Hidden Figure Test’, ‘

가

(Hartje, 1987).

가

가

가

therapie)

(Sprachorientierte

가 ( , 1994).

(Modalität)

. Marschall (1986)

가

(Konzeption)

가

가  
가  
가  
가

가  
1  
가

2.

가  
가  
가  
가  
가  
가

1. (Kognitive Neuropsychologie)

: (Bindel, 1989, 1995).

( , , , ) 가 , 가

가 Lurija (1992) ‘ 가

(Kognitive Psychologie) 가 (Behaviorismus) 가

가 가 가

가 Ellis & Young (1991)

“ ,가 , 가 , 가

.”

1970

(Bindel, 1998; Häcker, 1998).

가

1:1

가

가 가

(Global Aphasie), (Broca Aphasie), (Wernicke Aphasie) (Amnestische Aphasie)

1:1

가

가 . Poeck et al. (1993)  
, Caramazza (1984)

가

가

2.

‘ ,  
(Häcker, 1998). , ‘ , 18  
19 , 가  
, . 가  
, . 가  
10 가  
가 ,  
“ - - ”  
,  
,  
가  
가  
“ ?”  
,  
가  
(Lazarus, 1993).

(Phantasie)

가

가

(Lazarus, 1993). Maly & Wikus (1979)

가

가

가

가

가

Paivio (1979)가

가가

?”

”

가

가

3. 가



가

가

가 1:

가 2:

가 3:

1.

70

가

가

가

6

30 - 40 %

3

A

A

12

가

가

3

B

A

가 B

2.

가

70 %

( , , , , , )

, 3 A 6

12

. B 3

3.

가. - (A )

가

가 5 - 10

Bindel (1995)

(Prozeßorientierte Therapieprogramm)

3

3

. 1

. “ ?”

“ ?”

‘+’ , ‘-’ . 12 -

, 2 , 가

가

“ 가 . 가 .  
 ? ( ) 가 ... ?”  
 2 “ 가 ?” , “ ” “ ...!”  
 가 ‘+’ , ‘-’ . 3  
 “  
 ?” 1 . 1 가  
 ‘-’ , ‘+’ . 2 3 3 - 5

(B )

, ‘ , ’ 3 가  
 , , , , 가  
 가 4 . 1  
 (A) (B)  
 ‘+’ , ‘-’ .  
 2 2 - 3 .  
 ‘+’ , ‘-’ . 3  
 1 .  
 4 , 가 ‘+’  
 ‘-’ .

1. - (A )

< - 1> .

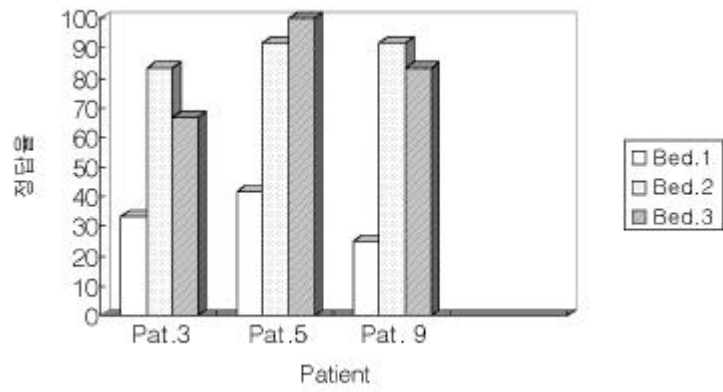
< - 1>

	1*(Bed.1)	2**(Bed.2)	3***(Bed.3)
Patient Nr. 3			
-	+	+	+
-	-	+	+
-	-	-	-
-	-	+	+
-	+	+	-
-	-	+	+
-	-	-	-
-	+	+	+
-	-	+	+
-	+	+	+
-	-	+	+
-	-	+	+
Patient Nr. 5			
-	-	+	+
-	-	+	+
-	+	+	+
-	-	+	+
-	+	+	+
-	-	+	+
-	-	-	+
-	-	+	+
-	+	+	+
-	-	+	+
-	-	+	+
-	+	+	+
-	+	+	+
Patient Nr. 9			
-	-	+	+
-	-	+	+
-	-	+	+
-	-	+	-
-	-	+	+
-	+	+	+
-	+	+	+
-	-	+	+
-	-	+	+
-	-	+	+
-	+	+	+
-	-	+	+
-	-	-	-

\* 1 ( ), \*\* 2 ( ), \*\*\* 3 ( )

< - 1>

< - 1>



< - 1>

< - 1> < - 1>

“ , ” , 5 “ ” ,  
 가 . 가 .  
 , 가 가  
 , 가 , 가  
 , Nr. 9 25 %  
 Nr. 5 41 % , Nr. 5 Nr. 9  
 가 가 , Nr. 5

Nr. 3

Nr. 5

9 가

100 %

가

가

2. (B )

3

?”

가

가

. Nr. 1 2

. 3

가

가

< - 2>



< - 2>



( Nr. 1, Nr. 2, Nr. 7)



4

“

?”

< - 2>

< - 2>

	1*(1.Bed)		2**(2.Bed)	3***(3.Bed)		4****(4.Bed)
	A	B		A	B	
Patient Nr. 1						
	-	-	+	-	+	+
	-	-	+	+	+	+
	-	+	+	+	+	+
	-	-	+	+	+	-
	-	-	+	+	+	-
Patient Nr. 2						
	-	-	+	-	+	-
	-	-	+	-	+	+
	-	+	+	-	+	+
	-	-	+	-	-	-
	-	-	+	-	-	-
Patient Nr. 7						
	-	-	-	-	-	-
	-	+	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-

\* 1 A: B:  
 \*\* 2:  
 \*\*\* 3 A: B: ( )  
 \*\*\*\* 4:

< - 3>

Nr. 1 Nr. 2

. < - 2>

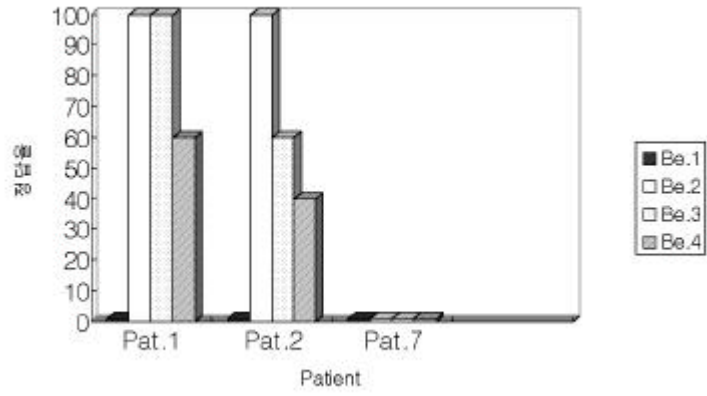
Nr. 1 Nr. 2

가

1

. 7

가



< - 3 >

가

가

가

. 6

가

Nr. 7

3가

가

가

가



가

가

가

가

가

가

가

. Hagen (1988)

가

1.

2.

3.

4.

가

5. ,
6. 가
- 가
- 가
- 가
- 가

(1994). ( ). 『 - 』. :

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ABSTRACT

The Effect of the Imagery Therapy on the Aphasic's  
Ability of Associating Objects with Colors  
and Naming Parts of the Face

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(The Graduate School, University of Hannover, Germany)

The purpose of this study was to investigate the effects of the imagery therapy on the (1) associating objects with colors and (2) naming parts of the face. The application of imagery therapy has its foundation on the science of cognitive neuropsychology with the aim of activating the cognitive processes before speech. Six aphasic patients participated in the study. Three of them were trained with association tasks and the others were trained with naming tasks. Results showed significant differences on speech performance between the two experimental conditions. It seems that the important variable regarding the positive effects is the degree of activation of an imagery perception, not the degree of speech disability or type of aphasia.

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▶ : 2002 7 16

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