

Lemanissier et al. (2023)

Number Transcoding Treatment

Step	Spoken Number Word → Arabic Numeral	Written Number Word → Arabic Numeral	Arabic Numeral → Spoken Number Word
Step 1	SLP says target number aloud	SLP presents written number word	SLP presents Arabic Numeral
Step 2	Client uses base-10 set to represent quantity	Client silently reads written number word	Client silently reads Arabic Numeral
Step 3	Client transcribes number OR places the digits in the place-holder table	Client uses base-10 set to represent quantity	Client uses base-10 set to represent quantity
Step 4	Client reads aloud OR repeats the number	Client transcribes the target number OR places the digit labels to create the number	Client arranges each base-10 set element under the corresponding number
Step 5	Client quickly reads the number aloud while pointing to digits in the place-holder table	Client reads aloud OR repeats the number	SLP asks client to point to each element of the number ("Show me the hundreds digit")
Step 6	SLP asks client to point to each element of the number ("Show me the hundreds digit")	Client quickly reads the number aloud while pointing to digits in the place-holder table	SLP asks client to decompose number ("two hundreds, three tens, and four units")
Step 7	Client uses base-10 set for number decomposition and association tasks ("two hundreds")	SLP asks client to point to each element of the number ("Show me the hundreds digit")	Client copies the number
Step 8	Client copies OR arranges digits cards under each element of the base-10 set	Client uses base-10 set for number decomposition and association tasks ("two hundreds")	Client says the number aloud while simultaneously pointing to number elements (word cards can be used if needed)
Step 9	Client transcribes the target number OR places the digit labels to create the number without a model	Client copies the Arabic Numeral OR places the digit cards under the corresponding words	After a small delay, client is asked to repeat target number said by SLP
Step 10		Client transcribes the target number OR places the digit labels to create the number without a model	

Lemanissier, M., Riboulot, C., Weill-Chounlamounry, A., Dehollain, C., Pradat-Diehl, P., Bayen, E., & Villain, M. (2023). Benefits of a targeted rehabilitation of number transcoding in secondary acalculia: A single-case experimental design. *International Journal of Language and Communication Disorders*. <https://doi.org/10.1111/1460-6984.12942>