



Brag & Steal Session Handouts*

**Saturday
March 14, 2015**

**Schedule is subject to change*



Aphasia Film Forum: An LPPA “ramp” for movie-watching*

Shirley Morganstein

**Schedule is subject to change*

Aphasia Film Forum: Setting The Scene Tool

Movie: Selma

Tagline: One dream can change the world

What kind of movie is it?

Historical drama



Who's in it that I know?

Oprah Winfrey (Talk show host, The Butler)

David Oyelowo (The Butler)

Tom Wilkenson (Marigold Hotel, Michael Clayton)

When: 1965

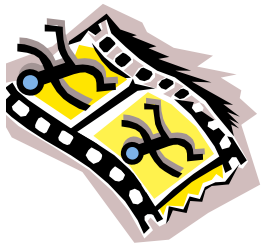
Where: Selma, Alabama

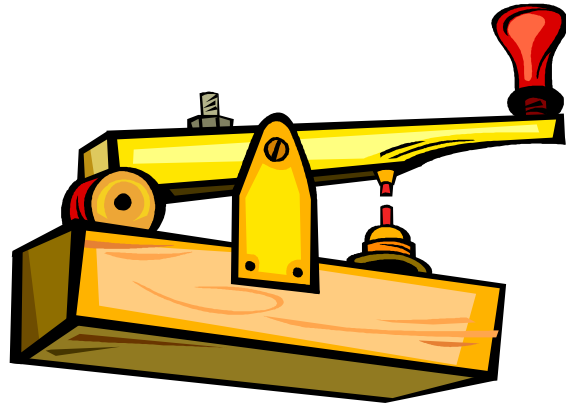


Director: Ava DuVernay

What's the story about?

The story covers a three month period during which Martin Luther King and his supporters marched from Selma to Montgomery to win equal voting rights for all people. The marches were marked by violence and racism. The story profiles the political "behind the scenes" during this historic time of the civil rights movement.





Movie Telegram

- Martin Luther King organizes a protest.
- King and his supporters march from Selma to Montgomery Alabama.
- Many people oppose this march.
- The peaceful demonstration turns violent.

Aphasia Film Forum: Talk Show Host Questions

Story:

1. How did the local administrator block the voter application for the African American citizen in Selma? (Oprah Winfrey)

Important scenes:

2. Describe the scene between President Lyndon Johnson and Governor George Wallace.

Ideas and Issue

3. Why did King pursue his plan to march despite the President's request to wait?

Character Motivation

4. Why did the FBI director try to discredit Martin Luther King in what he said to his wife?

5. Give examples of racism shown in the film.

6. How was President Johnson portrayed in the film?

Aphasia Film Forum: Talk Show Host Questions

7. How old were you at the time of the March to Selma? What do you remember about it?

8. The song at the end of the movie mentions "Ferguson". What connection do you see between then and now?

9. Whose acting did you like best? Explain.

10. What did you find most interesting about the movie?

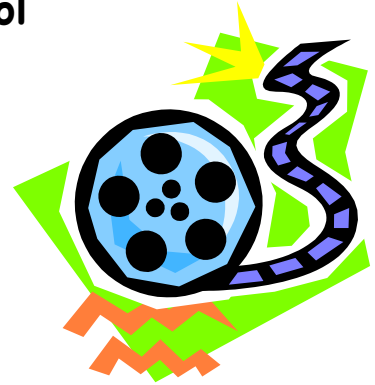
11. What was disappointing about the movie?

Aphasia Film Forum: Setting The Scene Tool

Movie: _____

What kind of movie is it?

It's a _____



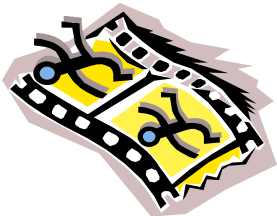
Who's in it that I know?

Director: _____

Where and When does it take place?

Where: _____

When: _____



What's the story about?

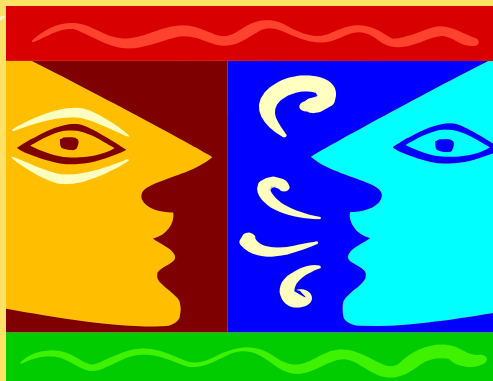
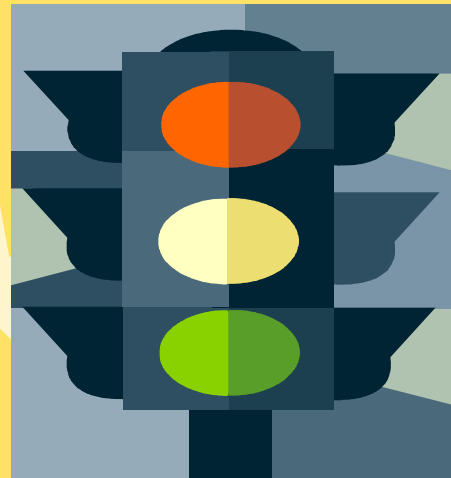
During the film:

Check in with your partner:

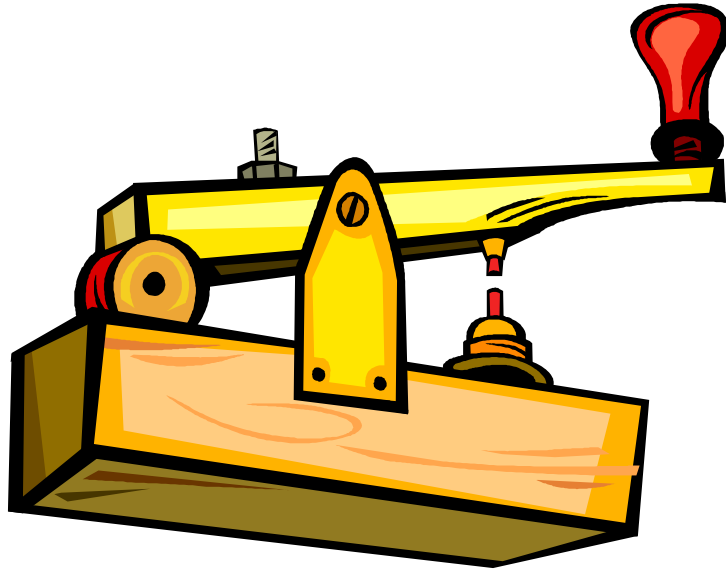
You may need to:

Pause or Stop

Re-View a scene



Re-state what is going on
if helpful.



Movie Telegram

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-

Aphasia Film Forum: Pictures

Movie Name:



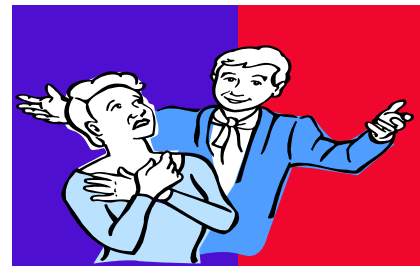
Costumes



Music



Set Design



Acting



Special Effects



Direction

Long Violent Funny Sad Beautiful Confusing
Great Slow Boring _____

Aphasia Film Forum:

Be a Talk Show Host Script for conversation facilitation



“So, What did you think of the Movie?”

- Questions should be a springboard for discussion.
- Movie chats are opportunities for learning about what you both think and feel.

Plot—Important Scenes—Ideas and Issues

I liked the part when _____, how did you feel about that?

I thought the story was _____, what did you think?

I couldn't believe that ending, how about you?

Characters—Motivation

I thought the _____ was _____, what did you think of him/her?

I don't know what I would do if I was the _____ how about you?

The _____ reminded me of _____, what do you think?.

Setting Direction Special Effects Music Costumes

Setting: I love such beautiful settings, what did you like about it?

Direction: I thought it was way too long, how did you find it?

Music: I found the music irritating, what did you notice about it?

Special Effects: The monster was so scary, what did you think about the special effects?

Costumes: The costumes were nothing special for me, how about you?

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Aphasia Film Forum™

Introduction:

Movies are a part of the mainstream of our lives. Many of us remember and still experience the excitement of settling down in a darkened movie theatre to watch the newest film of our favorite stars. The characters and dialogue in movies have become so much a part of our culture, that we are known to assume a particular posture or quote a famous line when the moment is right. Think about how many times you have heard or uttered such memorable lines as, “Go ahead; make my day.”¹ Or, you may remember imitating the fashions of such movie icons as Diane Keaton in “Annie Hall”, and the falling blonde locks of Farrah Fawcett Majors. Our personal histories are rich with movie memories: “Gone With The Wind,” “The Wizard of Oz,” “The Godfather.” And we are making new memories each year. With the advent of the DVD, movie-watching has become inexpensive, simple, and even more ubiquitous. People with aphasia have the same movie history, and the same interest in current films that others do. It makes

¹ Clint Eastwood in “Dirty Harry”.

perfect sense, then, to consider ways of making more enjoyable the act of movie watching, and the discussion of the film that typically occurs afterward.

The Life Participation Approach to Aphasia (LPAA) philosophy influenced the development of the Aphasia Film Forum (AFF). **“LPAA emphasizes the attainment of re-engagement in life by strengthening daily participation in activities of choice.”**² Additionally, the World Health Organization continues to view activity and participation within society as the ultimate goal for health care providers.³ In this context, AFF is directed toward reducing access barriers, and increasing the enjoyment of watching and discussing film by providing supports to enhance the process for individuals with aphasia.

Book clubs for individuals with aphasia gained popularity with the development of the program originated at the California Aphasia Center, by Roberta Elman and Ellen Bernstein. Such clubs re-opened the world of books to many individuals with aphasia. The supports for reading and for conversation allowed individuals with aphasia to more easily participate in group activities. We believe that film enjoyment for individuals with aphasia is enhanced in a similar way, when various supports are provided before, during, and after the film-watching experience. Aphasia Film Forum is an approach which offers several support tools that enhance the film-watching experience for persons with aphasia.

General Suggestions for Use:

AFF materials are designed to be used with individuals who may have relatively severe aphasia, as well as those with more moderate difficulties. The Aphasia Film Forum program is suitable for use in individual therapy sessions, or aphasia communication groups and clubs; it is designed for those who want to increase their enjoyment of film, but find that aphasia has made the process difficult. The Aphasia Film Forum includes materials for use prior to watching a movie, suggested guidelines to support movie enjoyment while watching a film, and discourse questions and pictures that help facilitate movie discussion afterwards. Supplemental language materials for each film also are provided for individuals who may want to explore language practice that is related to the film content. **It is presumed that the therapist or partner has viewed the film beforehand, and is able to provide the information required on support tools.**

² Life Participation Approach to Aphasia : Please refer to the ASHA website (www.asha.org/publications/ashalinks.htm)

³ World Health Organization mission statement, Constitution of the WHO

Speaking of Aphasia: Aphasia Film Forum

Aphasia Film Forum materials include:

Tool:	Suitable for:	Comments
Setting the Scene Tool	All clients	Provides information about the film before it is seen
Movie Telegram	Those with more difficulty reading or understanding	Bulleted information about the film, in simpler language
“Check in” handout	Those with more difficulties in understanding	Allows partner intervention during the movie-watching experience
Talk Show Host questions	Therapist or movie-watching partner	Provides questions designed to elicit good conversations after the movie is seen.
Talk Show Host pictures	Those with more difficulties in understanding	Provides pictorial supports to anchor the discussion after the film is seen.
Talk Show Host Script	Therapist or movie-watching partner	Hints and formats for asking the right questions
Film Rating handout	Those with more severe difficulties in speaking	A pictorial rating scale for movies.
Language activities	Those with a desire to do clinical reading and writing exercises, using material from the movies	Optional supplemental materials

The Aphasia Film Forum also provides blank templates for independent use by a speech-language pathologist for additional films of choice. This package contains completed materials for four movies. Additional movies packages are available via subscription series on the Speaking of Aphasia website.

I. Before Viewing the Film: A Discussion of Tools

- **Setting the Scene Tool:** This handout is designed to help the therapist or partner prepare the person with aphasia to watch the movie. When people are aware of some of the basic film information, they have a framework upon which to place what they are about to see and hear.

Our AFF forms have been pre-filled. When creating your own, we suggest, in addition to your own summaries and descriptions, that you use some excellent internet resources, particularly for the “What is it about?” section. Log on to:

- <http://www.apple.com/trailers/>
- <http://www.rottentomatoes.com/>
- <http://www.imdb.com/>

or, newspaper reviews, and those in movie books, such as *Leonard Maltin’s 2008 Movie Guide*.

Speaking of Aphasia: Aphasia Film Forum

Aphasia Film Forum: Setting the Scene Tool

Movie: _____

What kind of movie is it? (Western, Comedy, Drama, etc)

It's a _____



Who's in it that I know?

Director: _____ He also directed _____

Where and When does it take place?

Where: _____

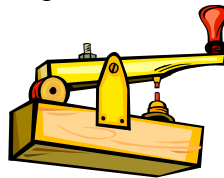


When: _____



What's the story about?

- Movie Telegram : For individuals who have difficulty following the written and spoken movie summary in the Setting the Scene Tool, we provide a more concise and simpler summary in bulleted format for the person with aphasia to read, and/or, to have read aloud by others. When creating your own, begin with the full summary, and pare it down to essentials.



Movie Telegram

-
-
-

II. During the film: A Discussion of Tools

- Some people with aphasia may have difficulty following some films, but not others. The selection of films, while always based on interest, may also involve pre-screening for speed, complexity of language, confusing events, inclusion of multiple flashbacks or jarring cuts, etc. Nevertheless, if the actual film-watching experience needs supports, we encourage people with aphasia to begin with at-home DVD's they can watch with a partner. During the film, the disc can be paused to allow for clarification of scenes, plot, or anything that may be unclear. Partners may rewind and repeat some scenes.
- The "Check In" handout reiterates these recommendations as a reminder for the partner watching the movie with the person with aphasia that this type of support may be helpful and should be offered.




III. After the film: A Discussion of Tools

- Talk Show Host questions

Television and radio talk show hosts understand how to ask questions. The goal is to engage the responder in an exchange that permits each to share information, express feelings and opinions, introduce novel or unexpected material into the dialogue. Good interviews do not involve questions that are fact-based, and elicit only a one or two word response. In AFF, we have designed “talk show host” questions, as compared to the “who, what, when, how, and where” questions a quiz show host might employ. The Talk Show Host Script template is intended as a guide to framing questions in such a way as to facilitate conversation, and not a fact-based transactional exchange.

The goal in conversation is to share, and not to test the partner on what he or she knows or remembers. To help people with aphasia prepare for your discussion, introduce the talk show host questions as topics that will be discussed at the next meeting. However, encourage participants to read the questions AFTER they’ve watched the film; otherwise some of the questions may become “spoilers” unintentionally.

Aphasia Film Forum:



Be a Talk Show Host
Script for conversation facilitation

“So, What did you think of the Movie?”

- Questions should be a springboard for discussion.
- Movie chats are opportunities for learning about what you both think and feel.

Plot—Important Scenes—Ideas and Issues

I liked the part when _____, how did you feel about that?
I thought the story was _____, what did you think?
I couldn't believe that ending, how about you?

Characters—Motivation

I thought the _____ was _____, what did you think of him/her?
I don't know what I would do if I was the _____ how about you?
The _____ reminded me of _____, what do you think?.

Setting Direction Special Effects Music Costumes

Setting: I love such beautiful settings, what did you like about it?
Direction: I thought it was way too long, how did you find it?
Music: I found the music irritating, what did you notice about it?
Special Effects: The monster was so scary, what did you think about the special effects?
Costumes: The costumes were nothing special for me, how about you?

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Talk Show Host Pictures:

For those people with aphasia who require more visual supports during the conversation about the movie, we offer some topical and content supports in the Talk Show Host Picture handout. It can be used along with individualized supports created by the partner in the moment.

Aphasia Film Forum: Pictures

Movie Name:



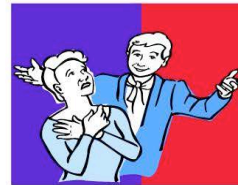
Costumes



Music



Set Design



Acting



Special Effects





Direction


Long Violent Funny Sad Beautiful Confusing
Great Slow Boring _____


- Popcorn ratings: The popcorn rating handout is used for fun as participants are able to give “popcorn ratings” to capture their overall critical review.


I would rate this movie:

Excellent 

Very Good 

Good 

So-So 

Bad 

IV. Optional and independent language practice exercises:

Materials: reading, writing, and drawing practice related to the film content.

- Write definitions, sentences, and questions for content related vocabulary
- Copy words and/or write words from memory
- Draw pictures to correspond to key ideas of the movie.

Language exercises may be provided afterwards for independent practice if desired.

V. Blank Templates

In addition to our pre-formatted templates for specific films, Aphasia Film Forum packets include all the blank templates of our support tools, so that partners of people with aphasia can create their own materials for new films, or old ones of particular interest to individuals. We encourage you to use them in both your individual and group settings, and, when feasible, to instruct family and friends in their use, so that they can be employed at home without a speech-language pathologist.



Aphasia Group Members Teach High School Students About Living with Aphasia*

Marion Leaman

**Schedule is subject to change*

Aphasia Center Members Teach Psychology Students

about Life with Aphasia

Marion Leaman, MS CCC-SLP, The TalkSpot, LLC

marion@TheTalkSpotCenter.com

Objective

To provide mutually-satisfying programming for 2 diverse communities; adults with aphasia and High School Seniors studying Psychology

Objectives for Participants with Aphasia

1. Educate the public about aphasia
2. Allow members of the general public to hear their speech
3. Answer questions about aphasia
4. Be able to "share their story"
5. Let the public know that they are "regular people"
6. Have meaningful work in the community
7. Have public speaking opportunities
8. Practice speech and language goals and exercises



Objectives for High School Students

1. Have a direct experience talking to people with aphasia.
2. Gain far deeper knowledge about aphasia than what is available through textbooks and websites.
3. Make connections to their own lives about communication disorders through thinking about experiences in learning foreign languages, and knowledge about dyslexia or learning disabilities.
4. Broaden perspectives in interacting with individuals perceived as "different".

Preparation

People with Aphasia:

- Rehearse content they wish to communicate over 2-3 one-hour group therapy sessions in the month prior to the high school visit.
- Notes are taken for reference
- Feedback provided by Speech Language Pathologist and by other group members.
- Develop themes they wish to share.

High School Students:

- Attend class lectures and research brain function.
- Are exposed to textbook explanations of aphasia.
- Create a PowerPoint on brain function and ramification of injury to different locations.
- Have been tested on knowledge of brain function.



Outcomes

This experience has been successful for all involved. High School students have consistently described this program as one of the most effective and memorable learning experiences of the semester. Several students have gone on to college to pursue Psychology, Speech Language Pathology and Neurology based on this experience.

The aphasia center participants have typically been very nervous prior to making an initial visit to the high school, however, afterwards they say:

"I know from the reaction of the students that our visit to the high school has made a difference in their lives." LK

"It's very important for the feelings. It is important for the students to see how I talk." SR

"The class is very good students. And the class sessions is very talented and students, it was just good." BM

"The students asked good questions and I answered well." MC

"I feel really proud." LK

"We did it very well. I'm so glad we went." MC

"Nervous! But we taught them all about it." JW



Ideas People with Aphasia Want High School Students to Learn

- *People with Aphasia are just "regular people".
- *Although people with Aphasia have difficulty communicating, their cognition is intact.
- *Strategies for communicating with people with aphasia.





The Aphasing Race: A Life-Participation Activity Modeled on the Multiple Errands Test (MET)*

Debbie Yones

**Schedule is subject to change*

The Aphasing Race
Transferring treatment tasks to life participation
Debbie Yones, M.S., CCC-SLP
Yones Speech Therapy, LLC
www.yonestherapy.com
dyones.sp@gmail.com

The Aphasing Race

The Reason

- Validate real-life application of treatment progress
- Create a structured format for informing further treatment
- Encourage use of skills and strategies when discharged from therapy



The Aphasing Race

The Format

- Adapted from Multiple Errands Test (MET; Shallice & Burgess, 1991)
- Modeled on TV show for motivation; competition and entertainment
- **Tasks linked to life-participation goals**

The Aphasing Race

The Adaptation

Multiple Errands Test	Aphasing Race
<ul style="list-style-type: none">Series of tasks assigned relying on language skillsTime-boundAdditional rulesNo assistance/interference by clinicianUsed as an assessment	<ul style="list-style-type: none">Tasks given one-by-oneClinician may read instructionsCompensatory strategies and aids encouragedNo time constraintsUsed as a treatment and to inform further tx

The Aphasing Race

The Details

- Contact Debbie Yones at dyones.slp@gmail.com for more details to set up your own Aphasing Race!
- Yones, D., Hinckley J. J., & Cordell, L. (in preparation). The Aphasing Race: How an aphasia-adapted errands tasks facilitates transfer in therapy. Manuscript in preparation.
