

The Video-Verbal Link

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Our gratitude and deep appreciation go to the families. They have graciously allowed us into their homes and their lives, and entrusted us with sharing their stories.

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- What is the big deal about social language?

- Now what will we do in therapy Monday morning??

- Find a medium to bridge the gap. Offset deficits with strengths.

- Specific populations rely on visual vs. auditory information
 - Specific language impairment (SLI)
 - Auditory processing disorder (APD)
 - Childhood apraxia of speech (CAS)
 - Other pops (e.g. Klinefelter's syndrome) with characteristic language disorder
 - Especially autism spectrum disorders (ASD)

- ASD and visual referencing

- Underdevelopment of amygdala and R temporal lobe → poor interpretation of affect, intonation, nonverbal behavior
- Strong preference for spatial information (shapes)
- Strong preference for replicable systems (numbers, letters)
- Therefore, using any visual supports facilitates language tx

- Visual orientation = KEY!

- Best way to present new information

- Video

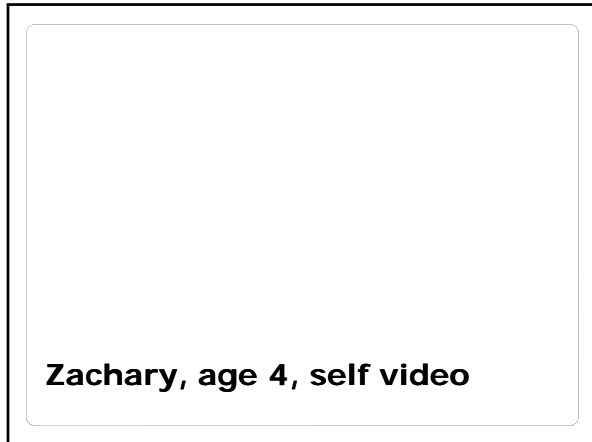
- Does not "lie"
- Appeals to most children of all ages
- 'DVD culture'
- Unlike real life/discourse, video can be manipulated
 - Pause
 - Replay
 - Increase/decrease volume

- Videotaping in class or tx

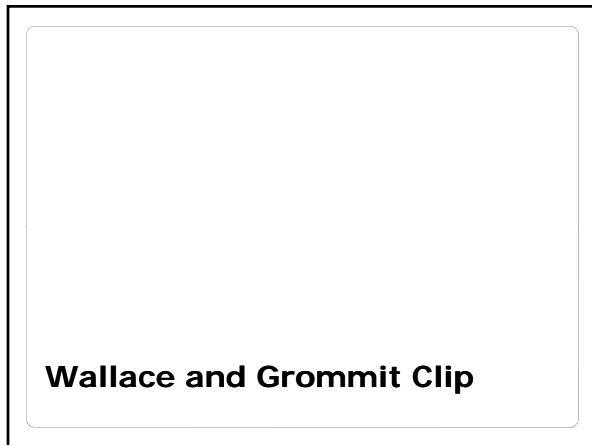
- Consent form
- Teacher cadets

- Acquiring a video camera
- Buy a clip-on mike or hold camera close to child
- Using phone to record video

Who? Your student/patient
 What? Self-video
 When? Ages 3 and up
 Where? In the clinic, school or natural environment
 Why??? Outlet for describing, referencing actions, responding to wh-questions, general interaction and relationship building



- Some other visual supports:
- Wallace and Grommit
 - Speech Viewer
 - Muted age-appropriate videos



- Videotaping in class or during treatment?
 - Forget-me-not: CONSENT FORM
 - Put 'em to work!
 - Interns
 - Teacher cadets
 - Graduate students

- Acquiring a video camera
 - Buy or borrow
 - Buy a clip-on mike or hold camera close to child
- Using phone to record video
- Do a trial-run before investing!

- Is this for you? YES!
- Is this for your patients/students/clients? YES!
 - It's user-friendly
 - Cheap, maybe free!
 - It meets the needs of your kids...
 - Let's examine someone else for a change!
 - Different, no more boring cards!
 - Realistic!

Who are the individuals we're trying to reach?

(Video from Big Bang Theory)

Pragmatic Needs of School-Aged Kids

1. Nonverbal language (body language, facial expressions, intonation patterns)
2. Expressing emotions
3. Abstract thought (figurative language, humor, etc.)
4. Asking and answering questions
5. General conversational skills (Introductions, initiating contact, greetings and leave-takings, public vs. private speech)
6. Topic maintenance

Nonverbal Language and Expressing Emotions

- Our kids do not always pick up on the facial expressions and body language of others.
- They need to describe and practice modeling different expressions.
- YouTube videos provide great resources for demonstrating expressions.
- Videotaping and analyzing actual modeling of expressions are helpful.

Facial Expressions

Facial Expression Video

Body Language

Body Language Video

Expressing Emotions

- Expressing emotions is very challenging for our kids. They deal only in extremes and do not fully recognize all of the degrees of a particular emotion.
- Provide opportunities to practice various emotions via use of facial expressions.
- Role play emotions using everyday social situations.
- Use a carrier phrase to use to begin the expression of emotions ("I feel ____ because ____.")



Self-Analysis

Video of Teens' Facial Expressions and Body Language

Abstract Thought

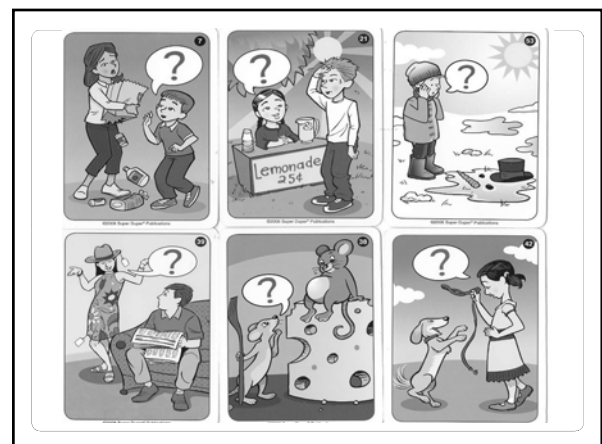
- Kids are literal thinkers and may not grasp many linguistic subtleties.
- Provide direct instruction to develop appreciation for idioms, similes, metaphors, and puns.
- Group concepts around a theme, such as idioms using animals, body parts, etc.
- YouTube videos also helpful in teaching figurative language concepts.

Abstract Thought

Video of Idioms

Asking and Answering Questions

- Compare and contrast yes/no and wh-questions and effects upon conversations.
- Develop questions for pictured social situations.
- Role-play various situations and require teens to develop appropriate questions (i.e. buying a car, asking to go out with friends, etc.)
- Monitor use of questions in general conversations.



Asking and Answering Questions

Video of Kids using cards to generate questions.

Asking and Answering Questions

Video of Asking Questions During Role Playing

Conversational Skills

Kids may not have a general language delay, but may have:

1. superficially perfect expressive language;
2. difficulties initiating and/or maintaining a conversation;
3. a tendency to monopolize a discussion;
4. deficits in prosody;
5. difficulties understanding public vs. private speech.

Conversational Style

1. irrelevant comments
2. pedantic monologues
3. lack of opening comments, elaboration, clarifying, and questions
4. interruptions
5. minimal variation in pitch, stress, and rhythm
6. difficulties repairing conversations
7. coping with uncertainty or mistakes

Conversational Skills

- Use explicit instruction for developing appropriate conversational skills.
- Use videos to compare inappropriate vs. appropriate conversational interactions.
- Video kids using skills taught and have them critique themselves.
- Use short plays and other drama activities to provide guided practice.

Conversational Skills

Video of Inappropriate vs. Appropriate Conversations

Conversational Skills

Video of Drama Activities

Conversational Skills

Video of Kids' Conversations

Why should we consider including video in therapy?

- ASD kids prefer and rely on visual input.
- Videos help to illustrate difficult pragmatic behaviors prior to developing these skills in our kids.
- Videos help our kids see their own verbal skills and behaviors in real-time situations.

Where can I find videos to use?

- YouTube
- Google Videos
- Yahoo Video
- Schools' Media Centers (check copyrights if copying only a portion of a video.)

What equipment do I need?

- Laptop or desktop computer
- LCD monitor (minimum size: 23 inches)
- Camcorder

What kind of camcorder do I need?

- If you are a school-based SLP, see if your media center has a camcorder available.
- If you need to purchase a camcorder, there are some good compact models selling for \$129 or less.
- In a pinch, you can use the video option on your Smartphone (i.e. iPhone, Blackberry).

Any additional equipment needed?

- Recording Media (recordable DVDs, video tapes, etc.)
- Cable (to connect camcorder to computer)
- Flash Media (SD card, Compact Flash)

Do I need any special software?

Yes, if you need to:

1. Download videos from YouTube to your computer, or
2. Convert videos from your Smartphone to a .wav or .avi file.

Do I need any special software?

Free video downloading and conversion software can be found on the internet.

- Movavi Online Converter (www.online.movavi.com)
- Free Studio Manager* (www.dvdvideosoftware.com)

* Great for converting Smartphone videos into .avi or .wav files.

Do I need any special software?

Other helpful software:

- Windows Media Player
- RealPlayer
- Quicktime
- Windows Movie Maker (free download for Windows XP and Windows 7; included in Vista Home Premium and Vista Ultimate)
- SmartBoard software

I can't afford any additional equipment. What can I do?

School-based SLP?

- EIA grants
- Donors Choose grants
- Best Buy grants
- Search internet for other grants

Clinic-based SLP?

- Little to no grant opportunities

Time Management

Using video requires advance planning:

- Downloading and editing videos may need to be done outside of work depending upon internet filter being used.
- Have video ready to go before therapy session begins.
- Rehearsal of activities might be necessary prior to filming your kids.

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Thank you!