



Evidence Based Use of Animated Films to Target Therapy Goals

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Learning Objectives

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- By the end of this presentation participants will be able to
 1. Discuss current research on contextualized therapy intervention
 2. Explain the impact of contextualized therapy intervention on academic performance
 3. List components of effective EBP interventions
 4. Identify specific intervention targets applicable to the usage of animated films
 5. Access free animated film resources

Contextualized Language Therapy

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- Language intervention is contextualized when multiple language targets are addressed simultaneously in meaningful, connected activities.
- Intervention emphasizes improving multiple areas of language at once (e.g., form, content, and use) through purposeful, functional activities in salient context that have purpose beyond instructional objectives aka generalization to other areas of academics. (Harris-Schmidt & McNamee, 1986; Gillam et al, 2012)
 - Thematic
 - Literacy based
 - Narrative/Discourse Based
 - Salient
 - Contextual
 - Continuous
 - Generalizable to other contexts

Contextualized Language Therapy Research

- Gillam, Gillam, & Reece, 2012 found that contextualized language intervention resulted in larger effect sizes compared to decontextualized intervention
 - The contextualized intervention used explicit and implicit questions, vocabulary, and syntax thematically tied to literature. The results indicated that students' comprehension and story retelling/generation skills improved more with the contextualized intervention as compared to decontextualized intervention.
- Instead of focusing only on short-term, situation-specific isolated intervention session skills, contextual intervention aims to accomplish long-term, situation-independent, generalizable skills learning (Kamhi, 2014)
- Targeting language in meaningful contexts increases saliency and allows the students to better integrate new information with what they already know (background knowledge), which in turn promotes deeper vs. shallow knowledge and greater retention of information.

Choosing an Intervention Approach

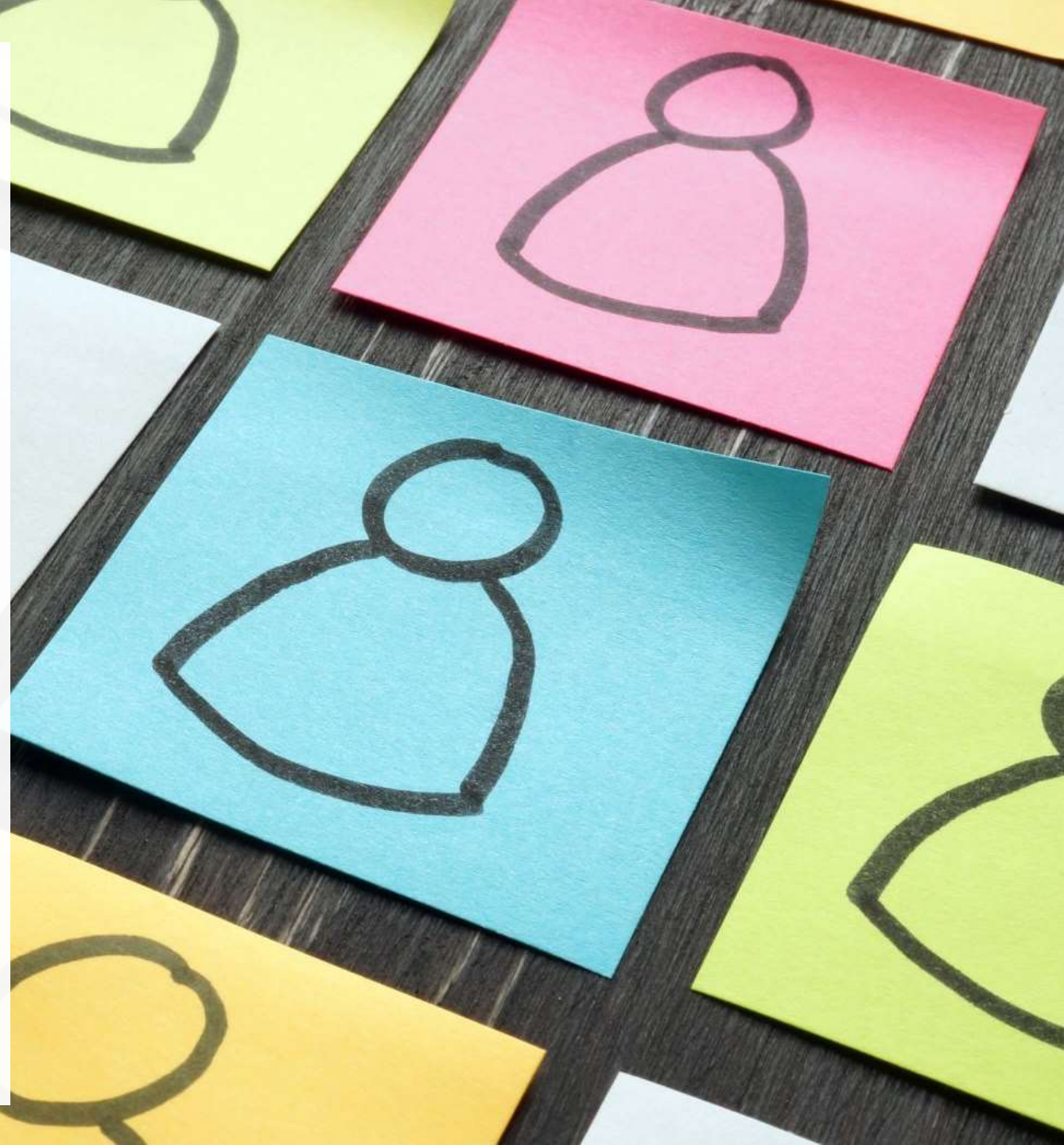
- Contextualized language intervention (CLI) is a treatment approach in which specific teaching steps are used to train multiple linguistic targets (Ukrainetz, 2006), with key being topic continuity across activities
- Children with learning disabilities (LD) and developmental language disorder (DLD) require explicit skill instruction before they are able to generalize new knowledge in contextually relevant contexts (Fuchs & Fuchs, 2001)
- Decontextualized language intervention (DLI) is a treatment approach in which children are taught language skills in discrete, teacher-directed activities with minimal topic continuity across the activities
 - DLI session typically consists of a series of short clinician-led activities that focus on a variety of specific skills with minimal continuity across the topics of the interactions that occur between the clinician and child
 - Such as using worksheets or commercially produced materials (e.g., Super Duper, TPT, etc.) to define “describing”, use adjectives to create sentences based on visual support, explain how two words go together, across 3 different and unrelated activities

Contextualized (CLI) vs. Decontextualized (DLI) Interventions

- Gillam et al 2012 randomly assigned 16 children between ages 6- 9 to the CLI and DLI groups
- 8 aged matched peers were the control group (no intervention)
- Children in the CLI and DLI conditions received 50-min group intervention 3x per week for 6 weeks
- Results:
 - Sentence Measures: Effect sizes for the CLI intervention were 81% larger on average than effect sizes for the DLI intervention
 - Narrative Discourse Measures: For the four narrative measures combined, the effect sizes for the CLI were nearly 3 times larger than the effect sizes for the DLI
 - The CLI resulted in the development of a wider range of language skills than the DLI
 - In those areas where the DLI did result in language gains, the gains were not as great as those in the CLI
- The results of this study advocate for use of contextualized approaches to language intervention rather than the training and practice of individual language skills and concepts (Westby, 2013)

Components of Effective EBP Interventions

- Social interactionist framework of language learning (Ukrainetz, 2006)
 - Learners are self-regulated
 - Internalize language
 - Learn through scaffolded interactions
 - Meaningful contexts
 - Activities are naturalistic and functional
 - Interactions are salient and repeated
 - Support is systematic
 - Skills are targeted explicitly



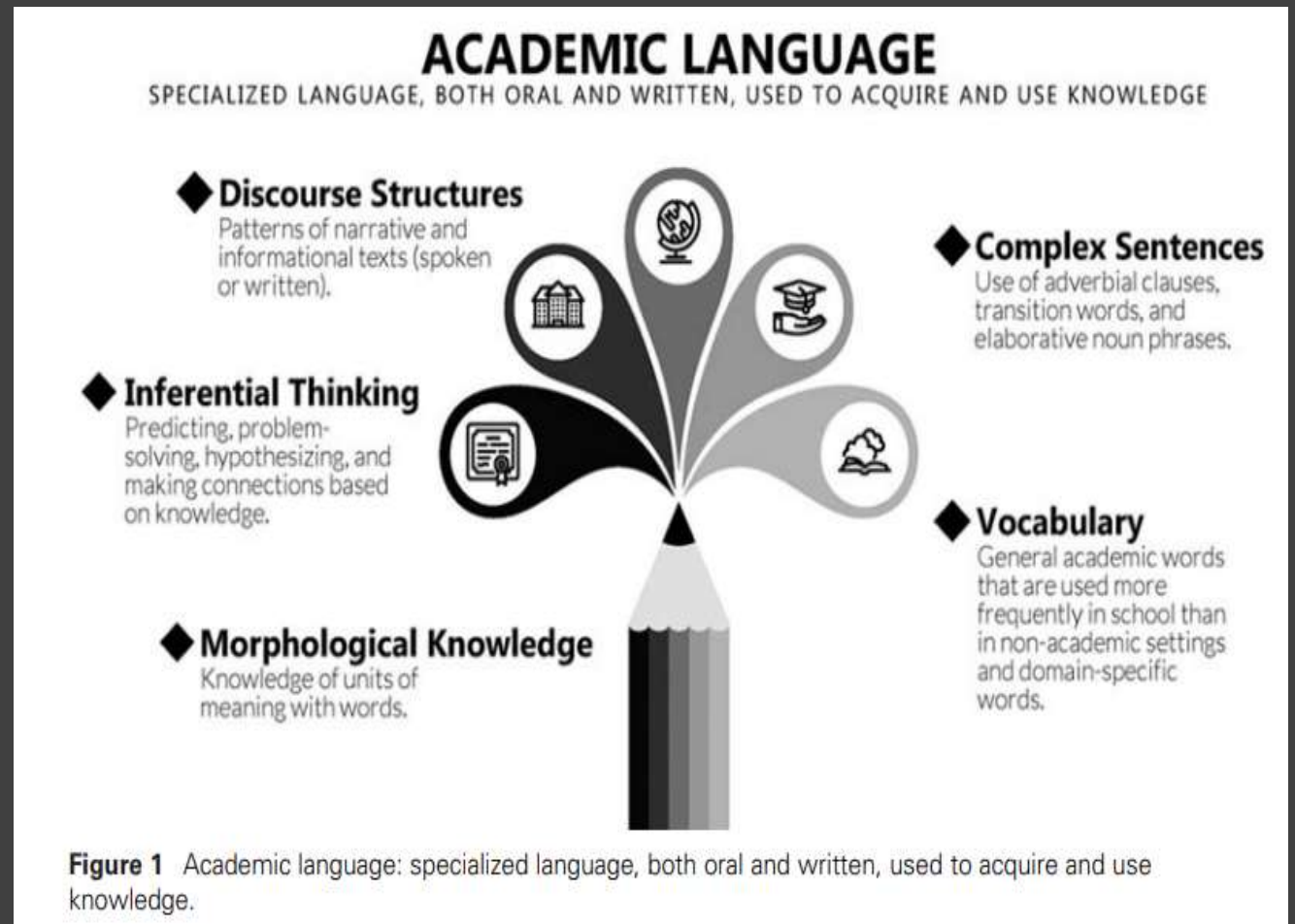
Components of Effective EBP Interventions (cont.)

- Intervention with school aged students should be contextually based and educationally relevant (Whitmire, 2002)
- Language and literacy cannot be artificially separated but need to be addressed meaningfully together in sessions
- Integrating literacy into language goals shortens time spent in therapy and improves outcomes
- Beginning with 4th grade knowledge is attained from books vs. teachers
 - Students without basic literacy competency are at a significant disadvantage as compared to learning disabled but reading peers receiving therapy services
 - **However, we should start addressing literacy as soon as the child enters school**
 - **Waiting till 4th grade is far too late**

Targeting Appropriate Goals

- SLPs must target academic language goals which will produce “robust and generalizable impact on educational outcomes” (Kelley & Spencer 2021, p. 102)
- Targeting academic language in intervention “produces meaningful effects on academic performance” (Kelley & Spencer 2021, p. 102)
 - Academic language is characterized by formal-language skills including metalinguistic and metacognitive vocabulary, complex syntax, discipline-specific terminology, sophisticated writing mechanics, etc., which allow students to acquire knowledge and more advanced academic skills while successfully completing reports and assignments meeting academic expectations, and ultimately college readiness.
- Kelley & Spencer 2021, recommend that school-based SLPs select academic language goals and intentionally, strategically, and intensely teach academic language during language intervention
 - **Address vocabulary, discourse structures, complex sentences, morphological knowledge, and inferential thinking** (p. 103)

Academic Language Targets



Kelley E, Spencer T. (2021) Feasible And Effective Language Intervention Strategies That Accelerate Students' Academic Achievement. *Seminars In Speech And Language*, 42(2):101-116.

Children have difficulties comprehending what is being said to them as well as expressing selves unrelated to obvious biomedical issues (e.g., ASD, HI, ID, etc.)

- Normal development in all areas with the exception of language

Specific Language Impairment (SLI)
was the old label

Recent name change better reflects the types of difficulties children have (Bishop, Snowling, Thompson, Greenhalgh, and The CATALISE Consortium, 2017)

- Difficulties persist to adulthood
- Significantly impact functioning
- Require additional assistance
 - SLP assessment and treatment
 - Special education placements

Developmental Language Disorder (DLD)

The term Developmental Language Disorder (DLD) should be used for children where...

- 1 The child has language difficulties that create barriers to communication or learning in everyday life



- 2 The child's language problems are unlikely to be resolved by five years of age



- 3 The problems are not associated with a known biomedical condition such as brain injury, neurodegenerative conditions, or chromosome disorders



Language Deficit Areas of Students with DLD

- Students with developmental language disorder (DLD) have difficulties learning new words, and have smaller and shallower vocabularies as compared with typically developing (TD) peers ([McGregor et al., 2002, 2013](#); [Stothard et al., 1998](#))
 - Know less and use less literate vocabulary word or academic lexicon found in school texts ([McGregor et al., 20013](#))
 - Have limited use of literate language features ([Greenhalgh & Strong, 2001](#)) which is a denser, more specified lexicon and more complex syntactic forms than oral language ([Benson, 2009](#))
- Have grammatical difficulties due to poorly extracting statistical dependencies from the input ([Hsu & Bishop, 2010](#))
- Show impaired implicit learning of syntax ([Garraffa, Coco & Branigan, 2018](#))

Language Deficit Areas of Students with DLD (cont.)

- Have a limited ability to understand and tell stories ([Davies et al. 2004](#))
 - They tell shorter stories with fewer story grammar elements and far more grammatically incorrect utterances vs. typically developing (TD) students ([Fey, et al, 2004](#))
 - Have less (or no) complex sentences
 - Use limited number and variety of vocabulary words
 - Have fewer complete episodes, character attempts, story introduction and closure, offer limited details, fail to repair breakdowns, difficulty facilitating listener's comprehension, limitedly use cohesive ties and temporal markers ([Crais & Lorch, 1994](#))
- Manifest pragmatic difficulties in conversational contexts with partners & are unable to adequately adjust to the needs of others in social interactions (Brinton, & Fujiki, 1993; Brinton & Fujiki, 1995; Brinton, Fujiki, & Powell, 1997; Fujiki & Brinton, 1994; Fujiki, Brinton & Todd 1996).
 - They are less accepted by peers, had poorer friendships, were perceived by teachers as being more withdrawn (as compared to peers) as well as presented with poor emotional competence and emotional intelligence (Brinton & Fujiki, 2012; Fujiki, Spackman, Brinton, & Illig, 2008; Spackman, Fujiki, Brinton, Nelson, & Allen, 2005)

Literacy Deficit Areas of Students with DLD

- If the child experiences any deficits in the foundational language areas such as listening and speaking, s/he will most certainly experience difficulties in the more complex areas of language such as reading and writing
- Many children with language disorders are later classified with a learning disability because their “later learning difficulties [took on] the form of problems acquiring higher levels of spoken language comprehension and expression as well as reading and writing”. ([Sun & Wallach, 2014](#))
- Children with DLD have a lower performance in phonological awareness tasks as well as in reading abilities ([Lara-Díaz, Mateus-Moreno, Beltrán-Rojas, 2021](#))
 - They are 6 times more likely to have reading disabilities than other children, affecting their ability to acquire content required for learning ([Catts, Fey, Tomblin, & Zhang, 2002](#))
 - They are at risk for reading comprehension difficulties due to weak oral language skills ([Snowling, Hayiou-Thomas, Nash & Hulme 2020](#))
- Children with DLD perform significantly poorer in spelling than their TD age-matched peers (Joye, Broc, Olive & Dockrell , 2019)
- Compositions written by students with DLD are “shorter, incomplete, poorly organized, replete with errors in the basic conventions of written English, and weaker in overall quality” (Bishop & Clarkson, 2003; Dockrell et al., 2007; Mackie & Dockrell, 2004; Windsor, Scott, & Street, 2000) as compared to TD peers (Troia, 2011, p. 43)

Goal Target Selection

- It's not about the choice of the materials aka films
- Goals are not based on materials and as such cannot be based on the animated film of choice
- The films should be selected based on what goals the therapist needs to target
 - Those goals are always a result of a targeted and comprehensive assessment results (whether standardized or clinical)
- Goal selection is always prioritized based on student needs
- While approaches do matter for improvement, it's the knowledge and skills of the treating specialist that make a difference in both the selection and implementation process

Why Use Animated Films?

Relatively short length
2-8 minutes with an
average of about 5
minutes (easy to
sustain attention)

High saliency for
students of all ages
(pre-school-high
school)

Attractive and
engaging images

Highly versatile with
respect to goal
formation

Free

Intervention Targets: The Sky's The Limit

- Vocabulary
- Semantic Flexibility Skills
- Syntax and Grammar
- Narrative Competence
- Metalinguistic Awareness
- Verbal Reasoning
- Pragmatics
- Social Cognition
- Writing



Formulating Vocabulary Targets

- Animated films offer a range of flexibility with vocabulary selection due to being wordless
- The clinician has a range of options with respect to creating literate vocabulary goals with a focus on breadth and depth of vocabulary words
- The clinician has the added bonus of using synonyms, multiple meaning words, metalinguistic and metacognitive verbs, etc., in context in order to increase the salience of presented information
 - Metalinguistic verbs include words that refer to acts of speaking (e.g. said, exclaim, tell)
 - Metacognitive verbs, which are those that refer to acts of thinking (e.g. decide, guess, know) (Nippold, 2016)
 - Know, think, learn, understand, perceive, feel, guess, recognize, notice, want, wish, hope, decide, expect, prefer, remember, forget, imagine, and believe.
- Literate vocabulary: "Made with Love"
 - Pediatric
 - Oncology
 - Chemotherapy
 - Recreational
 - Thoughtful
 - Regretful
 - Responsibilities

Formulating Questions to Improve Semantic Flexibility

Forming relationships between words and their meanings

- Classification into semantic categories
- Compare and contrast characters in films

Select a film

Select words you wish to group together for discussion relevant to the film

What do these words mean?

How do these words go together?

How does this set of words relates to the following set of words?

What other words can you think of with similar meaning?

In what other contexts do you think these words could be used?

Syntax: Improve Sentence Length Through Elaboration

Animated films due to their versatility can be used to increase clausal density not only of oral but also written output

Focus should include production of a complex and compound sentences containing a variety of independent and dependent clauses with the following elements

- Nominal, relative, and adverbial clauses
- Elaborated noun phrases
- Coordinating and subordinating conjunctions
- Temporal markers

Story dialogue is another way of increasing syntax and making a spontaneous story generation more interesting and salient

- Starting point suggestions
[Grammar Spreadsheet](#) (Ebbels & Nicoll, 2021)

Narrative Retelling of Animated Films

Teaching organizational aspects of story telling provides structural foundation for carryover of skill into the classroom (Klecan-Aker, 1993)

Improving narrative ability facilitates improvements in written composition even for children with significant deficits ([Kirby et al., 2020](#); [Petersen et al., 2019](#); [Spencer & Petersen, 2018](#))

Focus on aspects of macrostructure via teaching how to effectively identify story grammar elements

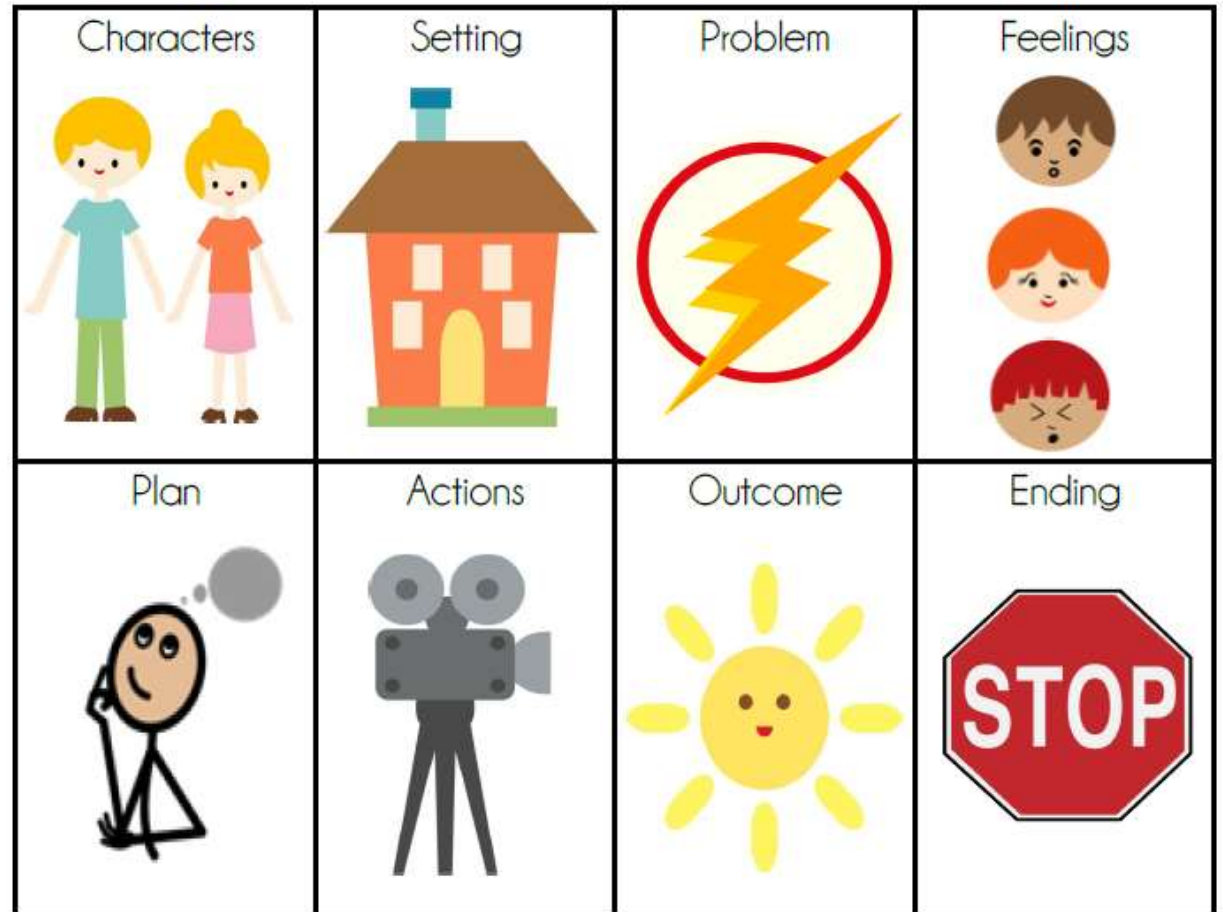
Use visuals to teach story grammar elements and their definitions

After solid comprehension of story grammar elements begin building basic film retelling abilities in short manageable retell increments

Pause videos at appropriate intervals to explicitly identify story grammar elements

For emergent learners fast forward video in very brief increments with the focus on "What is happening in this frame?" when retelling the story

STORY GRAMMAR VISUALS



STORY GRAMMAR CHART

Story Grammar	Key Words	Instructional Phrases
Characters	People, animals, magical creatures, etc.	A character is a person, animal, or a creature in the story. How many characters does our story have? What are their names? (Optional: Protagonist/Antagonist)
Setting	Place, time of day, etc.	A setting is a place (woods, town, etc.) where the story takes place. We can also add times of the day to the story (e.g., "One dark and stormy night...") A story can have multiple settings.
Initiating event (Problem)	It all started when ...; All of a sudden...	Difficulty/complication that needs to be solved What problem occurred involving one of the characters?
Internal Response (Feelings)	He searched everywhere, she began to yell at the	The reaction characters to the problem How did the characters feel when it happened?
Attempt (Action Plan)	So, because of that,	What actions did the character take to solve the problem? What else did s/he do?
Consequence (Outcome)	Finally, s/he found a way out	Did the character solve the problem? How did the problem get solved?
Conclusion	In the end, in conclusion	What happened to make the story end? How did this story end?



Metalinguistic Awareness

- The ability to talk about, analyze and think about language and words particularly as decontextualized entities
 - Word analysis and manipulation
- Comprehend ambiguity (lexical, structural, phonological, morphophonemic, etc.)
- Comprehend figurative language
- Assume perspectives of others
- Comprehend polysemous words
- Manipulate speech styles to address different audiences

Metalinguistic Awareness Deficits of Students with DLD as Applicable to Animated Films

Difficulty analyzing and discussing aspects of presented short films

Difficulty with coherent and cohesive summarization of plots

Difficulty making predictions and forming hypotheses pertaining to plot development

Difficulty identifying more obscure problems in presented films

Difficulty using metalinguistic and metacognitive vocabulary words for the purpose of plot retelling

Difficulty producing written composition summaries of viewed films secondary to deficits in the areas of both composition production and revision ([Myhill et al, 2012](#))

What is the message of this film?

Can you please summarize this film in your own words?

Can you analyze this scene and tell me what it is all about?

During the film there was an instance when I could have said "_____". What are some ways we can interpret it?

What is the meaning of the phrase _____?
"comfort zone?"

How do you think s/he felt when ____?

- How do you think the dad felt when the neighbors saw the boy float? ("Float")

What do you think this word means in the context of this scene?

Questions to Improve Metalinguistic Awareness

Verbal Reasoning

Students with DLD present with difficulty inferencing, predicting, hypothesizing, contrasting, and problem-solving for learning purposes

These abilities can be explicitly taught via use of animated films

Therapy gains include positive effects on both pragmatic competence as well as reading comprehension and written composition outcomes

Questions to Improve Verbal Reasoning Abilities

How are these two film characters alike/different? (compare/contrast)

What do you think will happen next in the film? (predicting)

Why/How do you think this happened (inferencing)

Why shouldn't s/he, couldn't s/he ____? (answer negative questions)

What do you think they must do to ____? (problem-solving)

How would you solve this problem instead? (determining solutions)

Why is this solution ____ a good solution? (effective justifications)

Verbal Reasoning Goals Pertaining to Animated Films

Student will improve verbal reasoning abilities for social and academic purposes

Short Term Objectives:

1. Student will make inferences regarding aspects of presented animated films
2. Student will logically sequence the presented order of events in presented films
3. Student will answer negative questions (e.g., "Why can't you...") relevant to specific frames in animated films
4. Student will make predictions regarding what would happen next in a presented animated film
5. Student will determine potential causes of displayed situations in presented films
6. Student will provide effective solutions to the presented critical thinking situations relevant to film details
7. Student will state effective justifications to the presented solutions
8. Student will show insight into displayed film-related situations and will effectively analyze strengths and weaknesses of judgements in the presented scenarios

Pragmatics + Social Cognition = Social Competence

Pragmatics is the use of language for a variety of effective social interactions with others in a variety of social settings (home, school, and community) or 'the ability to use language appropriately in various social contexts'

Social cognition refers to the abilities related to theory of mind, such as verbal and nonverbal inferencing including experiencing empathy or emotional states of others, as well as understanding affective and emotional aspects of selves and others ([Adams, 2005](#))

PRAGMATICS

"The conversational analysis of children with DLD shows that they present a larger number of inappropriate answers than children without language disorders..."
([Hage, Sawasaki, Hyter, Fernandes, 2021, p. 5](#))

Students with DLD present with numerous pragmatic deficits characterized by poor comprehension of nuances as well as highly shallow interpretation of presented films

They have difficulty interpreting causal events in films

Assuming perspectives of characters

Understanding thoughts and emotions of characters

Identifying problems in presented scenarios

Interpreting subtle human interactions (e.g., flirting)

Pragmatic Areas of Focus in Animated Films

Recognizing complex emotions

Perspective taking based on body language and facial expressions

Summarization

Synthesis and analysis of the presented information

Comparisons (similarities and differences between scenarios, characters, etc.)

Application of sympathy/empathy

Social relatedness

Interpretation of ambiguous situations

Rendering of positive or negative social judgements

Drawing meaningful conclusions



Select Questions to Improve Pragmatic Language Abilities

- (Context) Where do you think this film is set?
 - How do you know?
- (Intent) Why do you think the character is acting this way?
- (Symbolism) What does this item (__) represent in this movie? (Music Box in "Windup")
- (Plan) What would you do if you were in this character's position?
- (Negative Question) Why is it wrong to _____?
- (Drawing Conclusions) What did you learn from this movie?

Questions to Improve Social Cognition

- How did the ____ feel when ____?
- What is his/her mood at ____ point in the story?
 - How do you know?
- What is his/her reaction to the ____?
 - How do you know?
- How does it make you feel that s/he are ____?
- What could you say to this character to make him/her feel better?
 - Why?
- What would you think if _____?
- (Sympathy & Empathy) Why does he help her even though she has been malicious towards him?

Goal To Improve Social Competence

Identification of higher-order emotions of characters in presented films

("The dad feels dejected because he cannot fix the music box") (Windup)

Provision of supportive statements towards the characters plight

("I feel sorry for him because his dad left him at an orphanage") ("Umbrella)

Interpretation of nonverbal body language of others (facial expressions, postures, gestures) in films

Invention of dialogue for the characters

Interpretation of facial expressions, body language, and gestures via visual clues
("He is smirking") ("Brain Divided")

Assumption of perspectives (e.g., infer mental states of others and interpret their knowledge, intentions, beliefs, desires, etc.).

Writing

- Children with oral language impairment are significantly delayed in their early writing-related skills relative to TD peers ([Puranik & Lonigan, 2014](#))
- There's a strong association of DLD and written language disorders ([Stoeckel et al, 2014](#))
- Children with DLD write fewer words and produce more syntax errors than TD peers ([Mackie & Dockrell, 2004](#))
- Children classified with DLD experience substantial difficulties with writing ([Graham et al, 2020](#))




Writing Process

- Writing is a highly complex process which involves integration of numerous skills (Graham, McKeown, Kiuahara, & Harris, 2012; Graham & Perin, 2007a, 2007b; Graham & Sandmel, 2011)
 - Prewriting activities to generate ideas and plan content
 - Taking notes, talking to others, outlining, gathering information, etc.
 - Text drafting
 - Putting ideas into sentences and paragraphs
 - Explaining ideas fully
 - Connecting ideas
 - Revising
 - Thinking about readers' needs and expectations
 - Is there clarity of thought?
 - Is the content organized appropriately?
 - Are there any terms that need defining
 - Do readers need to know ____ before they can understand ____?
 - Editing
 - Grammar
 - Syntax
 - Mechanics
 - Spelling

Writing Intervention Basics

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- Begin intervention early and focus on basic sentence structure
 - Work on identifying parts of speech as well as subjects and predicates
 - Have the students write simple sentences with maximal assistance
 - Work on identification and usage of transition words for sentence elaboration purposes
 - Use graphic organizers to establish basic storyline of events prior to transitioning to short essays based on those organizers



STORY GRAMMAR ELEMENTS ORGANIZER

CHARACTER/S:

SETTING/S:

PROBLEM/INITIATING EVENT:

INTERNAL RESPONSE TO THE PROBLEM:

ATTEMPTS TO SOLVE THE PROBLEM:

RESOLUTION:

CONSEQUENCE:

9-YEAR-OLD WITH ASD: "MADE WITH LOVE"

1/26/2022

2/4/2022

CHARACTERS: THE MAIN CHARACTERS ARE THE GIRL WHO IS A BAKER, THE BOY WHO HAS CANCER, AND THE MOM WHO IS A NURSE. THESE SECONDARY CHARACTERS ARE THE

SETTINGS: THE SETTINGS ARE THE GIRL'S HOUSE AND THE HOSPITAL

PROBLEM: THE PROBLEMS ARE THAT THE BOY HAS CANCER AND IS IN THE HOSPITAL AND THAT THE MOM HAS TO WORK DURING CHRISTMAS.

IMPORTANT FEELINGS/ACTIONS/THOUGHTS: THE IMPORTANT FEELINGS ARE THAT THE BOY FELT GREATFUL FOR THE GIRL MAKING HIM TREATS AND THE GIRL CARED FOR HIM. OTHER FEELINGS WE SEE IN THE MOVIE ARE THAT THE MOM FEELS SYMPATHETIC TOWARDS THE BOY AND THAT THE DAD FEELS WORRIED ABOUT HIS SON.

ATTEMPTS TO SOLVE THE PROBLEM: ONE ATTEMPT TO SOLVE THE BOY'S PROBLEM IS BY MAKING HIM TREATS TO CHEER HIM UP. THE MOM TRIED TO SOLVE THE OTHER PROBLEM BY WORKING VERY HARD TO GET OUT THE MONTH.

SOLUTION: THE BOY WAS ALLOWED TO LEAVE THE HOSPITAL BECAUSE HE IS FEELING BETTER. THE MOM ALSO WAS NOT AT THE HOSPITAL ON CHRISTMAS DAY.

CONCLUSION: THE FILM ENDED BY THE BOY VISITING THE MOM AND OTHERS HOUSE TO DROP OFF THE GIFTS HE MADE FOR HIM AND THE GIRL. THE GIRL WAS HAPPY BECAUSE SHE WAS ABLE TO SPEND CHRISTMAS WITH HER MOM AND FINALLY MET THE BOY.

15-YEAR-OLD WITH ANXIETY & ODD "CONTROL"

CHARACTERS: In this film we have three main characters. The father figure in the film is an alcoholic who has anger issues and is abusive. The second character is a joyful house wife who displays fear because of her husband's anger. The final character is their son who is your typical playful kid.

SETTINGS: There are two settings and timelines in the film. The first is set in the past where the mother, father, and son all live together in the family home. The second setting is the same home however it seems the wife and kid moved out and the father lives alone.

PROBLEM: Because of the father's alcoholism and anger issues he hit his son with a beer can which caused the wife and kid to leave him.

IMPORTANT FEELINGS/ACTIONS/THOUGHTS: The son felt extremely fearful of his father and the mom realized she couldn't trust her husband. Now that the father is alone he is feeling regret, depressed, and loneliness.

ATTEMPTS TO SOLVE THE PROBLEM: Even though the father feels bad for what he did he didn't try to solve the problem.

SOLUTION: In order for the problem to be solved the father can go to therapy and enter himself in a rehab program to work on his addiction.

CONCLUSION: The animated short film ends with the father not making any changes and wishing he had his family back.

Intermediate Writing Goals for Intervention

Student will create written compositions utilizing a variety of compound and complex sentences.

Student will correctly use parts of speech (e.g., adjectives, adverbs, prepositions, etc.) in compound and complex sentences for writing purposes.

Student will correctly use past, present, and future verb tenses (e.g., subject-verb agreement) for writing composition purposes.

Student will appropriately use different sentence types for story composition purposes (e.g., declarative, interrogative, imperative, and exclamatory sentences).

Student will appropriately use a variety of conjunctions to connect parts of sentences together.

Student will write sentences with a variety of appositive, participial, adjective, adverb, and prepositional phrases.

Student will utilize appropriate punctuation at the sentence level (e.g., apostrophes, periods, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives, etc.).

General Writing Targets

Completeness

- Are all film elements included in your summary?

Elaboration

- Were enough details included and was everything described appropriately?

Sophistication

- Are the words fancy enough for a written summary?

Subject-verb agreement

- Do all the singular and plural subjects and verbs agree in all sentences?

Tense agreement

- Are all the sentences written in the same tense?

This movie is about a dad and a girl who is sick. The dad is having a memory of their good times together. Next, the girl is in the hospital room in a coma. The dad puts up a couple pictures to make the room familiar for the time when the girl wakes up from a coma.

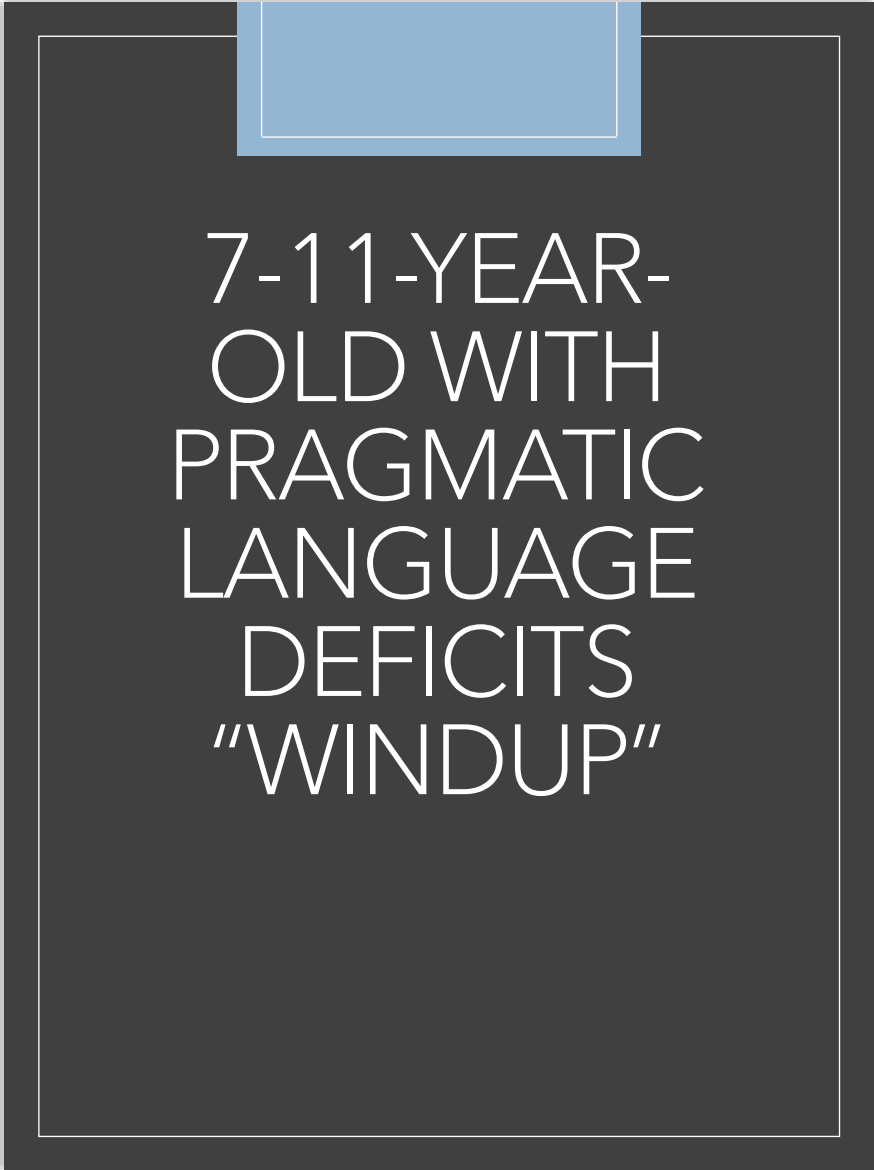
The dad plays the music box so the girl can wake up. In fact, the dad plays the music box for months and months. While the dad plays the music box again, the girl twitches her finger. The girl has dreams while trying to get out of a coma. One day the dad fell asleep and woke up just in time to catch the music box.

Next, we see the girl in her dream writing in her notebook. She hears the music again and she goes outside to investigate. Once she is outside, she plays hopscotch for a second and then she walks down the steps. She finds a red door, opens it, and walks into a dark building. When she walks in, she finds lots of cords and she sees a reflection of someone. She walks towards the reflection, then she starts to run and while she runs, she almost trips over some cords on the floor.

We are now back at the hospital room. The dad is sleeping and he accidentally knocks the music box off the bed. He picks up all the pieces, puts them on the desk and tries to fix the music box. He is unsuccessful in fixing the music box. The father gets out of his seat and sees a picture fall off the wall and picks it up. The father is looking at the picture of him and his daughter and starts crying and singing at the same time. All of the sudden, the heart monitor starts beeping faster, the father walks to the bed, looks at his daughter and keeps singing louder.

We are back to the girl's dream. She follows dad's voice and moves closer to the dad's room. She falls on the ground, gets back up and goes into a room where she finds her stuffed animal. She picks up her stuffed animal and keeps following the voice. The voice of her dad gets louder. She drops her stuffed animal and runs to the door and opens it. She is finally out of her coma. The father cries tears of joy because he had waited very long for her to come back.

The end.



7-11-YEAR- OLD WITH PRAGMATIC LANGUAGE DEFICITS "WINDUP"

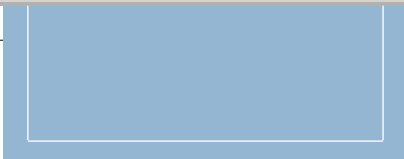


11-YEAR- OLD WITH SOCIAL PRAGMATIC DEFICITS "BOUNDIN'"

The movie starts off in a desert. There is a sheep with exquisite wool, he starts to dance. After that all the other animals start to dance too because they are joining in because they are inspired by him. All of a sudden, a car pulls up and men come out of the car and they shave the sheep's wool. Now the sheep is very sad because all his wool got taken away from him.

Sadly all the animals begin to laugh at him. Then, a jackalope came and started talking to the depressed sheep. He asked him why he was sad. The sheep told him that he used to be something and he would show off his dancing but now that his hair is gone, all his friends think he looks ridiculous. After that the jackalope tells him that it doesn't matter what color his skin is. Then he gets his self-esteem back. When he got his self esteem back, he started dancing again.

Then next year, the men came back and they shaved him again. After that he learned to live with it. The video finishes by saying that it is nice to know there are jackalopes around. I think that it means it is nice to know that there are people that you can talk to when you're feeling sad.



The story starts off showing happy couples in love. It transitions to show a guy who is longing for someone to love. The guy decides to ask out a girl but she is not interested. The guy is upset and his flame goes out. He doesn't want to risk being rejected again and fall in love. One day, the guy looks out the window to see a girl arriving. Later the girl knocks at his door asking if she is at the right address. Just then the girl's grandma comes out of the next apartment and greets her. She goes to leave and she waves goodbye. He waves back and his flame restarts. Then he quickly goes inside and puts his flame out because he doesn't want to be rejected.

The next day the guy is getting his mail when the girl and her grandma come to get their mail. The guy holds his mail close to him, the girl smiles, and his flame restarts again catching his mail on fire. Later the man is in the laundry room, and the girl comes in. He keeps taking out his laundry when her, bra accidentally falls into his pile. He picks it up and as she looks at him his flame ignites and catches the bra on fire.

After that, the man is being seen coming back from the store and getting in the elevator. The girl comes in too and his flame catches his groceries on fire, which explodes into popcorn, then he runs out. Later, the guy comes onto the roof to find the girl suntanning, wearing a bikini. He is in so much love that he explodes. Even though he likes her very much he doesn't want to tell her because he doesn't want to be rejected.

That evening the guy looks out his window and sees that the girl is leaving. He contemplates what he should do then grabs a flower and tears his curtains to make a parachute. He jumps out the window. The parachute is not catching so he thinks of the girl which makes his flame bigger and that carries him and he flies into the girl's car. At first, she is surprised but then he gives her a flower and she puts her head on his shoulder.

13-YEAR-OLD WITH ASD "EXTINGUISHED"

18-year-old with ASD: "Castaway"

In this animated short film entitled "Castaway" the main characters are a young woman and a small red panda. The young woman lives in isolation from the world below in a small, cramped house in a sea of endless clouds.

The woman has agoraphobia which means she has an immense irrational fear of leaving her house. Her dilemma is pushing herself to choose between constantly living her life in solitude or leaving to experience a more fulfilling life with others. The woman feels unparalleled uncertainty regarding going down from the clouds to find a new life below. She thinks she could be harmed by judgmental and/or physical abuse of others if she ventures deeply below the clouds.

The young woman makes a daring attempt to overcome her fear by making a mountain of delicious and delectable cookies. The reason why she does this is because she hopes to make friends in the near future. Therefore, as a second attempt, the woman is making a scarf, the length of the long Appalachian Trail. She hopes to one day use the scarf to propel down through the clouds with haste. At last, the woman gathers the courage within herself to throw down the scarf and begin a new chapter.

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- [Recoiled](#)
- [Umbrella](#)
- [Made with Love](#)
- [Windup](#)
- [Extinguished](#)
- [Brain Divided](#)
- [In a Heartbeat](#)
- [Drawn to You](#)
- [Castaway](#)
- [Control](#)



Conclusion

- Animated films can be effectively used in language therapy sessions in highly efficacious and evidence-based manner
- Goal target selection will include integrating both language and literacy targets in sessions in order to effectively improve academic performance outside the therapy room
- Intervention can be accomplished with students of various ages ranging with varying levels of intellectual and language abilities
- Intervention can effectively address numerous language goals in context
- Because intervention is contextual it tends to be more salient and memorable to the students in question resulting in more functional clinical outcomes

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