

Conversation in Real Time: Using Animated Videos for Conversation Practice

Anna Vagin, PhD
CSHA Convergence 2022

March 25, 2022: MS052, Ballroom B, 8:30-10 am

Our Morning Together



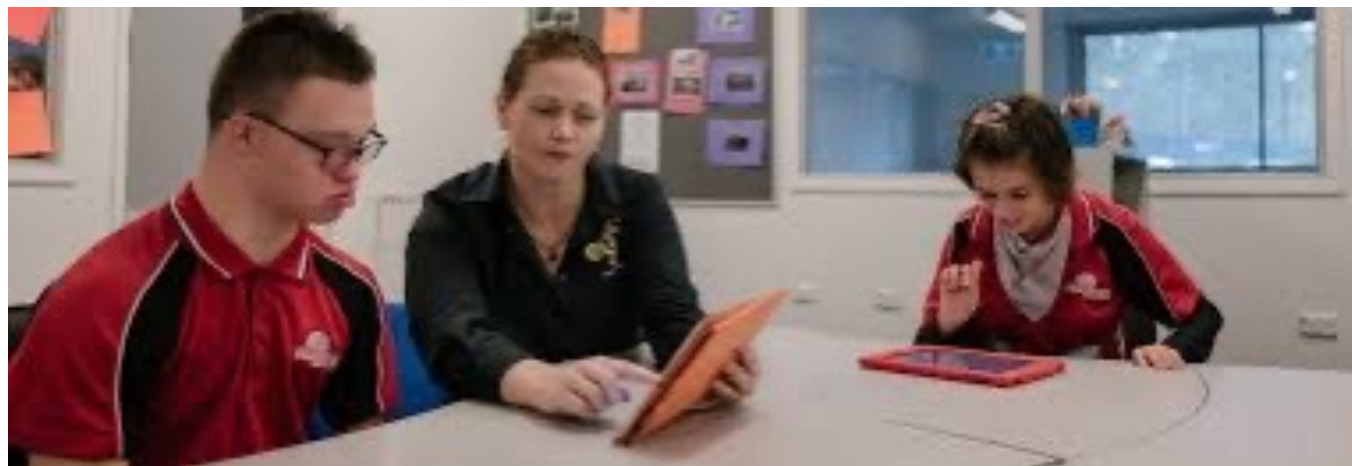
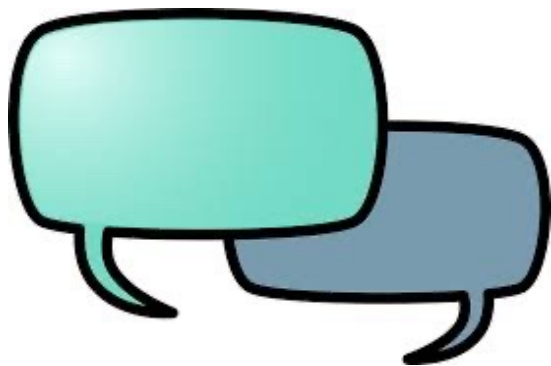
01 Conversation: the importance of practice!

02 Setting up for successful CRT

03 A range of examples

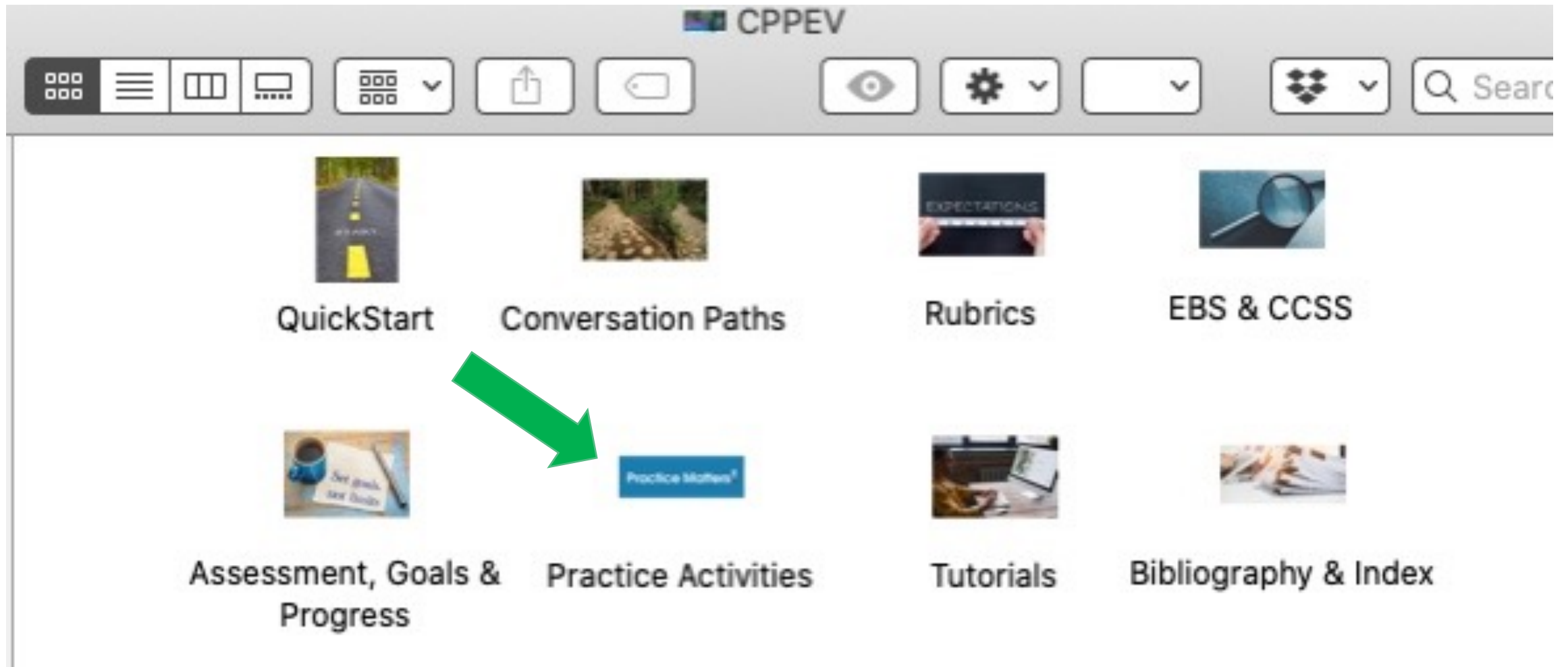
04 Goals & rubrics

Conversation: So critical, so complicated!





Practice Matters!





CPPPEV Practice Activities





- Conversation in Real Time gives students practice in the construction, flexibility, emotional expression and pacing of conversation as they provide the voice-over for animated videos without dialogue.
- It allows them to practice having a conversation using engaging visual material that provides a structure within which the conversation unfolds spontaneously.
- Use in small group or individual sessions - in-person or via teletherapy.

Elements of social cognition relevant to a successful CRT



Identifying character's thoughts, feelings and plans



Understanding nonverbal and emotional information



Keeping up with the pace of the animation



Identifying and processing relevant social details



Being flexible and able to go with what another student may say for their assigned character



Incorporating language, intonation, non-verbal and emotional information into their CRT

Using animated videos? Supporting research

Golan, Baron-Cohen, Hill & Golan, 2006 in Social Neuroscience

- “Reading the minds in films task allows quantification of the complex emotion recognition skills which distinguish individuals with ASC from controls...may be useful in intervention research.”

Klin , et al, 2009 in Nature

- Typically developing children paid particular attention to human movement very early
- Toddlers with autism did not – authors proposed that they are “missing rich social information imparted by these cues, and this is likely to adversely affect the course of their development.”

Ares & Gorrell, 2002 in J of Research in Childhood Education

- Enjoyment is important for increasing motivation, engagement with material & retention of information.

Kaiser & Pelphrey, 2012 in Dev Cognitive Neuroscience

- “Disruptions in the visual perception of biological motion are emerging as a hallmark of ASD.”

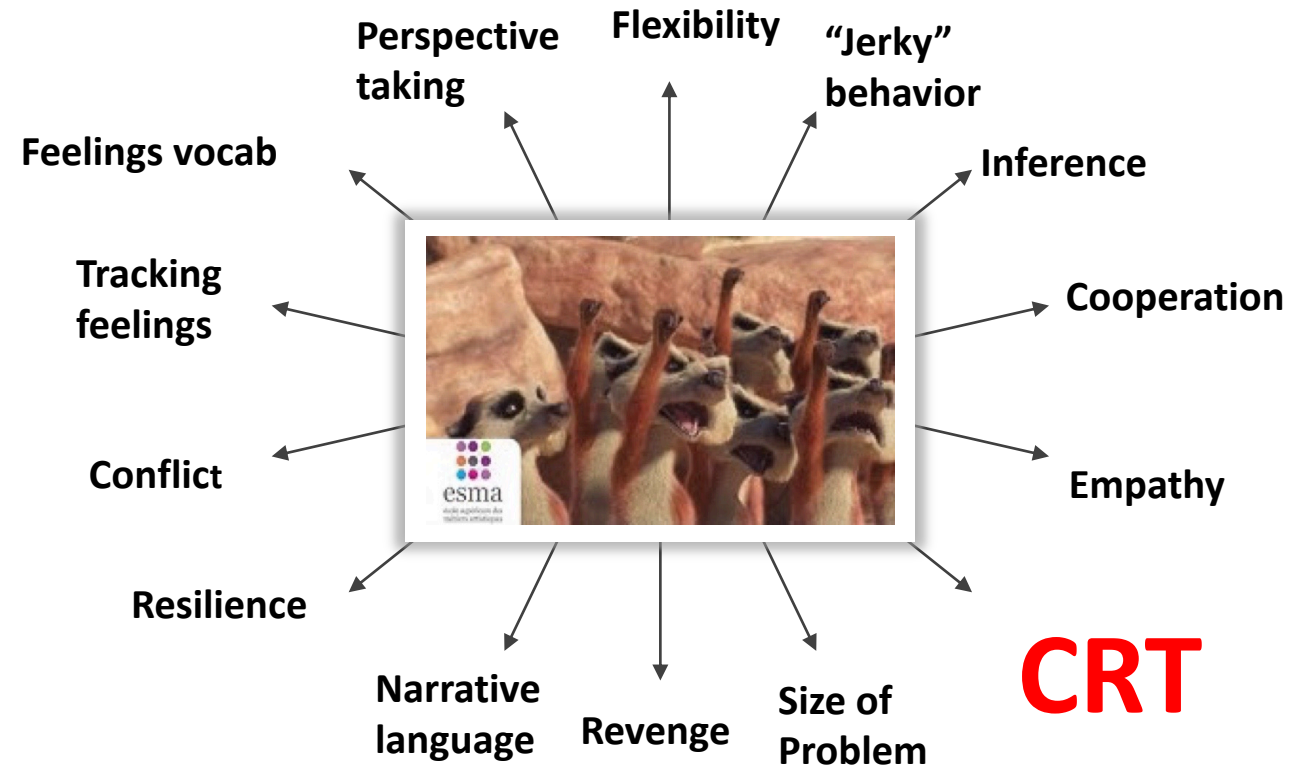
Kroger, et al, 2013 in Social Cognitive and Affective Neuroscience Advance Access

- “Atypical visual processing of biological motion contributes to social impairments in ASD.”

Muller & Kane, 2017 in J of Child & Adolescent Behavior

- “Microanalysis of film may offer a promising means for school mental health providers to support adolescents with ASD to improve their perspective-taking skills through scaffolded practice.”
- Cited *Movie Time Social Learning* (Vagin, 2013)

1 YouTube = Many Possibilities



Catch It – ESMA 2015



So many wonderful animators have created the videos I recommended. I'd have nothing to share without their lovely work. Their stories, characters, and incredible skills are a gift to us and the students with whom we work.

A continuum for videos – a quick guide

Starting Place

- Slow pace
- Not visually busy
- Few jump cuts
- Simpler story line
- Good places to stop and discuss

Mid-Level

- Moderate pace
- More visual information but relatable
- Requires some inference
- Can be broken down into chunks

Challenge Level

- Faster pace
- Visually more dramatic or busy
- Requires more inference, often more fantastical

Jump cuts:

“ The space of movies is fractured, discontinuous; and time does not flow in its usual measured manner...The narrative structure of film is basically the sequencing of distinct and discontinuous spatial viewpoints”.

– (McGinn, 2005)

Jump cuts

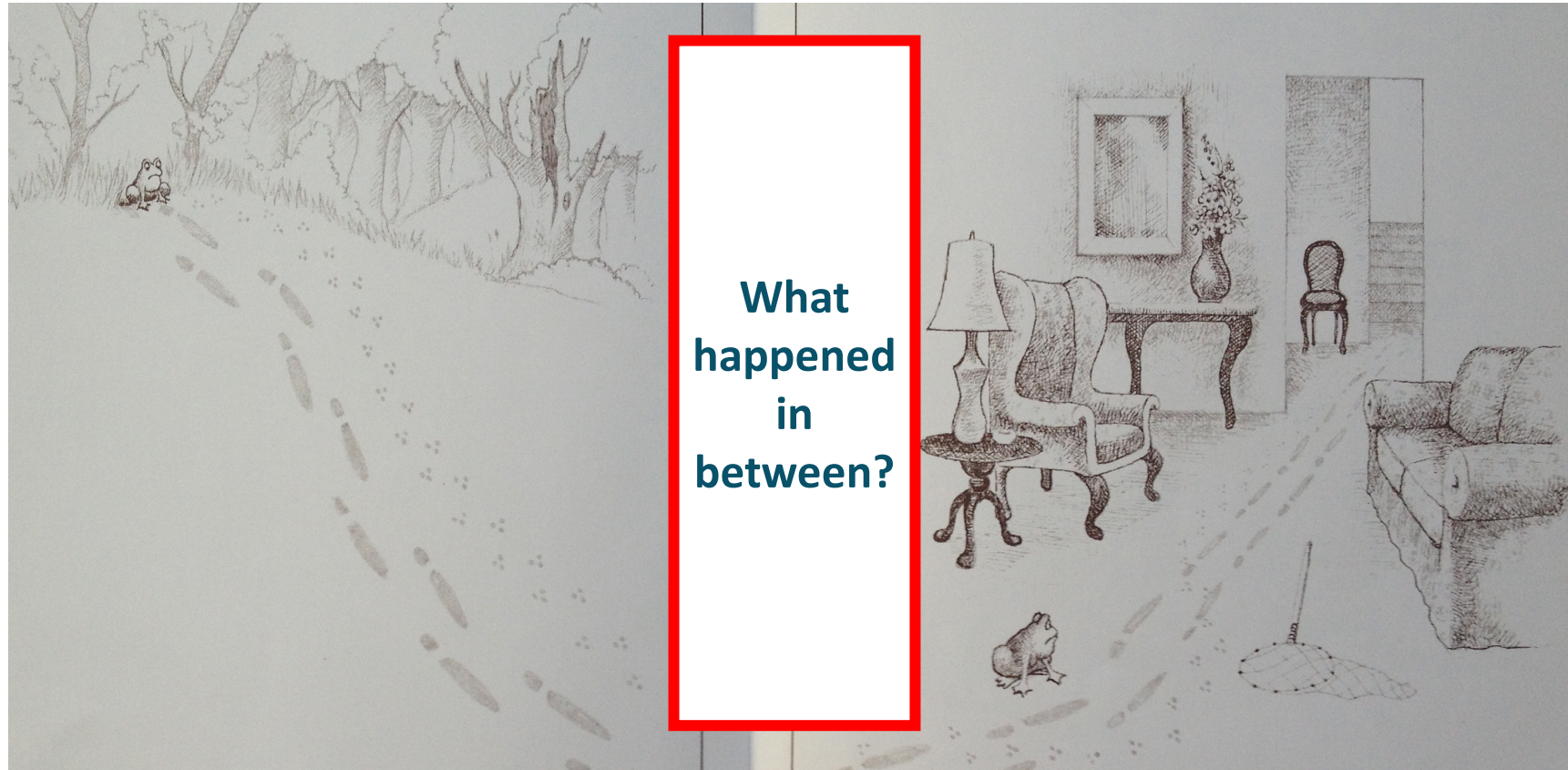
In the classroom
On the playground
In movies & TV
In books
At home
Etc...

Biological motion

In the classroom
On the playground
At PE
At lunch
At assemblies
Etc...

From young children's books

A boy, a dog and a frog, by Mercer Mayer



To history textbooks

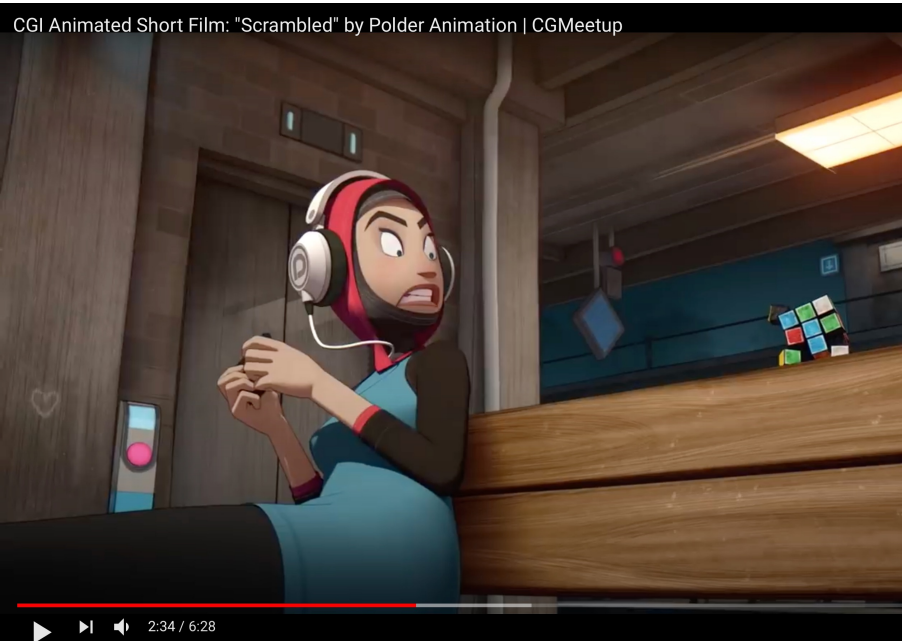
Everything changed
December 7, 1941.
That morning hundreds
of Japanese planes
attacked and destroyed
a US naval base at Pearl
Harbor in Hawaii.
More than 2,000
Americans were killed.

**What
happened in
between?**

Congress quickly
declared war on Japan.
A few days later the
United States was at
war with Germany as
well.

Raum, E. (2009). World War II on the Home Front: An Interactive History Adventure.

All content is in the frame...



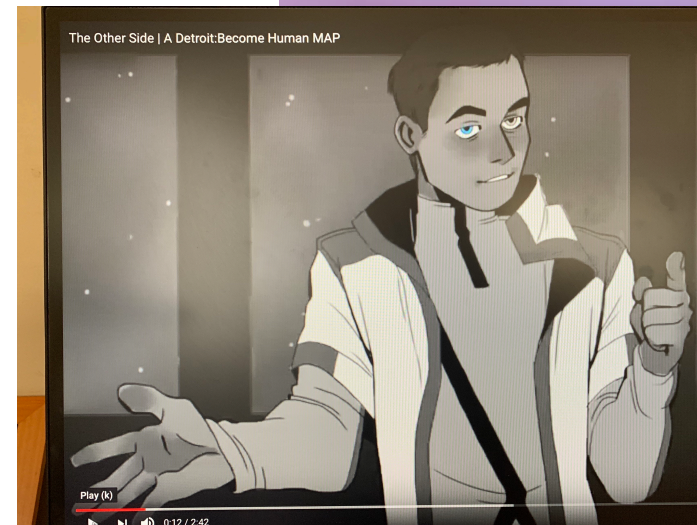
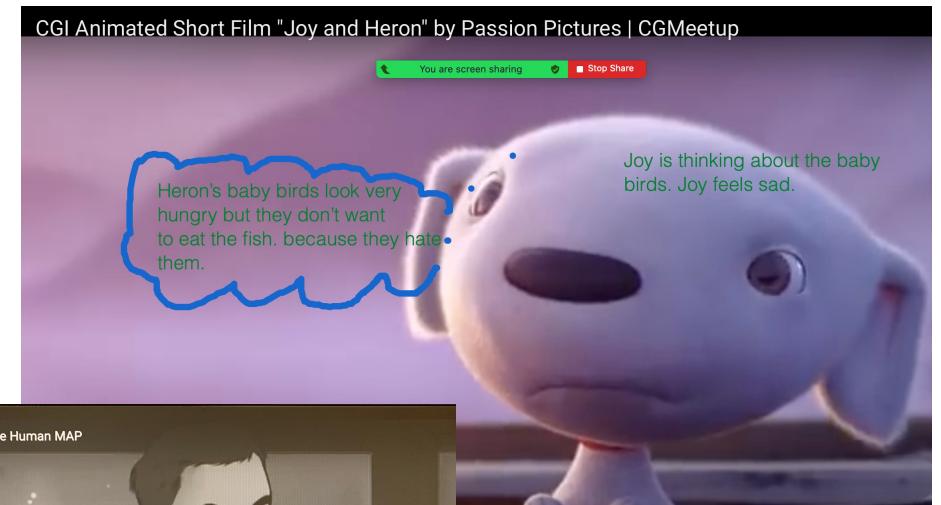
Scrambled by Polder Animation



Float by McKenna Harris

Joy & Heron by Passion Pictures

Jump Cuts
What are they
thinking
about???



The Other Side: A Detroit: Become Human MAP
by candytree

Variables that differentiate videos

- Overall pace – is it a relatively slow unfolding of the story, or does it zip along at a pretty fast pace?
 - **Query:** How fast is my student's processing?
- Story line – Is it a short, simple story or is it longer, with lots of twists and turns? How much inference is involved?
 - **Query:** How sophisticated is my student's inferential ability?
- Emotional elements – Are the emotions portrayed earlier developing (e.g. “sad”, “happy”, “scared”) and easy to identify from what is happening, or are the feelings more sophisticated (e.g. “frustrated”, “embarrassed” and subtly portrayed?
 - **Query:** How's the emotional vocabulary and processing of nonverbal information of my student?
- Relatability – Will your students be able to relate to the story, or is it totally outside of their experience?
 - **Query:** Is my student pretty concrete? To what degree do they need a story to which they can relate to demonstrate their skills at the highest level possible?

More considerations

- Visual elements - is it visually uncluttered, or are there lots of distracting elements in the background. Is it visually calming or visually busy, with lots of colors and stimulation?
 - **Query:** How does my student handle busy visual material? Do they easily become overaroused by lots of stimuli or can they handle lots of distractions pretty well?
- Stop spots – Are there good places to stop and discuss what is happening, or will you struggle to find a time to pause, cutting off what is happening and interrupting the flow of the story?
 - **Query:** How much time will I probably need to spend with this student breaking down the video for discussion and study? Can this video be “chunked” into sections to allow for that easily?
- Enjoyment – Will your students like the video? **Never** show a video you think might upset a student.
 - **Query:** What does my student enjoy? Conversely, does my student have fears or anxieties that I need to keep in mind?

Let's get started with CRT!

1. Select a video.
2. Have students watch the entire video.
3. Check for understanding.
 - a. Elicit general narrative
 - b. Invite illustrations with talk bubbles & feelings
 - c. Ask probing questions

Don't rush Steps 4 & 5!
Spend as much time as needed –
that may be more than 1 session.
More complete prep will result in
more learning & a better CRT!

4. Re-watch with pauses as needed to fill in understanding
 - a. Feelings
 - b. Thoughts
 - c. Intention/goal/plan
5. Query for “talk bubbles” as needed
 - a. Just talk through without visuals
 - b. Include visual supports as needed: stickies or thought bubbles
6. Decide roles
 - a. Assign roles
 - b. Do as group (more freeform, less pressure, can be lots of fun)
 - c. Do more than once, switch roles, etc

"A Cloudy Lesson"
by Yezi Xue





"Maca & Roni: Cleaning"
by Kyungmin Woo

Recommended animations for CRT (always preview!)



"A Cloudy Lesson"
by Yezi Xue



CGI Animated Short Film
"Joy and Heron"
by Passion Pictures



CGI 3D Animated Shorts: "Clean
Cut" – by Soo Choi & Nancy Jing



Molly - Animation Short Film //
Viddsee



CGI Animated Short Film: "Game
Changer" by Aviv Mano



CGI ****Award-Winning**** 3D
Animated Short :
"Soar" - by Alyce Tzue



CGI Animated Short Film:
"Maca & Roni - Super Fridge"
by Kyungmin Woo



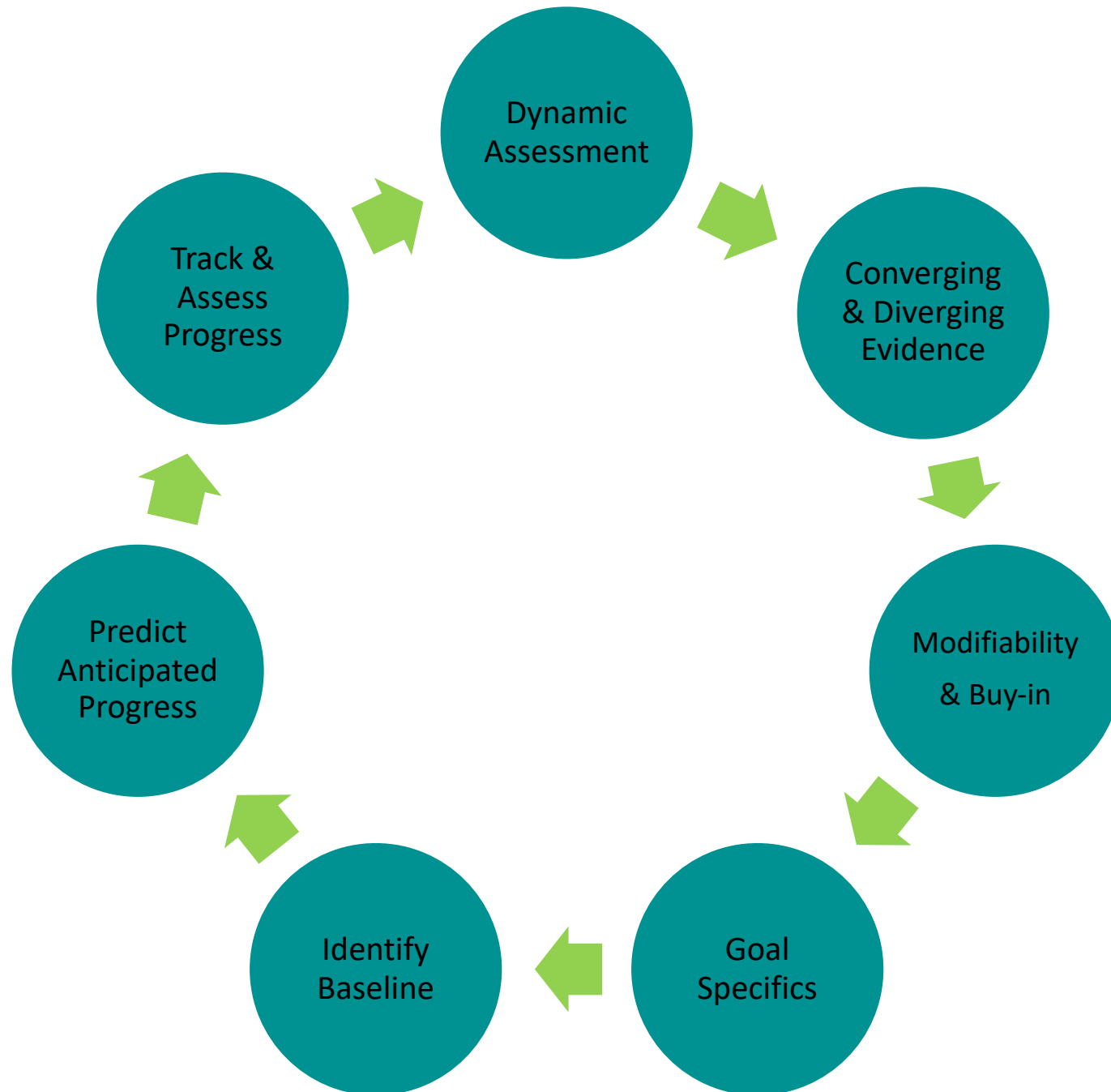
CGI Animated Short Film:
"Maca & Roni - Super Glue"
by Kyungmin Woo

Let's review...

- 1 Choose your video.
- 2 Watch & discuss with students.
- 3 Assign roles.
- 4 Get ready to record if you want.
- 3 Hit play – remember, you can always pause, rewind and start again.
- 6 Play the recording and enjoy.
- 7 Try again, switch roles, or think about another video you can use.
- 8 Remember – it's conversation *practice* – don't expect perfection but do make it *fun*!

How can it ALREADY
be IEP season
AGAIN?!?!?!?





We are always mediators of learning exploring modifiability

CLIENT RESPONSIVITY

- How well does the student respond to the MLE*?
- Does the student attend to task and maintain attention?
- Does the student demonstrate efficient learning strategies?
- Does the student use skills such as looking, comparing, and verbalizing?

TRANSFER

- How well does the student apply the target skills from one item to the next?
- From one task to the next?
- Does the student apply learned strategies soon after learning them?

EXAMINER EFFORT

- How much support does the client need?
- What is the nature of the support required?

**Learn more about Vygotsky's idea of [Mediated Learning Experiences](#) (MLEs).*

A general skill rubric

0	1	2	3
Has no sense of concept	Needs significant & constant support in order to demonstrate skill	Demonstrates evidence of this skill with initial support	Demonstrates evidence of this skill consistently & independently

Another option

0	1	2	3	4
No understanding of concept	Emerging understanding of concept but unable to verbally explain or demonstrate use.	Able to give examples of concept being used appropriately or inappropriately. Able to use concept with high level of support.	Can explain and demonstrate use of concept in limited situations with support.	Able to use concept in most situations at level commensurate with typically developing peers.

LOTS of great information on rubrics and measurement can be found on www.socialthinking.com

CONVERSATIONAL FRAMES RUBRIC



This rubric covers:

- 4 starters
- Questions
- Answers
- Comments
- Pop-ins
- Bridges

INTERACTIVE CONVERSATION RUBRIC



This rubric covers:

- Maintain attention
- Maintain emotional engagement
- Balance conversation
- Process & use given information
- Take conversational turn in timely fashion
- Express curiosity
- Provide feedback
- Clarify & repair



To learn more about these rubrics,
check out the CPPEV tutorial videos on
www.socialtime.org.

PRACTICE ACTIVITIES RUBRIC



This rubric covers:

- Double Think
- Remembers
- Questions
- Opinions
- Low-interest topics
- Conversation in Real Time (CRT)



To learn more about these rubrics, check out the CPPEV tutorial videos on www.socialtime.org.

GOAL ATTAINMENT SCALING (GAS) RUBRIC*



This rubric covers:

- Baseline
- Less than expected
- Expected outcome - goal
- Exceeds goal
- Far exceeds goal

*Learn more about the GAS rubric:

- [National Professional Development Center on Autism Spectrum Disorder](#)
- [King's College London](#)

Conversational Frames goal

(rubric would be attached)

CCSS.ELA-LITERACY.SL.5.5



- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- BASELINE: Mia often mis-interprets the emotion behind verbal language, making it difficult for her to understand subtleties. In conversation she rarely uses interjections to reflect understanding of her conversational partner's emotional nuances.
- GOAL: By May 2020, Mia will improve in her ability to read emotional intention by demonstrating use of interjections during 3 minutes of conversation with a familiar peer as measured by scoring a 3 on the attached rubric across 3 separate observations.

TARGET/CONCEPT	Date & Score					Rubric				NAME: Mia M. DATE: 05/05/20 GOAL #2: CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. BASELINE: Mia often mis-interprets the emotion behind verbal language, making it difficult for her to understand subtleties. In conversation she rarely uses interjections to reflect understanding of her conversational partner's emotional nuances. GOAL: By May 2020, Mia will improve in her ability to read emotional intention by demonstrating use of interjections during 3 minutes of conversation with a familiar peer as measured by scoring a 3 on the attached rubric across 3 separate observations. GOAL MET
	Sept	Dec	Mar	Jun		1	2	3	4	
uses interjections to communicate emotional understanding & empathy	1	1	2	3		fails to include interjections and/or makes errors in understanding emotion behind message	needs multiple supports & prompts (<5x/5min) to include interjections, and occasionally makes mistakes in judging emotion	needs minimal reminders (<3x/5min) to include interjections, consistently judges emotion correctly with visual supports present	independently includes interjections in conversation consistent with peer group	
DEFINITIONS										
uses interjections to communicate emotional understanding & empathy	Don't let your focus on 4 starters, questions, answers & comments take your attention away from working on interjections. They are critical in conversations because they reflect our empathic understanding of the feelings that lie behind what people say - reflected in tone of voice and facial expression. Students with social cognitive challenges often struggle to understand the emotion behind what another person is saying, since it's often trumped by how they themselves feel about the subject. If you say you love brussel sprouts but I hate them, I might say the interjections "yuck" to reflect my perspective, rather than "nice!" - which reflects what you think. In CPPEV, this frame is called POP-INS.									

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Excerpt from Conversational Frames Rubric,
Vagin CPPEV (2021)



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