The DRAMA Protocol Updated CSHA 2022

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What does it mean?

- **DAVID-RELF AUTISM MANAGEMENT THROUGH ACTING (DRAMA)**
  - **Francis David, CCC-SLP**
    - **Whitney Relf, PhD**

Relatively New to DSM-V

- Social Pragmatic Communication Disorder (SPCD)

Social Pragmatic Communication Disorder (SPCD)

- SCD is characterized by a persistent difficulty with verbal and nonverbal communication for social purposes that cannot be explained by low cognitive ability, Autism Spectrum Disorder, another medical or neurological condition, or low abilities in word structure and grammar.

- Manhattanpsychological.com

Key Areas of SPCD

- Responding to others
- Using gestures (like waving or pointing)
- Taking turns when talking or playing
- Talking about emotions and feelings
- Staying on topic
- Adjusting speech to fit different people or situations – for instance, talking differently to a young child versus an adult or lowering one's voice in a library.

Continuation…

- Asking relevant questions or responding with related ideas during conversation
- Using words for a variety of purposes such as greeting people, making comments, asking questions, making promises, etc.
- Making and keeping friends

Autismspeaks.org

SPCD vs AUTISM

- Geralyn R. Timler, PhD, CCC-SLP
  - Asha Leader Vol. 23 Issue 4 (April 2018)

- ASD and SCD are mutually exclusive disorders—someone with ASD cannot also receive a diagnosis of SCD, and the reverse is also true. The two core diagnostic dimensions for ASD are restricted and repetitive behavior patterns and persistent difficulties in social communication and social interaction.

- The challenge for diagnosticians is that the social-interaction behaviors of children with ASD and SCD may look similar, because both disorders focus on diagnostic symptoms of functional impairments in verbal and nonverbal social communication skills.

Continued

- What distinguishes ASD from SCD most clearly is that children who receive an ASD diagnosis must show—or have a history of—restricted and repetitive patterns in behaviors, activities and interests.

Social & Emotional Characteristics

- **Peer Relationships**
  - Want friends, but lacks skills to initiate and maintain friendships.
  - Give up and enjoy solo activities. Isolate themselves.

- **Social & Emotional Reciprocity**
  - Give and take in interactions not seen.
  - Limited awareness of physical presence, needs, & feelings of others.

- **Social Cues**
  - Eye Contact
  - Nonverbal gestures
  - Lack of tact (Abrupt honesty)
  - Poor play skills
  - Lack of social rules
  - Personal space

Pragmatics Errors

- Understanding of social rules
- Understanding of sarcasm, idioms
- Perseverations
- Paralinguistic
  - Prosody
  - Posture
  - Eye contact

Pragmatics Error (continued)

- Conversations
  - Initiation
  - Maintenance
  - Shifts
  - termination
- Pre-supposition
- Perspective taking

Factors that affect Communication

- VERBAL: Literal vs. Figurative

- NON-VERBAL: Facial Expressions, Posture, Prosody

- ENVIRONMENTAL

One Problem with Teaching Pragmatics Skills

Change based on

- Situations
  - Purpose
  - Setting
- Communication Partner
  - Relationship with communication partner
  - Age
  - Gender
  - Background
    - Cultural
    - Educational
    - Others

Inspiration

- the researchers observed two "low verbal students" attempting to interact with each other during free time.. Upon further investigation, it was noted that these dialogues were not random at all, but rather scripts from television shows and movies that they had both seen.

Hypothesis

- if each component is broken down to its subparts, and mastered at that level, then gradually combining these aspects of language together (content, form, use) by providing visual and auditory support, these students will be able to integrate them into controlled settings and eventually generalize these skills to uncontrolled situations

Notable Quotes

- People on the spectrum feel that they are "on stage" when they are social situations (Grandin, 2009)

- Pragmatics is not doing the nice thing but its doing the appropriate thing to get your point across (Michelle Garcia-Winner)

Copyright law

- In the United States – no movies can be shown in its entirety to a class without written permission from publisher

- However if a film is used for educational purposes, it can be shown for up to 5 minutes.

The DRAMA Protocol (Original)

- Assisted Stages
  - 6 levels of prompting

- Generalization Stages
  - 2 stages
    - Generalization 1 (controlled)
    - Generalization 2 (monitored)

Original Drama Protocol

- Stage 1: Closed Caption
- Stage 2: Voice Over Stage 1
- Stage 3: Voice Over Stage 2
- Stage 4: Blind Presentation Stage
- Stage 5: Initial Production Stage
- Stage 6: Aided Production Stage
- Stage 7: Generalization 1
- Stage 8: generalization 2

Stages of Movie Production

- Development Stage
- Pre-Production Stage
- Production Stage
- Photography
- Wrap
- Post-Production
- Distribution

The DRAMA Protocol (Updated)

- Assisted Stages

- Generalization Stages

  - 5 levels of prompting

  - 2 stages

Updated Drama Protocol

- Stage 1: Development / Story Board Stage
- Stage 2A/2B: Production A
- Stage 3: Production Stage B
- Stage 4: Principal Photography Stage
- Stage 5: Wrap Up
- Stage 6: Post Production
- Stage 7: Distribution

Deleted Stage

- Closed Caption Stage
  - Students are asked to approximate dialogue as well as para-linguistic aspects of what they have seen in movies in an attempt to communicate. The reading aspect of this activity aims to provide a model for "language content" that the students might be able to use in various day-to-day activities.

SKILL DEVELOPMENT STAG 1-5

PROMPTED STAGES

What is in each stage

- Pre-Production section: Prepping the students on what to expect, set up scene, this is where the students watch the scene as well

- Lights/Camera/Action– completing task presented

- "The Cutting Room Floor": Students Analyze the product they have completed, the students also watch the original scene from the movie

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Development Stage "Story Board"

STAGE 1

Story Board Stage

- Students are asked to watch / listen to various movie clips
  - Watching without audio
  - Listening without visuals
  - Watching scenes with language that they do not understand

  - Students are then asked to analyze the scene

Questions

- May include but not limited to:
  - What do you think is happening?
  - What are they saying?
  - Why are they saying it?
  - How do you know what's going on?
  - What clues that you see that gave you that idea?

Sample Prompts (Pre-Production)

- Questions asked by the researchers included but were not limited to:

- What do you think is happening in the scene?
- What would make them feel this way?
- How can you tell?
- Why do you think they are doing these

Sample Prompts (Post Production)

- Questions asked by the researchers included but were not limited to:

- Was the dialogue/word choice appropriate for the scene?
- Was the tone of voice/inflection appropriate for the scene?

Production A

STAGE 2A AND 2B

STAGE 2

- Students watch a "familiar movie" (2A) or "unfamiliar movie: (2B) with the sound "off". Students verbalize either the dialogue from the film or formulate the dialogue by themselves to produce and audio-visual product.

Production B

STAGE 3

STAGE 3:

• The students listen to an unfamiliar movie with no visuals and only audio. They then act out what they think is happening in the movie. Students are asked not to talk, but rather to use supra-segmental skills (such as body language, posture, eye contact) to express the communication.

The Principal Photography Stage

STAGE 4

Principal Photography – Stage 4

- Students are only given a message that they need to convey to others however they can only express it through actions (pantomime)

- Students are also allowed to use gibberish in communicating using appropriate prosodic stresses

Sample Prompts (Pre-Production)

- Questions asked by the researchers included but were not limited to:

- How can we express this message without speaking?

- What does the audience need to know for them to understand

Sample Prompts (Post Production)

- Questions asked by the researchers included but were not limited to:

  - Do you think you were able to express the message that was given?

  - Tell me which non-verbal behavior helped the most when expressing this message

Stage 4 Practice

- Pick 1
  - You are upset at your child for getting a low grade
  - You are excited that you just won the lottery
  - You are not feeling too well and you need to be taken to the hospital

The Wrap Up Stage

STAGE 5

STAGE 5

- Students are only given a message that they need to convey to others, such as a commercial or public service announcement. Students are asked to formulate their final product in groups of three. Very little guidance from adults is provided at this level.
- This is also the stage of students complete their role-playing activities
- Typically as SLPs we expect the kids to this right away ☹

STAGE 5 PRACTICE

- Select one of the following:
  - Some is in need of immediate medical attention
  - You saw someone littering and you need to tell them to pick it up
  - Someone is lost and asking for directions.
  - Someone returning a product to a store because it wasn't what they wanted.

Stages 6 and 7

GENERALIZATION STAGES

Post-Production

STAGE 6

Post Production

- The students are placed in a SLP / teacher-monitored situation and are asked to respond to various either "planted" or spontaneous interactions from different, less familiar individuals.

SLP monitored scenarios samples

- Mock Job Interviews
- Students Interviewing Admin/Teachers/Staff
- Creating their own podcast
- Students manning a booth for the school
- Shark Tank

Distribution Stage

STAGE 7

Distribution Stage

- SLP checks in with
  - Parents
  - Teachers
  - Other Staff Members

Results

- Direct Outcomes

  - *Increased mean length of utterance of spontaneous productions*

  - *Increased perspective taking*

  - *Decreased inappropriate topic shifts*

Results

- Direct Outcomes (Cont')

  - *Increased use of nonverbal skills such as prosody and body postures*

  - *Increased number of communicative turns*

Theory

- The researchers believe that their protocol was successful due to several factors which include:
  - having a safe environment in which the students could work

  - the use of technology

  - the excitement felt by students about acting in their own films.

Experts Take

- Dr. Marjorie H. Charlop, professor at Claremont McKenna College

- "Your kids must have had some expressive speech but were not motivated to speak. The PSA was very motivating and exciting for them to do!"

Other Possible Cases

- it could likely be used for other clients with speech and language issues such as
  - right hemisphere dysfunction
  - traumatic brain injury
  - Aphasia
  - other related disorders.

Questions / Clarifications

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