

## **Information: Advanced Between the Lines**

**\*\*Available on our website for download at [www.hamaguchiapps.com](http://www.hamaguchiapps.com)**

### **Q. What is the purpose of this app?**

A. This app is designed to provide a vehicle for professionals, parents and users to review and discuss a variety of social-language tasks that target: perspective-taking, body language, facial expressions, understanding common expressions, auditory processing, and interpreting vocal intonation. The content is taken from American interpersonal communication contexts.

### **Q. Who is a good candidate for this app?**

A. This Advanced level app was created with the teen-adult population in mind. It is appropriate for those with social-cognitive weaknesses, brain injuries, stroke, or even someone from another culture who wants to understand the American communication style. We included scenes that take place in an office, between spouses, and situations and expressions that are more apt to be spoken by teens or adults. For many of the Advanced Level choice sets, we also made the “wrong” choices slightly more challenging than the Level 1 or 2 versions. The language in this app requires a receptive language/cognitive level of at least approximately 10 years old. *In other words, this app is not a good choice for someone with significant language or cognitive deficits or a young child.*

### **Q. Explain each activity.**

A. The first activity is called “*Who is talking?*” It is a listening/auditory processing task that also provides context for discussions about emotions, facial expressions and reading “between the lines”. The user is asked to listen to a voice track,

and then find the photo of the person who said it. In a number of cases, there are multiple presentations of the same phrase but with different intonations, e.g. sarcastic, hesitant, upset, angry, etc. This activity integrates the auditory processing of the language content, but also the suprasegmentals (tone, stress and prosody) contained within the message that can't be processed by reading text alone. What is their voice telling us?

The second activity is called "*What is he/she thinking?*" It targets several skills: perspective-taking, body language interpretation, situational inferencing, auditory processing, and facial interpretation. The user is shown a brief video scene and asked, "What is he/she thinking?" The choices are shown below and can be heard if tapped, or read. The user needs to look at the situation, conversation, the body language and facial expression of the key actor and interpret their reaction. Again, reading "between the lines" to comprehend what the actor is conveying with their facial expression. In a number of cases, we taped the scenes several times using the exact same text, with only the body language/facial expressions and voices changing. It is a great opportunity to review how the words can be the same, but the meaning is very different when we use our bodies and voices differently.

The third and last activity is called, "*What does that mean?*" It targets the comprehension of expressions. These include slang ("My bad") and idiomatic expressions ("get things squared away"). The user watches a short video that includes the target phrase. The key words in the phrase are then shown above the video box. The user is asked, "What does that mean?" The choices are shown below. Over time, the user should remember these phrases and associate the correct meaning, by using the visual anchors, intonation, and associated actors faces/expressions for cues.

**Q. What are the available options in the Settings?**

A. The available setting choices include:

1) **Activities:**

**Who is talking?** (Listening & Facial Expression)

**What is he/she thinking?** (Body Language & Perspective-Taking)

**What does that mean?** (Expressions, Idioms, Slang)

*Order of Activities:* These can be rotated so one task in each chose activity is included, random, or completed as a unit before moving onto the next activity.

2) **Encouragement:** Praise phrases can be included at various intervals, random, or not at all.

3) **Answer Choices:** A set of 2, 3 or 4 choices can be selected.

*Display Choices:* Choices can be shown automatically or manually, if the instructor wants to discuss the possible choices before they are shown.

4) **Reward Game:** Choice of Dunk Tank, Bull's Eye or Shoot the Basket. These can be shown at varying specified intervals or not at all.

5) **Track Progress:** Can be turned on or off. Results for each of the three target areas can be saved and/or emailed.

**Q. How do you suggest data tracking be used?**

A. *While we include data tracking, we do hope it is used primarily for pre-post data collection. Ideally, whenever possible, the emphasis should be on discussing the presented tasks and how to best respond to the associated question, in a*

*collaborative manner between an instructor and user(s), with cues and feedback provided when appropriate.* In other words, “gathering data” shouldn’t be the primary goal, but rather the data tracking can be a useful measurement of how the user performs before and after actual instruction, as well as serving as a guide for the professional in deciding how many choices to present at once or what level of the Between the Lines app is most appropriate. Subsequent independent play by the user can serve as an excellent review and refresher. In addition, we hope that the content serves as a vehicle for other extension activities, aside from the stated questions and tasks. (Please check out the extension activities at the end of this document)

**Q. Why did you create the app with these activities?**

A. We felt that there were many aspects to social cognition that were best addressed this way—with live voice, actors, and scenarios that could lend themselves well to interpretation. Static pictures in workbooks or picture cards/flash card apps often fall short to portray the dynamic and subtle nuances that are part of communication. By having multiple repetitions of the same content, hopefully with increasing number of choices, the user can input and store some concepts with visual and auditory anchors (expressions) as well as situational referents (body language) for future personal situations, to compare and contrast. By learning to recognize the intent and emotion associated with a spoken voice, we hope that the user can better learn to tune in to both the voice/face and not just the words themselves to interpret the meaning behind the actual message. This transference of skill is the real goal for all the social-cognitive work we do. It takes practice, instruction, and active participation.

*We also chose a variety of genders, ages, ethnic backgrounds, and even speaking styles for this reason. In the real world, some people*

*speak quickly, some more slowly. Some have slight accents or even mild speech impairments. We felt it was important to have a good cross-section of actors to vary the presentations so it was as realistic as possible.*

**Q. Can groups be accommodated with this app?**

A. Yes, this app is set up to accommodate groups, as well as up to 75 users.

**Q. What are the differences between the Lite and regular versions?**

A. The Lite version is for a single user and includes 12 sample questions of each of the three activities (36 tasks total) and one reward animation. The regular version includes over 70 questions for each of the three activities (over 200 tasks total) and three animation choices.

## **Extension Activities: Listening Activity**

### ***Make the Face (Matching Facial Expression to Emotion Heard)***

1. Set the Settings to “Manually Show Choices”.
2. Have the user listen to the voice and anticipate what the matching face will look like by demonstrating the expected facial expression.
3. Touch “Show Choices” and see if the user(s) can find the matching face. Did they guess right?

### ***Describe the Emotion (Vocabulary & Word Retrieval)***

1. Have the user listen to the voice.
2. Ask, “What emotion(s) do we hear in that voice?”
3. Discuss how sometimes a voice can be telling us many feelings at the same time, e.g. fear, surprise, etc.
4. For those with language deficits, consider having a set of index cards with a specific emotion written on it. Show an appropriate number of choices. (\*See the list below, but do use simpler vocabulary if appropriated) Replay the voice several times and have the user collect the associated cards.
5. Over time, try to replay this activity with cards that have the first and last letter only of the word with spaces in-between. For example, “f\_\_r” (fear) to aid in word retrieval, perhaps even with a visual cue on the card, such as a face of someone who is displaying fear. These can be downloaded right off the internet and glued on.

**Emotions/states vocabulary that could be included in the advanced listening activity are:** reluctance, frustration, anger, confusion, joy, shyness, reservation, disappointment, fatigue, boredom, sarcasm, worry, impatience, concern, disbelief, excitement, surprise, shock, apprehension, amazement, annoyance,

impressed, hesitant, curiosity, anticipation, cheerful, nervous, guilty, relief, furious, nonchalant, frazzled, rattled, offended, happy, taken aback, informing, whining.

***Say It (Speech, Prosody Practice, Auditory Memory)***

1. Have the user listen to the audio clip.
2. Then ask the user to repeat what was said, being careful to say it in the same manner—matching the intonation, pace and words as closely as possible.
3. The instructor can also play along. If the user is reluctant to participate, the instructor can make the attempt, but make errors. The user needs to pick out what was wrong, e.g., “You sounded happy when you said it. She sounded sad.”

***Hear, Say, Write (Auditory Memory, Speech & Literacy)***

1. Have the users listen to the audio clip.
2. Then have them repeat what was heard.
3. Have them write it down.

***Hear, Say, Write & Play! (Auditory Memory, Speech, Literacy & Vocal Play, Perspective-Taking, Emotion Concepts)***

1. Repeat the steps for the activity above.
2. Have the user repeat the sentence in as many ways as possible. Use the emotion/states vocabulary cards. Can you repeat that phrase as though you are angry? Whining? Happy? Disappointed?

***What Are They Thinking? (Inference, Speech, Language)***

1. Take a look at the “wrong choice” photos at the bottom of the screen.
2. Take turns making up what they might be thinking or would say, eg., “Oh, I have a test tonight!”

## **Extension Activities: Body Language**

### ***Guess It (Expressive Language, Inference, Perspective-Taking)***

1. Go into the Settings and set the Answer Choices to “Manually show choices.”
2. Have the user watch the video clip.
3. Before the choices are shown, have the user try to guess what the correct answer will be.
4. Show the choices and see if the response is similar!

### ***Act It Out (Working Memory, Collaboration, Speech, Language)***

1. The short length of the video clips makes it fairly easy to recreate. Assign parts to users.
2. Try to act out the scene, using the same body language, facial expressions and script.
3. Switch roles!

### ***What Is He/She Thinking? (Perspective-Taking, Inference, Expressive Language)***

1. Take the same skills from this app activity and work on transferring it to other situations.
2. Walk around the school, hospital or any area where you would encounter people.
3. Have the user watch their face/situation and try to imagine what the person is thinking. For example, the cashier may be looking harried, as the line gets longer. What is he thinking? The woman smiling as you walk by who is holding the hand of her grandchild. What is she thinking?

## **Extension Activities: Expressions**

### ***Examples Please! (Divergent Thinking, Association, Expressive Language)***

1. If the user needs cueing to find the correct response, don't move on just yet. After the correct response has been ascertained, take a few minutes to review the phrase. Using a notebook to keep track of the new phrases is very helpful.
2. If the user is able to write, it's especially helpful to have him/her write the target phrase at the top of the page. Try to have only one phrase on each page. Otherwise, the instructor can do it.
3. Draw out/write out what it means.
4. Try to have the user come up with at least 2 other scenarios where this phrase would be appropriate.

### ***Match It (Word Retrieval, Auditory Processing)***

1. As Expressions are learned from the app, keep track of them by writing them down. Put each one on a separate index card.
2. Provide an example for the user, with a cloze technique. Have the user find the card (or remember it from memory if possible). For example, you could say, "The man had been getting in lots of trouble—getting arrested, drinking too much, and not working. He decided he wanted to change. So he said to his friend, I want to....?" (turn over a new leaf). The user either recalls it or finds it from a group of choices.

### ***Find More! (Auditory Processing, Receptive/Expressive Language)***

1. Once the user gets the idea of recognizing “expressions”, go on a hunt to find more. Recognizing idiomatic and slang expressions can be a fun challenge.
2. Where can you find them? Turn on the TV, pick up a magazine or you can talk and see if the user can pick them out. A good online source is [usingenglish.com](http://usingenglish.com). It has 3700+ idioms and definitions! The main thing to remember is to include a context—an anchor to help the user remember what it means. Drawing/showing the literal (incorrect) meaning is not as helpful as it creates an inaccurate visual memory of the phrase, although it’s fun to quickly point out and think about how someone might interpret it.