

### Background

#### Aphasia Camp 2016

- Participation-based weekend for adults with aphasia and families

#### Story Troves is an interactive activity

- Thematic troves used to collaboratively create a story

#### Past research:

- Task characteristics: Awareness of Aphasia, Opportunity for Participation, Familiarity, Availability of Extra Support for Communication, Communication Complexity, and Time were shown to effect participation for PWA (Howe, Worrall & Hickson, 2008)
- Narrative discourse: Narrative structure can be used to bridge words and sentences to real life communication (Whitworth, 2010)
- Story immersion: Stories empower people with aphasia to focus on the flow of ideas rather than the relevance for communication and comprehension. Imagination evokes language (Stapleton, Whiteside, Davies, Mott, Chambel, Thomas, 2014)

### Methods

#### Qualitative data was obtained through four measures

1. Field notes (54) and photographs (16)
2. Student volunteer focus group responses (39)
3. Staff surveys (35)
4. Camper surveys (10)

- Each Source was analyzed
- Open axial coding process was utilized for each source
- Two-three rounds of consensus coding
- One of the rounds of coding was completed by arranging cut-out utterances according to categories
- Overarching themes and specific categories were formed for each source

### Conclusion and Implications

- Qualitative task analysis established what worked and what needed refinement
- This constructive information will support future curricular planning and continuous improvement
- Application of this feedback to future camp activity planning
- Results from this study can be used in similar experiences to design and scaffold activities that foster success, interaction, and communication for those with aphasia
- Consideration of the successes and challenges in this study is beneficial not only for camp settings, but also for future aphasia groups and activities
- Successes and challenges derived from the study can be seen as barriers and facilitators as it relates to the WHO-ICF model

#### References

- Howe, T. J., Worrall, L. E., & Hickson, L. H. (2008). Interviews with people with aphasia: Environmental factors that influence their community participation. *Aphasiology*, 22(10), 1092-1120. doi:10.1080/0268703070164094
- Whitworth, A. (2010). Using narrative as a bridge: linking language processing models with real-life communication. *Seminars in Speech & Language*, 31(1), 64-75 12p.
- Stapleton, Christopher, Whiteside Phd, Janet, Davies Phd, Jim, Mott, Dana, Vick, Jennifer, Chambel, Teresa, Thomas, Graham. (2014) Transforming Lives Through Story Immersion: Innovation of Aphasia Rehabilitation Therapy. through Storytelling Learning Landscapes. *Immersive Media Experiences Proceedings of the 2nd ACM International Workshop*, 29-34

### Camper Surveys



#### Fostering Language and Communication:

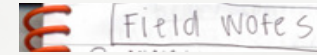
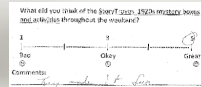
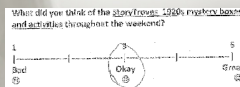
"I do think that it made for more conversation"

**Challenges:** "That was a little difficult. My husband was unable to follow along"

**Dislike:** "Too much Capone time"

**Positive Remarks:** "Got aphasia campers thinking more"

**Set Up:** "It was returned to enough times throughout"



### +Photos

#### Aphasia Friendliness

- **Complexity:** "One camper said: "I have trouble with numbers" as he tried to say a date from the story trove."

#### Changes Across Time

- **Unveiling**
- **Initial Exploration**
- **Parallel Exploration**
- **Final Exploration**

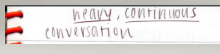
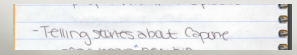
#### Fostering Language and Communication

- **Camper Statements:** "Camper stated: "There are too many clues!""
- **Created Communication Opportunities:** "Camper volunteered to speak into the microphone."
- **General Conversation:** "There was heavy, continuous conversation that filled the room."
- **Supported Communication**

#### Participation

- **Engagement:** "Campers getting up and looking at different tables' clues."
- **Disengagement:** "Eight people signed up for the session, only three attended."
- **Problem Solving**
  - **Joint:** "People mingled asking questions to each other."
  - **Individual:** "Camper trying to identify people in the picture."

**Negative Reactions:** "One camper gave me the thumbs down."



### Results

Successes	Challenges
Fostering language and communication	Time allocation
Created communication opportunities	Plan execution
Joint & individual problem solving	Aphasia friendliness (complexity and speed)
Hands-on opportunities	Ambiguity

### Student Volunteer Focus Group



**Caregivers Took Over:** "...you could tell that the caregivers were super into it and like took over it."

**Complexity:** "...there were so many things going on that I could not follow it..."

**Ambiguity:** "I also feel like a lot of people wanted an answer to the story and that was very frustrating."

**Scaffolding Challenges:** "And the people with aphasia kept saying it was really hard to follow and just really confusing."

**Disengagement:** "...even those who did sign up for it and still went didn't get into it I guess, they just sat there."

**Initial Mutual Exploration:** "...when everyone was in the big group, they were like okay everyone else is doing this so why don't I? And that's when people got into the hands-on stuff"

**Fostering Language and Communication:** "The overall concept behind it was really good, it was getting them in an abstract way to communicate..."

**Frustration:** "...it was like we were having this huge build up and then kind of a low presentation with no answer."

**Interest:** "I thought it was really cool and I guess I thought it was worth it."

**Confusion/Linguistic Overload:** "...and at least for me I could not keep all the characters straight."

**Uncoded:** "A little bit."

**Time:** "And then we only spent five minutes explaining each of our stories..."

**Aphasia friendliness:** "Students did a great job helping the participants during small groups."  
 • **Speed:** "That Saturday afternoon session where people created their stories was NOT aphasia friendly. Too fast..."

**Complexity:** "Too much information being thrown at people at once."

**Fostering language and communication:** "It seemed authentic and fostered a lot of curiosity and questions..."

**Engagement:** "Several campers with aphasia were pretty engaged..."  
 • **Hands on:** "Campers loved the items, getting their hands on them, exploring..."

**Positive Reactions:** "Very interesting and well thought out."

**Disengagement:** "The younger ones lost interest fast."

**Ambiguity:** "Having an anything is possible story is just hard."

### Staff Surveys

**Creativity/Planning:** "The development and creativity were amazing."

- **Al Capone Theme:** "Many of the campers thought there was really an Al Capone link to the camp..."
- **Props:** "Incredible relics and actual items."
- **Execution of plan:** "Facilitating the telling of each small group's individual story was not effective, partly because the plan continued to change and much because it was so rushed."

**General Interest:** "I found that the older campers (people with aphasia) were very interested."

#### Time

- **Too long:** "Maybe a bit drawn out. Many campers lost interest by the third day..."
- **Time allocation/distribution:** "Needed more time to develop a story- that got rushed at the end in the Saturday afternoon event."

#### Acknowledgements

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