



EVA

Therapy Handbook 5

Mapping Therapy



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Many thanks to Elizabeth Rochon for permission to adapt the original therapy approach

Therapy Approach 5 - Mapping Therapy (Rochon et al, 2005)

Background: This treatment, described by Rochon et al (2005), is based on the premise that the meaning of a sentence is not just gained from the meaning of the key words but also from the syntax of a sentence. Therapy targets reversible and passive sentence constructions.

Stimuli: The in-world mapping therapy boards. These boards are located by the river at the bottom of the hill from the houses, behind the health centre and barbers.



Therapy protocol: The protocol consists of 5 stages. There are 5 boards, corresponding to each of the 5 stages below, which are worked through in order. When the client reaches the specified criterion, move on to the next stage.

During the initial few sessions, it may take longer to work through items as the client gets used to the protocol, instructions and EVA Park. For example, in sessions 1 and 2 your client may work through 7-12 items, increasing to 20 items during sessions 3 and 4, and so on. Another client may achieve 30 items in a session and quickly progress to level 5. For example, by session 12/20, they may be able to go through all 60 items in the 45 minutes allocated to the protocol section.

Each session is an hour long. Aim to spend 45 minutes of the session working through the protocol, followed by 15 minutes carryover.

Stage 1

Stage 1A:

- Target sentences are **active, non-reversible, 2-argument** structures.
- Example: 'A man pushing a wheelbarrow'.
- Number of pictures = 15. Criterion = 12/15, i.e. move on to the next stage when the client reaches 12/15 correct target responses without prompting. The therapist may use clinical judgement to move outside this criterion. For example, if the errors are speech errors and not construction errors which is the target of this therapy approach.

pushing



The therapist says:

- "This is a picture about pushing."
- "The one doing the pushing is the man."
- "The thing being pushed is the wheelbarrow."
- "Who is pushing [the wheelbarrow]?" → response
- "What is being pushed / the man pushing?" → response

Stage 1B:

- Use the same set of pictures but with the agent highlighted with a **red circle**.

The therapist says:

- “Please make a sentence starting with ‘the man’”. Use the same picture.
- To decrease the demand, prompt as per steps in stage 1A until the client describes the picture.
- To increase the demand, ask the client to “Describe the picture using a complete sentence”.

Stage 2

- Target sentences are **active, reversible, 2-argument** structures.
- Example: ‘A woman tripping a man.’
- Number of pictures = 15. Criterion = 12/15



The therapist says:

- “This is a picture about tripping.”
- “This is a bit different. Now you need to pay attention to ‘who’ is tripping the other person.”
- “The person doing the tripping is the woman.” Show the corresponding picture with **red circling the agent**.
- “The person being tripped is the man.”
- “Please make a sentence starting with ‘the woman’.”

Stage 3

Stage 3A:

- Target sentences are **passive, non-reversible, 2-argument** structures.
- Example: 'The wheelbarrow is being pushed by the man.'
- Number of pictures = 15. Criterion = 12/15.
- Use the same pictures but with a sentence frame.

_____ is being pushed by _____



The therapist clearly explains about passive sentences, showing the basic sentence frame above the pictures. The therapist then says:

- "This is a picture about pushing."
- "The one doing the pushing is the man."
- "The thing being pushed is the wheelbarrow."
- "Please make a sentence starting with 'the wheelbarrow'."

Stage 3B:

- Target sentences are **passive, reversible, 2-argument** structures.
- Example: 'The man is being tripped by the woman.'
- Number of pictures = 15. Criterion = 12/15.
- Use the same pictures but with a sentence frame.

_____ is being tripped by _____



The therapist clearly explains about passive sentences, showing the basic sentence frame above the pictures. The therapist says:

- “This is a picture about tripping.”
- “This is a bit different though. Now you need to pay attention to ‘who’ is tripping the other person.”
- “The one doing the tripping is the woman.”
- “The person being tripped is the man.”
- “Please make a sentence starting with ‘the man’.”

Stage 4

- Target sentences are **active and passive, non-reversible and reversible, 2-argument** structures.
- Number of pictures = 30. Criterion = 28/30.
- Use the same set of pictures but with no sentence frame.

The therapist follows instructions as per corresponding Stages 1-3 above but mixes the active/passive/non-reversible/reversible sentences up.

Stage 5

- Target sentences are **active and passive, non-reversible and reversible, 2-argument** structures.
- Number of pictures = 30. Criterion = 60/60, i.e. 30 verbs x 2 as each verb picture is described in active and passive.
- Use the same set of pictures but with no sentence frame.
- Offer no prompts, the therapist simply says: “please describe this picture”.
- Go through all pictures one last time.

Carryover

This section takes place over 15 minutes at the end of the session. If the client is managing well at stage 5, it is possible to lengthen the carryover section.

Go to different locations in EVA Park and carry out or role play actions which are two argument verbs in active / passive voice and encourage the client to describe the actions.

Example: Role play actions in EVA Park and swap the individuals around to elicit active and passive voice, e.g. Target → “Betty is being served drinks by Tina.”

Therapist says: “Tina is serving drinks to Betty / Betty drinks.”

“Now describe what is happening but start with Betty.”

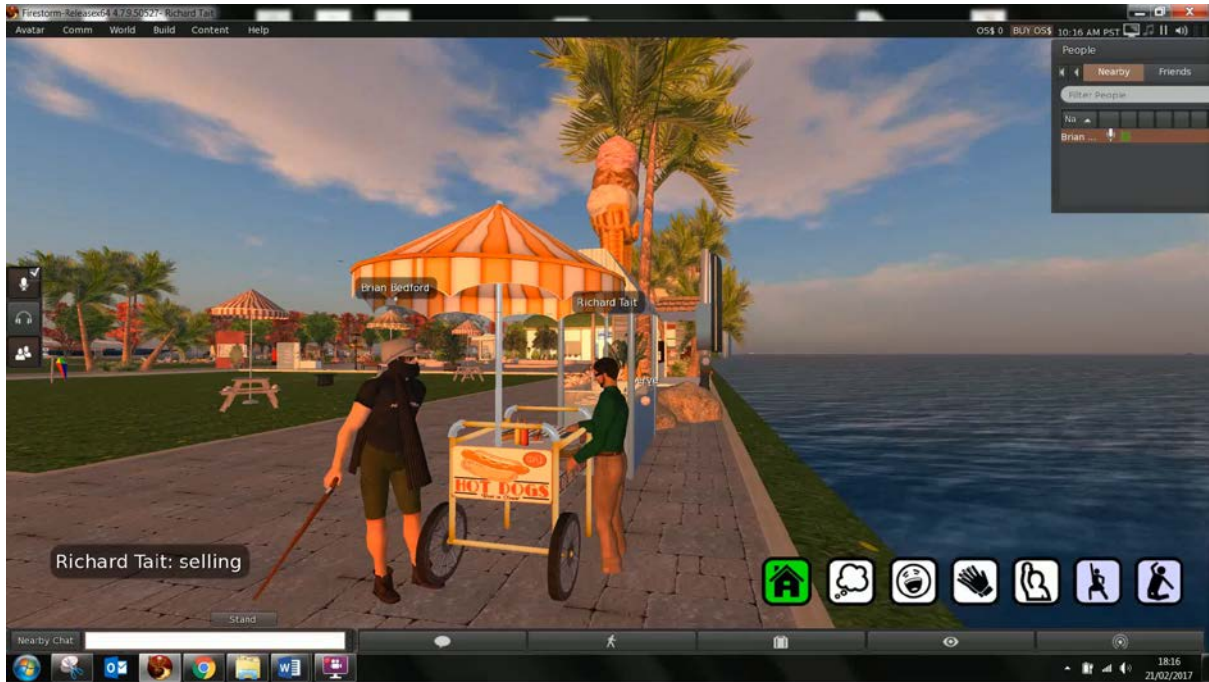
Table with reversible and non-reversible verbs for practise in EVA Park

Reversible	Non-reversible
Watch	Throw
Observe	Sew
Touch	Fly
Shove	Walk
Follow	Fold
Chase	Mix
Wash	Boil
	Cook

- Decrease demand by using fewer reversible sentences
- Increase demand by adding indirect objects, new unpractised verbs, encouraging constructions within conversation, etc.

Practice:

- Practice verbs via conversations in-world.



Reference

Rochon, E., Laird, L. , Bose, A. and Scofield, J. (2005) *Mapping therapy for sentence production impairments in nonfluent aphasia*. *Neuropsychological Rehabilitation*, 15 (1).