

DOWNLOAD PDF THE POWER OF APHASIA GROUPS : CELEBRATING ROGER ROSS AUDREY L. HOLLAND

Chapter 1 : Group Treatment of Neurogenic Communication Disorders

Aphasia Groups in a University Setting Pelagie M. Beeson and Audrey L. Holland 3. Contextual Group Communication Therapy for Persons with Aphasia: A Scaffolded Discourse Approach Kathryn L. Garrett, Caterina F. Staltari, and Laura J. Moir.

This collection is comprised of digital surrogates previously available on the 90 rolls of microfilm described in the NARA publication M These digital surrogates reproduced the records of the Georgia staff offices and subordinate field offices of the Bureau of Refugees, Freedmen, and Abandoned Lands, " These records consist of volumes and unbound records. The volumes reproduced in this publication were originally arranged by type of record and thereunder by volume number. No numbers were assigned to series consisting of single volumes. In this publication, AGO numbers are shown in parentheses to aid in identifying the volumes. The National Archives assigned the volume numbers that are not in parentheses. In some volumes, particularly in indexes and alphabetical headings of registers, there are blank numbered pages that have not been filmed. The volumes consist of letters and endorsements sent and received, press copies of letters sent, registers of letters received, letters and orders received, special orders and circulars issued, registers of complaints, and monthly reports forwarded to the Assistant Commissioner. The unbound documents consist of letters and orders received, unregistered letters and narrative reports received, special orders and circulars issued, general orders and circulars received, monthly reports, and records relating to complaints, labor contracts, patents, and court papers. The life of the Bureau was extended twice by acts of July 16, 14 Stat. The Bureau was responsible for the supervision and management of all matters relating to refugees and freedmen, and of lands abandoned or seized during the Civil War. Oliver Otis Howard as Commissioner of the Bureau, and Howard served in that position until June 30, , when activities of the Bureau were terminated in accordance with an act of June 10, 17 Stat. Bureau officials issued rations and clothing, operated hospitals and refugee camps, and supervised labor contracts. In addition, the Bureau managed apprenticeship disputes and complaints, assisted benevolent societies in the establishment of schools, helped freedmen in legalizing marriages entered into during slavery, and provided transportation to refugees and freedmen who were attempting to reunite with their families or relocate to other parts of the country. The Bureau also helped black soldiers, sailors, and their heirs collect bounty claims, pensions, and back pay. The act of March 3, , authorized the appointment of Assistant Commissioners to aid the Commissioner in supervising the work of the Bureau in the former Confederate states, the border states, and the District of Columbia. While the work performed by Assistant Commissioners in each state was similar, the organizational structure of staff officers varied from state to state. At various times, the staff could consist of a superintendent of education, an assistant adjutant general, an assistant inspector general, a disbursing officer, a chief medical officer, a chief quartermaster, and a commissary of subsistence. Subordinate to these officers were the assistant superintendents, or subassistant commissioners as they later became known, who commanded the subdistricts. The Assistant Commissioner corresponded extensively with both his superior in the Washington Bureau headquarters and his subordinate officers in the subdistricts. He prepared reports that he sent to the Commissioner concerning Bureau activities in areas under his jurisdiction, based upon reports submitted to him by the subassistant commissioners and other subordinate staff officers. He also received letters from freedmen, local white citizens, state officials, and other non-Bureau personnel. These letters varied in nature from complaints to applications for jobs in the Bureau. In a circular issued by Commissioner Howard in July , the Assistant Commissioners were instructed to designate one officer in each state to serve as "General Superintendents of Schools. Alvord was appointed Inspector of Finances and Schools. In January , Alvord was divested of his financial responsibilities, and he was appointed General Superintendent of Education. An act of Congress, approved July 25, 15 Stat. For the next year and a half the Bureau continued to pursue its education work and to process claims. In the summer of , the superintendents of education were withdrawn from the states, and the headquarters staff was greatly

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reduced. From that time until the Bureau was abolished by an act of Congress approved June 10, 17 Stat. Constrained by limited resources, Southern opposition, and the politics of Reconstruction, the Bureau faced an enormous challenge in its efforts to assist the freedmen and refugees. Its relief efforts, without question, saved thousands of southerners from starvation. Its attempts to assist freedmen to become self-sufficient, to provide public education, administer justice, and, to a lesser degree, to provide land, all worked with varying degrees of success to lessen the difficulties during the transition from slavery to freedom. Wild the responsibility for Bureau affairs in part of Georgia. In September , after Wild was relieved from duty, the office of Assistant Commissioner for Georgia was established, and Brig. Davis Tillson was appointed as Acting Assistant Commissioner, with exclusive control of all matters concerning the Bureau in Georgia. Tillson reported to General Saxton in South Carolina until December , when he was ordered to report thereafter directly to Commissioner Howard at Washington. Generally, the records pertaining to Georgia and Florida that were created during this early period are included among those of the Assistant Commissioner of South Carolina. The organization of the Bureau in Georgia was similar to that of the Bureau headquarters in Washington. Three officers served as Assistant Commissioner in Georgia between and and located the Bureau offices in four different cities during that period. General Tillson first established his headquarters at Augusta in September , but moved it to Savannah in October Sibley succeeded Tillson as Assistant Commissioner in January , and 2 months later he moved the headquarters from Savannah to Macon. It remained there until July , when the office was transferred to Atlanta. In October , Maj. Lewis replaced Sibley as Assistant Commissioner. Lewis served until the office was discontinued in May From January to May , Major Lewis combined the duties of Assistant Commissioner, with those of superintendent of education. After the office of the Assistant Commissioner was discontinued, Lewis continued to serve as superintendent of education until May The major subordinate field offices for the Bureau in Georgia, for example, included those with headquarters at Albany, Americus, Athens, Atlanta, Augusta, Columbus, Macon, and Savannah. Under the direct supervision of the subassistant commissioners were the civilian and military agents. Occasionally, the Bureau retained military officers in a civilian capacity after the termination of their military service. For a list of selected Georgia subordinate field office personnel and their dates of service, see the Appendix. The Bureau issued rations and provided medical relief to both freedmen and white refugees, supervised labor contracts between planters and freedmen, administered justice, and worked with benevolent societies in the establishment of schools. In the cities of Macon, Atlanta, Augusta, and Savannah, freedmen and refugees were living in some of the most crowded and deplorable conditions, and many were in dire need of food and clothing, shelter, and medical attention. To discourage idleness and dependency, Tillson further ordered that only those persons who were able to provide for themselves would be allowed to remain in the towns and cities. Those who desired to stay, said Tillson, "must be compelled, if necessary, to go to the country and accept places of labor found by themselves, or for them, by officers or agents of the Bureau. One month after his pronouncement, rations issued in Savannah had been reduced from , to 60, per month. For the month of June of , the number of rations issued for the entire State of Georgia totaled less than 20, Sibley January -October and John R. Lewis October -May continued to follow the policy of providing limited rations relief. During their tenures, rations were issued only in emergencies and for the most part to hospitals and asylums. Like its ration program, the Bureau viewed its responsibility as one of providing temporary medical relief, primarily in cases of extreme emergencies. The Bureau believed that the ultimate responsibility for providing medical care to those in need lay with Georgia civil authorities. Lawton, who served as surgeon-in-chief under General Tillson, saw the use of dispensaries as the best means of administering medical relief and the most effective approach to encourage civil officials to take on some of the cost for operating them. Marys, and Stone Mountain. At the height of its medical operations -'67 , however, the agency employed just 13 physicians. Nonetheless, with its limited and over burdened medical staff, the Bureau treated more than 5, freedmen for various ailments and vaccinated some 20, freedmen and refugees against smallpox from September 1, , through September 20, By September , the number of freedmen treated by the

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Bureau nearly tripled. At the end of June , close to 17, freed men, women, and children received treatment. Planters, on the other hand, were convinced that the Bureau was the "Champion" of the freedmen and totally insensitive to their concerns about freedmen and their unwillingness to labor, and were thus making little effort to prepare for the planting season. Under the new rules, freedmen had the right to choose their own employers, but those freedmen who refused to sign contracts after January 10, , "where employers offer good wages and kind treatment," had to accept contracts that the Bureau made for them. Freedmen were to provide for their own clothing and medicines. In areas where planters preferred to pay a share of the crop, the order required payment of "from oneâ€”third the gross to one half the net proceeds. He was aware in spite of his orders, many of the contracts being signed, even some approved by his own agents, were substandard and not in compliance with his wage schedule. He made clear to both his agents and the planters that such contracts would not be recognized. To emphasize the importance of his commitment to fair contracts and compensation for freedmen, Tillson offered transportation to freedmen to such areas as southwest Georgia and the Mississippi Valley where wages were higher. In a November report to Commissioner Howard, Tillson indicated that he had issued orders for transportation for some 2, men and 1, children. Following the Civil War, several Southern states enacted a series of laws commonly known as "Black Codes," which restricted the rights and legal status of freedmen. Freedmen were often given harsh sentences for petty crimes and in some instances were unable to get their cases heard in state courts. In a circular issued by Commissioner Howard on May 30, Circular Number 5 , Assistant Commissioners were directed to "adjudicate, either themselves or through officers of their appointment, all difficulties arising between negroes themselves, or between negroes and whites or Indians. Agents were also told that they could "try offences committed by or against freedmen, provided the sentence imposed does not exceed one hundred and fifty dollars or imprisonment for hard labor for sixty days. While Tillson told his agents that they were to continue to follow instructions issued by him on November 6, Circular Number 4 , "all cases exceeding their jurisdiction, unless otherwise specially directed by the Department Commander, [were to] be turned over to the civil authorities of the State for adjudication. At various times, because of increased hostilities toward freedmen and the failure of civil authorities to take action in their cases, Bureau officials in Georgia were compelled to reassert their authority. Eberhart was appointed as superintendent of schools later education. In August , Edward A. In January , Assistant Commissioner Maj. Lewis assumed the duties of superintendent of education. Lewis served in both capacities until May , when the office of Assistant Commissioner was discontinued, and remained as superintendent education until May The records of the two offices were not combined. Ware, who had been acting as assistant superintendent, remained in Georgia as acting superintendent until August , when all Bureau officers except the claims agents were withdrawn from the state. With limited financial resources, the Bureau provided help when it could, and worked vigorously to encourage freedmen and Northern benevolent societies to take on the primary responsibility for providing support for black schools. Eberhart and his successors were of the opinion that "colored people who are unwilling to help educate their children do not deserve to have schools. With assistance from local Bureau agents, educational associations were established in the subdistricts of Thomasville, Bainbridge, Albany, Georgetown, Cuthbert, and Americus. By the spring of , freedmen contributions sustained some schools and teachers and more than 3, students. During the same period, the Bureau maintained some 44 schools and 50 teachers and close to 3, pupils. Northern aid societies provided support for 84 schools, 78 teachers, and over 7, students. Freedmen also defrayed the expenses for 45 schools under the control of the Bureau and the aid societies. In this new legislation 14 Stat.

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Chapter 2 : - NLM Catalog Result

[et al.] -- *Making connections: involving people with aphasia as group facilitators* / Tom Penman and Carole Pound -- *The power of aphasia groups: celebrating Roger Ross* / Audrey L. Holland -- *"From the groups up": the talkback group program in South Australia* / Deborah Hersh -- *Group treatment for patients with right hemisphere damage* / Leora R.

However, there is no directory of aphasia centers Downloaded by: Therefore, an online survey was designed to identify and describe aphasia centers in the United States and Canada. A question survey was posted online via SurveyMonkey. An introductory letter was distributed by electronic mail to a listserv and mailing lists of programs associated with aphasia. Potential respondents who considered themselves an aphasia center were asked to complete the survey. A total of 33 survey responses were analyzed, and descriptive data were compiled resulting in a description of the following aspects of aphasia centers: In addition, a qualitative analysis of written text responses revealed the following key themes that appear to characterize the responding programs: Aphasia, therapy, groups Learning Outcomes: As a result of this activity, the reader will be able to 1 define the aphasia center concept, and 2 describe specific characteristics of existing aphasia centers in North America. Management of aphasia has traditionally however, treatment has expanded to target focused largely on reducing impairments of other consequences of aphasia such as social language and related processes. Copyright Center, Maywood, New Jersey. Springs, LA e-mail: The letter described the survey furthermore, research suggests that social relation- purpose and directed potential participants to a ships and participation in social, leisure, and Web site where the survey could be completed vocational life have a significant effect on sub- online. In addition, the letter asked recipients to jective quality of life. Data were collected over medicine to ensure that health care services have 6 months with one follow-up e-mail reminder an impact on quality of life and well-being, in to potential respondents. The scription to help potential respondents deter- aphasia center concept is finding increasing mine if they should complete the survey: There is more comprehensive and detailed description currently no fixed definition of what constitutes via their survey responses. To identify and describe aphasia centers, an online survey was designed and distributed. Data Analysis Responses involving numerical frequencies were analyzed using descriptive statistics. Text METHODS responses were subjected to qualitative content The survey was designed, piloted, and revised, analysis consisting of identification of semantic resulting in 37 questions that elicited numeric content units e. The survey was posted on Thirty-four survey responses were received. An in- One survey response was eliminated from the troductory letter was distributed via electronic data analysis because the respondent specifi- mail to members of the American Speech- cally stated that he or she was not associated Language-Hearing Association Special Interest with an aphasia center. Not all respondents Illinois 1 answered all questions. All of California 2 these respondents were included in the analysis. Gulf Coast Texas 1 Demographics U. As seen in Florida 2 Fig. Respondent programs were located in 14 The number of different clients served per states in the United States and one Canadian year ranged from 4 to people with aphasia province see Table 1. The center with the fewest numbers northeastern United States. No programs re- was in the process of opening at the time of the sponded from the Rocky Mountain or Pacific survey. Centers reporting the most individuals northwest areas of the United States, and few served tended to be the ones with earlier programs responded from the U. Gulf south inception dates prior to Although this suggests that aphasia center programming is lacking in these areas, it is also possible that existing programs did not respond to the survey. Mission Twenty-four programs reported having a mis- sion statement a written document describing the overall goal or purpose of the program or organization. Missions were varied with several Figure 2 How many different people with apha- prevailing themes including: Admission and Discharge Individual outcomes were measured in 22 pro- Twenty-four respondents reported specific ad- grams with type of measures variable across mission criteria including both inclusionary respondents Table 4. Multiple criteria were the norm, with a diagnosis of aphasia and the ability to participate predominating across Program Logistics respondents. Personal characteristics such as The

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amount of time spent per week in pro- medical stability, endurance, and independence programming varied across aphasia centers. Most in self-care were also prevalent. Only 10 pro- built around semesters, blocks, or terms and grams reported discharge criteria including: Figure 4 Administrative personnel of 32 centers reporting. Other centers vary programming to suit partic- Staffing ular needs. Respondents reported that board space provided by other organizations see members are most often involved in fiscal Table 7. Most of the centers 25 employ one or more Table 6 Affiliation of Responding Programs speech-language pathologists SLPs on a full- Number of time or part-time basis. Over Associated with senior citizens program 1 half of the respondents utilize volunteers in Other 2 programs. Space is provided by another 11 A variety of marketing or public relations organization or institution strategies were reported. Table 8 Staff Composition of Programs Downloaded by: The next most Funding is an issue of significant importance in frequent forms of funding included charitable aphasia rehabilitation, particularly relative to donations, grants, and funds from fund-raising projects. Centers also reported activities for care- givers or family members see Table For example, 25 programs offer caregiver support groups out of 30 reporting. In addition, at least half of the centers Downloaded by: Many additional services were programming patterns from numerical re- offered, including counseling, advocacy groups, spones, qualitative analysis of text responses exercise, art, theater, and drama. Several re- was undertaken to identify themes that appear spondents also noted that programming is to define the aphasia center ethos. Respondents noted that people inent theme among respondents as they de- affected by aphasia found support from others scribed their mission, services, goals, and with similar issues, felt empowered by shared values. Respondents Aphasia center programming appears to ad- felt that participating in groups allowed dress this gap in service delivery by integrating participants to experience success, obtain social positive experiences and social support into Downloaded by: The potential intensity of intervention was a Groups were cited in mission statements, in characteristic of the aphasia center concept. For this form of programming was a significant example, most of the responding aphasia pro- element of aphasia centers. The emphasis on grams exceeded the typical 1 or 2 hours of the positive contribution of group participation weekly intervention associated with aphasia echoes recent literature that describes the group treatment in traditional health care settings experience as a major contributor to positive Fig. In fact, in 22 of the reporting centers, change for people with aphasia. In addition, community in which members share common intervention typically extended beyond tradi- goals and participate with others was important tional language therapy to include a wide vari- to the aphasia center concept. Unlike traditional ety of participation-oriented activities. These ular advantage of aphasia centers. For directly with the person with aphasia e. Respondents noted that programming is with the aim of improving quality of life. The involvement of people with tional aphasia therapy. For example, criteria for admission and pressed a belief that aphasia center programs discharge appeared to distinguish aphasia centers differ from traditional aphasia treatment, they and traditional programs. For example, respondents health care or rehabilitation services. The fact process; centers provide unique opportunities that only 10 centers reported that they have that are often missing in traditional therapy. As- A Few Caveats sessment is another area of difference between Although this survey of aphasia centers has aphasia centers and traditional aphasia serv- helped to flesh out the concept significantly, ices. Among aphasia centers, individual as- several caveats are offered. For example, For example, only five centers reported that questions regarding cultural and ethnic popula- language testing is a part of their assessment of tions and programming were clearly missing persons with aphasia. This contrasts with from our survey. Beyond offered in traditional health care settings. Therapies for Living with Communica- research might address such issues. Speech- mark; Another caveat relates to the representa- 3. The psychological and social sequelae of tiveness of our findings. Clearly not all of the aphasia. Duchan J, Byng S, sentative our survey sample is relative to the eds. Hove, entire aphasia center population. Based on the United Kingdom: A most of the centers open at the time of the Functional Approach. Furthermore, survey response patterns Social approaches to aphasia our subjective impressions and experiences. Language Inter- Downloaded by: Our final caveat relates to options for vention Strategies in Aphasia and Related Neuro- genic

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Communication Disorders. We are not suggesting that the kins; Rather, we are attempting to gain a social and emotional health, and psychological clear understanding of what the aphasia center well-being. Quality of life after spinal cord injury: Spinal Cord ;35 Ross K, Wertz RT. Quality of life with and outcomes in communication, psychosocial ad- without aphasia. It is possible that New York, other service delivery options are or will be NY: Manual of Cooperative Group Treatment in other ways. Our purpose is not to judge what for Aphasia. Butterworth-Heine- mann; is better for people with aphasia, but rather to The importance of aphasia group describe and detail one option that has not been treatment for rebuilding community and health. Top Lang Disord ; Group Treatment of Neurogenic Communication Disorders: Plural; The authors would like to acknowledge the

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Chapter 3 : Stories for October

This book is the definitive reference guide to clinical models, as well as specific clinical techniques, for providing client-centered group treatment for aphasia and other neurogenic communication disorders.

Press Office Records Sub-Series 1: Appointments Press Releases, Sub-Series 1: General Appointment Files
Note: For the majority of the persons appointed there is typically is a pressrelease, an application, biographical information sheet, and an appointment letter to the Secretary of State or to the Texas Senate. For many of them there is also a vitae. Only the names of those. Folders for branch pilots contain only the appointment letters. Exceptions will be noted in the descriptions. An effort has been made to include the most complete name for each person. Names enclosed in parentheses are those by which the individual appointees are informally known as indicated in the records. Names of the appointees are listed in the order in which they are found in the folders. All materials about each individual have been grouped together. In the original folders these materials were spread throughout the original folder as second and third appointments for an individual were added to the front of the folder. No titles are included with any of the names. Folder titles included in the listings below are given as originally noted by the staff of the Press Division. Box 1 Folder 1: Accountancy, Texas State Board of I. Lee Wilson, Leopoldo P. Adjutant General of Texas William C. Charlie Wilson, James T. Sibley, and Maxey Ray Grossenbacher Folder 5: Carter Luckie, Gary R. Cook twice , Carl U. Also includes an information sheet on the board. Also includes an information sheet on the committee and a copy of Senate Bill relating to the continuation, composition, powers, and duties of the Texas Department of Mental Health and Mental Retardation. Allen Bu Shivers Jr. Hathoot, and John S. Antiquities Committee, Texas Randolph B. Fox given as Anne E. Asian American Advisory Committee Information sheet, lists of members, and list of newspapers, probably those to which press releases were sent Folder Maxwell twice, once as chairman Folder Aviation, Texas Board of Walter H. Bicentennial of the U. Constitution, Texas Commission on the Ricardo H. Also includes Executive Order WPD creating the commission, additional press releases about the commission, and lists of members with addresses. Blind, Texas Commission for the John M. Welsch, Carl Cagle, Henry A. Also includes an information sheet about the committee. Blanton, and John G. Prohaska and Douglas M. Smith twice , Harold L. Schultheis twice Monte B. Pearson, Phillip Pizzitola, Neill W. Schuessler, Zane Skinner, Roger H. Sutton, Arthur Tuttle Jr. Court, and Sammy Murphy Folder Gilchrist II, John M. Lane, and George Dennis Doherty Folder Reeser, and Henry H. Rami Galindo, Charles J. Jack Farar, Chauncey L. Tom Yantis, James K. Also includes press releases about appointees by the Lieutenant Governor and an information sheet about the committee. Fehrenbach and Senate Concurrent Resolution I 05, Legislature creating the commission to plan events to celebrate the centennial of the dedication of the Texas State Capitol Folder French, Barbara Gigout appointment letters only , R. Ted Shaw, and Linda Perryman. Also includes information sheet on the committee. Jim Lesch twice , John V. McDermott, and Edward O. Also includes an information sheet on the department and biographical information on J. William Lauderback and copy of the department newsletter containing an article about his being named executive director. Garner, Estelle Lane Trevino twice B. Also includes press releases regarding the resignation of his predecessor Bob Williams and the appointment of Joe Madrigal as program director. Community Development Review Committees, Regional, Appointment letter with record of appointees of three different review committees Folder 7: Sprague twice, once as vice chairman , Cipriano F. Herb Butram Folder Also includes an information sheet on the agency Folder Charlie Terrell, and F. Also includes a fiscal year information sheet and a annual overview. Fry Arnold, Gilbert E. Dick Collins, Ben J. Gallant three times , Pedro Pete Diaz Jr. Charlie Terrell, Jerry H. Hodge, Allan Bruce Polunsky, F. Dairy Advisory Board Foster L. Deaf, Texas Commission for the Clyde S. Munoz, and John Scott Hutchinson Folder The last one has a note indicating it should never have been released. Dental Examiners, State Board of I. Herbert Spinks, Charles T. Also includes an information sheet on the agency and a copy of Senate Bill , 71st Legislature that established the office for the prevention of

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developmental disabilities. Reh Grett, Jamie A. Davidson, Ernest Deal twice , Michelle D. Travis twice , and Helen G. Cooper twice , Richard R. Barlow-Roffino twice , Gerald D. Fred Stout, Charles W. Adrian, and Annabelle A. Hoye Farrell Folder Drug Abuse Task Force, Press releases, memos, lists of original members, appointment letters for new members, clipping, Executive Order WPC creating the task force, and reports of the task force in , , and Folder Also includes an information sheet on the agency. Economic Development and Jobs Creation Task Force, Press release about appointing the task force and recommendations of the task force Folder Economic Development Commission, Texas Edward O. Vetter and James R. Jim Lesch Folder Education, Select Committee on, Letters, press release announcing appointments, lists of members, brief biographical information on members, Executive Order WPC creating the committee, and Final Report and Recommendations, Volume I Folder Education, State Board of Monte S. Hammond, and Carl A. Education Commission of the States Manuel J.

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Chapter 4 : Aphasia Centers: A Growing Trend in North America | Nina Simmons-Mackie - calendrierdelas

[et al.] -- *Making connections: involving people with aphasia as group facilitators* / Tom Penman and Carole Pound -- *The power of aphasia groups: celebrating Roger Ross / Audrey L. Holland* -- "From the groups up!": the talkback group program in South Australia / Deborah Hersh -- *Group treatment for patients with right hemisphere damage.*

Susie Webb, Alumni Office Secretary. Webb, who is also a graduate of East Carolina, has served in this position since Butler, is well known to every student who enters East Carolina College. Besides serving as Alumni Secretary, Mr. Butler is also Sports News Director and chairman of the S. An alumnus of East Carolina, himself, Mr. Long, formerly Head of the Department of Education, was appointed Dean of Graduate Studies, effective with the opening of the fall term of Before coming to East Carolina in , Dr. Long teaches nine hours each quarter, including summer sessions. His teaching composes only about one-half of his duties. He is also concerned with seeking scholarships in other institutions for graduate work and promoting public relations for our school, especially in relation to graduate work. Long, the basic purpose of graduate school is to try to improve the professional training in other institutions through graduate work. Long, as he can be seen on his way to the college cafeteria, post office possibly on his way home. When not in class, Dr. Long often stays busy talking to graduate students here on the campus and off campus, giving them guidance and advice. Long has long been noted for his friendliness toward everyone and especially ward students. Here he is seen chatting with a group of students in the college union. Another scene typical of Dr. Long is that of the classroom. Teaching composes about one-half the duties of being Dean of Graduate School. Degree or a B. Under the two programs are courses in art education, design, drawing and painting, ceramics and sculpture, and art history. One course, art appreciation, is included in the college general education program. The department has five staff members. In below, Miss Daniels is teaching an office machines class. It has a current enrollment of business majors. The staff is made up of twenty-two instructors who hold more than fifty college degrees. Two of them are certified public accountants. The department has one primary aim- to educate men and women for positions of leadership in the business life of North Carolina. In carrying out its purpose of education for business, the department offers specialized and thorough training in the areas of business teaching, public accounting, management, distributive education, business administration, and secretarial science. The department is the state sponsoring organization for the Future Business Leaders of America, the national organization for business students. Beta Kappa Chapter of Pi Omega Pi, the national honorary business fraternity, is the only chapter in the nation that has won the national fraternity merit award three times. The work of the department in the area of business administration has been recognized by Delta Sigma Pi, a national business professional fraternity. In , the shorthand students of East Carolina College won the coveted Gregg International Award and were proclaimed the best shorthand penmen in the world. In the area of business management, the department was the first in the nation to offer an approved course in executive technique under the auspices of the Southern Institute of Management and the American Institute of Management. The Education Department has four major functions: Some thirteen hundred majors in primary and grammar grade education are now working toward the Bachelor of Science Degree. Of these, about seven hundred are doing full-time work on campus and six hundred are enrolled for part-time work through extension classes and summer schools. The latter group is largely composed of teachers now in service who took the two-year teacher training course formerly offered by East Carolina. Now they must complete the four-year program in order to obtain class "A" teaching certificates. There, many of our seniors do their student teaching before going into the public schools. The pictures on this page show some of the activities of our student teachers. Fleming Director The Foreign Language Department is fortunate to have a student from both Spain and France to be of assistance to our students who are struggling through these subjects. The Department of Foreign Languages was founded in by Mr. Deal "with the consent and blessings of President Robert H. The growth of the department over the years has been gradual but steady, and in recent years, the

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place of foreign languages in the curriculum of East Carolina College has been firmly established. Today, with a staff of four full-time teachers and two foreign assistants teaching an average of to students per quarter, it appears that a strong foundation has been laid, and the department is ready for greater growth and accomplishment as the college enters its second half-century of service. A total of 2, students were members of classes during this period. The local department has seven full-time professors and 80 geography majors. The degree granted is an A. While the profession was once largely concerned with training teachers, nearly half of the geographers in the U. A total of hours is offered in geography in addition to 21 hours in graduate courses. These courses can be grouped as follows: Although there are over 60 chapters located in the U. It is an outstanding chapter with monthly dinner meetings where outstanding speakers talk on subjects of geographical interest. Basketball can be taken as a one-hour elective in the Physical Education Department. The Department of Health and Physical Education serves the college through three programs of work- a general program, a competitive program and a professional training program. The general program includes a wide range of instructional and recreational activities designed to meet the needs of the entire student body. The competitive program includes an intramural program for both men and women and supplements the extracurricular activities on campus. This program also includes an extensive intercollegiate athletic program which is available to men students who excel in competitive sports. The professional program is designed to meet the needs of students who desire to certify in the field of public school teaching. A non-teaching degree is available for students interested in working in recreational or related fields. In addition, the Aquatics and Aquanymphs are popular among students interested in water sports. The personnel of the department includes fifteen staff members and approximately 54 majors, of whom thirty are women. Each quarter approximately students are enrolled in our one hundred classes on the campus, not to mention those in television and extension classes. Every student takes at least eighteen hours of English; our professional majors take at least fifty-two. The student-faculty panel below is a derivative of the English Club. Each member is interested in the American novel, the topic for which the panel was formed. Beyond such basic courses as composition, speech, English and American surveys, and Shakespeare, students have many choices; among them are writing, authors of the American Age of Reason, and literary criticism. Several English teachers are giving free elective courses in philosophy, logic, radio and television technique; others are sponsoring the English Club, the East Carolinian staff, the Buccaneer staff, and the Future Teachers of America. It is now possible for students majoring in English, foreign languages, mathematics, science, and social studies to minor in speech. For these students and others a new course, oral argumentation, has been added. Two new graduate courses are being added for the benefit of those who plan to take an M. One teacher gives one-third of her time to helping upperclassmen whose written composition is so faulty as to interfere with accuracy and clearness. The English staff is trying to help meet many needs of many people. The tip of the left wing can be seen in the foreground. The mission of AFROTC is to select and prepare cadets through a permanent program of instruction to serve as officers in the reserve and regular components of the Air Force. The purpose and objectives of the program are: The staff for the department consists of four officers and one part-time civilian faculty member. The administration for the detachment is handled by four non-commissioned officers. The size of the Cadet Corps approximates male students. The corps was installed at East Carolina College in , and is the only military organization on the campus. Typical of the Music Department is the scene above. Here a student director is leading group singing. Our graduates hold fine positions throughout the eastern states and are serving in many capacities with good records. There are nineteen members on the Department of Music faculty, serving music majors, in addition to many others pursuing courses in applied music, methods and music appreciation. The department is located in new Music Hall on the campus. Many band and orchestral instruments are provided for student use in practice and performance, including a three-manual Tellers Organ and two electric organs. Instruments are available without rental charge, including pianos, organs, stringed instruments, woodwind, brass and percussion instruments. Also, there is no charge for use of the many practice rooms furnished by the College. In the scene below, the girls are having dinner. The college nursery is

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sponsored in conjunction with the Home Economics Department. In the picture below, several of the children are seen taking their morning nap. Home economics deals with those aspects of life which contribute to better family living. Most young women marry before or soon after graduation from college. Therefore a student is interested in home economics because it prepares her to be a better homemaker, wife and mother. Almost every home economics major looks forward to being a professional woman also for at least part of her life. Her training at East Carolina College may lead to a position as a teacher, a home demonstration agent, a home economist with a power or equipment company or an assistant dietitian. Our department is recognized by and receives assistance from the Federal Government as a center for the training of vocational home economics teachers.

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Chapter 5 : A-Z Title Listing

Clients as Teachers: Two Aphasia Groups at the University of Queensland, Linda E. Worrall, Bronwyn J. Davidson, Tami J. Howe, and Tanya A. Rose. Aphasia Groups in a University Setting, Pelagie M. Beeson and Audrey L. Holland.

Edited by Thomas S. And no other summer music celebration offers its patrons a simultaneous festivalâ€”Bard SummerScapeâ€”that deeply immerses them in dance, theater, opera, film, and cabaret programs that are apposite to the lives and times of symphonic concerts in the early years, exposing listeners to broiling humidity, percussive downpours, and opportunistic mosquitoes; today, attendees hear major orchestral works in the cool, acoustically superb confines of the seat Sosnoff Theater, housed in the Richard B. And the number of works performed, and musicians taking part, has vastly multiplied. Professor of Music and artistic codirector of the BMF since Under the guidance of Gibbs and his fellow artistic directorsâ€” Botstein, president of the College, music director of the American Symphony Orchestra, and cofounder with pianist Sarah Rothenberg, former Bard music faculty of the festival; and Robert Martin, vice president for academic affairs and director of The Bard College Conservatory of Musicâ€”the BMF has come a long way since its nascent gala. He notes that musicians and speakers are encouraged to attend events in which they are not actively participating, which in turn engenders conversations with audience members, who can discuss points raised in lectures or panel discussions. Walter Frisch, resident scholar for the Brahms festival as well as the Schoenberg festival in , recalls a memorable instance of such interaction at one of the Schoenberg panel discussions. It was a moment that really did crystallize the Bard Music Festival experience. Another plus for musicians is the challenge of learning pieces that deviate from the standard concert fare. Leon has a rare gift of unearthing lost masterpieces and bringing them to light. As the BMF has demonstrated, a perennially excellent music festival can serve the same function. Each of the 32 members of the BMF Junior Committee commits to supporting the festival; the group receives special invitations and discounts to attend performances and events in Annandale and New York City. Steinberg, Brown University The quarter-century mark finds the Bard Music Festival still evolving, still expanding, and still retaining its original mandate to rediscover great composers and their works. The latest acknowledgment of its impressive achievement has come from the Andrew W. Half the money goes to the nuts-and-bolts operations of the festival, to be used over 51 months; the other half will build the endowment, to be matched two to one over the same period. Euryanthe, a darkly gothic work based on a 13th-century French romance. Fay, independent scholar Aaron Copland Carol J. Jones who wrote two complete episodes in each season and contributed to the rest is creating, along with his fellow scribes, some of the most entertaining, boundarybreaking, and original content on television today. Jones is one of only two men on a seven-person writing team. In Hollywood, where male writers predominate, this is an anomaly; as is how Jones himselfâ€”white; middle class; from Anchorage, Alaska; and a product of Bard, a liberal arts collegeâ€”got the job. I write stories I find interesting. Kohan wrote the Orange pilot, which served as a template. Research, prison visits, and talks with author Kerman, as well as former prisoners, followed. After outlining a few episodes, Jenji assigns them to different writers. It gave me the freedom and tools to cultivate my own voice. Together, he and Azar created Jollyship the Whiz-Bang, a puppet rock musical about pirates. But it was The Coward that got him accepted into Juilliard in Jones contributed to the screenplay and hopes to be on set when they shoot in the fall. These included the play Trevor, a black comedy about a former showbiz chimpanzee who is kept as a pet and is dealing with postfame life. The story was inspired by a real-life chimp who attacked a friend of its owner. When writing plays, says Jones, you create a world entirely out of words. Training my visual imagination has been one of the greatest challenges. I found something uniquely mine, and worked to make it the maximum expression of itself that I could. I developed my voice and style, and came to know myself in a way that is invaluable. Coppola, who admits that her own high school years were neither fun nor productive, says she felt a kinship to the characters and was drawn to the dialogue and sense of teen malaise conveyed in the book. In the book, myriad characters wander in and out of

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interlinked stories, so Coppola had a challenge in adapting the collection. Over time, the script almost starts to tell you what it needs to be. With the surname Coppola, one can expect that Gia is genetically predisposed to a life behind a camera lens. She is matter of fact when discussing her large, dynastic Hollywood family. She appreciates the many talents of each, especially her aunt and grandfather. Although she was determined to maintain a healthy distance from her family in order to find her own voice as a writer and a filmmaker, she did seek guidance regarding the business aspects of filmmaking. Sofia, as a young, softspoken woman director, had dealt with the same issues I was facing. Coppola cycles through a wide range of emotions, from humor to horror, as these not-quite-kids, not-quite-adults pick fights, deface public property and seek easy gratification. A dream project would be to adapt a story by Raymond Chandler. It would be fun to modernize an old mystery the way [director Robert] Altman did with *The Long Goodbye*. The idea was to bring together academics from a variety of disciplines to discuss, study, and learn about unmanned and autonomous systems technology and its implications for warfare, law enforcement, and other civilian applications. Their project has evolved to include seminars, lectures, debates, roundtable discussions at Bard and in New York City, a blog [http: His Senior Project](http://www.itseniorproject.com) explored drones and the changing nature of modern warfare. Holland Michel, a double major in historical studies and written arts, broached the idea of a center for studying drones to Gettinger. In fall , the two assembled a faculty team and helped design a course on drones that met with overwhelming student response, and the center took flight. Advocates claimed that drones were more precise, surgical, and humane than the alternatives, while human rights activists decried the loss of civilian life, the psychological trauma of living under drones, and the threat that drones pose to privacy. The debate seemed inarticulate, misinformed, and immobilized by its own narrowness. This, we soon figured out, was no accident. Nobody really understood the drone—nobody really even knew what a drone was. In the public imagination, a drone is a weaponized, unmanned aircraft that watches, and engages, members of extremist organizations in Pakistan, Afghanistan, Yemen, and the Horn of Africa. But from a technological perspective, this definition is too narrow. An unmanned submarine is technically a drone, too. One of our goals was to help broaden the public definition of drones to include all kinds of unmanned vehicles, be they airborne, land borne, or aquatic. Some drones require a human controller to be in the loop; others can respond to their environment autonomously, according to their programming. All drones, no matter their shape or size, are irresistible, fascinating, uncanny, and somewhat terrifying; we want to find out why, and how, the combination of appeal and fear influences the public conversation. This is becoming increasingly important, as drones are not just for foreign operations anymore. In , the Federal Aviation Administration plans to create licensing procedures and air traffic rules for unmanned aerial vehicles in United States airspace. Whatever the dollar figure, demand for drones is expected to be extremely high. Police departments will turn to unmanned aerial vehicles as a cheap and effective alternative to manned helicopters. Customs and Border Protection bureau maintains a fleet of drones, which it lends to police departments, the FBI, and U. Department of Justice agencies. The unmanned vehicle industry is growing despite the fact that the use of drones by law enforcement agencies is controversial. In this era of pervasive surveillance, the idea of government agencies acquiring yet another highly capable surveillance platform to monitor the domestic population is unpopular. Fears of an era of unbounded aerial surveillance have prompted state and local legislatures across the nation to pass bills that curtail aerial surveillance by both private citizens and government organizations. But drone technology, like the Internet, has developed far more quickly than the policies that are meant to regulate it. Driven by the promise of high profits, the industry is developing ever more sophisticated drones, from solar-powered drones that can remain airborne for up to five years to drones the size of insects. Each new drone is accompanied by a set of new ethical questions and policy challenges. When Amazon announced in December that the company was developing a system for drones to deliver packages under five pounds to Amazon customers in 30 minutes, the prospect of large-scale domestic drone use departed from the realm of hobbyists and futurists and entered mainstream society. By putting its weight behind the controversial idea of domestic drones, Amazon thrust the drone debate into high gear, and highlighted the need for an informed policy response. Crucially, the

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Amazon announcement put pressure on the FAA to develop a domestic drone integration plan—an extremely complex task. The announcement mattered because it will require society to develop a framework for understanding the implications of unmanned technology beyond the current limited scope of the drone debate. Critics note a long list of safety concerns. Military Academy at West Point, and faculty from both institutions. In a bid to help the public organize the mass of information and media buzz surrounding this subject, we created the Weekly Roundup, a short, accessible list of the latest news, analysis, commentary, art, and tech from the drone world. Each week, the roundup goes out to an expanding community of interested citizens, researchers, pilots, artists, journalists, and writers. The blog features news analysis, portfolios, and interviews, while the website is a platform for historical, cultural, and aesthetic perspectives on current events. The interviews on the website attempt to bring unheard voices into the conversation about drones. In late fall, for example, we interviewed Natalie Jeremijenko, an artist and engineer who uses unmanned technology to create environmental solutions, and is considered a leading voice on the intersection of art, environmentalism, and technology. When Dan wrote about how the German Pirate Party a socially liberal party favoring Internet freedom and political transparency, among other issues flew a drone toward German Chancellor Angela Merkel at a campaign rally, the story was distributed widely among the Pirate Party and its supporters. We are confident that, through this collective enterprise, the public will be better equipped to face the social, economic, ethical, and political challenges that lie ahead. Fisher Center for the Performing Arts. Like the tree that bears her name, Tower, now halfway through her seventh decade, remains vigorous and reaching skyward. Tower, who turned 75 last September, has taught at Bard since Hence, she has developed a special composition-for-performers course at The Bard College Conservatory of Music. This will teach you something about the page you play. You got musical instincts? As an ardent, robust, living composer herself, Tower has not wanted for recognition. To enumerate her many prizes and awards would swell this article to several thousand more words, but a small sampling includes the Grawemeyer Award in Composition ; the first time it was given to a woman ; induction into the American photo Karl Rabe Academy of Arts and Letters and the Academy of Arts and Sciences at Harvard University ; a Letter of Distinction from the American Music Center ; and her selection as the first composer chosen for the Ford Made in America commissioning program. The latter resulted in the creation of her large-hearted magnum opus, Made in America, which was subsequently played by 65 orchestras, great and small, across the country, and whose recording on the Naxos label won three Grammy Awards. And yet, with all these achievements, Joan Tower remains resolutely down-to-earth. She is quoted in *The Muse That Sings*, an anthology of interviews with contemporary composers, saying: Prizes do not contain that fuel. That gives me more satisfaction than winning a big award. Undergraduates might conduct an internship, or travel.

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Chapter 6 : Spring Bardian by Bard College Bardian - Issuu

Aphasia Centers: A Growing Trend in North America. Holland A. The power of aphasia groups: A.L. Holland, Learning from Roger Ross: A Clinical Journey. R. Elman, Group Treatment and Jazz.

New Plays Forged in L. The Festival marks the first public-facing component of our L. Each year a new cohort of seven playwrights gathers monthly to share their work with one another and receive developmental and dramaturgical assistance from Center Theatre Group staff. The plays travel from the New York suburbs and Hollywood to Syria; they tackle race and gender, illness and war. All three writers are accomplished playwrights, the recipients of many prestigious awards and fellowships whose work has been produced around the country. They also all have had success in other media—television, performance pieces, web series, books, and more—while continuing to write for the stage. Screenwriting is rewarding work, but most playwrights feel hungry for community with their tribe of theatre folk. Top Ranked in Client Referrals. CNB results are compared to leading competitors on the following question: How likely are you to recommend bank to a friend or colleague? What union does a box office staff belong to? When do most dancers get their big breaks? What kind of degree do you need to be a projection designer? For three years, the Center Theatre Group team has been quietly What sets the portal apart from other theatre career videos or populating a small corner of the internet with a veritable library websites is many fold. The emphasis is not on jobs that are overtly of theatre career resources for students that answer these visible—actor, playwright, and the like, although these are included—questions—and so much more. The project began as a video but rather on jobs that students may not realize exist. These include series featuring profiles of theatre professionals on the job. Now, students and educators all over the country have access Raising awareness of these career paths can help diversify the people to these videos and a variety of accompanying resources about in them and ensure that there is a deep pool of talent for theatres to the many career paths within the theatre arts. Welcome to the draw from. Center Theatre Group Working in Theatre portal. The first step in filling the gap is giving young people development initiatives. Career examples are then provided for each stage manager, or costume designer, they know that theatre is a place personality type. A hybrid, for example, is a person who desires for them, theatre belongs to them, and there are more careers than the creativity as well as stability, and generally has a full- or partobvious ones. Teaching artists who often work at schools free and accessible to all students and teachers with an internet or theatre companies while also acting, writing, or directing and connection. With downloadable lesson plans for educators, guides to design technicians who often work full-time at one theatre or internship and job applications, and more, the portal is built to serve contract with a number of smaller theatres on a per-show basis anyone, anywhere, who wants to join the theatre family. Kim loves the cultural cross-pollination of Los Angeles art and artists—which is one of the reasons why Center Theatre Group chose this talented live performance set and projection designer as our Richard E. She attended the UCLA School of Theater, Film and Television intending to study film design and dip her toe into theatre, but then leaned heavily into the theatre side of the program. Now, her work sits at the intersection of theatre and film. Sherwood—former president and chairman of the Center Theatre Group Board of Directors—was a patron of the arts with a special appreciation for emerging artists who are in the vanguard of theatre.

Chapter 7 : Search results for: Hill Howard archer, page 1 | Collections Search Center, Smithsonian Institution

The power of aphasia groups: celebrating Roger Ross / Audrey L. Holland "From the groups up": the talkback group program in South Australia / Deborah Hersh Group treatment for patients with right hemisphere damage / Leora R. Cherney and Anita S. Halper.

Chapter 8 : Matt Collar (mattcollar) on Pinterest

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Holland, Audrey and Penn, Claire () Inventing therapy for aphasia. In Non-fluent Aphasia in a Multilingual World, In L. Menn, M. O'Connor, L. Opler and A. Holland (Eds.) Amsterdam: John Benjamins.

Chapter 9 : Governor William P. Clements, Jr. - Official State Papers, 2nd Term, | Agronomy Road

A qualitative study of group therapy for aphasia was undertaken in order to discover interaction patterns and discourse management strategies that help define social or conversation group therapy.