

Supplemental Material S7. Protocol for conducting feature brainstorm session.

AbSANT Feature Brainstorm Protocol

Note that the target word *care* has been used as an example throughout to assist the reader, but this protocol is intended for use with each target abstract word.

1. Say something like **"Let's start with the word *care*."** Place the word card in front of the client (or write the word on a piece of paper or whiteboard) and ask them to read it aloud.

Suggested prompts:

- If they are unable to read the word, read the word and have the client repeat. Use fading cues to promote independent reading of each word.
- At this point, it is also helpful to ask the client to define the word. If they have trouble, provide a definition. See below for an example of how this might work.
Clinician: "What is *care*?"
Client: "Helping someone."
Clinician: "Yes, it is, and very specifically in the context of a hospital, it is helping with someone's medical needs." Or prompt for hospital-specific information.

2. Ask the following questions and write down their answer for each. Attempt to create succinct phrases to capture the client's intended meaning, especially if the client has difficulty expressing themselves. It may help to use Supported Conversation for Adults with Aphasia (SCA™, Aphasia Institute) to help with comprehension and discussion. For all questions, if the client provides an unexpected or vague answer, ask them to try to explain what they mean.

a. "What is an action or event (or something that happens) that is associated with *care*?"

Suggested prompts:

- It may help to give an example like "If we were talking about the word *accomplishment*, maybe an action or event would be climbing Mount Everest."
- It may help to provide a choice between two actions or events. Increase the difficulty by making the choices closer (e.g., start with "taking temperature" versus "watching TV" and move to something like "taking temperature" versus "taking food tray").
- If the client provides a gesture (e.g., feeling forehead for a temperature), write down a description and verify the wording with the client.

b. "How does *care* make you feel?" or "What feelings or emotions are associated with *care*?"

Suggested prompts:

- It may help to give an example like "If we were talking about the word *birthday*, you might say *happy*. "
- It may help to provide a choice between two emotions. Increase the difficulty by making the choices closer (e.g., start with "empathy" versus "cruelty" and move to something like "empathy" versus "apathy").

c. "What is the first thing that comes to mind when you think of *care*?"

Suggested prompts:

- It may help to create an "and" phrase. For example, you might say "*care* and _____?"
- It may help to give an example of words that tend to go together, such as *cozy* and *warm*.
- It may help to ask if the client has had any personal experience with the concept. This may also trigger unwanted emotions. Be sensitive to your client and redirect if needed.
- It may help to provide a choice between an associated idea and one that is not associated. For example, "Which is better, *care* and *compassion* or *care* and *cake*?" Increase the difficulty by making both choices associated.

d. "Does *care* involve social interactions (relationships between people)? If so, how?"

Suggested prompts:

- It may help to provide an example like "If we were talking about the word *conversation*, you might talk about how at least two people are needed for a conversation."
- It may help to provide one example of how the word does involve social interactions and one example of how it does not. Decrease the difficulty by making one of these a "straw man" argument.

e. "Does *care* relate to how people should behave? If so, how?"

Suggested prompts:

- It may help to provide an example like "If we were talking about the word *commitment*, you might talk about how good friends would never let each other down."
- If the client answers the opposite of what you were expecting, ask them to explain what they mean.

f. "Does *care* involve any of the 5 senses (hearing, sight, taste, touch, smell)? If so, how?"

Suggested prompts:

- It may help to go through each sense one by one: "Can you hear *care*? Can you see *care*? Can you taste *care*? Can you touch *care*? Can you smell *care*?" For each "yes" response, ask the client to give an example.

- It may help to give a concrete example. For example, "Can you touch a *pen*?"
- If the client answers the opposite of what you were expecting, ask them to explain what they mean.

g. "What makes *care* different from other concepts in the context of a hospital?" or "What makes *care* unique (special)?"

Suggested prompts:

- It may help to give examples of other words that will be trained (or were just discussed) and ask how they are different. Example: "So, we just talked about *prognosis*. How is *care* different than *prognosis*?"
- It may help to define each word again and then ask again how they're different.
- It may help to provide two choices. Example: "Is *care* different than other words in a *hospital* because it is both a feeling and an action or because it happens in a *hospital*?" Increase the difficulty by making the choices closer.