

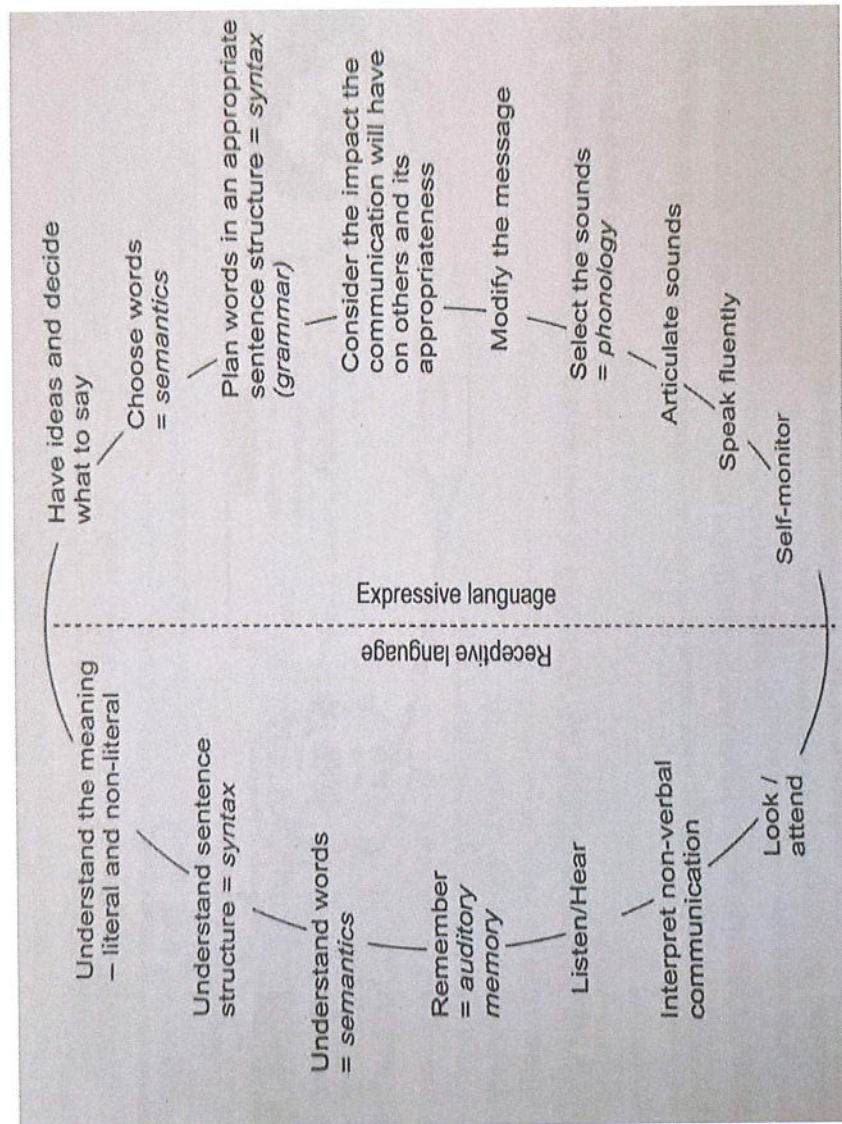


# Social Communication

# Objectives

1. Understand the processes involved in communication.
2. Understand the key principles of social communication
3. Strategies and support

# The Communication Chain



# Understanding Words Practical!

- Please following this instruction.....

Place your phalanges on your lateral malleolus

**Thank you**



# Understanding Words Practical!

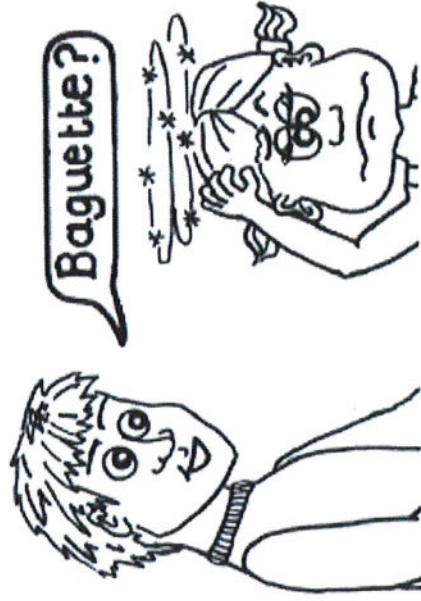
- Were you able to follow my instruction?
- Why/Why not?
- Can anybody here repeat the instruction?
- This demonstrates the need to understand and remember words before we can say them.
- The instruction means 'Touch your ankle' where 'phalanges' are the bones in your fingers and the 'lateral malleolus' is your outer ankle bone.



# Understanding Words

Children need to understand the words. This means children have to:

- know what words mean.
- learn a big vocabulary (14,000 words by 6 years old!)
- have to understand words before they can use them to talk.

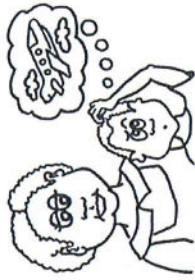
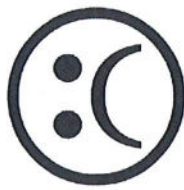


# Understanding Sentences

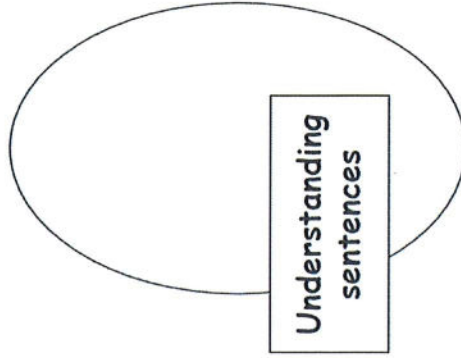
## Consequences

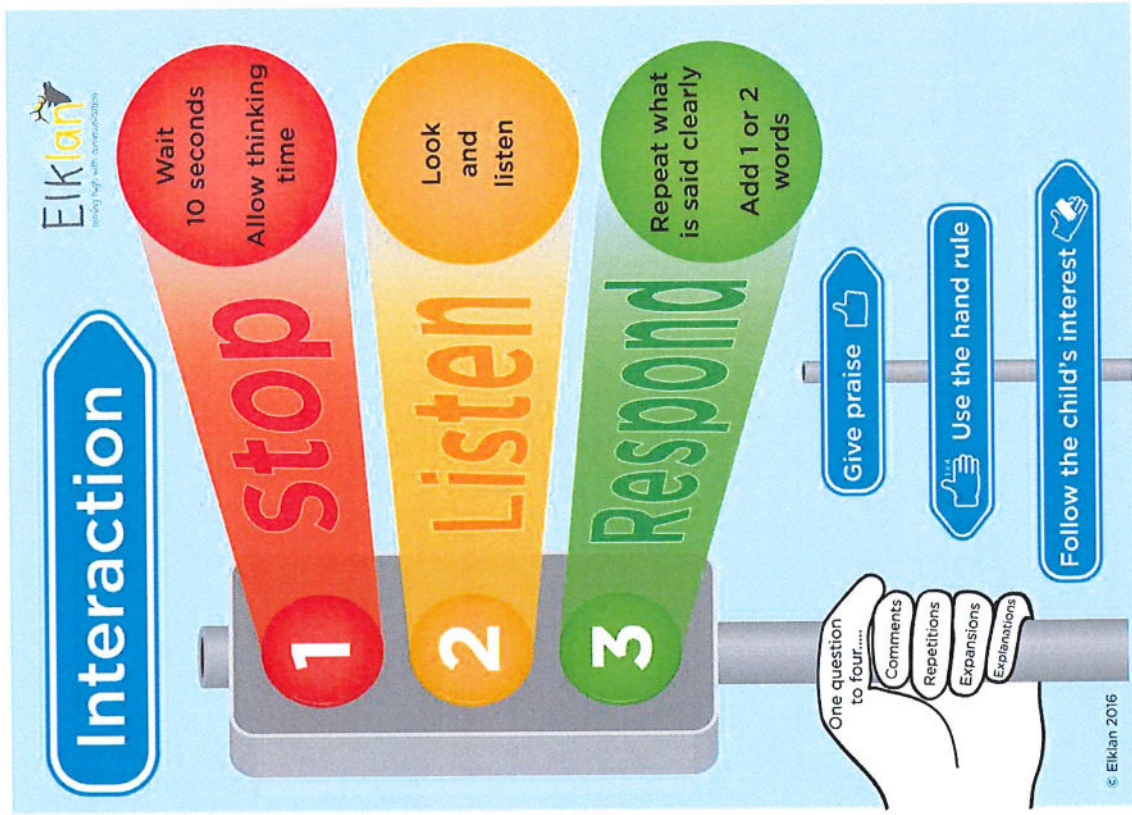
If a child does not understand sentences he might:

- find it difficult to learn new information by listening to the teacher.
- switch off, become quiet or misbehave because he cannot understand.



- struggle to understand stories or information he has read.
- find it harder to make friends and play with his peers.





What are the principles of Adult Child Interaction?



## Monitor the number of questions and directions used

It is vital to remember the hand rule and the balance:

One question to four...





# Boots



- **Question:** It's raining outside, what do we need to wear?
- **Comment:** it's really **wet** outside
- **Repetition:** Yes, we need to put our **boots** on
- **Expansion:** Yes, **blue** boots for the rain
- **Explanations:** **Boots** stop your feet from getting wet

# Blank's Levels of Questioning

**Level 1 - Relates to concrete features that can be seen.**

What am I pointing to?

What can you see/hear?

Who is that?

What is it doing?

Find another one the same.

**Level 2 - Relates to more detail of that in level 1.**

Who?

What doing?

Where?

Sorting - What other foods do you know?

Function - What do you use to eat with?

Sentence completion - This morning I ate some ...

Describing

Quantity?

Size?

Shape?

Colour?

**Level 3 - Relates to features that cannot be seen.**

Follow/give set of directions.

What happened?

What will happen next?

Give another example.

What did \_\_\_ say?

How did \_\_\_ feel?

When did \_\_\_?

**Level 4 - Relates to reasoning and problem solving.**

Why?

How do you know?

Justify

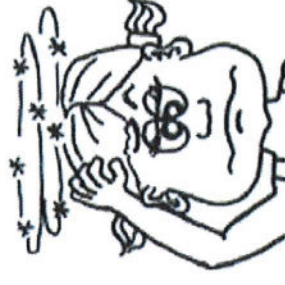
Problem solve

# Social Communication principles

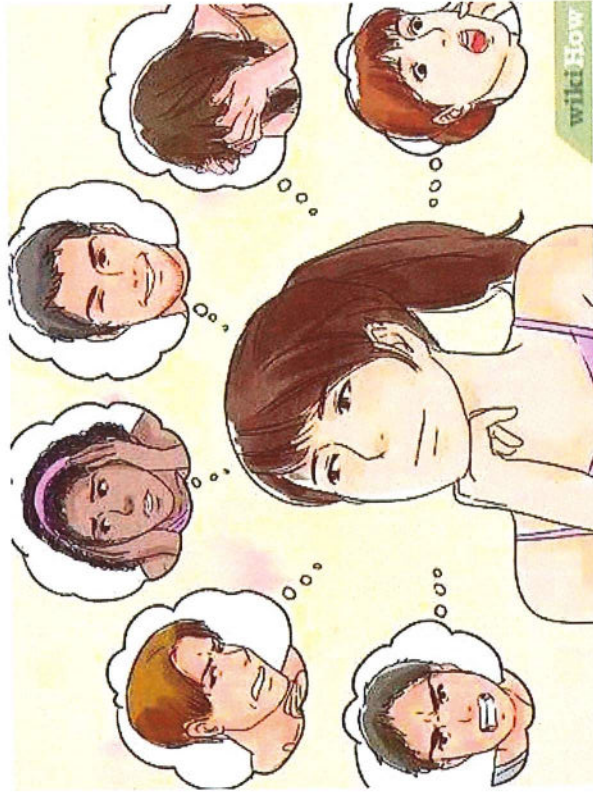
- Expressing themselves or understanding what is being communicated
- Understanding indirect language
- Social interaction with others
- Expressing their emotions and perceiving others' mental states

# Understanding Sentences

- We use lots of expressions e.g. 'You're winding me up', 'Cut that out', 'Pack it in'.
- Some children find understanding more subtle meanings of sentences very difficult but school aged children are expected to understand many of these sayings and expressions used at home and also at school.



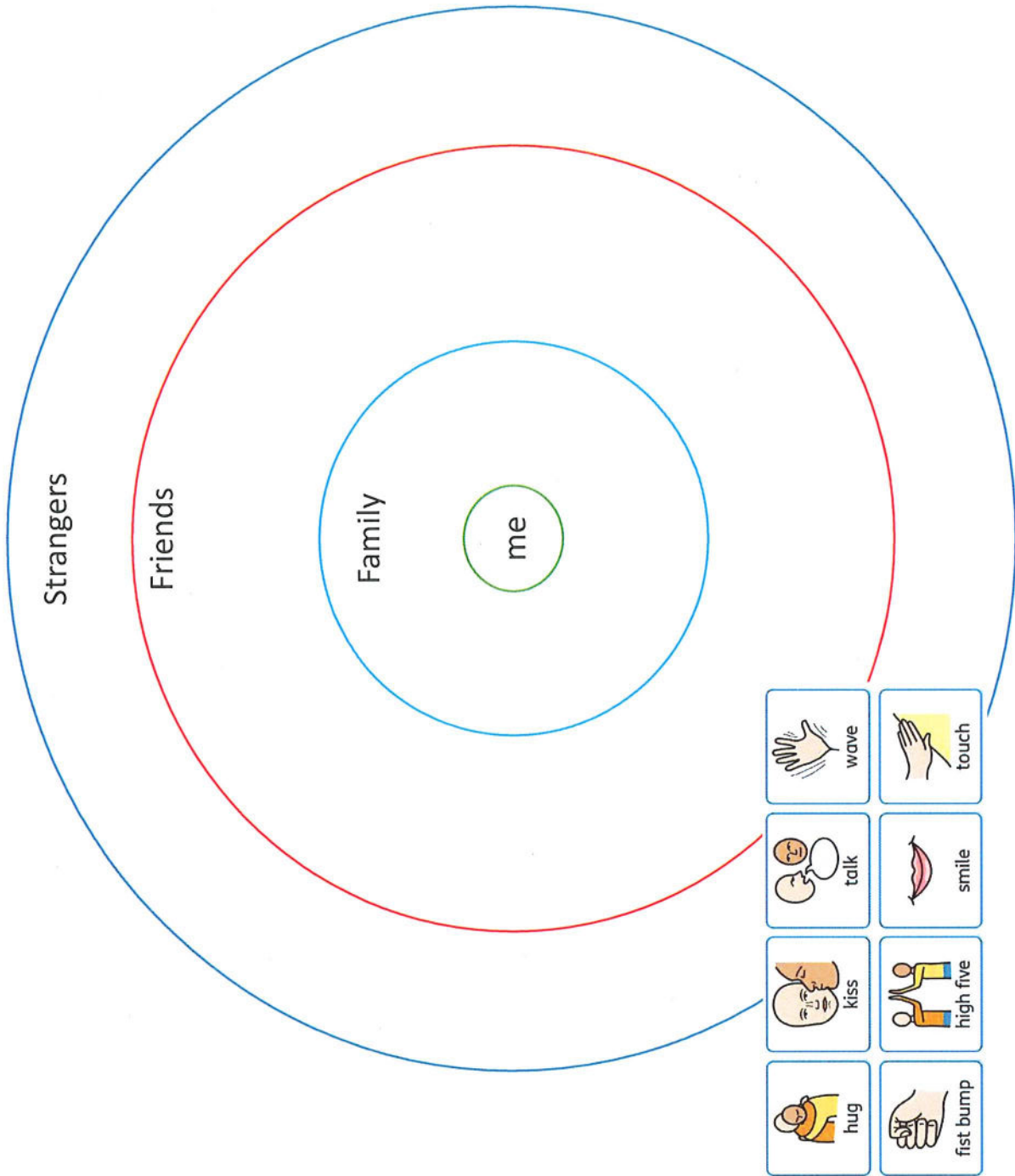
# Social situations



With family I can:

With friends I can:

With strangers I can:

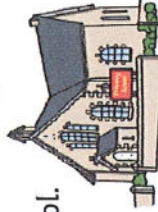


# Social stories

## It's Not Always My Turn to Answer

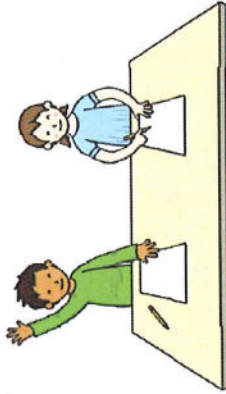
My name is \_\_\_\_\_ and I go to

\_\_\_\_\_ school.



I like to answer questions in class.

When I know the answer, I will put my hand up and wait.



Sometimes, my teacher will ask me to answer the question. This is okay.



Sometimes, my teacher won't ask me to answer the question. This is okay.



Everyone needs to have a turn to answer a question in class. This makes my teacher happy.



It is okay if I am not asked to answer.

I will write or draw the answer in my book.

I will let my friends have a turn at answering questions.




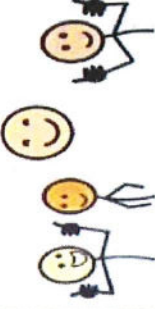
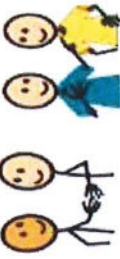
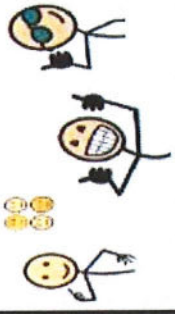
This will make my teacher happy.

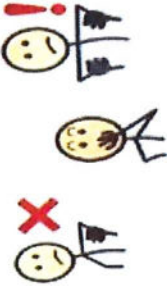

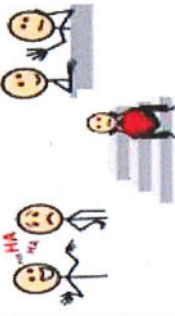

This will make my friends happy.





# Identifying positive/negative choices and consequences

<b>Expected Behaviors</b> 	<b>How they make other's feel</b> 	<b>Positive outcomes / consequences for you</b> 	<b>How you feel about yourself</b> 
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<b>Unexpected Behaviors</b> 	<b>How they make other's feel</b> 	<b>Negative outcomes / consequences for you</b> 	<b>How you feel about yourself</b> 
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# Familiar routine

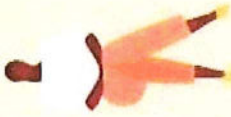
- **Safety, belonging and relationships**
- **Skills and responsibility**
- **Health and wellbeing**

# Masking

Forcing eye contact during conversations



Suppressing stimming behaviors



Adjusting facial expressions to match others



Hiding special interests or pretending to like topics others enjoy



Being overly aware of the impression made on others



Researching social rules before events



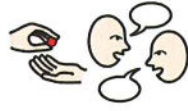
Repeating phrases you have heard others use



Having a social script prepared before interactions



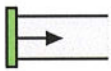
# At home with your children?



This is a great time for...conversation!

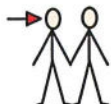
Conversation is the best way to:

- Build your child's language and communication skills
- Find out what they think and know
- Strengthen your relationship with them
- Pass the time!



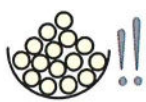
How to start a conversation:

- Instead of asking questions, you can say "I wonder..." this gives your child time to understand what you're saying and think of something to say themselves.
- Follow their lead - what do they like to talk about? It might not be what's interesting to you, but they are much more likely to want to carry on talking, and they will say much more if it's a topic that they've chosen.



How to help them keep the conversation going:

- Use props - it could be a book that they like, or a TV programme, something on Youtube or a video game.
- Give them plenty of time - wait 10 seconds for them to talk before you help them with what to say.
- If they aren't sure of a word, give them choices, e.g. 'is it a horse or a donkey?'
- Pictures are great to help children think of what to say! You can use family photos, pictures from magazines, pictures printed out from the internet.
- If a child makes a mistake in their speech, repeat back what they've said with the error corrected, e.g. if they say 'there's a red tar!' say 'yes, it's a red car!' or if they say 'the boy runned away' you say 'yes, the boy ran away!'



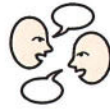
Most



importantly,



enjoy it!



Conversation



should



be fun



and



interesting.

Encourage your children to take turns and listen to each other.

Important: talk in the language that you feel most comfortable in!



## Conversation topic cards



If you could do any job, what would it be and why?



If you could go anywhere in the world, where would you go and why?



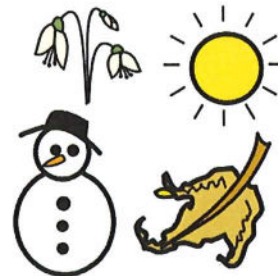
What is the best meal you have ever eaten? Who made it?



What are the best ways to relax? What different ways do people have of relaxing?



What have you done this year that you are really proud of?



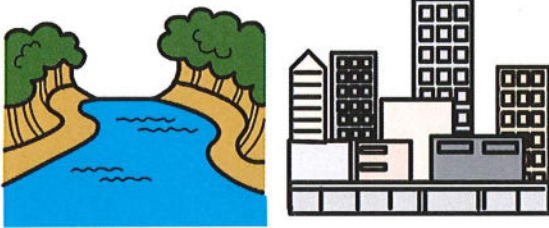
How do we adapt to different seasons?



How do people from different cultures live together?



What is different about the lives of professional sports people?



Why are most cities built on rivers?



What do think it's like to live somewhere there are earthquakes?



What makes a good friend and why?



Why might older people need more help?



# What's That?

(Blanks Levels Of Questions)



By Rodney Dedman and Megan Jackes  
Speech Language Pathologists - Education Queensland  
2004

# "What's That"

## Based on Blank's 4 stages of question acquisition

### Introduction

Blank's questions are a list of different types of questions, from easy to more difficult, which have been found to help student's learning. As the student's understanding of language and general language skills develop, they are able to understand and respond to more difficult questions. Students need to demonstrate strong skills in the earlier levels (Levels 1 and 2) before they can move on to mastering the much more complex questions and language in the more difficult levels (Levels 3 and 4).

The 4 stages of Blank's questions are:

- **Level 1**- questions related to what the student can see in front of them and hear at the time, or to objects or pictures that have just been removed.
- **Level 2** - questions still related to what the student can see or hear, or objects/pictures just removed but more detail is expected in the answer.
- **Level 3** - more complex questions involving careful listening to the question and thinking about what information the question has asked them to provide.
- **Level 4** - the student is expected to think about what may have happened, what could happen or what would happen in a given situation. Involves problem solving to come up with an answer.

### Instructions

#### Trial Set

"The Elephant" trial questions are used to indicate what level of questions the student is able to answer.

- Show the student the picture and ask the corresponding questions from each of the three trial sets.
- If the student has difficulty at a particular question level, then move through the booklet targeting:
  - The simpler level below the target level
  - The target level
- Once a particular level is mastered move on to the higher levels.

If the student is having difficulty some strategies include:

- **Ask easier level questions and work back up to the target level.**
- Demonstrate/show/explain the answer to the question.
- Relate the situation to the student's own experience.
- Offer the student a choice of answers.
- Give the student the first part of the answer and ask them to complete the sentence, e.g. "The elephant is big and the mouse is..."
- Model the correct answer for the student.
- Supply the correct answer and get the student to repeat it, e.g. "The elephant is big. What is he?"

## Blank Questions - Level 1

**Look at it!!** - These questions are related to what the child can see in front of them and hear at the time, or to objects or pictures that have just been removed.

<i>Activity</i>	<i>Questions</i>
Matching <ul style="list-style-type: none"> <li>• Colours</li> <li>• Shapes</li> <li>• Numbers</li> <li>• Pictures/objects</li> <li>• Pictures/pictures</li> </ul>	Find one like this. Find one the same as this. Match this one with one the same.
Identifying the source of noises	What can you hear? Who is making that noise? What's that noise? What's that I can hear?
Naming objects	What is it? What's this? What's this called? Tell me what this is. What do you want? What is it called? What are you touching?
Naming people	Who is that? What's her name? What's his name? What's he called? What's she called?
Naming actions	What are you doing? What am I doing? What do you want to do? What do you want me to do?
Imitating a simple sentence (eg. from a book you are looking at)	Say this: .....
Remembering objects pictured in a book	What did you see?"
Remembering the names of things recently seen or done	What did you see? Where did you go? What did you do?

## Blank Questions - Level 2

**Talk about it!!** - These questions are still related to what the child can see in front of them, or to objects or pictures that have just been removed. At this level the child is expected to look more carefully at the object and talk about what they can see (eg. size, shape, colour, what it is used for).

<i>Activity</i>	<i>Questions</i>
Describing something that is happening at the time, or a scene on TV or in a book	Tell me what's happening. Tell me what has happened.
Remembering information from a short statement (eg. from a conversation or book).	Who .....? What .....? Where .....?
Finishing a sentence.	Finish this sentence. Eat some .....
Identifying and describing the characteristics of objects.	What size is it? What shape is it? What colour is it? How does it feel? How does it taste? How does it smell? How many? Where is it?
Identifying objects according to their function or use.	Show me one we use for ..... What do you use ..... for?
Identifying differences. Objects may differ in relation to size, shape, colour, texture, taste, smell, location or function.	How are these different?
Naming an object from a category (eg. food, clothing, toys, furniture).	Tell me something that's a kind of .....

## Blank Questions - Level 3

**Think about it!!** - These questions are much more complex and involve the child in listening very carefully to every word of the question as well as thinking over what the question has asked them to provide an appropriate answer.

<i>Activity</i>	<i>Question</i>
Identifying objects that can be used with another (i.e. knife and fork)	"Find me one to use with this" "Which one goes with this?"
Describing an event that might happen	"What will happen next?"
Assuming the role of another person	"What would that person say?" "What could she say?" "What could he say?" "What might s/he say?"
Giving directions	"Tell me what to do" "What should I do?" "Tell me how to do it?"
Following 2 stage directions	"Do .... and then ....."
Identifying similarities ie share size, colour, shape, taste, location or function	"How are these the same?"
Identifying objects by exclusion of a characteristic	"Which one is not ....."? "Which ones are not ....."? "Find the things that are not.....?" "Find something that can .... but is not....."
Identifying an alternative	"Tell me something else we could use?" "What could we use instead of ....."?"
Changing pictures in a sequence	"Make these into a story" "Which one goes first?" "Which one goes last?" "Which one goes in the middle?" "Which one comes next?" "Show me the beginning" "Show me the middle" "Show me the end"
Describing a sequence of pictures logically	"Tell me the story"
Generalising about a set of events	"What happened to all of these?"
Defining a word	"What is a ....."

## Blank Questions - Level 4

**Solve it!!** - These questions expect the child to think about what may have happened, what could happen or what would happen if... The child is expected to think things through and come up with a solution. This is the most complex Blank Level.

<i>Activity</i>	<i>Questions</i>
Predicting	"What will happen if ....."
Justifying a prediction	"Why.....?"
Identifying the cause of an event	"Why did ..... happen?" "What made it happen?" "Why did it happen?"
Providing the solution to a problem	"What could you do?" "What would you do?" "What should you do?" "What could he do?" "What should she do?" "What would they do?"
Explaining obstacles to a solution	"Why can't we ....."? "Why wouldn't it ....."?"
Explaining an observation	"How can we tell ....."?"
Selecting the means to a goal	"What could we use?"
Explaining the means to a goal	"Why should we use that?" "Why did you choose that?"
Explaining the construction of objects	"Why is ..... made of ....."? "Why isn't ..... made of ....."?"