

Dr. Beattie- Communication Disorders Continued Part 3 – Transcript

Okay so up to this point we have talked about communication disorders, speech and language impairment, speech and speech disorders, language and language disorders and now we will do that to do thing that we can do in our classrooms and everyday life that will promote communication with children and in our classrooms.

Slide 1 Communication

Kids develop speech and language based on essentially there models. They learn from their parents and everyone in their lives. If we as their teachers present information in an dry, lack of emotional format we are presenting a model to kids that is not what we would like to see. We need to speak with feeling, animation and enthusiasm. That can be difficult sometimes it is not going to happen always. Kids need to see it as often because it gets them interested in what it s going on. Get excited about what you are doing and use speech and language.

You all are a lot younger than I am and have probably experienced this situation more recently then I have. Adults are really good at expecting kids to listen but we don't reciprocate to children by listening. If we want kids to reciprocate and to promote their communication we have got to listen to what they are saying. If we don't listen why should they bother to make an attempt. When you listen you find all different types of things. We are educators and it s our responsibility to help kids in this respect use speech and language that is appropriate and adhere to the standards that exist. Rephrasing errors is our attempt to give feedback while letting them know we appreciate what they are doing. The child says, "Them boys has football helmets." Our first reaction is to say no that is not right meaning the language is not appropriate. The kid hears that those kids over there don't have football helmets and thinks that they are crazy because the kids do. The not right interpretation is now what you intended. We make the kid feel like what they are saying is not worthwhile. Instead we acknowledge we understand the content of what is said and provide a model so the kid will understand the grammatical structure of sentences in the future. Our response is , "Yes, those boys have football helmets." Rephrase the errors and give the kid the benefit of what they have said and the content and provide grammatically correct information.

Slide 2

There are obvious ways we do this. Do not punish attempts to communicate. Some are I have heard your voice enough today so shut up, I hear your voice in this room so don't say a word to me because I don't want to know you are here. That punishes the attempts to communicate. We can punish a kids attempt in a lot of other ways by ignoring them, making faces, rolling the eyes. Your communicating clearly to that kid that you are not interested and punishing them. After a while they will not communicate with you. I think earlier this semester we talked about the problem error in computation and one of the things we talked about whether or not it was correct and how we found out. Some said asking the kid and you are liable to hear stuff you do not want to know about. You

need to think of things to pull you out of the situation but ask kids questions so that you can promote communication with them.

Establish a classroom atmosphere that offers many chances for communication. Think of a classroom situation when you didn't feel like the atmosphere was conducive to communication. Teachers talk constantly without taking a breath and sometimes don't allow the students to say anything. They ignore the way students have been raised. It is our responsibility to create an atmosphere that will enable kids to communicate and we need to make sure we ask questions that require them to be involved in a level of interaction, not a one word response. Think about when you were in school, came home, your parents asked you, "So, what did you do in school today?" If you let kids respond in one word they are going to. Ask questions that encourage numerous responses, i.e. What did you do in your courses today? Make sure you do that.