

Student Communication Repair Inventory and Practical Training Steps

Summary of SCRIPT steps to improve expressive and receptive communication repair strategies.

Part 1: Strategies a student can use when someone does not understand what he says.

- a. recognizing the different reasons why someone may have misunderstood what you say
- b. if the student is not understood by others when he or she has said something
 - student's speech intelligibility is unclear and causes misunderstandings
 - environmental or listener issues interfere with understanding
 - student's comment is incomplete or does not make sense to others

ASSESS: Administer the *SCRIPT Inventory* to obtain a baseline of the communication repair skills

1	FAMILIARIZATION: The student is exposed to the applicable communication repair skills until familiar with each skill. This familiarization phase should be targeted and brief.
2	DEMONSTRATION: The teacher/clinician exposes the student to repair strategies by modeling how to respond when asked for clarification.
3	SPECIFIC PRACTICE: The student practices strategies targeted to their specific needs when communication breakdowns are experienced from not being understood.

Part 2: Applying strategies when a student does not understand someone else.

- a. if the student did not understand any of the message
 - student missed an instruction; what a peer answered during class discussion
 - student did not understand a concept ("I don't understand the difference between mitosis and miosis")
- b. if the student understood part of the message but needs more information to know what to do or to fully understand
 - "I heard XYZ, but missed ____" (example: "I heard Chapter 5 but missed the page number")
- c. "Can I figure it out by looking around at what other students are doing or other clues (white board, class routine, looking down at text book, etc.)?"

ASSESS: Administer the *SCRIPT Survey of Communication Breakdown Response Strategies* and/or the *Listening for Directions, Identifying Issues, Repairing Misunderstandings* or other assessments.

1	FAMILIARIZATION: The student is exposed to the applicable communication repair skills until familiar with each skill. This familiarization phase should be targeted and brief.
2	DEMONSTRATION: The teacher/clinician demonstrates recognizing the amount and type of information missed focusing on remembering the parts of information that were perceived.
3	SPECIFIC PRACTICE: The student and teacher/clinician role-play different non-classroom situations in which communication breakdown to practice communication repair strategies.

Part 3: Assessing and generalizing student use of communication repair strategies.

ASSESS: Classroom teacher rating student use of communication repair skills in class.

1	STUDENT IMPLEMENTATION: The student actively uses communication repair skills.
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