

Repairing Communication Breakdowns in Everyday Situations

Student Communication Repair Inventory & Practical Training SCRIPT 2nd Edition

The following communication repair skills are necessary to increase appropriate interactions, participation and comprehension in the classroom

The SCRIPT 2nd Edition will not delve into how to provide instruction in all of these areas. Suggested resources are provided to the teacher or clinician for instructional practices in the areas that are foundational to communication repair, but not covered in this guide. **The SCRIPT 2nd Edition will focus on providing instruction in the content covered in numbers 3 (Part 1), 4 and 5 (Part 2) below.**

1. Listening and attending to communication in a focused manner

- a. Exhibiting basic “good listener” skills
 - i. Face speaker and maintain eye contact
 - ii. Be attentive; sit quietly
 - iii. Listen to the words and try to picture what the speaker is saying
 - iv. Wait for the speaker to pause to ask clarifying questionsRESOURCES: [Listen and Learn](#) Good Listener Skills [One](#), [Two](#), [Three](#)
- b. accepting the responsibility to be an engaged learner
 - i. avoiding developing the attitude: “If I just sit here, someone will tell me what to do” or “If the teacher needs me to do something she will come over and tell me”
 - ii. being engaged in the learning process and thereby able to recognize when misunderstanding or missed communication occurs
 - iii. learning about communication styles: passive/mousey, aggressive/bossy, assertiveRESOURCE: [Building Skills for Success in the Fast-Paced Classroom](#), SAID Teacher Checklist (in this guide)

2. Recognizing that there are times when information will be missed, misheard, or not clearly understood

- a. accepting that the hearing loss, language issue, etc. will sometimes impact understanding what is said, especially in a large group learning environment
 - i. Children with hearing loss do not know what they do not hear because they do not hear it. Yet, they are held accountable for knowing what was said. The student may not recognize that information is being missed.
 - ii. Other students ask questions in the classroom. The student with the learning issues may not realize that they miss more information than most other students and need to work harder at getting the information needed so that they understand.RESOURCES for learning about hearing loss: [Building Skills for Success in the Fast-Paced Classroom](#); [Advocacy in Action](#); [Steps to Success](#)
- b. recognizing that there are causes of the communication breakdown that everyone experiences

- i. speaker issues: turning to the blackboard while speaking, accents, lack of pausing between ideas, etc.
- ii. listener issues: student hears only parts of words (hearing loss), vocabulary is unknown, lack of understanding of syntax and morphology clues to aid in understanding when part of a message is missed, attention to the speaker varies, etc.
- iii. environment issues: background noise, reverberation that compromises clarity of speech perception, distance such as the teacher roaming about the classroom so that what is said is from a far distance part of the time, etc.

RESOURCES: [Building Skills for Success in the Fast-Paced Classroom](#); [What's the Problem Game](#); [Monkey Talk Self-Advocacy Game](#)

3. Having the strategies to repair communication breakdowns when someone does not understand what YOU have said

- 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
 - i. student's speech intelligibility is unclear and causes misunderstandings
 - ii. environmental or listener issues interfere with understanding
 - iii. student's comment is incomplete or does not make sense to others

4. Recognizing the amount and/or type of information you missed

- a. having the memory skills to remember what was heard, even though the information was fragmented, partial, and/or nonmeaningful

RESOURCES: [No Glamour Memory](#); [Building Self-Confidence & Resilience to Maximize Acceptance of Hearing Devices](#); Appendix of SCRIPT 2nd Edition

- b. "Did I catch any words?" "Do I understand any part of what was just said?"
 - i. "I heard XYZ, but missed _____"

EXAMPLE: "I heard Chapter 5 but missed the page number"

- ii. I heard the words but I didn't understand some of the vocabulary and am confused about the meaning of what was said

EXAMPLE*: The book *Chicka Chicka Boom Boom* was being read aloud by the teacher: "A told B and B told C, I'll meet you at the top of the coconut tree." At the end of the lesson, when asked to retell what was said, the student replied, "Today we learned about cocoon trees." The student had not recognized the vocabulary 'coconut tree.'

EXAMPLE*: The Indians were dying because of the drought and the famine." Student asked: "Why were they dying if they had all that fish?" This misperception was due to lack of auditory discrimination between d/t and f/s. Student thought the words 'trout' and 'salmon' were said.

- c. Making judgments about the importance of the message: "I missed the funny thing my friend said to the group. How important is it to me to know this? If not, will there be any consequences? If so, should I ask for clarification now or later?"

5. Having strategies to repair communication breakdowns when you did not understand

- a. if the student did not understand any of the message
 - i. student missed an instruction; what a peer answered during class discussion
 - ii. 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. “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.)?”

* Meyer, Kym (8/17/2016). Wait – There’s a Student with Hearing Loss Coming into My Class? Webinar viewable at <https://www.youtube.com/watch?v=r3ytOawiYul&feature=youtu.be>