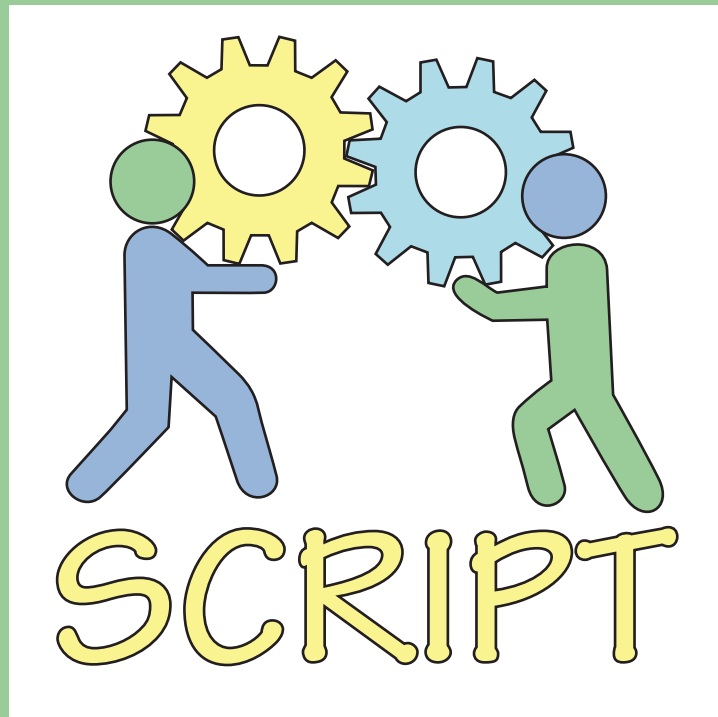




Repairing Communication Breakdowns in Everyday Situations

**Student Communication Repair Inventory
& Practical Training**

SCRIPT 2nd Edition

Karen L. Anderson, PhD

Supporting Success for
Students with Hearing Loss



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for Children with Hearing Loss

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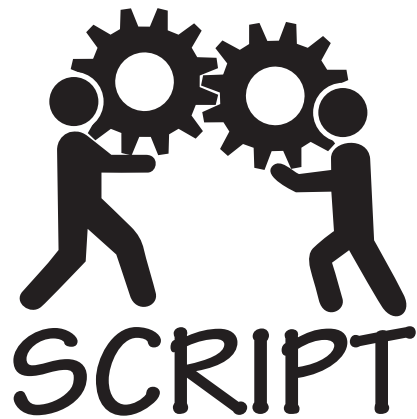
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Student Communication Repair Inventory & Practical Training

2nd Edition

Karen L. Anderson, PhD

Supporting Success for Students with Hearing Loss

Minneapolis, MN USA

Repairing Communication Breakdowns in Everyday Situations
Student Communication Repair Inventory & Practical Training

SCRIPT 2nd Edition

Karen L. Anderson

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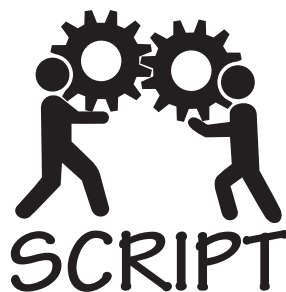


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Student Communication Repair & Practical Training

Introduction

What is the SCRIPT?

Communication breakdowns occur whenever the speaker is not understood by the listener. Everyone experiences communication breakdowns. Communication repair skills are learned as an integral part of language development, starting in toddlerhood when speech production is unclear and the young child experiences challenges in communicating his or her wants and needs. Research indicates that the use of repair strategies in typically developing students increases in complexity as their language becomes more complex (Gallagher, 1977; Gallagher & Darnton, 1978; Elfenbein, 1992).

In order to be considered an effective communicator, a student must demonstrate the ability to function as both a speaker and a listener during communication acts.

Roth and Spekman (1984)

Students with hearing loss, other auditory-based learning issues, or autism typically do not spontaneously learn communication repair strategies at the same rate or to the same level as students with typical development. Therefore, these students can benefit from direct teaching of communication repair skills, which includes practice focused on their application in real-world situations (Blaylock, Scudder, and Wynne, 1995).

The SCRIPT is a collection of materials specifically created to identify a student's level of communication repair skill development, systematically teach new skills, and foster use in everyday situations. The SCRIPT materials are intended for student with developmental ages as young as 5 and extending through adolescence.



The **Student Communication Repair Inventory and Practical Training (SCRIPT)** program develops students' communication repair skills at home and in the classroom. The development of these repair skills begins with the student's constant role as a listener in the classroom, recognizing the causes of communication breakdown, and the importance of actively correcting any communication breakdown. For this reason, instructors are especially concerned with students being able to recognize when *they* do not understand and to use repair strategies to elicit clarification of information missed. Research has focused on identifying the strategies that students use when they are not understood by *others*. This program has been written to support the teacher or clinician in using information about what students do when they are not understood to remediate those areas specific to their use of strategies when they do not understand what has been said. It is anticipated that utilization of the evaluation and practice components will result in students who are adept at communication repair in situations where they are not understood as well as when they do not understand the speaker.

Research Relevant to Communication Repair and the Design of the SCRIPT

The SCRIPT builds on communication repair research and literature developed over the last 40 years. A detailed review of the research literature is included as an appendix at the end of this publication. A simple summary of this research follows:

Researchers have studied the development of communication repair strategies in students with and without learning issues. Methods that provide the most frequent and varied examples of use of communication repair strategies require the student to describe a toy or picture. After the child provides a description, the adult asks “Huh?”, “What?” and “I don’t understand” to elicit more examples of repair strategies in his repertoire. When asked “huh?” a speaker will typically repeat what was said. Further questioning of the student is needed to determine if they have strategies to use in communication breakdown situations other than simply repeating.

Strategies can be verbal or nonverbal, and can range from simple requests for repetition to sophisticated requests for clarification. There are three broad categories of verbal communication repair: **repetition**, **revision**, and **addition**—each with several individually defined strategies. There are also several **nonverbal** strategies and a category of inappropriate response types.

How Do Students with Typical Development Develop Communication Repair Strategies?

Early communication repair skills are learned experientially as a normal part of language development before students reach school age. Development of these strategies are rooted in toddlers with poor articulation being frustrated at their caregivers not understanding their requests. They learn to repeat what they said, more clearly, slowly, loudly, or emphasize a key word to make their wants known. Thus, when students are young (e.g., age 3), they mostly use the repair strategy of repetition. Young children also have a high proportion of inappropriate responses. In other words, if asking for repetition does not produce the desired results, they have no other strategies to use and therefore change the topic, act out, or other behaviors. A student’s use of repair strategies develops as his linguistic abilities become more complex. As linguistic abilities become more complex, children begin to revise or add clarifying language to expand the listener’s comprehension and inappropriate responses become less frequent.

Development of communication repair strategies will be presented in the context of research findings, using the protocol where the student is asked to clarify via the questions, “Huh?”, “What?” and “I don’t understand.” The majority of responses to a first request for clarification will be a **repetition** of the initial utterance. Specifically, when a listener is asked ‘huh?’ or ‘what?’ the speaker typically repeats what was just said. With growth in language ability, the student will reflect on what they have said and try to provide the listener with the key elements of the message, and/or tailor their communication repair responses to what they believe is the most likely part of the information that was missed. Therefore, a student will begin the **addition** of information, especially when asked for clarification the second or third time. By ages 8-9, students incorporate **addition** strategies that define or provide background information, becoming more predominant by age 10 and fully established as a communication repair strategy in adolescence. Approximately half of communication repair incidents by those with sophisticated language use repetition or revision strategies and the remaining half of communication breakdowns are repaired via use of simple or clarifying addition strategies.

Child 1: *"We went to Nona's over the weekend."*

Child 2: *"What?"*

Child 1: *"We went to Nona's over the weekend. She's my grandmother who lives in Centerville."*

In the example above, Child 2 didn't understand the word "Nona" in what was said by Child 1. It may be that it was noisy, and the word was not heard clearly or that the term "Nona" was had not been encountered by Child 2. In the communication repair, Child 1 **repeated** the information and then **added** information to **clarify** the word that would most likely to be unknown by Child 2 and add **background** so that the meaning would be even more clear to the listener.

How Do Students with Atypical Development Use Communication Repair Strategies?

Students with hearing loss, cognitive or language delays, experience communication breakdowns more frequently, but do not learn communication repair skills at the same rate or to the same level of sophistication as same age peers with typical development. Beyond early elementary, their strategies remain immature compared to typical peers. Repetition continues to be primarily used, and inappropriate responses do not extinguish beyond kindergarten. Even when language ability develops, students with hearing loss, language delays, and cognitive issues usually do not begin to add information to their responses to provide the additional background or clarification needed by the listener.

Students who are slower at processing a conversation and respond to communication breakdowns with a delayed or unrelated response are more likely to be ignored within a conversation. Those who request clarification in an immature manner are more likely to hear "never mind" from their conversation partners. When asked "What?" or a polite "Can you repeat that? I didn't hear what you said" communication partners often experience annoyance or frustration. Was the person not paying attention? What part was not understood? What information is needed to help the person understand? It is not surprising that the students with hearing, language, and learning issues often hear "never mind." Students with learning issues may therefore be especially sensitive when asked for clarification in a conversation and stop persisting, which then results in more inappropriate responses or lack of responses. Those who have experienced frequent "never minds" as they seek clarification often learn to become passive and "watchers" of conversation rather than risk the embarrassment and frustration of being told "never mind" in response to their requests.

Communication Repair in the Context of Today's Learner

Most students with special needs are primarily educated in the full-inclusion, or mainstream classroom. The underlying assumption of classroom education is that if the teacher provides verbal instruction, the student is able to access the instruction and understand it. This assumption expands to include accessing/understanding classroom discussions and small group collaborative work between two or more peers. Thus, the primary mode of classroom instruction is verbal, requiring the student to be engaged in listening and incorporating what is heard into their memory and existing knowledge base. Missed information can derail attention, confuse comprehension, and cause hesitation in following directions. Students with language learning, attention, hearing, and other educational issues often do not hear, or miss, parts of verbal communication in the classroom. Students require direct instruction to acquire communication repair strategies typical of their same age peers so that they can **fully participate** in social and classroom discussions.



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 questions
- 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, assertive

RESOURCES: [Listen and Learn](#) Good Listener Skills [One](#), [Two](#), [Three](#)

RESOURCE: [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.
- 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 for learning about hearing loss: [Building Skills for Success in the Fast-Paced Classroom](#); [Advocacy in Action](#); [Steps to Success](#)

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](#)

- 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>

How to Use the SCRIPT 2nd Edition Guide

This Guide is separated into three parts:

Part 1: Assessing and intervening to develop communication repair skills when a student is asked for clarification, such as when students have unclear speech.

Part 2: Assessing and intervening to develop communication repair skills when a student does not (completely) perceive what is said during social interactions or classroom communication. This can be due to hearing loss or language comprehension.

Part 3: After working 1:1 or in small groups to develop skills covered in Parts 1 and 2, this section provides suggestions on how to support and motivate student use of communication repair skills in their typical communication settings.

This edition of the SCRIPT guide has been developed to allow the teacher/clinician to access any Part independent of the other Parts, depending on the needs of their students. A more complete understanding of communication repair will result from reviewing all of the materials.

Links to videos showing how to use the SCRIPT Inventory and practical training steps have been included within the sections describing these activities.

Including Communication Repair in the IEP

A student's ability to manage communication so that he understands the information being conveyed and can clearly share his thoughts plays a critical role in ensuring academic achievement. Full participation in the classroom cannot occur when a student has frequent communication breakdowns. Without the ability to access instruction, participate in the learning process, and demonstrate what he knows, a student will be denied a free and appropriate public education (FAPE) as guaranteed by IDEA (§300.39, I. S., 2004). Thus, identifying areas of need in the student's ability to maintain effective communication, and addressing skill deficits in the student's IEP, become crucial to learning engagement, full participation, and success in the classroom.

Communication access is matter of discrimination per the [Americans with Disabilities Act](#). Specifically, schools must ensure that the communication of students with hearing loss, visual impairment, and expressive communication issues is as effective as it is for class peers. Full participation is assumed as a foundation of the [Common Core Standards](#) and may be a component of state education standards. Students with disability conditions that impede full participation require individualized instruction to develop these necessary skills.

In addition to identifying those areas which may be precluding instructional and curricular access, the IEP team is required to focus on how the student's skills will be developed through the goals and objectives included in his IEP. Federal law also requires that, in many cases, these goals must be tied to the core content standards at the student's grade level. The following table includes a sample of communication repair skills, the content standard to which they can be related and a specific behavioral objective to help teachers and clinicians visualize how this important area of development can be addressed.

Skill Area	CCS Area	Standard	Objectives
Repetition slowly, clearly or in a louder tone	Speaking and Listening K-5	Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.	a. During conversation opportunities with an adult, the student will repeat his response to a request for clarification more slowly and loudly when asked 4 out of 5 times as measured by clinician tally. b. During conversation opportunities with an adult, the student will request repetition of what was said more slowly, clearly, or loudly when presented information presented with these issues, 4 out of 5 times as measured by clinician tally.
Emphasizes key word(s)	Speaking and Listening K-5	Speak audibly and express thoughts, feelings, and ideas clearly.	a. During conversation opportunities with an adult, the student will emphasize key words in responding to a request for clarification 4 out of 5 times as measured by clinician tally. b. During conversation opportunities with an adult, the student will request clarification by emphasizing key words heard when presented with an unclear statement 4 out of 5 times as measured by clinician tally.
Repeats what he thought was said	Speaking and Listening K-5	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	During conversation opportunities with an adult, the student will perform a simple clarification request by repeating what he thought was said 3 out of 5 opportunities as measured by clinician tally.
Ask for restatement or clarification	Speaking and Listening K-5	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	During conversation opportunities with an adult, the student will ask for repetition or clarification including background information 3 out of 5 times as measured by clinician tally.
This information has been developed in line with the 2010 Common Core Standards Initiative of the Council of Chief State School Officers and National Governors Association Center for Best Practices.			

But I’m already so busy! How do I fit in working on communication repair?

Although it is typical for goals specific to communication repair skill development to be included on the IEP, these activities are most often addressed within the context of language-related or content area academic support. Other than the SCRIPT Inventory, rarely would the teacher/clinician spend more than 10 minutes on direct teaching of skills or distributed practice.

Example: *Mrs. Johnson has worked with Tammy on preteaching content vocabulary skills. Tammy has demonstrated an understanding of the new vocabulary. Mrs. Johnson continues the final few minutes of review of the concepts by presenting her speech quietly, unclearly, mispronouncing words, using unknown vocabulary, or intentionally saying something that does not make sense. By focusing on these different communication breakdown types so over time, Mrs. Johnson shapes Tammy’s responses so that when she encounters communication breakdowns in the 1:1 environment that she is expected to use her clarification request skills appropriately. Once Tammy demonstrates appropriate responses to communication breakdowns presented at the end of the 1:1 session, Mrs. Johnson will begin to intersperse their 1:1 time with random communication breakdowns to provide Tammy with further practice in repair skills. Mrs. Johnson keeps a data collection page to record Tammy’s responses and progress over time.*

The following information on typical models of supporting students with hearing loss suggests when teachers/clinicians can integrate communication repair into lessons or activities. Ideally, developing communication repair skills will be an underlying goal of teachers/clinicians and opportunities to practice will be integrated as they work with students on all skills. Ultimately, the child should be expected to repair communication breakdown appropriately as it occurs during 1:1 work and increasingly in all settings and situations.

Supporting students within the general instructional cycle - The teacher/clinician supports via:

Introducing: Build background knowledge and vocabulary prior to topic introduction in the classroom

Teaching: Work on language targets and vocabulary that support the content. Use language targets naturally during 1:1 time (i.e., idioms, multiple meaning words, humor, specific vocabulary)

Elaborating: Reteach content the student had difficulty comprehending. Discuss with the classroom teacher if the student will be required to meet the same class objectives.

Reviewing: Ask review questions and expect an extended exchange to expand the related language. If the student has responded with an academically correct answer, then the teacher/clinician **can interject something unclear that will require the student to repair the communication.**

Evaluating: Ensure the student will be able to demonstrate content knowledge and the appropriate communication repair skills when there were instances of instruction-related communication he did not understand.

Supporting understanding of language or academic content

Break down content into key statements that represent the main concepts (“sound bites”)

Present information at an accessible language level that reinforces language targets to:

- Review subject matter
- **Develop fluency with communication repair skills**
- Rehearse complex language
- Practicing clear, understandable, connected speech beyond the word or phrase level
- Enhance development of listening skills

For more information on this section refer to HOPE Online, Cochlear Corporation for On the Road Again: The Role of the Itinerant Teacher for Students with Cochlear Implants by Mary Ellen Nevins & Ashley Garber.

Information referred to in the development of the SCRIPT training program:

http://www.hearingresearch.org/ross/aural_rehabilitation/tracking_and_communication_repair_procedures.php and http://www.audiologyonline.com/articles/article_detail.asp?article_id=355



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	DEMONSTRATION: The teacher/clinician exposes the student to repair strategies by modeling how to respond when asked for clarification.

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 exposes the student to repair strategies by modeling how to respond when asked for clarification.
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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Repairing Communication Breakdowns in Everyday Situations

Student Communication Repair & Practical Training

PART 1: **Responding to requests for clarification when the student is not understood by others**

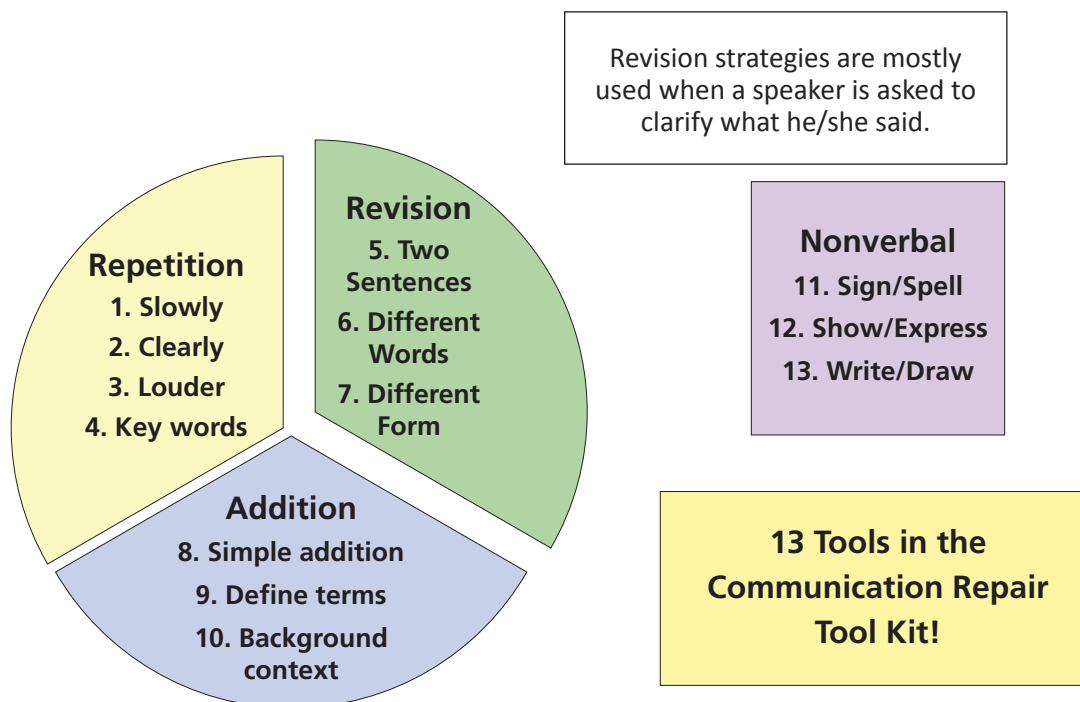
Student Communication Repair Inventory and Practical Training Steps	
Summary of SCRIPT steps to improve expressive and receptive communication repair strategies.	
Part 1: Strategies a student can use when someone does not understand what he says. c. recognizing the different reasons why someone may have misunderstood what you say d. 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 <i>SCRIPT Inventory</i> 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.



Student Communication Repair Inventory & Practical Training (SCRIPT)

Skills Used When the Student is Not Understood by Others

Category	Description	Category	Description
1. Slow repetition	Repeats or requests speaker to repeat at a slower rate	9. Defines terms	Describes or uses more detail to define terms used in the original utterance or as part of clarification request
2. Clear repetition	Repeats or requests speaker repeat with clearer enunciation	10. Adds background context	Describes additional details that were not mentioned originally or requests additional details for clarification
3. Emphasizes key word(s)	Emphasizes a key word or words during response or request	11. Shows/expresses	Acts out thoughts or needs, points, shows, uses facial expressions
4. Louder repetition	Repeats or requests speaker to repeat more loudly	12. Signs/Spells	Signs or spells to add clarification
5. Uses two sentences	When asked to clarify, expands sentence into 2 sentences	13. Writes/Draws	Draws picture or writes to clarify
6. Uses alternate words	When clarifying, uses fewer or more commonplace (simpler) words or both	Inappropriate: Fails to respond	Fails to respond, or attempts to discontinue (gives up)
7. Alters form grammatically	When clarifying retains meaning but alters grammatical form	Inappropriate: Off topic utterances	Provides unrelated utterances or just repeats questions
8. Simple Addition	Adds a little information to response or request	Inappropriate: Discontinues	Attempts to give up



ASSESSMENT: SCRIPT Inventory

The **SCRIPT Inventory** is the initial portion of the SCRIPT. It is designed to identify a student's use of different communication strategies when the student is not understood by a listener. Communication repair as devised in the SCRIPT consists of 13 separate skills. Picture stimuli materials, response sheet and interpretation of the Inventory results based on developmental trends are included in the SCRIPT Inventory.



Directions to Administer the SCRIPT Inventory

Purpose:

To identify the communication repair strategies used by a student when asked for clarification of what he or she said. Administering the Inventory is optional. If a student has few issues being understood by others (i.e., good speech articulation) then identifying the strategies present to deal with requests for clarification may not be warranted.

In general, students with hearing loss, language delays/disorders, and cognitive issues will primarily use Repetition strategies and respond with a large number of inappropriate responses in comparison to age peers. While some Revision and Simple Addition strategies may occur, they are likely to be fewer than age peers. Complex or Clarifying Addition strategies are rarely provided by these populations unless explicit teaching of communication repair strategies has occurred. It is very possible to proceed through the practical training steps without first obtaining SCRIPT Inventory assessment information.

Inventory Stimuli:

SCRIPT Inventory provides 10 pages of test stimuli with 9 photos on each page. The stimuli pages are located in the APPENDIX at the end of this manual. The photos included are intentionally similar and somewhat unclear to make it more natural to have to ask for clarification. You may choose to use other picture or photo stimuli as long as the same question-and-response categorization process is followed. If a student has vision or attention issues the teacher/clinician can display only 6 of the 9 photos.

What Administering the SCRIPT Inventory Looks Like:

The teacher/clinician and the student will be looking at 12 pictures (or 6 for younger students). The teacher/clinician asks the student to choose one of the 12 pictures and describe it so the teacher can locate the same picture. It is important to ask the student clarifying questions for some of these picture sets and not others in order to maintain motivation – the total number of picture sets used is up to the teacher/clinician. For five of the picture sets, the student will be asked three questions to clarify what he or she said. This will result in a total of 15 responses that will be categorized into communication repair strategy types. This information will then be compared to developmental trends to see how the student compares to same age peers in the use of repair strategies.

Materials:

- 10 Picture Sets (digital download with this guide)
- Response Sheet and Scoring Interpretation Page (digital download, computer fillable)

Suggested Instructions to the Student:

The SCRIPT Inventory is does not require a standardized administration format. The following instructions are suggested.

- *I will show you some groups of pictures. I want to know how clearly you can describe just one of the pictures.*
- *Out of the 9 (6) pictures, you will choose whichever picture you want. I am interested in how well you can describe that one picture to me. Do your best to describe it clearly enough for me to identify which picture you have chosen. You are not allowed to point to the picture.*
- *This is also a test about what you do when people can't understand what you say. Think about different times that someone has asked you "What?" It happens to everybody. For some of the pictures, I may [*pretend that I do] not understand you. When I don't understand you, do your best to answer in a way that helps me find the picture you are describing. There are different ways that people can answer. I want to find out the ways that you know.*
- *I will be writing down some of what you say (or record via media device).*

* The teacher/clinician should use her knowledge of how the student responds to frustration to decide whether to state that misunderstanding will be pretended.

Instructions for Test Administrators:

You will record the student's initial description of his or her selected photo. To elicit communication repair, you will respond to the student as if his or her description was not clearly understood. For each picture set you will ask the student to repeat what he said three times by saying:

- o **"Huh?"** Record the response to your "Huh?" in the space provided on the response sheet.
- o After the student has further described the picture, say **"What?"** and record the response.
- o After the student has shared more, say **"I don't understand"** and record the final response.

Many students will become frustrated with the multiple requests for clarification, even when the administrator has explained that responding to communication breakdown is part of the reason for administering the test. This provides a rich learning opportunity to make the point that this type of request for clarification can seem annoying to the speaker and conveys that the person listening was not paying attention. This opportunity can be used to emphasize that it is important to know a variety of ways to appropriately request clarification.

Example: *It looks like you are getting frustrated or annoyed. How does it make you feel when someone keeps asking "What?" (like they are ignoring me, not paying attention, etc.). Sometimes it is hard to understand what someone says because it is noisy, or they use a word you do not know. It is important that we learn different ways to ask people what they said because it is annoying to always be asked "Huh?" or "What?". We will be working on different ways to ask people, so we can better understand what was said if some information was missed.*

Once this point has been made with the student the administrator can adjust the wording so that the student stays motivated (e.g., "Pardon me?" "Excuse me?" "Hmmm?" "I still can't get it." "I still don't understand.") as a replacement for "Huh?", "What?" "I don't understand". However, **three** responses per test picture are needed with the first, second, and third clarifications being entered into the response sheet after "Huh?", "What?" "I don't understand". Do not use the test administration as a time to model preferred communication repair statements. Maintain the focus on the student providing more detail to their repair responses.

Scoring the SCRIPT Inventory

STEP 1: Completing the SCRIPT Inventory Response Sheet

- a) Use your written responses or audio recording to determine which of the 13 communication repair strategies, or inappropriate responses, were used by the student. There may be more than one strategy used during the response to each question.
- b) After eliciting responses to the three questions, circle the communication repair strategy number that best represents the most advanced communication repair strategy demonstrated by the student's response. Addition responses are the most advanced, followed by Revision, and then Repetition. Many responses demonstrate the use of more than one communication repair strategy type.
 - i. For example, if the student responds to the "Huh?" query by simply repeating the same words at a slower rate, you would circle response category "1."
- c) **Circle only one type of repair strategy for each of the 15 questions you ask the student.**
- d) While scoring you can also select or mark an X on other, less advanced strategies that the student used in his or her response. Although these strategies will not be included in the scoring interpretation, they are informative when considering the student's overall frequency and variety of different repair strategies used.



DOWNLOAD
Examples
of SCRIPT
administration
response
forms
for AGE 6



DOWNLOAD
Examples
of SCRIPT
administration
response
forms
for AGE 12

Step 2: Completing the SCRIPT Inventory Response Sheet

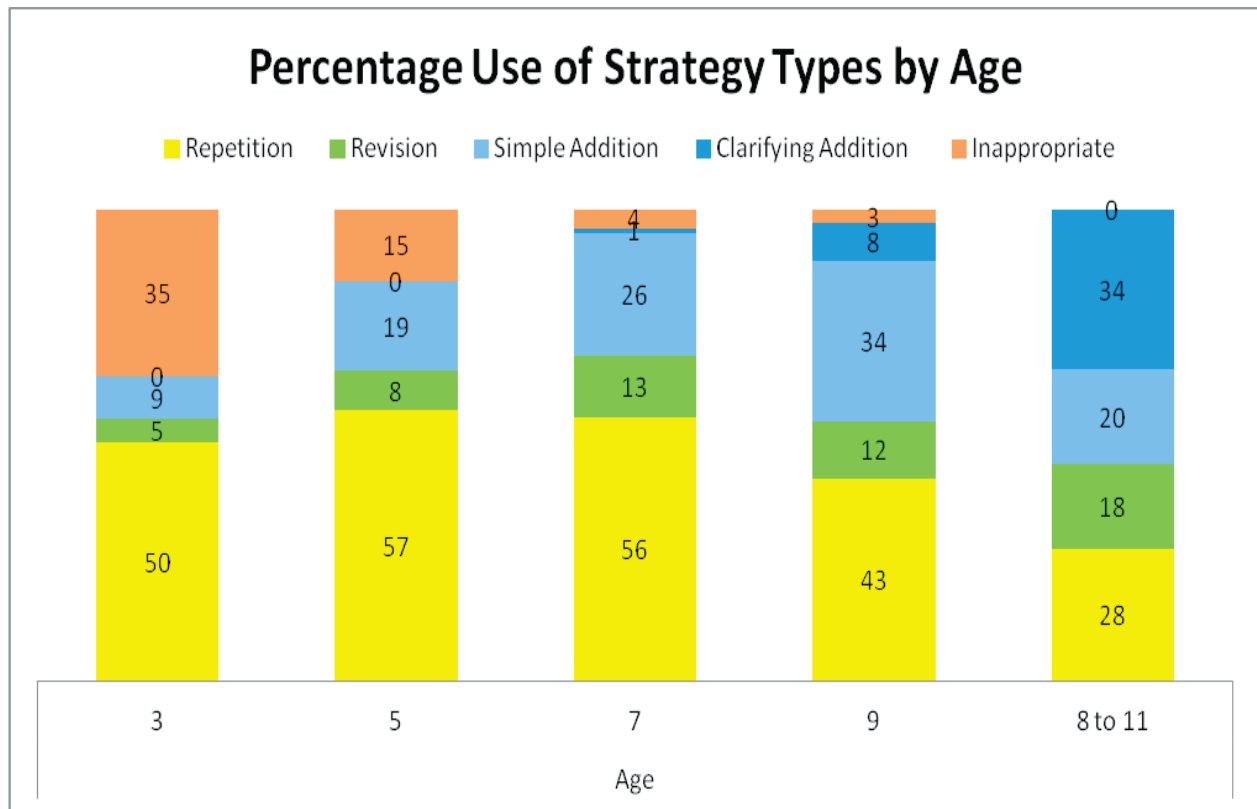
- a) Count the number of times a strategy was circled as the most advanced strategy for each of the request for clarification ("Huh?" "What?" and "I don't understand").
- b) Add each of the responses by overall category of communication repair skill type (Repetition, Repair, Addition, Inappropriate, and Nonverbal) and place that number in the Total box by each communication repair category listed on page 3 of the SCRIPT Inventory Response Form.
- c) Describe the use of any nonverbal strategies in the box provided on page 3 of the SCRIPT Inventory Response Form so that this data can be captured, even though it is not possible to include it in scoring calculations.
- d) Use the Percentage Calculation Table provided on the response form to identify the percentage of each communication repair skill type.

STEP 3: Comparing Percentages to Developmental Trends

- a) Record the total for each of the 5 categories of communication repair strategies, along with their corresponding percentages.
- b) Transfer the appropriate developmental trend percentage data corresponding with the student's age from the Developmental Trends chart provided to the scoring summary table.
- c) Plot the student's percentage for each of the communication repair strategy types on the respective graphs provided on page 3 of the SCRIPT Inventory Response Form by placing an X or dot over the student's age level (bottom) at the level of the percent demonstrated (side).
- d) Using the graphs on page 3, compare the student's percentage of responses to the percentages represented by the age level closest to the student's age to approximate his areas of strength and weakness in skill development. Students above age 11 should minimally exhibit the use of addition strategies (34% and 20%) per the graphed results for up to age 11.
- e) Summarize the student's performance compared to developmental trends for his or her age group in the box provided on page 3.
- f) The developmental trends should be used as a general guideline used to identify targets when planning for the advancement of skills as the data that supports this chart are too few to be considered comprehensive normative data.

STEP 4: Entering your comments

- a) Summarize the student’s area(s) of developmental delay: i.e., “Due to apparent delays, John would benefit from individualized instruction to address the use of addition strategies and reduce inappropriate responses.”
- b) Consider the student’s use of all strategies (Xs) along with the circled strategies to develop a picture of the student’s strengths or non-strengths when responding to requests for clarification. These observations can also be included in the comment box, i.e., “John only used one of four repetition strategies. Adding one word to clarify was present and defining terms and adding background appeared to be emerging, even though his skill level in these areas was more typical of a 5-year-old than a 9-year-old.”

Developmental Trends in Communication Repair Strategy Use

The Developmental Trends for Communication Repair Strategy Use were compiled from the percentage of total responses based on 10 typically hearing and developing students per age group (ages 3, 5, 7, 9, Brinton, Fujiki, Frome Loeb, Winkler, 1986; ages 8-11, Most, 2002). No equivalent data with results are available for the frequency of use of nonverbal strategies..

Student Communication Repair Inventory and Practical Training: *SCRIPT Inventory Response Form*

Student Name: _____ Age: _____ Date Completed: _____ School: _____ Completed by: _____

The student selects one picture out of a number of similar pictures and is asked to describe it in enough detail for the teacher/therapist to identify the specific picture. The student is also told that the teacher/therapist will be pretending to not understand the descriptions sometimes, to see what s/he does when this happens. The administrator must respond with Huh? What? and I don't understand in order to maintain a protocol that allows comparison to the Developmental Trends even though this is not good modeling of clarification strategies. This provides an opportunity for the administrator to point out how annoying and ineffective these responses are and how important it is to use better ways to seek clarification.

Category	Description	# Responses	Category	Description	# Responses
1. Slow repetition	Repeats at a slower rate		9. Defining terms	Describes with more detail to define terms used in the original utterance.	
2. Clear repetition	Repeats with clearer enunciation		10. Background context	Describes features of the picture or adds background not mentioned originally.	
3. Emphasize key word(s)	Repeats while emphasizing a key word or words (i.e., makes one word louder)		11. Fails to respond	Fails to respond, or attempts to discontinue (give up).	
3. Louder repetition	Repeats sentence a little louder		12. Off topic utterances	Provides unrelated utterances or just repeats questions.	
5. Two sentences	Expands sentence into 2 sentences		13. Discontinues	Attempts to give up.	
6. Uses alternate words	Uses fewer or more commonplace words		14. Show/Expression	Student acts out, points, shows, uses facial expressions	
7. Alters form grammatically	Retains meaning but alters grammatical form (i.e., changes word order)		15. Sign/Spell	Student signs or spells to add clarification	
8. Simple Addition	Adds a little information (i.e., adds one word: color, placement, size)		16. Writing/drawing	Student draws picture or writes to clarify	

Record the student's responses verbatim. Score based on strategies categorized above. Only the most advanced strategy is scored. Others are marked with 'x' for teacher information.

Response to Picture 1:	Select the number representing the most advanced strategy used. Select an 'x' for any other strategies used.															
Huh?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
What?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
I don't understand.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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SAMPLE ASSESSMENT REPORT EXHIBITING USE OF THE SCRIPT INVENTORY

Student: John Student

Grade: 4

John Student performs well auditorily when he is listening in quiet environments and can see the speaker's face. His moderate-severe hearing loss is maximally amplified with hearing aids; however, he will continue to have difficulty perceiving high pitch speech sounds (s, f, z, th) whenever he is not close to the speaker, or when noise is present in the listening environment. This will cause John difficulty accessing what his teacher is saying or any other communication in the classroom by or with class peers. Students without hearing loss are able to perceive 90% or more speech, even when in very noisy conditions and the speech is at a soft volume level*. John is only able to perceive speech at a level similar to peers when it is quiet and he is close to the speaker. He has optimal access when he is able to see the speaker's face. This was evaluated while John listened with appropriately fit hearing aids and attended to a simple word repetition speech perception task.

Communication Repair

Due to his hearing loss, John has difficulty completely understanding communication that is fast-paced, spoken at a low volume level, or is presented at more than 3-6 feet of distance. Thus, John is likely to experience frequent communication breakdowns due to his hearing loss and/or noise in the environment. The *SCRIPT Inventory* elicited John's use of communication strategies providing a means of comparing his repertoire to that of typically developing students in his general age range. Of the ten verbal repair strategies, John exhibited use of only five. When John's percentage scores for communication repair strategy use was compared to developmental trends for 9-year-olds via the *SCRIPT Inventory* he had a higher percentage of Repetitions (55% vs. 43%), lower than developmentally appropriate use of Addition strategies (28% vs. 41%) and slightly lower use of Revision strategies (10% vs. 12%). John also had 7% inappropriate responses, whereas 0-3% is expected for his general age range. These results indicate that John's ability to repair communication breakdowns is immature and lacks variety compared to developmental trends. This lack of age appropriate skill could contribute to peers and adults perceiving John as being socially immature.

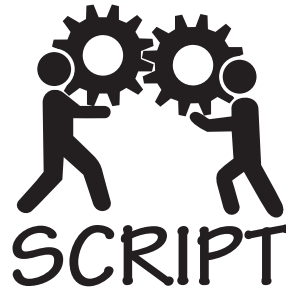
John's teacher completed the *Student Advocacy and Independence Development (SAID) Teacher Checklist*. He was judged to have a passive communication style in 11 of the 12 specific situations listed. This indicates that when John misses information, he is likely to do nothing. This passive behavior will contribute to issues participating fully in the classroom. The only assertive response was noted when he did not understand the need to bring an important paper from home and repaired that situation positively. In terms of independent function, John consistently checks his hearing aids and charges his FM system. His teacher has not observed him reporting any issues with his hearing technology. John is not independent in selecting his own seat or closing the classroom door to facilitate better understanding. In terms of implementing communication repair skills, he was rated as asking for information to be repeated occasionally and rarely asking for clarification. Instead, John often looks confused and hopes that his teacher notices. John and his teacher have not worked out a signal system that he can use to subtly let her know when he is having trouble understanding.

Recommendations

Due to continually missing parts of speech due to his hearing loss, John will frequently be at a disadvantage when communicating in typical large group learning environments, including in groups and social situations. Assessment results indicate that John utilizes very few communication repair strategies and uses them very infrequently in the classroom. This adversely affects his ability to access

classroom instruction and be a full participant. It is recommended that John receive specially designed instruction to increase his awareness of communication repair strategies and practice their use. It is further recommended that his teacher monitor his communication assertiveness and communication repair abilities at least once each grading period to track how well John is integrating communication repair strategy use in the classroom.

*Bodkin, K., Madell, J. & Rosenfeld, R. (1999). Word recognition in quiet and noise for normally developing children. American Academy of Audiology Convention, Miami FL – Poster Session. Refer to study results at <http://successforkidswithhearingloss.com/impact-on-listening-and-learning/speech-perception>



SCRIPT Practical Training

FAMILIARIZATION PART 1

How to use strategies when someone has not understood YOU.

During the familiarization stage the student will develop a better understanding of why people may have a difficult understanding what they say and strategies within the three broad areas of communication repair as defined within the SCRIPT program. The teacher/clinician may need to adapt the language for use with younger students (K-2).

This is an intentionally SHORT phase of the practical training. Demonstration and practice of each strategy will be more effective for learning; however these pages may be useful as ongoing references defining each of the communication repair strategies.

Materials in this section

- **Possible Reasons Why Someone Does Not Understand What You Say** normalizes the fact that, at times, we all are asked for clarification of what we said. It also provides a foundation for discussion with the student on ways that they can prevent or reduce the number of misunderstandings that others experience when they talk.
- **Repetition, Revision, Addition, and Nonverbal Strategies Familiarization** handouts introduce the four communication repair strategies each with a worksheet to help the student understand the features of the strategy.

Possible Reasons Someone Does Not Understand What You Say

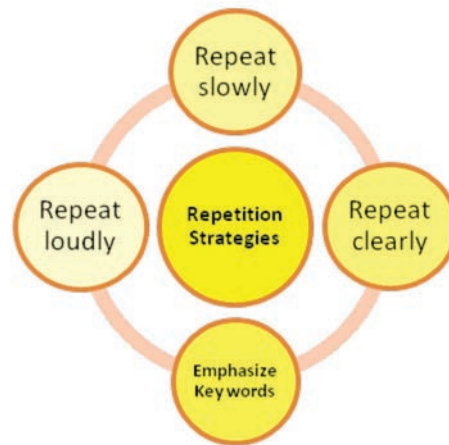


Remember, EVERYONE experiences communication breakdowns sometimes!

- Which of these have happened to you?
- What would prevent people from not understanding you in each of these situations? What could YOU do to prevent misunderstandings?
- Can you think of any other reasons why someone does not understand you sometimes?

ENVIRONMENT 	• It is noisy and the person could not hear all the words that you said • You were outside or in a large room (like a classroom) and your voice was not heard loudly enough over the distance • There was a lot going on, making it hard to pay attention • People in a group were talking at the same time or interrupted you as you spoke
PERSON LISTENING 	• You were whispering and the person didn't hear what you said • The person was thinking about something else when you started talking • The person was doing something and didn't realize you were talking to them • The person did not understand what you were talking about (words used were unknown)
PERSON (YOU) TALKING 	• You have a quiet voice; some people have a hard time hearing all of what you say • Some of your speech sounds are not clear, making it hard for other people to understand each of the words you are saying • You were too far away when you started talking. You started talking before you got the person's attention • You were talking too fast and the person didn't hear or understand all of what you said • You started talking and then turned your head or walked away from the person

REPETITION STRATEGIES



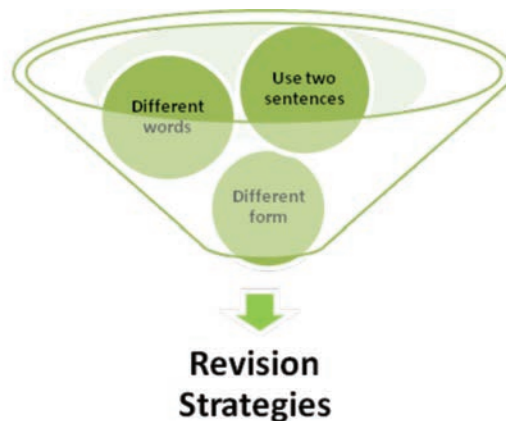
Repetition strategies: SAY IT AGAIN. Add no information or meaning to what was originally said. Do not change the form (grammar, syntax) of what was said.

If someone does not understand what YOU say, you can use these repetition strategies:

- You can repeat exactly what you already said.
 - o Maybe the person was not paying attention when you started talking. Maybe the person was not paying attention when you started talking.
- You can repeat part or all of what you already said, only more slowly.
 - o Maybe you were talking too quickly, and it was hard to hear every word you said.
- You can repeat part or all of what you already said, only making sure you say each word clearly.
 - o Maybe you were leaving off parts of words or not paying attention to how clearly you were speaking.
- You can repeat part or all of what you already said, only a little louder.
 - o Maybe there is noise in the background making it hard for everyone to hear everything that is said.
- You can repeat one or two of the most important words. After this, you could also repeat exactly what you first said.
 - o Maybe it is noisy, you were not speaking clearly, or the listener was not paying attention when you started speaking. Exact repetition is the most useful of the repetition strategies.
 - o *I saw some students playing at Wright Park. → Wright Park. I saw some students playing there.*

When you say “huh” or “what,” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

REVISION STRATEGIES



Revision strategies: : **BREAK DOWN WHAT YOU SAID.** Add no information or meaning to what was originally said. Change the form (grammar, syntax, word order) OR use different words with the same meaning.

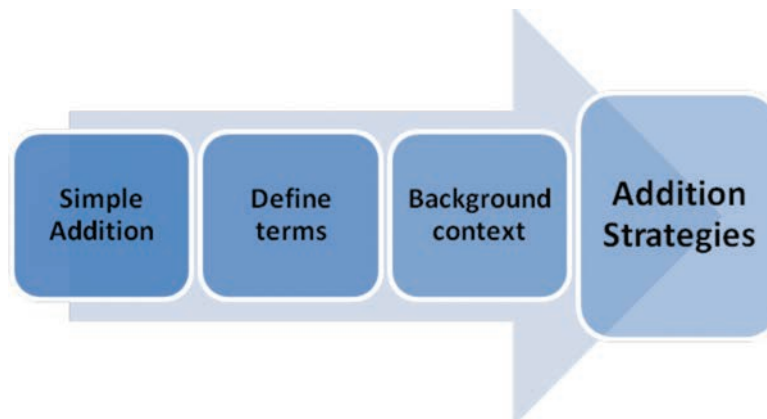
If someone does not understand what YOU say, you can use these revision strategies:

- Break what you said into two short sentences.
 - o This is another way to emphasize the important parts and make them easy to understand.
 - o I saw some students playing in Wright Park. → I saw some students playing. They were at Wright Park.
- Use different words that mean the same thing (easier to understand, simpler words).
 - o Maybe you were misunderstood because one word was missed for some reason.
 - o I saw some students playing in Wright Park. → I saw some kids playing in Wright Park.
- Say the same thing, but use a different word order.
 - o Sometimes if you change the word order the second time, people understand quickly.
 - o I saw some students playing in Wright Park. → When I went by Wright Park I saw some students playing.

If you take part of what you heard or said and say it in a different way, you are using a revision strategy.

When you say “huh” or “what,” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

ADDITION STRATEGIES



Addition strategies: ADD TO WHAT YOU SAID TO CLARIFY WHAT YOU ARE TALKING ABOUT AND GIVE THE LISTENER THE NEEDED INFORMATION TO UNDERSTAND WHAT YOU MEAN.

Add information or meaning to what was originally said. Define words or concepts OR provide background information in addition to what was said.

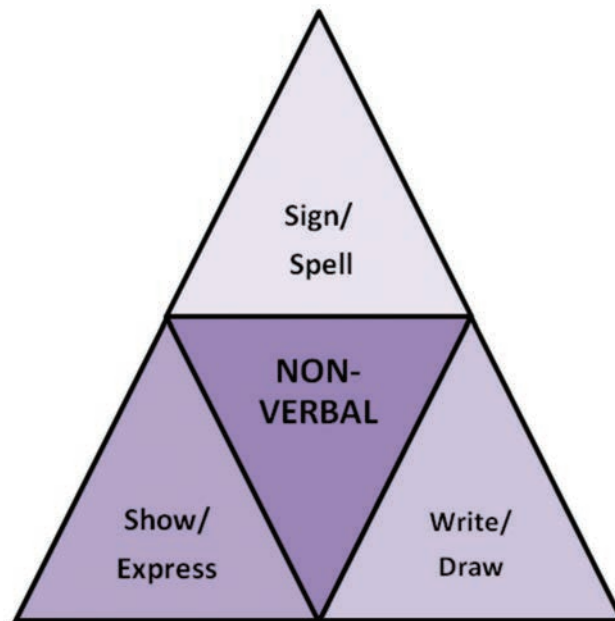
If someone does not understand what YOU say, you can use these addition strategies:

- Add a word or a bit of information along with what you originally said.
 - o This way you are not just ‘parroting’ and adding a word may make your message easier to understand.
 - o I saw some students playing in Wright Park. → I saw some students playing on the slide at Wright Park.
- Define what you meant when you said part of your message.
 - o Maybe you were misunderstood because one word or concept was missed for some reason.
 - o I saw some students playing in Wright Park. → Some kids were playing on the slide when I went past Wright Park today.
- Provide some background information to what you said to help explain your message.
 - o Maybe you were misunderstood because one word or concept was missed for some reason.
 - o I saw some students playing in Wright Park. → You know Wright Park, in the North part of town? I saw some students playing there today.

If you add new information to what you heard or said, you are using an addition strategy.

When you say “huh” or “what” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

NONVERBAL STRATEGIES



Nonverbal strategies: ADD A MEANINGFUL GESTURE, MOTION, OR SIGN TO GET YOUR POINT ACROSS. Can be used alone or in combination with other strategies.

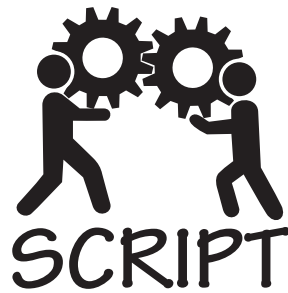
Provide or emphasize the idea of the message you want to be known.

If someone does not understand what YOU say, you can use nonverbal strategies:

- Add a bit of visual information along with what you originally said.
 - o A visual may make your verbal message easier to understand.
 - o I saw some students playing in Wright Park. → Point to map of Wright Park, mime going down a slide, sign or write key information: fingerspell the words Wright Park; draw a slide; sign slide, baseball, swing;

If you add visual information to what you heard or said, you are using a nonverbal strategy.

When you say “huh” or “what” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.



SCRIPT Practical Training

DEMONSTRATION PART 1

What to do when someone does not understand what YOU said.

Demonstration will likely be a short phase as it will not take most students very long to understand that there are various reasons why a person may have missed or misunderstood what they said, and that there are a few strategies they can use to help the listener understand their message.

The recommended method for demonstration and initial teaching is in a game format. The ***Hear It, Fix It (HIFI)*** game, by Gail Wright, has been included with the SCRIPT 2nd Edition for this purpose. Alternate similar pair words and directions game cards are provided to allow the student to produce unclear statements that the teacher/clinician can then demonstrate how to repair. Other direction following games and tasks can also be adapted to impose a communication breakdown, and then model communication repair strategies.

How to Play *HIFI* in the Demonstration phase.

1. Print out game boards, game card shapes, and similar pair photos from the HIFI digital game materials. Cut up the cards into separate pieces.
2. Print out the alternative game card directions and similar pairs that have been created to facilitate communication breakdowns representing situations in which the speaker is misunderstood. Cut up the cards into separate pieces.
3. Print out the Too Fast/Too Quiet reminders page. Provide one dice cube. The page can be used to remind the student to include one of these issues when giving directions. Alternately, the roll of the die can for any even number can indicate use of Too Fast, and any odd number Too Quiet. Another alternate would be rolling 1-2 for Too Quiet, 3-4 for Too Fast, and 5-6 for providing a clear direction, neither too fast or too quiet.
4. The task for the student is to give directions to the teacher to follow. The directions could be clear or unclear. The teacher/clinician models an appropriate communication repair strategy. The teacher/clinician must determine the set size of directions that is appropriate for the student's developmental level and the goal.

5. Review **Possible Reasons Someone May Not Understand What You Say** before starting the game. Have the pages that describe Repetition, Revision, Addition, and Nonverbal communication repair strategies available as a reminder of the skill being practiced.
6. SUGGESTED ORDER OF PLAY
 - a. **Repetition Strategy Demonstration:** Have the page that describes Repetition communication repair strategies available as a reminder of the skill being practiced. Play the [classroom noise file](#) at a low level. Use the regular HIFI minimal sound pair game cards (image of hat, fan, etc.). Turn them upside down next to the game board that shows the minimal sound pair images. Put the page with the “problems” dice guide on the table (too fast, too quiet, no problem). Instruct the student: “In this game you get to be the teacher. You will pick up one of the game cards (squares in the middle of the table); don’t show it to me. Once you have the card, pick one of the three circles (too fast, too quiet, no problem) by rolling the die (describe number correlation to circles) or by silently choosing one. Tell me to “touch the _____”. You can say it fast, quiet, or in your regular voice. If I have a hard time understanding you, I will ask you to repeat what you said using our repetition strategies. Since we are just starting to practice this, I will pretend that I am you and answer the first few times. Then we can take turns, each picking cards and giving each other directions.”
 - b. **Revision and Addition Strategy Demonstration.** Place a suitable number of shape cards (square, triangle, etc.) face up in the middle of the table. Fewer cards will be used with younger children; more for older students. Start with a set of 6 of the directions cards and the matching alternate 6 directions cards (beside/ beside, above/muv, etc.). Place all 12 cards mixed up, face down on the table. Place the game board that only shows colored squares face up on the table. To begin, only have the top 6 colors showing. Instruct the student: We will be practicing our communication repair strategies by playing a following directions game. Remember, there are many reasons why someone can have a hard time understanding you. This game will help us to practice what to do when someone doesn’t clearly hear what you say. I will ask you to put a shape (point to a shape) on one of these colors (point to a color). Some of the directions will be easy to follow, other ones will seem to have some crazy words in them. If you cannot follow the direction, you need to ask me for clarification. You can say something like “I didn’t understand” or “Can you repeat that?”. I will show you how we can use our Revision communication repair strategies. After we do this for a while we can take turns giving each other directions.” Repeat this play, demonstrating use of Addition strategies.
 - c. **All Strategy Demonstrations.** Choose which strategy to focus on; eventually do all.
 - i. Use the minimal sound pairs cards and their alternates and the page with Too Fast, Too Slow, No Problem.
 - ii. Use the direction cards and their alternates and the minimal sound pairs and their alternates.

Parts of the Hear It, Fix It Game

2 Game Boards, Shape Game Cards, Direction Game Cards, Similar Pairs Images
Similar Pairs Words to describe the images.



This game is not 'freeware' and is licensed for use only by the purchaser of the SCRIPT 2nd Ed.

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Right Side	Last Row	Bottom Row	Second Row
------------	----------	------------	------------

Bat	Top pers
Pear	ide
Time	From
Rope	fore
Bark	Row

After	First Row	Next To	Below
Nearest To	Farthest From	Each Corner	Any Corner

Alternate Parts of HIFI to Produce Communication Breakdowns

This game is not 'freeware' and is licensed for use only by the purchaser of the SCRIPT 2nd Ed.

Alternate directions game cards, alternate similar pairs game cards, "problems" dice guide.

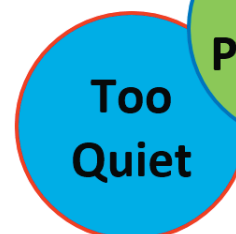
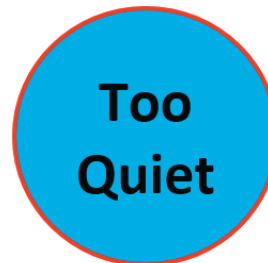


Brite Eye Right Side	Blam O Last Row	Bom O Bottom Row	Ecka O Second Row
Muv Above	Popeye Er Top Right Corner	Pop F Er Top Left Corner	Om F Er Bottom Left Corner
Om I Er Bottom Right Corner	Er Um Um First Column	O Um Ers Both Bottom Corners	Boppo Top Row
Bum O Bottom Row	Dee Go Below	Peckoo Next To	O Op Ers Both Top Corners
EE I Um Each Side Of	Eesh O Each Row	Eesh Or Each Corner	Epp Tide Left Side

Zan Fan	Gan Pan	Cat Hat	Lat Bat
Nake Snake	Gake Cake	Air Fair	Bear Pear
Guy Tie	Try Eye	Bime Dime	Zime Time
Dope Rope	Dobe Robe	Doat Goat	Doe Go
Mark Bark	Dark Park	Mack Back	Dag Bag



Menide Beside	Bround Around	Bay Mon Away From	Bar Mon Far From
Bart Apart	Zear Near	Didm Boz Different Rows	Egore Before
Morfo Fourth Row	Aymo Same Row	Azolum Last Column	Boppo Top Row
Rapper After	Erpo First Row	Peckoo Next To	Beppo Below
Beerpoo Nearest to	Arber Mon Farthest From	Pea Bore Each Corner	Baby Bore Any Corner





SCRIPT Practical Training

SPECIFIC PRACTICE PART 1

This is the stage when the student moves from learning the 13 strategies to identifying which strategies he is most likely to use and why some strategies work better than others. Once the student is relatively familiar and comfortable with the communication repair strategies, the Hear It, Fix It game, the Communication Repair Skill Wheel Game, Communication Repair Strategy Cards or other methods that follow should be used to randomly select the strategies that will be practiced.

Methods for Providing Practice of Strategies

- **Hear It, Fix It** game can be used extensively to provide practice of specific strategies. **This game is not 'freeware' and is licensed for use only by the purchaser of the SCRIPT 2nd Ed.**
- **Practice Each Strategy** worksheet provides an opportunity to review all strategies and practice how the strategies can each be used to respond to the simple misunderstandings.
- **Initially, the Communication Repair Skill Wheel Game or Communication Repair Strategy Cards** can be used to randomly select the strategies. The teacher/clinician can either (a) require the student to use the selected strategy or (b) following use of the strategy the student would state whether it would be the most helpful strategy to use (did it help him understand the word(s) he was missing?).
- The teacher/clinician and student should discuss the strategies that the student prefers to use.
- The teacher/clinician should also introduce the concept of how self-advocacy strategies and communication repair strategies can be used together to address challenging listening situations in the community, **at home and at school.**
- After specific strategy training, practice should advance to using strategies spontaneously in controlled listening situations.

PRACTICE EACH STRATEGY

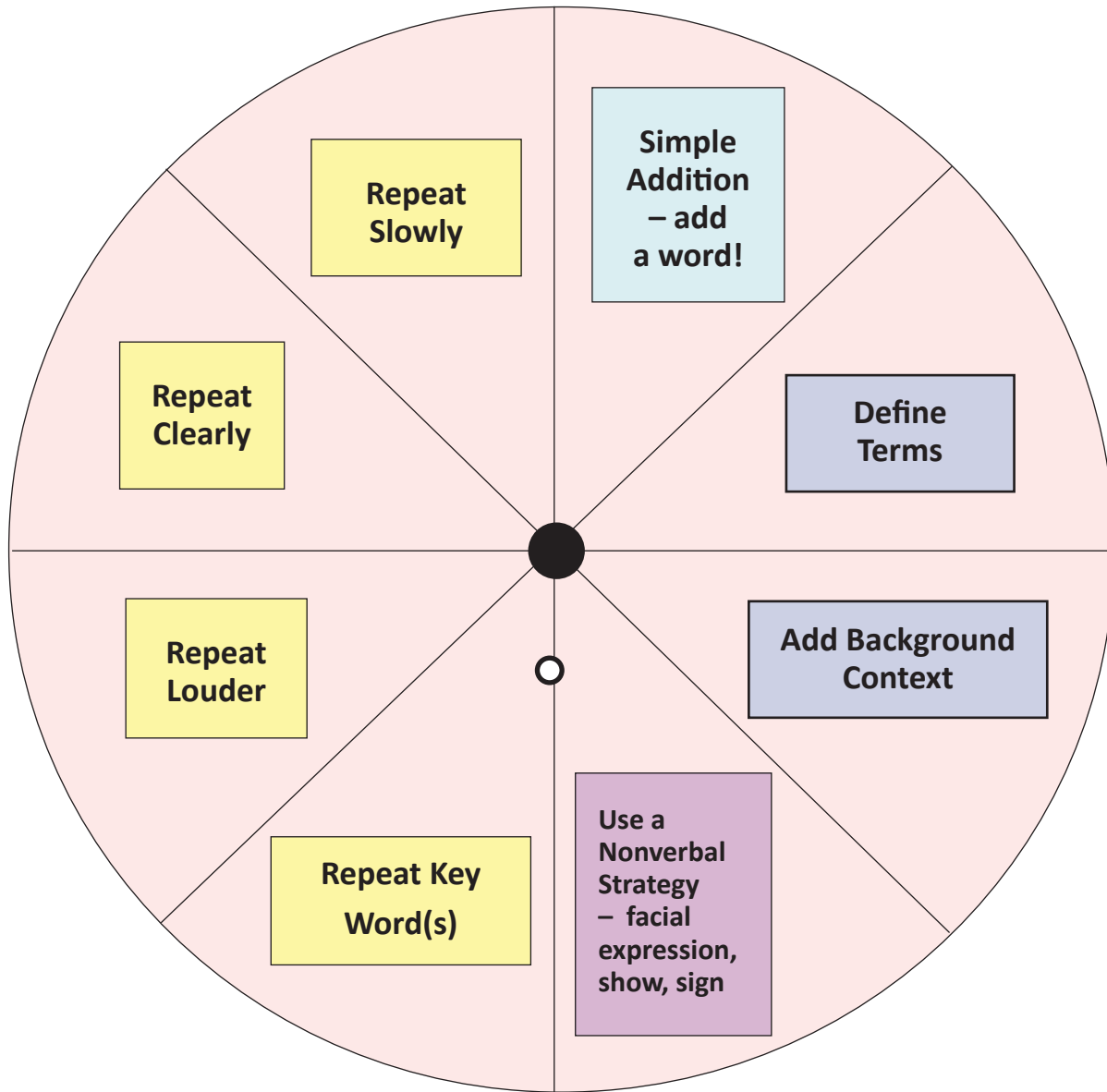


- **Repetition strategies: SAY IT AGAIN.** Add no information or meaning to what was originally said. You can say it louder, clearer, more slowly or emphasize a key word by saying just that word more loudly. Do not change the form (grammar, syntax) of what was said.
- **Revision strategies: BREAK DOWN WHAT YOU SAID.** Add no information or meaning to what was originally said. Change the form (grammar, syntax, word order) OR use different words with the same meaning. Used mainly when someone didn't understand what YOU said.
- **Addition strategies: CLARIFY WHAT YOU MEAN.** Add information or meaning to what was originally said. Define words, concepts OR add background information to what was said.
- **Nonverbal strategies: ADD MOTION TO GET YOUR POINT ACROSS.** Can be used alone or in combination with other strategies. Emphasize the idea of the message you want to be known.

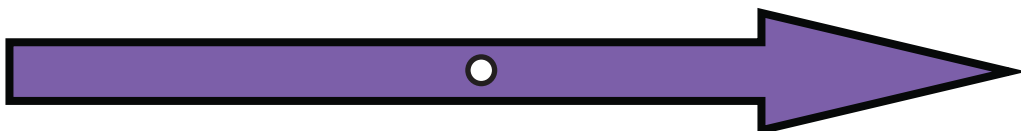
Example messages:	You said this and the other person doesn't understand you. Use the different strategies to repeat or clarify.
Excuse me, can you please tell me where the restroom is?	
I'm trying to find my social studies homework. What did it look like?	
There is a baseball game at Northside Park. Do I turn at the next street?	
I would like a chocolate swirl milkshake please.	
We should turn to page 235 in our English books, right?	
I'm looking for a black mitten. Have you seen it?	
I've lost a brown dog. He has a red collar on. Have you seen him?	
It is raining outside. Do you have an umbrella or a hood?	
I'm going camping this weekend at the National Forest.	
I feel ill – help, I'm going to be sick!	
Do you want to play soccer over recess?	
Mom, what time are we going to Grandma's house?	
Miss Smith, what pages were the assignment?	
What's your favorite TV show?	

Communication Repair Wheel

How Should I Fix Communication Breakdowns?



Insert spinner into center.



Communication Repair Strategy Cards

Cut apart cards. Shuffle, place face down in a pile or separately and select randomly.

Repeat slowly	Repeat Clearly
Repeat Louder	Repeat Key Word(s)
Simple Addition – Add a word!	Clarifying Addition – Define terms
Clarifying Addition – Add background content	Nonverbal – Facial expression, Show, Sign, Draw



Repairing Communication Breakdowns in Everyday Situations

Student Communication Repair & Practical Training

PART 2: Requesting clarification when the student does not understand what is said by others

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*; observational 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 practice use of strategies, including role-play of situations in which communication breakdown to practice communication repair strategies and use of critical thinking skills for contextual understanding.



SCRIPT Practical Training

ASSESSMENT PART 2

ASSESSING COMMUNICATION REPAIR SKILLS

Used When the Student Does not Understand

The SCRIPT Inventory assesses the repair strategies used when a student is asked to clarify what he said. These results can be compared to developmental trends for typically developing students.

Although there is recognizable value in obtaining this information, educators readily observe that how the student repairs communication breakdowns in the mainstream classroom has more value than what the student does when he is asked to clarify what he said. This is especially true as the speech intelligibility of many students with hearing loss are comparable to that of students with typical hearing due to the early identification of hearing loss and resulting early access to amplification and intervention between 3 to 6 months of age.

There is no research on how typically developing students repair communication breakdowns when they do not understand what a speaker has said. Therefore, it is not possible to develop an assessment of receptive communication repair strategies that is similar to the SCRIPT Inventory. There are many variables that come into play when a student misses a word, phrase or concept in the classroom that will influence if, when, and how he chooses a repair strategy. Instances of communication in a classroom are not equal. For example, if a teacher is just introducing a topic, it is likely that she will repeat key vocabulary and concepts. If a student from across the room answers a question, it may be a reflective answer or factual. The teacher may be in the habit of summarizing student responses, or the student who did not hear everything may have enough background knowledge to take meaning of what his peer said, even though not every word was understood. If the teacher is giving instructions on how to do an assignment, they may also be in written form or directions may be repeated in different ways. This redundancy repairs most communication breakdowns. Due to multiple variables, it is unlikely that normative response information will be forthcoming.

Therefore, in order to assess receptive communication breakdown response strategies, the student should be encouraged to answer questions and respond with a communication repair strategy if necessary within 'staged' communication breakdowns. Doing so will provide the teacher/clinician with the following information:

1. Does the student recognize that a communication breakdown has occurred?
2. When it is necessary to answer a question, is the student able to ask for clarification of what he only partially heard/understood so that an answer can be developed?
3. If the student does respond to a communication breakdown, what repair strategies does the student appear able or willing to use?

The Test of Listening for Directions, Identifying Issues, Repairing Misunderstandings is a following directions task that uses seven common items. Some items are garbled, others provide too much information to process, there are some items with incomplete information that cannot be followed and items with directions that can be followed. The test is presented three times to answer the following questions: (1) Can the student distinguish between clear and unclear directions? (2) Can the student identify the problem with the direction; why it cannot be followed? (3) Can the student request clarification of the direction in an appropriate manner? The 33-item pretest and posttest is suitable for a student in grade 2 and above. Reducing the number of items may result in a test appropriate for students in kindergarten or grade 1, depending on their language skills.

The SCRIPT Survey of Communication Breakdown Response Strategies provides three brief stories with communication breakdowns imposed during the presentation of the twenty items. It also serves as an example of how a teacher/clinician can use age-appropriate material, impose communication breakdowns, and elicit repair responses by means of informal assessment. Some items are inferential, requiring a higher language level. This survey is most appropriate for students grade 3 and above.

Which Communication Breakdowns Have You Experienced? This functional measure is meant to be discussed with the student, who will identify which of the twenty communication breakdown examples he or she has experienced. This measure can also be used to introduce the concept of the causes of communication breakdowns.

Three tools have been included to obtain classroom-based data:

- **SAID – Student Advocacy & Independence Development**
- **Teacher LIFE-R – Teacher Appraisal of Listening Difficulty**
- **Observational Record of Behavior of Deaf/Hard of Hearing**



Test of Listening for Directions, Identifying Issues, Repairing Misunderstandings



The following questions will be administered three times. This will likely be done over multiple sessions with the student. Insert any comments on the response form after each item is presented.

- The **FIRST** administration will be to determine if the student can differentiate between a clear direction (and perform it) and a direction that is unclear.
 - o **GOAL:** The student will correctly identify when a direction is clear and perform the task as directed and when a direction is unclear and cannot be followed.
 - o In the +Ox column, place a + to identify whether the student performed the direction correctly OR identified an UNCLEAR direction. Place a O if a student did not perform the direction correctly. Place an X if the student did not identify that the question was unclear and tried to perform it.
- The **SECOND** time that the directions are read the teacher will state the clear directions either faster (F) or in a quiet voice (Q) to make it more difficult for the student to understand. For these changed items and the unclear directions, the teacher will ask the student what he thinks is wrong with the direction.
 - o **GOAL:** The student will identify when a direction presented is too quiet (Q), too fast (F), is garbled (G) (information was provided but it was mumbled, unknown word, other sounds distort), too much information (TM), missing information (MI), not possible to do NP).
 - o In the C/U (clear/unclear) column, circle the initials if the student correctly identified that the issue was too fast (F), too quiet (Q), garbled (G), too much information (TM), missing information (MI), or not possible (NP). If the student did not correctly identify the reason for misunderstanding the direction, write an X over the initial(s).
- The **THIRD** time the student will be asked what he could ask the teacher to better understand the direction.
 - o **GOAL:** The student will appropriately request repetition or clarification when a direction is not understood. The student will ask for repetition if none of the direction was heard/understood, and clarification is part of the direction was understood, but not all of it. Clarification requests should target missing information when appropriate.

Test of Listening for Directions, Identifying Issues, Repairing Misunderstandings

The student should have the following 7 items in front of them on a table:

• small pill bottle or small jewelry box with a lid	• cotton ball
• coin (penny, nickel, dime, quarter)	• brown rubber band
• paper clip	• red (colored) rubber band
• piece of string	
Read the following to instruct the students to do some things with these objects in front of them. “If my directions are clear, and you know what to do, then do what I tell you to do. Sometimes my directions will not be clear, and you won’t know what to do. Tell me when that happens. After you finish doing a direction, put the items back on the table where they were when you started. Now, let’s begin.”	

Test of Listening for Directions, Identifying Issues, Repairing Misunderstandings

PRETEST

STUDENT:

DATE:

SCHOOL:

#	C/U	+Ox	R C	Direction
1	(F)			Put the coin (penny, nickel, etc) in the bottle (or box).
2	U(NP)			Hide the paperclip under the coin so you can't see any of it.
3	U(MI)			There are 2 rubber bands, pick up that one.
4	(Q)			Put the lid on the bottle (box).
5	U(G)			Put the (insert 'cough cough' sound) in the bottle (box).
6	U(TM)			Wait until I finish talking and then do what I tell you to do. After you put the paper clip and the cotton ball in the bottle (box) put the penny on the lid and then put the string through the red – no the brown – rubber band.
7	U(MI)			Look at the objects. Name the one I am thinking of.
8	(Q)			Look at the objects. Touch one that is round.
9	U(G)			Now, touch the object you can <i>biffle</i> .
10	(F)			Put the string through the paperclip.
11	U(TM)			If you haven't put the string in the bottle yet, do it. But first, touch the cotton ball, move the penny, and turn over the lid, after you pick up the paperclip and the rubber bands.
12	U(MI)			Put the paperclip through the lid.
13	U(G)			Look at the objects. Touch the <i>stilkies</i> one.
14	(F)			Put the cotton ball on the penny.
15	(Q)			Put the string around the bottle.
16	U(MI)			Touch the _____ and the _____. (Teacher do not say words, pause.)
17	U(MI)			Tell me what bank the penny (coin) came from but don't guess.
18	U(G)			Touch the one that looks just like a snooss.

19	(Q)			Cover the penny (coin) with the lid.			
20	(F)			Throw the penny (coin) and the lid on the floor.			
21	U(TM)			Touch these things in the order I say them, but wait until I finish talking. First, touch the bottle (box), then the red rubber band, then the lid, then the cotton ball, then the brown rubber band, then the paperclip, then the string.			
22	U(MI)			When I say go! Touch it with your little finger. Ready? Go!			
23	(F)			Tell me what color the cotton ball is.			
24	U(MI)			Now, tell me how many inches long the string is, but don't guess.			
25	U(MI)			Pick up the paperclip and put it over there.			
26	U(G)			Pick up the (clearing throat noise) and hold it in your hand.			
27	(Q)			Pick up both rubber bands.			
28	U(NP)			Pick up the bottle (box), but don't touch it, and don't move it.			
29	U(TM)			Use the lid to touch the bottle (box) and then the penny (coin), then use the penny to touch the bottle and the lid. Then touch the bottle and the lid with the penny.			
30	(F)			Blow on the cotton ball to make it move.			
31	U(G)			Dib the penny (coin) with your thumb.			
32	U(G)			Pick the (cough noise), then put it back down.			
33	U(MI)			Put that one next to the bottle (box).			
ID Unclear:		Follow clear:					
ID issues:		Correct R/C:					
ID Unclear:		Follow clear:		ID issues:	Correct R/C:	Total Correct of 33	PERCENT CORRECT multiply total correct by 3.33

Pretest/Posttest items based on information from *Responding to Oral Directions* by Robert Mancuso (2000). Now out of print.

Test of Listening for Directions, Identifying Issues, Repairing Misunderstandings

POSTTEST

STUDENT:

DATE:

SCHOOL:

#	C/U	+Ox	R C	Direction
1	U(MI)			Tell me exactly how many pennies (coins) can fit in the bottle (box), but don't guess.
2	(Q)			Put your thumb on the lid.
3	(F)			Put the rubberband that is not red in the bottle (box).
4	U(G)			Put the lid under the <i>poomoo</i> .
5	U(NP)			Put the paperclip on top of the penny (coin) so no part of it hangs over the edge.
6	U(TM)			Wait until I finish talking and then do what I tell you to do. After you put the string and the coin in the bottle (box) put the cotton ball on the lid and then wrap the paperclip in the brown – no the red – rubber band.
7	U(MI)			Put that one next to the penny (coin).
8	(Q)			Look at the objects. Touch one that is fluffy.
9	U(G)			Now, touch the object you can <i>bumple</i> .
10	(Q)			Pick up both things that are metal.
11	U(TM)			If you haven't put the penny in the bottle yet, do it. But first, touch the string, move the cotton ball, and turn over the lid, after you pick up the brown rubber band.
12	U(MI)			Set the paperclip over the lid, but don't let it touch.
13	U(G)			Touch the one that looks most like a <i>darf</i> .
14	(F)			Put the string through both rubber bands.
15	(Q)			Put the lid under the bottle.
16	U(MI)			When I say go! Touch it with your left thumb. Ready? Go!
17	U(MI)			Tell me how many cotton balls were in the package this one came from but don't guess.
18	U(G)			Look at the objects. Touch the <i>porko</i> one.

19	(Q)			Cover the penny (coin) with the bottle.	
20	(F)			Put the rubberbands on your thumbs.	
21	U(TM)			Touch these things in the order I say them, but wait until I finish talking. First, touch the string, then the cotton ball, then the lid, then the red rubber band, then the brown rubber band, then the paperclip, then the bottle.	
22	U(MI)			Put the _____ on the _____. (Teacher do not say words, pause.)	
23	(F)			Tell me what color the lid is.	
24	U(MI)			Now, tell me how large the biggest rubber band is, but don't guess.	
25	(F)			Blow on the lid to make it move.	
26	U(G)			Pick up the cotton ball and hold it in your (throat clearing noise).	
27	U(MI)			Pick up the string and put it by the other one.	
28	U(NP)			Pick up the lid, but don't touch it, and don't move it.	
29	U(TM)			Use the string to touch the paperclip and then the cotton ball, then use the paperclip to touch the cotton ball and the string. Then touch the string and the cotton ball with the paperclip.	
30	(F)			Put the string through the brown rubber band.	
31	U(G)			<i>Marf</i> the bottle with your little finger.	
32	U(G)			Pick the (cough noise), then put it on the paperclip.	
33	U(MI)			Look at the objects. Name the one I am thinking of.	
ID Unclear:		Follow clear:			
ID issues:		Correct R/C:			
ID Unclear:	Follow clear:	ID issues:	Correct R/C:	Total Correct of 33	PERCENT CORRECT multiply total correct by 3.33

Pretest/Posttest items based on information from *Responding to Oral Directions* by Robert Mancuso (2000). Now out of print.

SCRIPT SURVEY

of Communication Breakdown Response Strategies



The purpose of this survey is to identify if the student is aware of communication breakdowns, record what he does in response to these situations and categorize them into the strategy types presented in the SCRIPT program. The teacher/therapist will say each sentence utilizing the communication breakdown technique as indicated (quiet, fast, word substitution). It is strongly suggested that the teacher/therapist practice administering these items before presenting survey items. Students should not be allowed to speechread. Read the question and circle the numbered response(s) that best represents the communication breakdown response strategies demonstrated. Encourage the student to ask questions about what they know about the story if they are unclear how to respond to the assessment items. (i.e., If you don't know an answer, what could you say or ask me?)

STORY ONE			Category
Normal	Billy has a friend who lives in his backyard.		0. Experienced no breakdown
Quiet	Every day he goes outside to visit his friend.		
1a. When does Billy go to visit his friend?		1 2 3 4 5 6 7 8	1. Slow repetition
Word Sub.	Billy's friend helps him <i>me</i> (see) all around his <i>booboomon</i> (neighborhood), especially when it is cold outside.		2. Clear repetition
1b. What did his friend help him to do?		1 2 3 4 5 6 7 8	3. Louder repetition
1c. Why was this easier when it is cold outside?		1 2 3 4 5 6 7 8	4. Louder repetition
Word Sub.	Billy is <i>merry</i> (very) careful when he <i>blins</i> (climbs) up on his friend.		5. Includes multiple words
1d. Why must Billy be careful?		1 2 3 4 5 6 7 8	6. Adds background context
Fast	Billy's friend has branches and bark.		7. Nonverbal
1e. What do you think Billy's friend looks like?		1 2 3 4 5 6 7 8	8. Inappropriate
STORY TWO			
Word Sub.	Flippy had a <i>sewer thrawt</i> (sore throat).		
2a. What did Flippy have?		1 2 3 4 5 6 7 8	
Word Sub.	She loved to <i>gip</i> (jump) onto <i>lilypoods</i> (lilypads).		
2b. What did Flippy love to do?		1 2 3 4 5 6 7 8	
Quiet	Twilight and morning were the best time for catching her meals.		
2c. When was the best time for Flippy to find food?		1 2 3 4 5 6 7 8	
Fast	It made her happy to catch big juicy flies.		
2d. What made Flippy happy?		1 2 3 4 5 6 7 8	
Normal	But it hurt Flippy to make a happy croak!		
2e. Why did it hurt Flippy?		1 2 3 4 5 6 7 8	
Bonus: What do you think Flippy looked like?		1 2 3 4 5 6 7 8	

Which communication breakdowns have you experienced?



- ☐ Your teacher says a page number and you are not sure which one she said.
- ☐ Students are getting out books and settling down as the teacher gives directions.
- ☐ A student next to you has allergies and sniffles often throughout the day.
- ☐ Many classes are at a school assembly and you are sitting in the back of the room.
- ☐ You are talking in the hall with a friend as students are going to their classrooms.
- ☐ Daily school announcements come from a wall speaker and voices sound muffled.
- ☐ A student across the room answers a question without raising his voice.
- ☐ Your teacher gave directions but you still don't know what you are supposed to do.
- ☐ You are working in a small group but cannot follow what the others are saying.
- ☐ A student at the next desk coughs as the teacher is giving directions.
- ☐ Your teacher uses a word or term you don't know so you miss a key point.
- ☐ At the end of the school day you are tired and miss more of what is said in class.
- ☐ Your class is learning about tense endings (ed, s) and sometimes you can't tell one from another.
- ☐ Your teacher says a name when she calls on a student but some classmate's names sound alike.
- ☐ Your teacher turns and faces the board as she talks and you don't understand her.
- ☐ Your teacher talks when she is across the room from you and you don't understand.
- ☐ Your teacher has an accent you have a hard time understanding.
- ☐ A student makes a quick comment in class, everybody laughs – but you.
- ☐ Your teacher talks as your class is moving down the hall or in the auditorium.
- ☐ As your teacher reads she often holds the book/paper in front of her face.



I have experienced _____ out of 20 of these situations!

Obtaining Baseline and Progress Data on Student Communication Repair Strategy Use from the Classroom Teacher

Typically, use of communication repair strategies in school occurs as the result of the dynamic nature of communication in the typical classroom. Everyone experiences communication breakdowns. Most students with auditory, language and cognitive learning issues experience these breakdowns more often than their typically developing classmates without learning issues. The teacher or clinician is in an opportune position to observe how the student communicates in the classroom, including how he responds to communication breakdowns.

Obtaining the perspective of the classroom teacher in regard to the student's communication skills provides valuable information that will hopefully verify the deficits demonstrated by the student's responses to the SCRIPT Inventory and the SCRIPT Survey of Communication Breakdown Response Strategies. Use of checklist materials to gather this information can also serve to raise the awareness of the classroom teacher about the student's listening issues, communication needs. Awareness can lead to reasonable expectations for self-advocacy within the classroom and bolster teachers' commitment to their role in the facilitation of these skills.

It is suggested that the professional supporting the student select one or more of the following checklists to obtain classroom-based information. The same checklist can be readministered mid-year and at the end of the school year to track student progress related to use of appropriate communication repair and self-advocacy activities. The SAID teacher checklist and the Listening Inventory For Education – Revised (LIFE-R) Teacher Appraisal and Student Appraisal checklists may be adapted for use with other students who are challenged when processing communication in the school environment. The LIFE-R Student Appraisal can be found on the following pages or an online interactive version is available at <https://successforkidswithhearingloss.com/for-professionals/listening-inventory-for-education-revised-life-r/>. The After LIFE questionnaire in the LIFE-R suite of checklists can provide insights into the self-advocacy skills of the student, including use of communication repair skills. When completed, the LIFE-R Teacher Appraisal provides insights from the teacher about the student's level of attention, class participation, independence, and challenges with classroom communication. In addition to these checklists, it is also recommended that the professional supporting the student observe the student in the classroom setting specifically for his use of communication repair and self-advocacy skills when communication breakdowns occur.

The following resources have been included in this guide.

- **SAID – Student Advocacy & Independence Development**
- **Teacher LIFE-R – Teacher Appraisal of Listening Difficulty**
- **Observational Record of Behavior of Deaf/Hard of Hearing**





STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT (SAID) Teacher Checklist

Use this checklist to monitor how well the student integrates important self-advocacy, independence activities, and communication repair into their daily school life. Select the type of responses you have observed the student to use or you think that the student is most likely to use.

SELF-ADVOCACY COMMUNICATION STYLE

PASSIVE (P): waits for others to notice that he needs help; tends to nod and smile even if he does not understand; meek or timid; oversensitive to what others think; may offer little during conversations; too concerned with being liked by others; accepts fault for misunderstanding and may then feel bad about himself.

AGGRESSIVE (G): can become sullen, angry or belligerent when does not understand, blaming others for his misunderstanding; can be insensitive to the feelings of others including being bossy during conversations with peers; may be demanding or very outgoing in an attempt to control the situation.

ASSERTIVE (S): recognizes that he has the right to express needs; raises hand or otherwise lets teacher know when he has not understood; presents reasonable and specific requests in a pleasant tone of voice; assumes that a misunderstanding is a shared or mutual responsibility; takes turns and holds up own end of a conversation.

Student response when he... (you may choose more than one response)	Passive (P), Aggressive (G), Assertive (S)	Observed or strongly suspected	NA* or Not Observed
1. Does not hear all of a homework assignment		P G S	NA NO
2. Is working in a small group with others when it is noisy and difficult for him to understand		P G S	NA NO
3. Has 'gotten lost' due to new vocabulary during verbal instruction or in written materials		P G S	NA NO
4. Is experiencing problems with his hearing technology not functioning		P G S	NA NO
5. Is conversing with a friend in a quiet environment (typical communication style)		P G S	NA NO
6. Is conversing with another student when it is noisy, such as during class transition times		P G S	NA NO
7. Is not understood and he is asked to repeat or clarify		P G S	NA NO
8. Does not understand single or multistep directions when class starts begins working independently		P G S	NA NO
9. Has difficulty understanding the presenter in the auditorium or over the intercom		P G S	NA NO
10. Does not understand the need to bring an important paper/money from home (due to mishearing)		P G S	NA NO
11. Does not hear information provided by another student during class discussion		P G S	NA NO
12. Is caught off guard after called upon to answer a question and it is clear that he is 'lost'		P G S	NA NO

INDEPENDENT FUNCTION

Indicators of Independent Function	NA/ Not Observed	Rare	Occasional	Consistent
1. Using amplification daily (personal device, FM)	0	1	2	3
2. Charging FM, monitoring hearing aid function	0	1	2	3
3. Promptly reporting issues with hearing technology	0	1	2	3
4. Selecting own seating (classroom, gym, auditorium) for best hearing	0	1	2	3
5. Independently closing door or asking that a noise source be stopped	0	1	2	3
6. Asking for clarification of assignments if needed	0	1	2	3

COMMUNICATION REPAIR

Category	Examples	Never	Rare	Occasionally	Sometimes	Often
Asks for repetition	Can you say that again more slowly please?	0	1	2	3	4
Asks for clarification by using key words in the request	Can you say the page again please? Where are we in the math book? Is it the odd problems on page 38?	0	1	2	3	4
Seeks help nonverbally	Uses some sort of signal that he didn't understand that you two have agreed on	0	1	2	3	4
	Looks confused and hopes you notice	0	1	2	3	4
	Writes you a note	0	1	2	3	4

*NA= non-applicable, the situation does not happen in class for you to possibly observe.

Karen L. Anderson, PhD 2011



Listening Inventory For Education-Revised (L.I.F.E.-R.)

Teacher Appraisal of Listening Difficulty

By Karen L. Anderson, PhD, Joseph J. Smaldino, PhD, & Carrie Spangler, AuD

Name _____ Grade _____ School _____

Teacher _____ ☐ hearing Aid ☐ CI User Date LIFE Completed _____

Type of Classroom Hearing Technology _____

L.I.F.E Classroom Listening Situations		No challenge or very rare	Occasionally challenged	Sometimes challenged	Often/regularly challenged	Almost always challenged
Instructions: Based on your observations, please mark the response that best describes the student's level of challenge when listening and learning in each of the situations described below. If you have no idea how to answer an item, leave the item blank. <i>Thank you for your assistance.</i>						
1. Student's ability to focus on/follow large group verbal instruction (i.e., teacher front of room):		5	4	3	2	1
2. Student's ability to focus on/follow verbal instruction when you are moving about the room:		5	4	3	2	1
3. Student's ability to focus on/understand verbal responses by other students seated across the classroom from him/her: Check one: ☐ With FM mic used by student ☐ Without FM mic		5	4	3	2	1
4. Ability to attend when listening to directions presented to the whole class (focus):		5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):		5	4	3	2	1
6. Ability to attend to class activities (distractibility, fidgety, typical level of attention):		5	4	3	2	1
7. Ability to stay on task (re: need for individual redirection):		5	4	3	2	1
8. Level of hesitation when volunteering to answer class questions in relation to peers:		5	4	3	2	1
9. Ability to answer questions appropriately (shows understanding of question and reasonable response):		5	4	3	2	1
10. Ability to understand information presented via instructional media (videos, computer, etc.):		5	4	3	2	1
11. Ability to focus on and understand morning announcements or large group assemblies:		5	4	3	2	1
12. Ability to attend to verbal instruction and understand when noise is present (i.e., transitions):		5	4	3	2	1
13. Ability to focus on/understand peer comments during small group work:		5	4	3	2	1
14. Comfort during social involvement/informal peer conversations in comparison to peers:		5	4	3	2	1
15. Overall rate of listening/learning in comparison to class peers (rate of comprehension):		5	4	3	2	1
Comments: (absences, equipment use problems, etc.)		CLASSROOM LISTENING SCORE Sum of Items 1-15 (75 possible) Pretest _____ Post-test _____				
No listening challenges or very rare	Occasional listening challenges	Sometimes experiences listening challenges	Often or regularly has listening challenges	Almost always has listening challenges		
75.....	60.....	45.....	30.....	15.....		

Observational Record of Behavior of Deaf and Hard of Hearing Students



Student _____ School _____ Date _____ Observer _____

Observe the student during an interactively-rich time period. Rank as follows:

0 – Not observed, 1 – No/Missed opportunities observed, 2 - Minimally/some evidence observed, 3 – Yes/Observed

A. How does the student participate in the general education setting when compared to peers? DOES THE STUDENT...	Rank	Comments
1. Participate in class activities a rate similar to peers?		
2. Use strategies to facilitate access and participation?		
3. Advocate for his needs?		
4. Respond to directions?		
5. Use strategies or accommodations to seek assistance?		
B. How does the student access information? DOES THE STUDENT...	Rank	Comments
1. Respond to directions given by the teacher?		
2. Use accommodations to access auditory information?		
3. Contribute relevant comments during discussion?		
4. Respond to information or comments offered by peers?		
C. What student and teacher factors influence the student's academic progress?	Rank	Comments
1. Is the language of the lesson accessible to the student?		
2. Does the student use strategies for requesting clarification?		
3. Does the student communicate directly with the teacher?		
4. Does the teacher communicate directly with the student?		
5. Does the teacher repeat/rephrase information?		
6. Does the teacher check for the student's understanding?		
7. Does the teacher ensure that the student can see and hear optimally?		
8. Does the teacher use visual instructional aids?		
9. Does the teacher understand the role of the educational interpreter/transliterators/notetaker/CART/C-Print?		
D. What setting and acoustical conditions influence the student's understanding?	Rank	Comments
1. Is the student using the recommended amplification?		
2. Does the student advocate for amplification needs?		
3. Is the amplification used appropriately during group activities, seat work, and during class discussions?		
4. Is the noise level in the classroom appropriate?		
5. Are instructional visuals and educational technology accessible and used during the lesson?		
E. How does the student respond to peers?	Rank	Comments
1. Does the student have direct communication opportunities with peers?		
2. Does the student engage in appropriate social conversations?		
3. Does the student use alternative strategies when peers don't understand him/her?		
4. Do peers use alternative strategies to communicate with him/her?		

Age Range: Primary/Secondary

Sherry Landrud & Karen L. Anderson, 2011.



SCRIPT Practical Training

FAMILIARIZATION PART 2

How to use strategies when YOU have not understood what someone said.

During the familiarization stage the student will develop a better understanding of why people may have a difficult understanding what is said and strategies within the three broad areas of communication repair as defined within the SCRIPT program. The teacher/clinician may need to adapt the language for use with younger students (K-2). Using role-play techniques or props, such as the Ida My World Tool (Download at <http://ida institute.com/index.php?id=1321>) may assist the student in understanding the situation, nature of the communication breakdown, and provide an opportunity to practice different ways to respond.

Materials to Establish Why Everyone Experiences Communication Breakdown

- How do you know when a communication breakdown has happened?
- Possible Reasons Why You May Not Understand What Someone Says (younger students)
- Possible reasons for communication breakdown in the classroom (older students)

Materials to Familiarize Students with the 4 Broad Areas of Communication Repair Strategies

- Descriptions of the Communication Repair Strategies
 - These pages are to be used after the student has completed the SCRIPT Inventory to introduce the student to each of the communication repair strategies.
- Example Use of Communication Repair Strategies

This is an intentionally SHORT phase of the practical training. Demonstration and practice of each strategy will be more effective as a learning medium. The teacher/clinician may want to use these pages as ongoing references defining each of the communication repair strategies.

How do you know when a communication breakdown has happened?



Think about it...

I know (or think) that other people have not understood what I said when:

Hint:



I can tell I have not understood something that was said when:

Everyone experiences communication breakdown. When breakdown happens it can feel like:

HOMEWORK: Pay attention to times when communication breakdown happens. Be prepared to tell about the times (1) when you thought someone else didn't understand you, (2) when you didn't understand someone, (3) how it felt, and (4) what you did to repair the breakdowns (if anything).

Possible Reasons You Do Not Understand What Someone Says



Remember, EVERYONE experiences communication breakdowns sometimes!

- Which of these have happened to you?
- What would prevent people from not understanding you in each of these situations? What could YOU do to prevent misunderstandings?
- Can you think of any other reasons why someone does not understand you sometimes?

ENVIRONMENT 	• It is noisy and you could not hear all the words that someone said • You were outside or in a large room (like a classroom) and the person's voice was not heard loudly enough over the distance • There was a lot going on, making it hard to pay attention • People in a group were talking at the same time or interrupting each other as they spoke
PERSON LISTENING 	• The person was whispering and you didn't hear what was said • You were thinking about something else when the other person started talking • You were doing something and didn't realize you were talking to them • You did not understand what the person was talking about (words used were unknown)
PERSON (YOU) TALKING 	• The person has a quiet voice and you have a hard time hearing all of what they say • Some of the person's speech sounds are not clear, or they talk with an accent, making it hard for you to understand each of the words said • The person was too far away when they started talking • The person started talking before they got your attention • The person started talking and then turned their head or walked away from you

Possible Reasons for Communication Breakdown in the Classroom

ENVIRONMENTAL CHARACTERISTICS

- The student is too far away from the teacher and classmates when they speak
- The student cannot see the faces of the speakers clearly
- Background noise masks or covers up parts of the words
- Room reverberation (sound bounce) smears together the ends and beginnings of words
- There is so much activity in the room that it is difficult for the student to know where or on whom to focus

SPEAKER CHARACTERISTICS

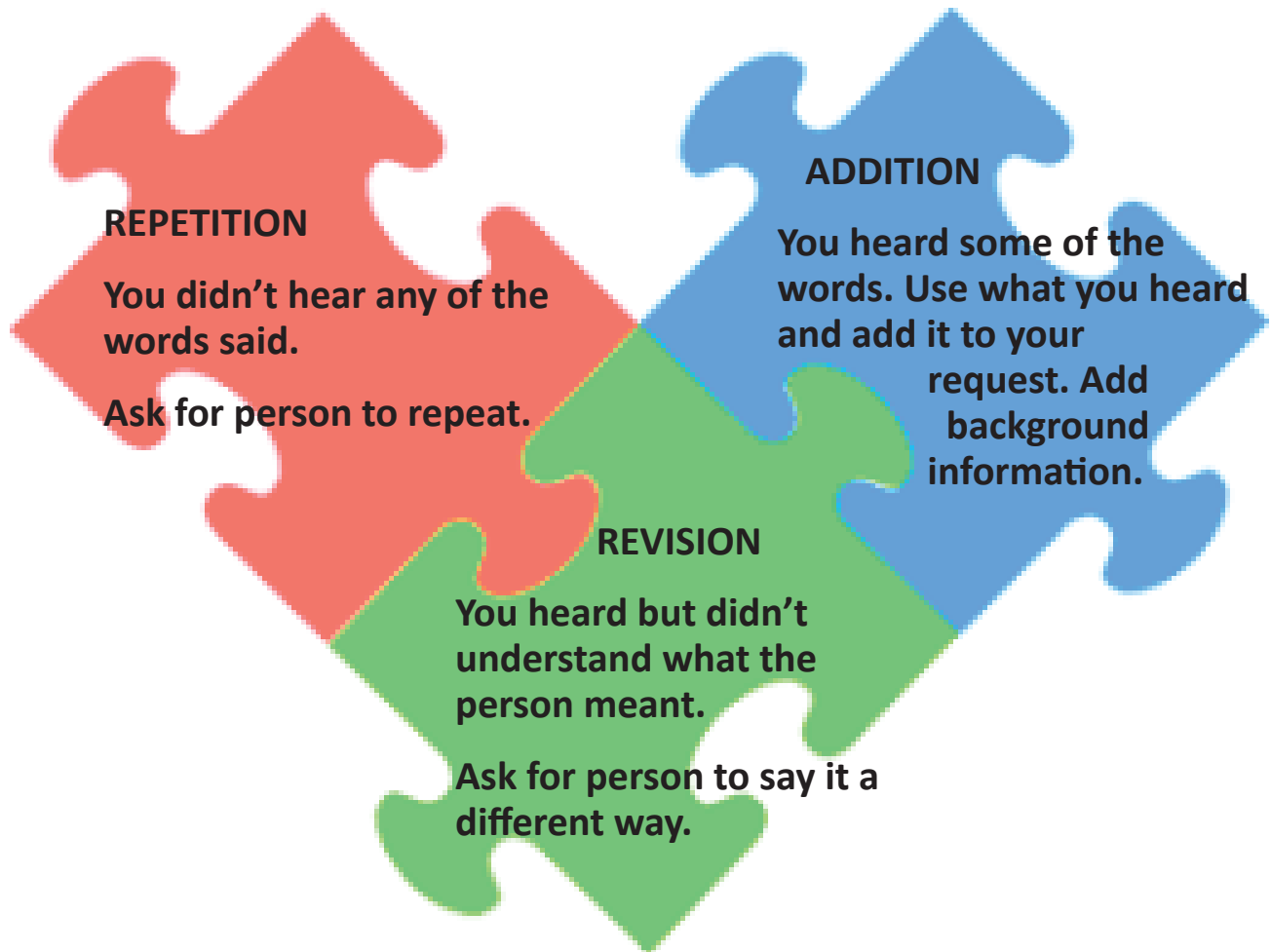
- The speaker's face is covered by hair, hands, or frequent turning away that prevents clear sight of the face
- The speaker speaks very quickly
- The speaker speaks softly
- The speaker says important information during noisy transition times
- The speaker is too far away to be understood clearly over the distance (classroom, auditorium, announcements)
- The speaker's intelligibility is compromised (e.g., accented speech or poor articulation)

LISTENER CHARACTERISTICS

- The listener is not aware of his responsibility to be an active, assertive communication partner or has not developed conversational skills typical of age-peers
- The listener does not hear speech as loudly as class peers or perceives it less accurately in background noise and reverberation
- The listener misses fragments of most words due to hearing loss in part of pitch range (e.g., misses s, ed, t, th word endings)
- The listener has incomplete understanding of syntax of speech, and so may mis understand the intent of complex sentence forms
- The listener's vocabulary level and linguistic skills are not as developed as age-peers and he requires additional repetition or use of different words to understand (including with multiple meaning words or the language of directions)
- The listener has age-typical vocabulary and syntax knowledge, but cannot process information presented quickly ('she talks fast, I can't listen fast')

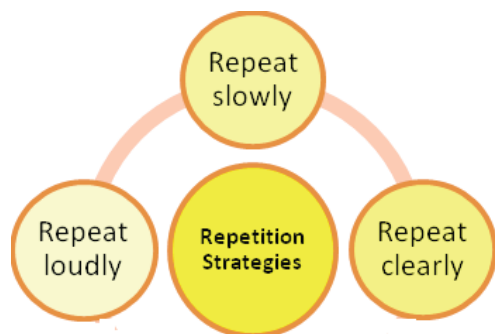
Summary of Communication Repair Strategies

When YOU do not understand what someone says



REPETITION STRATEGIES

Repetition strategies: Do not ask for more information than what was originally said.



If YOU do not understand ANY of the words someone else says, use repetition strategies

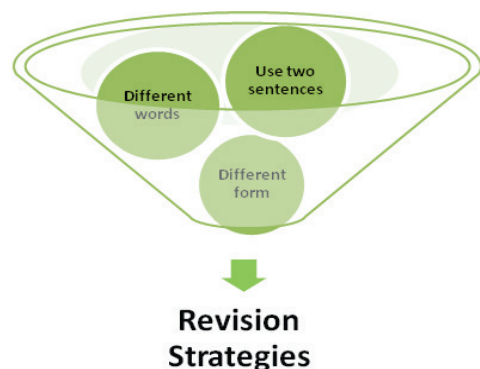
- Politely ask him to repeat what he said. You can include a request for the information to be repeated more loudly, clearly, or slowly.

This is the best choice of strategies if you did not hear any words and don't know the topic.

- o *Can you say that again please? I didn't hear you.*
- o *Pardon? Can you repeat that please?*
- o *Maria's voice is quiet. Can she say it again more loudly please? (i.e., during discussion)*
- o *I'm sorry. Can you say that more slowly?*

REVISION STRATEGY

If YOU heard but do not understand the meaning of what someone else says, use the revision strategy



Revision strategies: Use when you did not understand enough of what was said to include any information in your clarification request. This strategy is used less often than repetition or addition. Request that the person change or revise how they presented the information or use different words with the same meaning.

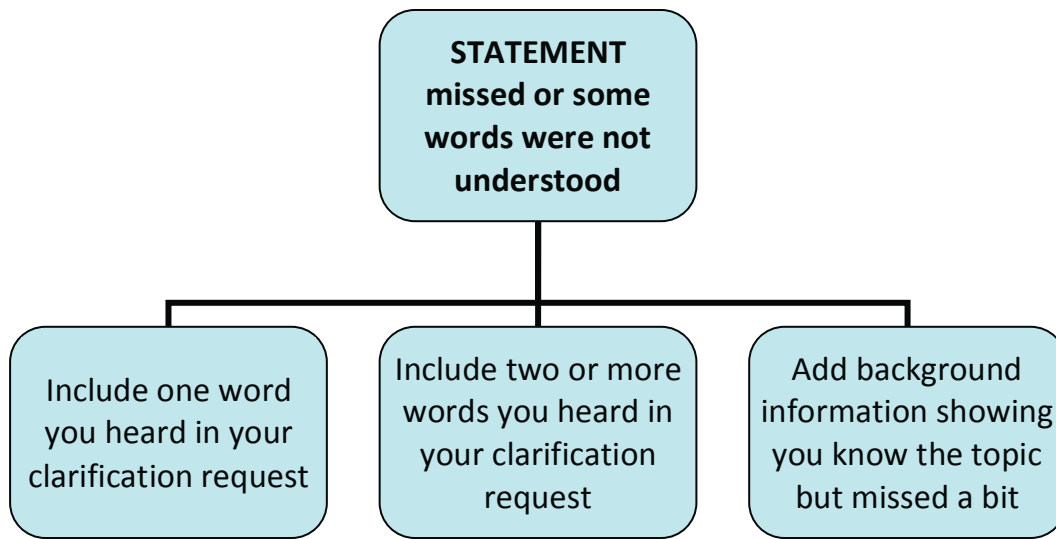
This strategy is best to use when you heard something but it does not make sense to you.

Ask the person to say it again in a different way.

- o *I'm sorry, I didn't get that. Could you say it in a different way?*
- o *That doesn't make sense to me. Can you tell me again?*
- o *I don't know the word you just said. What does _____ mean?*
- o *Can you please say each part one at a time?*
- o *Which one?*

When you say "huh" or "what," the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

ADDITION STRATEGIES



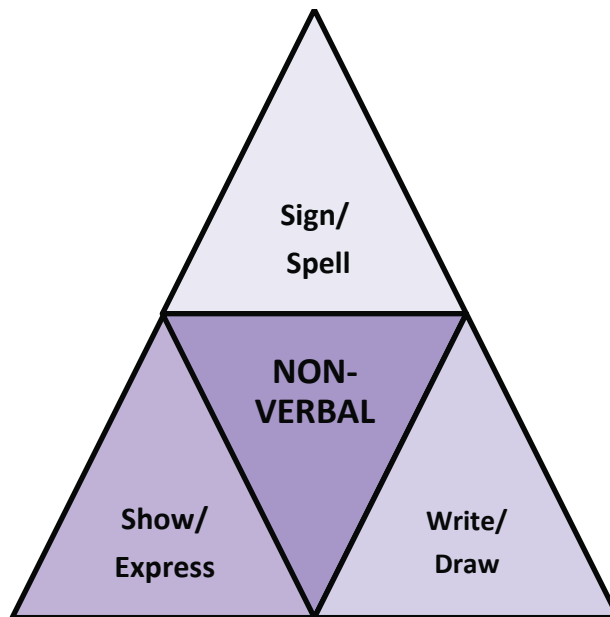
Addition strategies: Use information that you heard and include it in your clarification request. Add background context to show that you were listening, you understood the topic, but missed one or more parts of what was originally said.

TAKE WHAT YOU HEARD AND TURN IT AROUND ADD IT TO YOUR REQUEST FOR CLARIFICATION

"Okay class take out your math books. We are now on chapter 7. Turn to ????"		"What page in chapter 7 are we supposed to turn to?"
"We are going to grandma's this weekend. She is making ??? for dinner. I know you really like that!"		"I love going to grandma's for dinner. What did you say she was making? A favorite of mine?"
"Here's a riddle. What's ?? and ?? and ?? all over"		"What's the riddle again? Something all over?"

When you say "huh" or "what" the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

NONVERBAL STRATEGIES



Nonverbal strategies: Can be used alone or in combination with other strategies.

Provide or emphasize the idea of the message you want to know.

If YOU do not understand what someone else says, you can use nonverbal strategies:

- Nonverbally ask the person to say it again.
 - o *Raise your hands and shoulders; use a questioning expression; shake your head 'no.'*
- If you heard part of what was said, then include it in your request for more information.
 - o *Do you mean Wright Park in the North part of town? Point that direction.*
 - o *Were the students playing baseball or were they at the playground on the slide and swings? Mime or sign baseball, slide, swings.*

If you add visual information to what you heard or said, you are using a nonverbal strategy.

When you say “huh” or “what” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

Example of Use of the Communication Repair Strategies



You and your family are in the car. You are in the backseat. It is hard to see your mom's face as you are traveling. Everyone is hungry and you think your mom mentioned stopping to get fast food but you didn't hear clearly and aren't sure that was what she said. You want to ask her what she said.

HOW COULD YOU ASK YOUR MOM WHAT SHE SAID?

Repeat at a slower rate	Mom, can you say that more slowly please?	REPETITION
Repeat spoken more clearly	Mom, can you say that again more clearly please?	
Emphasize key word(s)	Mom, did you say we were stopping for fast food?	
Repeat louder	Mom, I didn't hear you – could you say that again louder?	
Break into two sentences	Did I hear you say food? Where can we stop for food?	
Different words, same meaning	Can we go to a restaurant for lunch? Fast food?	REVISION
Different form (word order)	I would like to stop for fast food too.	
Add just a little information	Are we stopping for fast food now?	
Define terms	It's lunchtime and I am hungry.	ADDITION
Add background context	I'm hungry too. I like Burger King more than McDonald's.	

DISCUSSION QUESTIONS:

Review each of these responses, picturing yourself in the backseat of the car with your mom driving.

1. Which of these responses to your mom shows that you were really paying attention to what she said about going for lunch?
2. Which strategies require your mom to say something back to you?
3. Would these strategies be less frustrating for your mom than if you said 'huh?' or 'what?'?
4. Think about each of these strategies. Which ones are easiest or come most naturally to you?
5. Which ones are the most awkward or would feel the strangest for you to use?

PRACTICE WILL HELP!!!



SCRIPT Practical Training

DEMONSTRATION PART 2

How to use strategies when YOU have not understood what someone said.

Through teachers/clinicians modeling strategies during the demonstration stage, the student develops a better understanding of the strategies within the broad areas of communication repair as defined within the SCRIPT program.

To successfully request clarification including words that the student has heard, the student must first be able to use their short-term memory to remember what was said.

Teachers/clinicians are encouraged to use one or more of the demonstration methods with their students, based on their language and interest level.

Methods for Demonstration

- **Demonstration – Visual Analogies** reinforces different causes of communication breakdown and how students can respond.
- **Demonstration - Let's Pretend Scenarios** allow the teacher/clinician to demonstrate when and how to repair communication breakdowns using realistic scenarios to generate conversations.
- **Demonstration – Repeat and Reflect** provides a process in which a teacher/clinician can use stories or content-based material to generate communication breakdowns, thereby allowing opportunities for communication repair strategies to be demonstrated. An example story has been included for young students – *The Three Bunnies* – followed by example teacher responses.

DEMONSTRATION – Visual Analogies



How to use strategies when YOU have not understood what someone said.

Sometimes when someone hears just part of what you say, what they really pay attention to is your tone of voice and what you are doing. They KNOW you said something, but not all of the words that you said. Other times they may hear a part of the words that you said so they put what they heard into their request for you to clarify. Your role is to figure out the information needed.

Type of Breakdown	SPEAKER 1	SPEAKER 2	SPEAKER 1	CRS
Too fast	It's 12:50	12:50 or 15?	12:50	Rp
	I'm late! I can't find my backpack!	What's wrong?	I can't find my backpack and I need to catch my bus!	Rv A
	I hope they have pizza for lunch.	You hope what?	I hope they have pizza.	Rp
Too quiet	It's time for free play.	What time is it?	It's time for free play.	Rp
	Uh oh, where is my homework?	What's wrong?	I can't find my homework!	Rv
	Me, me, me. Pick me.	What?	I want to be picked for the team!	A
Garbled	My <i>b#kz</i> is late.	What is late?	My bus.	Rp
	The topic for my project is <i>Indugdrell Rex Ton</i> .	What's your topic?	The Industrial Revolution.	Rp
	Are you going to <i>Cinco de Mayo</i> ?	Going where?	The Cinco de Mayo party. Are you going?	Rv
Unknown words/ ideas	My grandpa likes to watch <u>curling</u> .	What's curling?	It's a sport you play with brooms on ice.	A
	My mom has a new <u>fushia</u> shirt and I love it!	What kind of shirt?	Fuschia, like a bright purple pink color.	A
	Wow, that was really <u>fly</u> !	It was what!	Fly! Cool! I loved it!	A

CRS = communication repair strategy used: Rp = repetition, Rv = revision, A = addition.

DEMONSTRATION – Let’s Pretend Scenarios

How to use strategies when YOU have not understood what someone said.

CONCEPT: We will be using Let’s Pretend story starters to demonstrate how messages can be misunderstood. The teacher is urged to have two puppets, two character toys, or representations of Speaker 1 and Speaker 2, as provided below, to use during the demonstration. Hold up the Speaker 1 and Speaker 2 visual representations to help the student understand that 2-way communication is happening, even if the teacher is playing both Speaker 1 and Speaker 2. It is recommended that the teacher select Let’s Pretend stories of different types (i.e., narrative, questioning, commenting) to give the student experience with various types of language exchanges in which communication breakdowns can occur.

Demonstration (1) The teacher/clinician plays both Speaker 1 and Speaker 2. The teacher reads the Let’s Play scenario. As Speaker 1 she begins to play the assigned part **saying it too fast, too quietly, or making some of the words garbled/mispronounced** as she presents. To start, choose ONLY ONE type of communication breakdown issue to model across a few scenarios. As Speaker 2, she asks for clarification. As Speaker 1 again, she provides clarification. After a few demonstrations like this the teacher would state/discuss/ask the student what the problem was when the information was presented in this manner and what Speaker 1 would need to do to be better understood. Reuse Let’s Pretend scenarios to demonstrate each type of communication breakdown issue and an appropriate response.

Demo method (2) The teacher and student would both have Speaker 1 cards. The teacher would have the Speaker 2 card too. The teacher reads the Let’s Play scenario. The student begins to play the assigned part. The teacher will ask for clarification (Can you say that more slowly, clearly, loudly, tell it in a different way, did you mean X?) as Speaker 2. Start with focusing on one type of communication breakdown for several scenarios. The teacher would then take the role of Speaker 1 and provide clarification (“You could say: XYZ”). After a few demonstrations like this the teacher would state/discuss/ask the student what he or she could say if asked for clarification.

EXAMPLE: Scenario: Let’s pretend that I am your mom. You come home from the mall. You saw a beautiful dress and you want to have it. When you get home you tell me about it.

S1: Oh mom! I saw a really porty druss at the mell!

S2: What did you see?

S1: I saw a dress at the mall. It was really pretty (revision)

S2: Sorry, let me turn down the TV. What did you see at the mall?

S1: A pretty dress at the Teen Boutique! It was blue and had..... (addition)

SPEAKER 1



SPEAKER 2



SPEAKER 1



SPEAKER 2



DEMONSTRATION LET'S PRETEND STORIES



Instructional Objective	Example Scenarios (Example opening statements for students in parentheses)
Narrative	I'll be your teacher. You come to school with a cast on your leg. You were riding your bike and a cat ran in front of you. You turned very fast and fell down and broke your leg. (I fell off my bike and broke my leg.)
Narrative	Let's pretend that your daddy has been away. He came home on an airplane. You and your mom went to pick him up at the airport. He brought you a present. On the way home you all went to a restaurant for some ice cream. When you come to school you tell me about it. (Mommy and I went to the airport to get daddy.)
Narrative	Let's pretend that one day at recess, a little kitten came into the playground. Everybody played with it. You held it. When the bell rang it got scared and ran away. When you come back in the room, you tell me what happened. (A little kitten came on the playground.)
Narrative	One Saturday you went to the park to play with your friends. You were on the swings. You were going very high. You jumped out of the swing and fell down. You scraped your knee very badly. Your mom put a big bandage on it. On Monday you come to school and tell everyone what happened. (On Saturday I went to the park and fell off a swing.)
Questions	Pretend that your mom asked you to go to the store to buy some milk. You want your sister to go with you, so you ask her to go. I'll be your mom and your sister. (Will you go to the store with me?)
Questions	One day you are playing on the playground and you find a dollar bill. You don't know whose it is so you have to ask people. I'll be myself and you ask me about it. (Is this yours?)
Commenting	You be yourself and I'll be your friend Aaron. I'll come over to your house to play baseball. But you can't play because you have a lot of homework. (I have to do my homework.)
Commenting (use because)	Let's pretend that your mom is coming to pick you up after school. You won't be riding the bus so you tell me about that. (I'm not riding home on the bus because my mom is coming to get me.)
Directions	This time you will be working in the office. I'll be a delivery person with some books for the library. I'll come in and ask you how to get there. (The library is at the end of that hall.)
Directions (clear origin)	Let's pretend that I am a visitor to school. I come in the front door and see you walking to the office. I want to see Mrs. G. I don't know where her room is. I'll ask you for help.
Explanation (connectors)	Let's pretend that I am Eric and I don't know how to play "Go Fish" and you are going to tell me how.
Explanation (connectors)	Pretend that I am Josh. Your dad showed you how to make tacos. I don't know how so you tell me.
Description	Let's pretend that I am your mom. You come home from the mall. You saw a beautiful dress and you want to have it. When you get home you tell me about it. (I saw a beautiful dress that I like.)
Description	Let's pretend that you are walking to school and you see someone stealing a bike. So you call the police and tell them what happened. I'll be the policeman. (I saw someone stealing a bike.)
Conversation	I will pretend to be your mom and you be yourself. You go over to your friend Rachel's house and she has some new puppies. You would like to have one. So you come home and ask your mom if you can have one. (Rachel has new puppies and I want one.)
Conversation	Let's pretend that I am your mom and you are yourself. Your friend Jody calls and wants you to go to a movie. You ask me about it. I will be Jody, too.
Real scenario	Please go to Miss A. and ask her for a new ear hook for your left hearing aid. It is broken.
Real scenario	Monday morning exchange in which a student shares information about his or her weekend.

Based on Stone, P. (1988) Blueprint for developing conversational competence: A planning/instruction model with detailed scenarios. Washington, DC: Alexander Graham Bell Association for the Deaf. Adapted by Karen L. Anderson, 2011 with permission. A longer version with more scenarios is included in 2011 © Building Skills for Success in the Fast-Paced Classroom.

DEMONSTRATION – Repeat and Reflect

How to use strategies when YOU have not understood what someone said.

1. Age-appropriate written materials are selected by the teacher/clinician, such as:
 - a. Familiar story
 - b. Story of a topic that is of high interest to the student
 - c. Materials that emphasize learning desired vocabulary, syntax, concepts
 - d. Instructional materials from content area(s) of the curriculum
2. Teacher says 1-2 sentences and student repeats the material verbatim to the best of his or her ability. It is recognized that a verbatim response is not likely.
3. When the student presents a response that is not the same as what the teacher/clinician said this creates a communication breakdown situation in which the teacher did not completely receive the information. When this happens, the teacher/clinician demonstrates the use of a communication repair strategy

Detailed Description of DEMONSTRATION

In this demonstration section, the teacher/clinician is in the role of the Listener who sometimes has difficulty understanding; the student is the Speaker.

- Start this activity in a quiet room at first.
- Use an interesting paragraph from textbook, definitions of the student's recent vocabulary words, a favorite pleasure reading book or a known story (e.g., Little Red Riding Hood). Simple paragraph materials written at three levels (PS/K, 1-3, 4-6) can be found in [*Listen My Students, and You Shall Hear*](#) (Betty Lou Kratoville, Pro-Ed, Inc., Third Edition 2004). Simple stories, that can be sorted by topic are available for free view/download from www.tarhillreader.org and can be a good resource for 'on tap' materials to use with students for demonstration and practice.
- If the student is younger or a less sophisticated language user, choose shorter sentences, increasing the length as appropriate to make it less frustrating for the student, but still challenging his auditory recall enough that the sentences are not always accurately repeated.
- Say the first sentence of the passage, letting the student see your face. Auditory skill development and auditory memory may all be facets that could also be addressed within these activities, however focus on communication repair with easy and interesting materials is key. The student's task is to repeat all of the words he understands
- When there are errors in what the student repeated, the teacher/clinician models any of the 13 repair skills from the SCRIPT Inventory.

Example:

Teacher: The bunnies left home. Each had a big carrot for their journey.

Student: Bunnies left home. Each had a carrot.

Teacher can respond with one of the following:

Repetition - Could you say that a little louder please?

Repetition (key word) - What did the bunnies do?

Simple addition: Excuse me, what did they have a carrot for?

- The teacher/clinician first models the strategies that the student demonstrated on the SCRIPT Inventory and reinforces that he already has some skills in his communication repair tool kit. Based on the time available, which communication repair skills to model should be prioritized.
- The teacher/clinician can present the sentence(s) again as needed or move on to another sentence or group of sentences. Alternately, once an entire sentence has been correctly repeated by the student, the clinician/teacher again repeats it, but this time follows it with the second sentence.
- The teacher/clinician should gauge how much text to present to the student for repetition without the student becoming too frustrated. The focus should be on the different ways someone can ask for clarification, not that the student couldn't repeat perfectly.
- The sentence-repeating and skill-modeling process is followed until the student is able to respond to the teacher's requests for repairs and the teacher/clinician has modeled all or the selected communication repair skills.

SCRIPT Practical Training - Demonstrating Repair Strategies

Example - Pre-Kindergarten & Early Elementary

Following is an example of a story that could be used for student repetition leading to practice of repair skills. The familiar story line of The Three Bunnies has some funny twists to make it trickier than rote repetition of a known story. The story could also be written in a format that could be displayed through technology or on large chart paper.

For early readers, the teacher would read the line and then cover it up when the student is asked to repeat the information. To help motivate non-readers, the story could remain visible and with pictures shown but covered up limit cues with the student is asked to repeat the text.

Be clear that in order to teach someone how to repair something, there has to be something broken first. Approach this as a game since the student's failure at repeating is the starting place for developing communication repair skills. To emphasize this, it may be helpful to have some toy tools that are picked up during communication repairs.

The Three Little Bunnies



Once upon a time



three little bunnies lived with their mother.



When they were all grown up their mother said



“I’m sorry boys; you are now all grown up and have to find your own homes.”

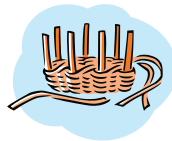
The bunnies left home. Each had a big carrot for their journey.



The first bunny was lazy. Grass was everywhere so he made a house of grass.



The second bunny was crafty. He made his house by weaving together sticks.



The third bunny was not lazy or crafty. He wanted to be safe from danger.

He knew he would be living all alone. No family to help if there was danger.



He thought and thought. Finally, he dug a hole to hide in for his home.



The first bunny was snug and happy in his house made of grass.



Then a man came and mowed the grass and the first bunny was homeless!



The second bunny was warm when tucked into his house made of sticks.



Then a terrible storm came and blew the house of sticks away.



The second bunny was homeless just like his brother!



The third bunny was happily hopping and eating grass and flowers.



All of a sudden a big dog started chasing the bunny!

He ran and ran and ran.



.....



.....



Then he saw his hole and jumped in and was safe!



The end.

Examples for Teacher/Clinician Responses - DEMONSTRATION

Examples of teacher/clinician modeling communication repair strategies.
Modeling should be based on misrepetitions stated by the student.

The Three Little Bunnies

Once upon a time three little bunnies lived with their mother.

Could you say that again please? Three what lived with their mother? Excuse me, did you say they were big or little?

When they were all grown up their mother said

Could you say that more slowly please? Did you say the bunnies were now grown up?

I'm sorry boys, you are now all grown up and have to find your own homes.

What did they have to do because they are all grown up now? The bunnies need to find what?

The bunnies left home. Each had a big carrot for their journey.

What did the bunnies do? Could you say that a little louder please? Excuse me, what did they have a carrot for?

The first bunny was lazy. Grass was all around so he made a house of grass.

The first bunny was what? Excuse me, grass was what? What did you say he made a house of?

The second bunny was crafty. He made his house by weaving together sticks.

What did you say about the second bunny? What did he do with sticks? Can you say that a little slower?

The third bunny was not lazy or crafty. He wanted to be safe from danger.

The third bunny was lazy or what? What did you say about danger? The third bunny wanted what?

He knew he would be living all alone. No family to help if there was danger.

It would be scary to live all alone. What did you say about who would help him if there was danger?

He thought and thought. Finally, he dug a hole to hide in for his home.

Can you say that again please? What did he do? What did you say he did for a home?

The first bunny was snug and happy in his house made of grass.

What was the bunny doing in his grass house? Can you tell me again about the first bunny?

Then a man came and mowed the grass and the first bunny was homeless!

What did the man do to the grass? What happened to the bunny's home? I missed that.

The second bunny was warm when tucked into his house made of sticks.

What about the bunny in the house of sticks? The bunny was warm and what in his house of sticks?

Then a terrible storm came and blew the house of sticks away.

Can you say that again? Something about a storm? What happened to the house of sticks?

The second bunny was homeless just like his brother!

Can you say that more clearly please? Both bunnies were what?

The third bunny was happily hopping and eating grass and flowers.

This bunny was happy doing what? He was eating grass and flowers but I missed something you said.

All of a sudden a big dog started chasing the bunny!

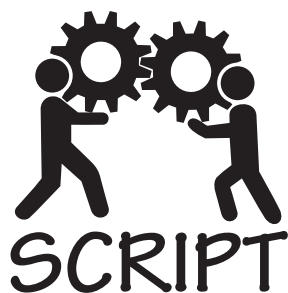
Can you say that more slowly please? What did the dog do to the bunny?

He ran and ran and ran.

Can you say that more loudly please?

Then he saw his hole and jumped in and was safe!

What did he do when he saw his hole? He was what? Where did he jump? How did he get safe?



SCRIPT Practical Training

SPECIFIC PRACTICE PART 2

How to use strategies when YOU have not understood what someone said.

In the Demonstrations section, the entire burden of making adaptations to ensure understanding was the responsibility of the teacher/clinician. In the Specific Practice section, the responsibility for ensuring comprehension is shared, as it is in real life.

Methods for Providing Specific Practice

- Use the **Practice Each Strategy** worksheet to review the strategies with the student and allow practice. This format can be used with additional items developed by the teacher/clinician or taken from observation in the classroom, discussion with the classroom teacher, or report by the student about his/her experiences.
- **Repeat and Reflect:** Once again, the teacher/clinician reads sentences, this time making it challenging for the student to understand the complete sentence by [adding noise](#), preventing speechreading, speaking from a distance, turning so you are not facing the student, etc., or even approaching the task by being a bit silly.

Any appropriate material can be read to the student. The story ***Sid and the Lucky Fish*** and ***Crystal and the First Day of Camp*** have been provided as examples of empowering student stories.

- o It is still the student's role to repeat what he hears.
- o Again, in order to teach someone how to repair something, something has to be broken first. Approach this as a game since the student's failure at repeating is the starting place for developing repair skills.
- **SCRIPT Stimuli** images can be cut apart as game cards (see stimuli in the Appendix). There are 10 topical sets. Mix cards from up to all 10 topics. The student and the teacher/clinician each select 7 cards. Use similar to 'Go Fish' with the teacher and student taking turns describing a card and trying to make pairs. The teacher will model fast, quiet, garbled speaking when presenting her request for a card and the student is expected to request clarification.

- **Hear It, Fix It Game** that has been included in PART 1 can be used to practice following directions while presenting them too fast, to quietly, or in a partially garbled manner. Refer to PART 1. **This game is not 'freeware' and is licensed for use only by the purchaser of the SCRIPT 2nd Ed.**

It is the responsibility of the student to use an appropriate communication repair strategy. To:

1. ask for clarification so that he can understand the sentence and
2. **use either a repetition or addition communication repair strategy appropriate to how much he heard/understood.** The teacher/clinician will provide direction as needed, especially at the start of specific practice using *Sid and the Lucky Fish*, *Crystal and the First Day of Camp*, or some other written material. For *Sid and the Lucky Fish*, focus on the use of repetition and addition strategies as these will be most commonly used. For this specific practice, do not include the ability to request the speaker to rephrase (revision). *Crystal and the First Day of Camp* provides many garbled words and revision and nonverbal strategies are allowed for this story.

Focus on the following tips:

- **Example A:** If a student misses only the last word in the sentence but understood the rest, the student should then request that the last word be repeated (Excuse me, where was the penguin walking?).
- **Example B:** If he did not hear enough to understand the sentence then he would use one of the repetition strategies (Could you say that again more loudly please? Could you face me when you say that please?).
- **Example C:** If he knows and understands the gist of what was said but did not hear some key information he uses an addition strategy to demonstrate he was paying attention but just missed a piece (I know that the other penguins thought Sid was fun to play with but what did they like to do?).

Through this practice, students will learn that listeners are most accepting of requests for repetitions that show that the individual had listened successfully to at least some of the message ("What color book do you want me to get from the shelf?" versus "What?"). The teacher/clinician should guide the student to use specific strategies until the student is comfortable with how each strategy is used.

An example session using a portion of *Sid and the Lucky Fish* has been included. A recording sheet has been included for the teacher/clinician to insert check marks or tally marks in the Repetition (R) or Addition (A) spaces, depending on whether the student asked for clarification without adding any information or by including information in the request. Similarly, a data collection method has been included for *Crystal and the First Day of Camp*.

- Teaching Critical Thinking Skills to Improve Understanding has been included within this Specific Skill Practice section. Following instruction in techniques, the student is encouraged to use context to improve understanding in the included story, ***Crystal and the Second Day of Camp***. A data collection method is included.

PRACTICE EACH STRATEGY



Repetition strategies: ASK TO REPEAT. Ask for the same information (specify slower, clearer, louder).

Revision strategies: ASK TO REPHRASE. Use when something was said that didn't make sense to you. Ask for more information or to present it to you in a different way (i.e., one step at a time, define words).

Addition strategies: ADD WHAT YOU HEARD TO YOUR REQUEST. Take the part or parts that you heard and add them to your request for clarification. You can also add background information to show you understood, but missed a bit.

Nonverbal strategies: ADD MOTION TO GET ACROSS WHAT YOU ARE ASKING. Can be used alone or in combination with other strategies. Provide or emphasize the idea of the message you want to know.

Example messages:	Someone said this to you and you didn't understand
Excuse me, can you please tell me where the ?? (restroom) is?	
Do you know where your ?? homework is? (i.e. math class)	
There is a baseball game at ?? Park. Do you want to go?	
Did you want to ?? your order? (upsized)	
Turn to page ?? in your English book.	
I'm looking for a black ??. Have you seen it?	
I've lost ????. He has a red collar on. Have you seen him?	
It's ??? outside. Do you have an ? or hood? (raining, umbrella)	
I'm going ? this weekend at the National Forest. Have you ever been there?	
I feel ill – help, I'm going to ???! (be sick)	
Today we're going to study complementary angles. (i.e., you don't know that word)	

Practicing Use of Specific Strategies Appropriately

This is a Get Ready page for use of *Sid and the Lucky Fish* Repeat and Reflect activity. In this activity the teacher/clinician presents sentence(s). No speechreading is allowed. Do so from distance or in low background noise, if needed, to result in a communication breakdown.

Instructions to students: “Repeat what I said. This is how I know that you heard and understood all of the words. If you can’t repeat all the words, then ask for clarification using your strategies.”

- 1) **If you didn’t hear the words that were said, use a repetition strategy.**
- 2) **If you heard what was said, but didn’t understand some words, use the revision strategy.**
- 3) **If you understood some of the words but not enough to understand, “turn around” what you heard and use that information and add it to your request for clarification.** Add other information (background, define terms, add clarification) when this will help to make the point that you were paying attention.

EXAMPLE: Information below with italics represents what the student did not understand when the teacher/clinician presented the sentence(s). Indented sentences beneath are examples of how a student could apply strategies appropriate to what/how much was heard/ understood.

Once upon a time a penguin was walking on an *iceberg*. His name was *Sid*.

Can you say that more slowly please? Where was the penguin walking? What was the penguin’s name?

All penguins have *orange* feet with *three* toes. But not Sid. Sid’s *feet* were red. And one foot only had *two* toes!

What do penguin’s feet look like – did you say three toes? What was red? How many toes did Sid have?

Other penguin girls and boys thought Sid was *just as fun to play with* as any penguin student. Sid could still *run and slide on his belly* just fine but he felt *different* because of his feet.

Could you look at me and say that again please? What did other penguins think of Sid? What could Sid do? How did Sid feel?

Sometimes the other penguin girls and boys asked *about Sid’s feet*. They were *curious*. All other penguins look just the same, but not Sid.

What did the other penguins ask about? Why did they ask?

Sid felt *lonely and sad* sometimes. He went for walks *on the iceberg*. With every step he saw his *red feet and only 5 toes*.

How did Sid feel? Where did he go for walks? What did he see?





Sid and the Lucky Fish

Instructor: Present in noise without speechreading. Student repeats or asks to clarify.

Once upon a time a penguin was walking on an iceberg. His name was Sid.

 All penguin's have orange feet with three toes. But not Sid. Sid's feet were red. And one foot only had two toes!

Other penguin girls and boys thought Sid was just as fun to play with as any penguin student. Sid could still run and slide on his belly just fine but he felt different because of his feet.

Sometimes the other penguin girls and boys asked about Sid's feet. They were curious. All other penguins look just the same, but not Sid.

Sid felt lonely and sad sometimes. He went for walks on the iceberg. With every step he saw his red feet and only 5 toes.

Sid liked to kick ice cubes when he walked. One day he kicked an ice cube really hard. It bounced to the edge of the iceberg and landed right on top of a blue fish.

The fish was just lying on the ice. One eye was looking up at the sky. Sid went over, bent down and looked at the blue fish. And then the fish jumped!



The fish moved his eye to look at Sid. The fish said "Hi. I'm Fred."
Sid said, "Hi. I'm Sid. What are you doing on the ice instead of in the water?"

Fred said, "I'm a special fish. I'm different because I can be out of the water for a little bit."
"The other fish think I'm very lucky. I tell them all about the sky."

Sid thought about being special. Then he thought about his red feet and only five toes. Sid said, "All penguins look the same. I'm different. I have red feet and only five toes."

Fred said, "Then you are special too! Out of everyone one else, you get to be unique. That means being one of a kind. Everyone else is ordinary. YOU are extraordinary. Is there anything you can't do that other penguins can?"

Sid thought and thought. Then he smiled and said, "Not if I really want to! Red feet don't make any difference. Two toes instead of three toes does make it a little harder, especially if it is slippery."

Fred said, "What do you do if it's slippery?" Sid said, "I try to not go to slippery spots! Sometimes everyone goes to a slippery spot so I need to go too. Sometimes I just go slower. Sometimes I slip a bit and ask for help."

My friends and the adult penguins stick out a flipper so I can get over the slippery spots. I know they would rather help me than to see me fall on my beak."

Fred said, "Being able to help you makes your friends feel special too." Sid said, "So I am extraordinary and I

✓Repeat ✓Add
R_____ A_____

R _____ A _____

R A

R A

R A

R _____ A _____

R A

R	A
---	---

R A

R	A
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R A

R A

R A

R	A
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R	A
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R A

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#Repeat
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#Add

Discussion questions for Sid and the Lucky Fish

The following questions have been provided to facilitate discussion of the story. Some questions are specific to children with hearing loss while others are not specific. This page is not directly related to improving communication repair skill development.



Sid found it hard to walk when it was slippery. When are times you find it difficult to hear/understand?

Review what Sid did when it was slippery. What do you do when it is hard to hear/understand? What else could you do?

What did Fred say about how other people felt when they helped Sid? Do you think being your friend has ever made anyone feel special?

Fred lived in the water but could go on land and look at the sky. Then he went back in the water and told other fish what it was like to look at the sky.

- Do you think you have something to share with your friends who have never experienced having a problems understanding or communicating; like the fish underwater appreciated learning about the sky?
- Do you think your friends might appreciate learning about what it is like to live with a hearing loss or other communication problem? Do you have any funny stories to share?



There are some people who have no hearing and talk to each other through sign language, like Fred's fish friends who only live in the water.

- Have you ever wondered about learning how to use sign language so you could talk to people who are deaf or hard of hearing and do not use hearing technology? You could also listen and talk with people who have hearing.
- Some people with hearing loss like to be able to move between these two worlds, like Fred moved between the water and the land, especially when they are young adults. Other people are happy just knowing that there is another world out there, without feeling the need to learn or experience more. Both are okay!

Crystal and the First Day of Camp



Instructor: In the box on the right, enter hash marks (/) for each type of communication repair strategy used. Enter notes below each sentence regarding student challenges using any strategies.



(Crusta/Crystal) didn't want to go to Camp Soggybug. She was (eck/6) years old.

Crystal had bright red (hear/hair) and (fruklez/freckles).

She was (mussing/missing) her two (froat/front) (teth/teeth) and she sometimes (wustled/whistled) when she talked.

She didn't like (bluds/bugs). She didn't (luck/like) (froogs/frogs).

The Camp had old kids there too, up to (idge/age) (thortune/thirteen).

The (thut/thought) of swimming with a bunch of (fick/fish) in a (lack/lake) scared her.



She also wouldn't be able to use her (hadding/hearing) (ids/aids) while she was swimming and that scared her.

And she didn't know anyone (ging/going) to Camp Soggybug. She was sad and anxious during the (trap/trip). Her mom and dad said it would be a good (exprince/experience).

They arrived at Camp and saw (keds/kids) everywhere. They were going in and out of brown cabins with different colored (borgs/doors).



Crystal grabbed her (slipping/sleeping) (bug/bag) and went into a cabin with a (boo/blue) door.

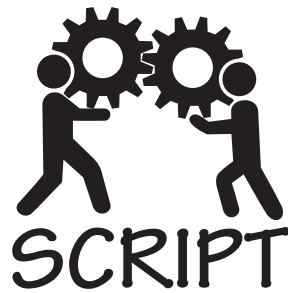
An older girl was there who was going to be the counselor for all of the (grills/girls) in Crystal's (caddib/cabin).

Crystal felt shy and (scrad/scared). And then all of a sudden she felt (hippy/happy)!



There, peeking under her counselor's pigtails were two green (hooping/hearing) (ibs/aids) with bright pink earmolds!

Repetition: SLOWLY
CLEARLY
LOUDER
Revision: REPHRASE
Addition: ADD 1 WORD TO REQUEST
ADD MORE THAN 1 WORD
ADD OTHER INFO
TOTALS
Repetition _____
Revision _____
Addition _____



SCRIPT Practical Training

CRITICAL THINKING TO IMPROVE UNDERSTANDING

Teachers and clinicians often infuse work to develop critical thinking and problem-solving skills throughout many activities. Communication breakdowns also provide an opportunity to teach students how to problem solve. This information provides a format to focus on these problem-solving skills, although these techniques could occur across many activities.

Using Situation Clues to Improve Understanding has been included to facilitate a discussion between the student and the teacher/clinician. If the student does not hear or understand everything that was said, he may already have knowledge or information about the situation available to help him figure out the meaning of what was said.

Critical Thinking Techniques to Improve Understanding provides specific skills for student learning and practice.

Methods for Providing Practice of Strategies Randomly

1. Teacher/clinician presents sentence(s) with mispronunciations (speechreading allowed).
2. Instructions to students: "Repeat what I said. This is how I know that you heard and understood all of the words. It is okay to repeat what you hear, even if it didn't make sense."
3. The student and the teacher/clinician will discuss using critical thinking techniques to figure out what was the most likely meaning of what was said.
4. If the student still does not understand the sentence after going through these steps to try to figure out what was said, then an appropriate communication repair strategy should be used.

Any story could be used to elicit communication breakdown and facilitate the need for a student to practice critical thinking skills. The story *Crystal and the Second Day of Camp* is suggested, as it provides an opportunity to build self-image and to discuss self-advocacy.

CRITICAL THINKING STARTERS

When the student misses repeating what was said exactly the teacher/clinician should respond in one of the following ways:

- a) Where in this sentence do you think something is missing? What does not sound right?
- b) Does what I said make sense without that part? What do you think the sentence I said means?
- c) What are some ways you can try to figure out what was said? (Refer to Critical Thinking Techniques on the following page.)
- d) How could you use a communication repair strategy to repair the breakdown?
- e) Let's try this again. (Repeat the sentence; student uses the communication repair strategy).

USING SITUATION CLUES TO IMPROVE UNDERSTANDING

“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.)?”

We ALL experience communication breakdowns sometimes, especially if it is noisy or we are distracted by thinking, doing, looking at or talking about something else. When you know that you missed something, ask yourself these questions:

- a. **Does it seem important for you to know this information?** You often can tell this by how serious or hurried everyone else is acting. If the information does not seem like it was important, you can wait and see what the teacher says next. BE PREPARED to use a communication repair strategy! It may have been important after all and you will only get more confused.
- b. **Do you have time to figure it out before the class settles down and the teacher is ready to start?**
 - i. What do you usually need or do at this time of day?
 - ii. Is it written on the board?
 - iii. Can you get a clue from seeing what the student next to you is doing? *It may be important to talk with your teacher so that looking at other student's work is not considered "cheating."*
 - iv. If you ask the student next to you what the teacher said, will you be able to hear the answer?



c. If the teacher is about ready to start and you still don't know, what can you say or do?

- i. Do you have a signal system set up with your teacher to let her know that you did not understand and that she needs to say it again? Your teacher/clinician could help you and your teacher figure this out.
 1. You can raise your hand like other students would do. Because you will miss more information than other students because of your hearing loss you may feel self-conscious doing this too many times in a short period.
 2. You and your teacher can agree early in the school year on a different kind of signal. It could be a certain way to sit. It could be something like a bright colored post-it note you put on the corner of your desk.
 3. Your teacher could allow you to ask a student next to you to repeat what was said. This is okay sometimes, but you need to advocate for yourself throughout your life so that you get the information you need without always having to rely on other people for help.
- ii. Did you hear enough of what the teacher said to use your communication repair skills (addition strategies)?
 1. "Mrs. Larson, what was the page number?" This shows you were listening but just missed a little bit.
 2. "Mrs. Larson, it's noisy and I didn't hear the page number. Can you say it again please?" This will let your teacher know that she gave out important information to the class while it was noisy. You were probably not the only student who did not hear the page number.
- iii. If you did not hear any of the words and cannot figure out any part of what was said you could ask for the teacher to repeat louder, clearer or more slowly (repetition strategies) or to say it again in a different way (revision strategy).
 1. "Could you say that again please?"
 2. "Maria used a quiet voice and I could not hear her; could she say it again please?"
 3. "Can you tell me more about that? I didn't understand it."

CRITICAL THINKING TECHNIQUES TO IMPROVE UNDERSTANDING



The Missing Word and Prediction of Rhyming Words techniques below practice auditory closure skills. They encourage the student to think about what he/she heard, deciding if it made sense, and figuring out what word(s) may have been said. Information on using context to figure out meaning follows.

Missing Word Technique

Designed to teach the student to use context to fill in the missing word in a message

- o Use material for which the student knows something about the characters and setting. *Crystal and the Second Day of Camp* is appropriate if the student is already familiar with the story *Crystal and the First Day of Camp*.
- o When a student repeats one of the mispronounced words the teacher/clinician asks “What word(s) would make sense?” “What do we already know about Crystal and where she is that will help to make a good guess?”
- o Some students may exhibit difficulty with this task. If this is the case, the student should be talked through the process and prompted with questions such as,
 - o “What is this sentence talking about?” “What did we learn so far in the story that could help us to figure this out?”
 - o “If you were Crystal, what do you think you would be feeling?”
 - o “Think about the sentence without the unknown word. Can you figure out a meaning?”

Prediction of Rhyming Words

- o Using one of the misheard words or heard mispronunciations, the teacher/clinician asks
 - o “What words rhyme with the word that doesn’t make sense?” (When this is encountered in class it usually refers to changing the initial sound.)
- o If the student is unable to perform the task prompt the student to solve the puzzle:
 - o The student may start at the beginning of the alphabet and substitute the key word-sounds (i.e., initial, final consonant) of the word with different letters until the correct consonant is reached (bid, bif, big).
 - o Achieving closure for words in which the initial syllable is omitted is more difficult than words in which the final syllable is omitted so begin with omission of final syllables and then move on to omission of medial and initial syllables.
 - o If there is difficulty with the concept of rhyming, the key word-sound(s) of the target word, in this case “g”, may be provided for the student, requiring him or her to add it to the phonemes “bi” to derive the whole word “big.”
 - o When the student correctly chooses a key word-sound and combines it with the remainder of the word to derive a meaningful, but incorrect, word (e.g., “bin”), the teacher/clinician would ask the student if the word makes sense with what she/he heard.

Strategies for Using Context to Understand Meaning

Step 1: Check for synonyms or definitions embedded right there. If you find a synonym or definition, reread the sentence with the new term keeping that synonym or definition in mind.

Step 2: Check for an antonym clue. If you find one, think about its meaning, actually telling yourself the opposite meaning. Then reread the sentence and rephrase it in your own mind.



Context Clues: Substitution

At times, rereading a sentence that contains an unfamiliar term and substituting a word or phrase for it that makes sense can help you to unlock the meaning of the unfamiliar word. To understand the substitution strategy, read the following sentence:

“When we stayed at the military base, each Saturday we went to the commissary to buy the food and supplies we would need for the next week.” Although you may never have visited a commissary, given the use of the word in this sentence, you immediately can substitute the word store for the word commissary. You probably can wrestle an even more complete meaning for commissary from the overall context of the sentence: a store for food and supplies that is located on a military base.

Steps in the substitution strategy are as follows:

Step 1: When you read a sentence that you have trouble understanding because of an unfamiliar word in it, reread the sentence and substitute a word that seems to make sense in the context.

Step 2: Read on. If the word you substituted does not make sense in the context of the rest of the paragraph, try again.

Step 3: If the sentence still does not make sense to you and you do not understand the main point the author is making in the paragraph, look for synonym, definition, and antonym clues. If you are still uncertain, check a dictionary.

Context Clues: Multiple Meanings

A basic strategy for unlocking the meaning of an unfamiliar word is to search for context clues in the sentence in which a new word appears. This is especially important when a word has multiple meanings that you already know and you must decide which one applies. Try using the following strategy:

Step 1: Check the context for clues: definitions and synonyms given “right there” as well as words of opposite meaning - antonyms.

Step 2: Substitute each meaning you know in the context of the sentence until you find one that makes good sense there.

NOTE: Students are more apt to learn specific new vocabulary when definitional information is combined with contextual clues than when contextual analysis is used in isolation.

For examples of exercises to guess vocabulary in context: <https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/>

Crystal and the Second Day of Camp



Instructor: In the box on the right, check if the student was able to identify the mispronounced word(s) as unknown (ID), use closure skills to figure the word(s) out (C) and whether a simple addition (1 or more words heard) (S) or clarifying addition (background info) (A) strategy was used to repair communication breakdown.

Crystal was still (nordhus/nervous) being at Camp Soggybug but she felt great knowing that her counselor, Sasha, (undermood/understood) what it's like to wear hearing aids.



She and the other (steven/seven) girls followed Sasha to the (bid/big) lodge for breakfast. All the (purple/people) from each cabin sat at their own (tibble/table).

Before breakfast was (obmer/over) the Director of Camp Soggybug stood up to (tork/talk).

Sasha looked at Crystal, smiled and took her (hun/hand), bringing her to the front of the (rim/room) to sit close to the Director.



Crystal felt (scrud/scared) but Sasha was smiling. The Director told all of the campers about what to expect during their (wok/week) at (cump/camp).

Crystal listened carefully but frowned as she (mussed/missed) (somedink/something) that the Director said about a celebration. Sasha noticed.

When the Director was done (taking/talking) she looked down and smiled at (Shasha/Sasha) and Crystal.

Sasha lightly (sqwoozed/squeezed) Crystal's hand and then said, "Director, I think that Crystal didn't understand something that you said."

Crystal felt (froozen/frozen) but the Director gave her a big smile and said, "I'm so glad to be able to help! What are you unsure about?"

Crystal suddenly felt (bruv/brave) and smiled too. She said, "Please tell me more about the celebration."

As the Director (spook/spoke) with her Crystal felt proud of (hurtelt/herself).

With Sasha's example, Crystal was going to (lurb/learn) a lot about how to (hlap/help) herself when she did not hear or understand.



She (blue/knew) she would make some new (fronds/friends) at Camp Soggybug!

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

ID ____ C ____
S ____ A ____

Identify _____ # Context _____ # Simple Addition _____ # Clarifying Addition _____

Data Tracking for Use of Communication Repair Strategies



Student _____ School _____ Recorded by _____

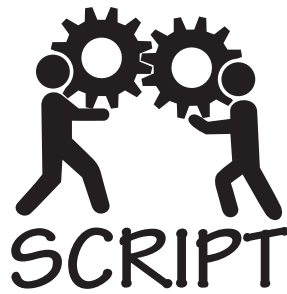
	Repetition			Revision	Addition			Nonverbal
DATE	Slower	Clearer	Louder	Request Rephrasing	Add 1 word heard	Add multiple words heard	Add background information	Motions, signs, drawing to emphasize

Comments _____

Student _____ **School** _____ **Recorded by** _____

[illegible]

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SCRIPT Practical Training

ROLE PLAY

How to use strategies when YOU have not understood what someone said.

The student needs to move from practice with specific skills in a structured repeat/repair paradigm to a more realistic mode of communication repair practice. Once the strategies have been practiced as part of repeating sentences, it is time to apply the repair skills to situations.

Methods for Providing Practice of Strategies Randomly

1. Use the SCRIPT Community and School Scenarios to introduce situations where a listening problem is evident that the student must try to repair.
2. If the student seems perplexed, use the Communication Repair Skill Wheel Game or the Communication Repair Strategy Cards to have the student respond using one or two strategies identified at random. Strategies can be chosen at random or purposely with the cards and wheel. After this review activity, ask the student which of the strategies he thinks may work the best in the role-playing situation.
3. After completing a scenario, take advantage of the opportunity to think of difficult listening strategies the student has encountered in the community. Record them on the Community Scenario sheets along with the student's suggested ways to respond to a communication breakdown. Empower the student by letting him know that his scenarios are good and will be helpful as you work with other students in the future.

SCRIPT– Home and Community Role-Play Scenarios



Script – Home and Community Scenario 1: FAST FOOD

You are in a fast food restaurant and it is very busy. Many people are standing in line to order food and it is noisy. It is your turn to order. You want a hamburger, fries and a strawberry milkshake. The person taking your order asks you a question about what you want, but you only understand part of what he says. No one you know is next to you to help you.

Let's pretend. I'll be the person at the fast food restaurant and you order your food. Remember you want a hamburger, fries, and a strawberry milkshake. Who am I? Who are you?

Teacher: Hi, welcome to McDonald's. What would you like to order?

Student: I'd like a hamburger, fries, and a strawberry milkshake.

Teacher: Do you mmm mmmmmm mmm mmm?

What can you say/do to find out what she asked you?

What is another thing you could say/do?

Can you think of one more?

What is a scenario you can think of that is different from this one?

Script – Home and Community Scenario 2: THE GIFT

You are visiting your grandparents, a favorite aunt, or a good friend of your family. This person knows you and your family well and you have spent much time with him or her. You will soon have a birthday and you usually receive a gift from this person. You are talking with this person about your upcoming birthday and he or she says she has some ideas for gifts to give you and wants to know about what gift idea is best. You know that the next thing that was said was about what she was thinking of giving you, but you only understood a little of what she said because she said it too fast. You think she said something about some kind of game. You really want to know about these gift ideas!

Let's pretend. I'll be your aunt or grandmother. You be you. Remember, you heard a little bit of what she said, but didn't understand her. Who am I? Who are you?

Teacher: Hi _____! I know you have a birthday coming up. I've been thinking and thinking and have a couple of ideas for a present. I know you really like mmmm so I was thinking about either a mmmmm or mmmmmmm game. What do you think?

What can you say/do to find out what she asked you?

What is another thing you could say/do?

Can you think of one more?

What is a scenario you can think of that is different from this one?

Script – Home and Community Scenario 3: IN THE CAR

You are spending the day with your friend. You and your friend are riding in the back seat of a car driven by your friend's mother. She and your friend are talking about some possible fun activities she could take you both to do. She asks you a question, but you didn't hear what she said.

Let's pretend. You and your friend are in the back seat of your friend's car. I am (his)(her) mom driving the car. They just picked you up from your house and you know that you will be doing something fun for the day. Who am I? Who are you?

Teacher: Hi ----! I'm so glad you two could play together today. I've got an idea that I think you will like. How about if you mmmmm to mmm to mmmmm?

What can you say/do to find out what she asked you?

What is another thing you could say/do?

Can you think of one more?

What is a scenario you can think of that is different from this one?

SCRIPT – Home and Community Scenario 4: AT THE COMPUTER

You are at an after-school program and are playing a game on one of the computers. One of the adult helpers at the program comes up behind you and asks you a question about the game you are playing, but you didn't hear what she said.

Let's pretend that you go to an after-school program and that there are computers that you can do homework and play games on. I will be the adult helper and you be you.

Teacher: Hi ----. What are you playing?

Student: I'm playing this game on the computer.

Teacher: Oh, I mmmmm mmmm. Do you mmmm mmm too?

What can you say/do to find out what she asked you?

What is another thing you could say/do?

Can you think of one more?

What is a scenario you can think of that is different from this one?

SCRIPT– School Role-Play Scenarios



Script – School Scenario 1:

You are in your classroom. Your classmates are moving about, getting into their desks and removing things from their desks. It is noisy. The teacher says something and you do not hear what she said.

Let's pretend. You and the other students in your class are getting ready for the next subject to start. You know it is math. The teacher says something and you do not hear what she said.

I will be the teacher. You are you.

Teacher: Okay everyone, settle down for math. Mmmmm your mmm and turn to mmmmm?

What is your guess about what she could have said?

What can you say/do to find out what she said?

What is another thing you could say/do?

Script – School Scenario 2:

You are in your classroom. Your teacher is in the middle of a lesson. She turns to write on the white board and continues to talk as she writes. You cannot see her face and do not hear what she said.

Let's pretend. I will be the teacher. You are you.

What is your guess about what she could have said?

What can you say/do to find out what she said?

What is another thing you could say/do?

Why is it all right for you to interrupt her when her back is turned? (Excuse me Mrs. Larson I'm having a hard time understanding you.)

In addition to hearing the information again, what are you helping Mrs. Larson understand about your needs?

Script – School Scenario 3:

You are in your classroom. You have broken up into small groups to do a project. Your teacher has put you in a group that is talking together by the door. It is noisy with all of the other groups talking at the same time. When it is noisy you know that you will not hear many of the words the other students say. If you used your communication repair strategies you would probably have to ask for other students to repeat or clarify what they said almost every time each one said something. This might slow up your group work and could make the other students frustrated.

Do you think that you should be expected to participate in the group just like every other student?

What is something your group could do to work in a quieter place?

HINT – it has to do with not being in the noisy classroom.

What is something you could ask your group members to do so that you could hear more clearly?

HINT – it has to do with the FM system.

If your group is working in a quieter place and you are hearing almost all of their words, is it still important for you to use your communication repair strategies if you miss something that seems important?

Pretend you are working with 3 other students. One student said something and you did not hear all of the words and you can tell that you missed some important ideas. What could you say?

Example: Maria, I heard part of your idea. It sounds good. Could you tell me more about it?

SCRIPT – School Scenario 4:

Your class has gone to the auditorium to hear the principal and some other people talk. Because of the distance from the middle to the front of the auditorium and the noise from the other students it can be hard to hear everything.

Do you think you deserve to hear what is said in the auditorium, just like any other student?

Your choices are to sit with your class and not hear well or to do something that will help you hear. Which is the better choice?

What is something that you can do (with your teacher's permission)?

HINT – it has to do with distance and hearing better.

What is something you can ask your teacher to do?

HINT – it has to do with your FM system.

What is something else that could help you understand what was said?
(teacher could share written information before and/or after)

SCRIPT – School Scenario 5:

You are on the playground at school sitting by yourself. Suddenly a ball rolls by you and you grab it. A student you think you like, but don't really know, runs after the ball and comes up to you. You hand the student the ball and know that the student said "Thank you," and you smile. Then the student notices, and says, something about you or around you – you can't tell, but the student is being friendly. You'd really like to make a new friend, but you didn't hear what he said.

Let's pretend. You are on the playground sitting or standing by yourself. I am a (boy)(girl) who is playing with a ball out on the playground. The ball rolls to you. You catch it and give the student the ball. Who are you? Who am I?

Teacher: Thanks for getting me the ball.

Student: Sure!

Teacher: Mmmmm play mmmm?

What can you say/do to find out what she asked you?

What is another thing you could say/do?

Can you think of one more?

SCRIPT – School Scenario 6:

You are in your classroom. Your teacher has just presented some new information. She asks a question and calls on a student on the other side of the classroom and behind you to answer. You hear the student answering but cannot understand what she said. The teacher doesn't repeat.

You are in your seat. Let's pretend that a student answers in a quiet voice.

I will be the teacher. You are you.

Teacher: Who can tell me what year Columbus discovered America? Amy? (Amy: mmmm)

What is your guess about what Amy could have said?

What can you say/do to find out what Amy said?



Repairing Communication Breakdowns in Everyday Situations

Student Communication Repair & Practical Training

PART 3: Implementation of 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 in social, community, and classroom situations.

Developing skills in a 1:1 setting and practicing them does not mean that the student feels confident to implement the skills in other settings. The following can be used to build the student's confidence in his or her ability to repair communication.

1. As you randomly mispronounce words, cover your mouth, speak from a distance, etc., the student will be placed in a situation in which he should attempt to repair communication.
 - a. Recognize when the student asks for clarification, providing praise when an appropriate communication repair strategy is used.
 - b. Keep data on these informal instances of elicited communication breakdown and how often the student repairs appropriately. Each week, after an interval of 10 opportunities, etc., share the data with your student and praise his progress.
2. Complete the *SCRIPT Communication Repair Skills Student Self-Assessment* with the student. This provides the opportunity to discuss which strategies the student knows and prefers to use along with strategies that he needs to continue to develop. This is especially true of additional strategies that reflect a student's linguistic complexity. Ultimately, the self-assessment will show the student that he is aware of many strategies and knows how to use different ones in different situations.

3. Continually strengthen the student's RIGHT to receive information and their RESPONSIBILITY to repair communication breakdowns.
4. Complete the *LIFE-R After LIFE Self-Advocacy Checklist* with the student to document the strategies he identifies himself as using when he has difficulty understanding.
5. Many students with communication issues have developed passive communication styles in which they bluff when they don't hear, process or understand information. In order to facilitate implementation of communication repair strategies, it is important for the student to realize the negative aspects associated with this strategy. *BLUFFING - Student Discussion* has been included for this purpose.
6. Approach starting to use communication repair strategies as an experiment. *Step-by-Step Changes* provides a structure to help the student decide when, where, and how he wants to start using his communication repair strategies.
 - a. Simultaneous to making the step-by-step plan for when to implement communication repair strategies, it is important for the teacher/clinician to talk with the student about what may happen when they use a communication repair strategy in the classroom or a social setting. Starting to use the strategies may be scary. It is suggested that the specific strategy and time the student has selected be role played:
 - i. Role play situations when using the repair strategy doesn't go well
 - ii. Discuss "What's the worst that can happen?"
 - iii. Practice language that the student could use if he is asked about his use of the new communication repair strategies.
 - b. The *Step-by-Step* information can be shared with the classroom teacher so that she is aware of when and how the student will be using his new communication repair strategies.
7. Observation by the teacher/clinician and periodic teacher rating (informal feedback, *SAID Checklist*, *Teacher LIFE: Self-Advocacy & Instructional Access*) can provide data to share with the student for further discussion on their progress toward implementing successful communication repair.

PRACTICING COMMUNICATION REPAIR IN REAL SITUATIONS

In real life, it is important for the student to use repair skills when he encounters conversational breakdowns, most of which will occur due to unknown language context, or fragmented hearing, or sometimes secondary to challenging listening situations. Thus, the student can benefit from practicing communication repair skills in controlled situations as a bridge from structured practice to daily implementation.

Methods for Providing Practice in Varying Situations

1. **Infuse practice as you work with the student on other types of skill building.** These situational activities should be integrated into other areas of academic or therapy to support the student's successful communication in the classroom. The communication repair strategies should be practiced and reinforced from time to time until the student demonstrates comfort with consistently using repair strategies. It is recognized that some strategies will be more appropriate or effective for individual students and that all 13 strategies will not be used equally.
 - a. **Add noise** After the student is comfortable with a particular skill-building activity, introduce communication repair challenges by adding competing noise (e.g., a talk radio station, four-person talker CD, classroom noise CD or [noise file](#)) into the listening setting at a low intensity (approximately +5 S/N). The listening situation should have a sufficient level of challenge so that the student will have difficulty accurately hearing the complete message.
 - b. **Add distance/prevent speechreading** Challenge the student's listening by turning your head in mid-sentence, walking as you speak, intentionally mispronounce some words, etcetera. This can be done in addition to adding background noise.
 - c. **Insert new information** Present new information with unknown vocabulary to the student (e.g., popular magazines, academic content materials). Practice critical thinking skills (i.e., use of context) along with communication repair strategies.
 - d. **Discuss when to repair** One of the most difficult aspects for students to learn is when and when not to repair. There are no set rules for this; we learn through many different experiences. The clinician/teacher should be working with the student on how to make the decision of when it is appropriate to repair and when it is acceptable to figure out meaning or wait for further information.
 - e. **Set up the student so he must provide clarification** During sessions, the teacher/clinician should also periodically integrate questions about what the student has said (even if it was understood) to provide practice of communication repair strategies that will help him make himself understood.
2. **Provide structured practice in the real world** A variety of situations or activities can be used for practicing communication repair. A few have been listed below. Ultimately, the student will need to integrate repair into real-life communication situations with groups. The teacher/clinician can prepare the student for success in these situations by reminding him of specific techniques to use and briefly role-playing to build confidence.

Alternately the teacher/clinician can present the situations and observe how well the student uses the communication repair strategies learned, rewarding the student for appropriate assertive communication practices. Suggested activities are as follows:

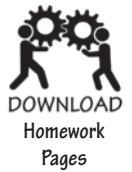
- a. Integrating communication repair opportunities into work with small groups of students (chatting during lunch period, cooperative small group work).
- b. Game playing (i.e., Go Fish) with a group of peers.

Before the specific activities suggested below, the teacher/clinician will have spoken with the office assistant, media specialist, etc., to let them know the purpose of the visit and request that they intentionally misunderstand so that the student can practice communication repair skills.

- c. The student will go ask the office assistant for an office supply (i.e., a blank envelope).
- d. The student will ask the educational audiologist for spare batteries, to look up when he is due for the next hearing evaluation, how old his hearing aids are, et cetera.
- e. The student will ask the media specialist or librarian for a certain book.
- f. Homework focused on communication repair skills will be discussed with parents, brainstorming different situations in which the student can practice communication repair skills at home or in the community (i.e., while getting fast food with family). Homework examples follow.

HOMEWORK FOR PRACTICING COMMUNICATION REPAIR

Home & Community - Listening in the Car



You are riding in the car with your mom or dad. He or she starts talking to you and you cannot understand what was said but you heard a few words. What would happen if you just pretended to understand? You WANT your parents to talk to you and make sure you have the information you want and need. What can you do?



1. What makes it hard to hear when you are in the backseat of the car?

2. What can you ask your mom/dad to do? _____

3. What can you do? _____

Your homework is to try out these ideas when you are in the car with your family. Please do this by: _____

Share what you found out:

When you tried (a): _____

When you tried (b): _____

Will you do this in the future? Why or why not? _____

Please complete this homework by _____

Using Communication Repair Skills in the Car

1. Picture yourself asking your mom and dad to repeat what they just said. Of the choices “more loudly”, “more slowly”, and “more clearly”, which do you think would help you the most in the car? _____

TRY IT! What did you find out? _____

2. Picture yourself asking your mom and dad to clarify what they just said by using some of the words you did hear OR by using what you know about what you are going to do. Practice using the word(s) you hear to ask for more information. See how many ways you can put this information into your request for clarification.

TRY IT! What did you find out? _____

3. Make a game of practicing communication repair. Ask mom and dad to talk in a pretend accent, sing the information, play the 20 questions game and practice your Addition communication repair skills (simple addition, define terms, add background context).

TRY IT! What did you find out? _____

Will you use these communication repair skills in the future? Why or why not?

HOMework FOR PRACTICING COMMUNICATION REPAIR

Restaurant Practice

Sometimes restaurants can be noisy. You are at a restaurant with your family. Everyone has menus and is waiting for the food server to take your order.



Use the time to pretend that YOU will take the order for each of your family members. Ask what each person would like to eat.

Because it is noisy in restaurants, you may not hear everything your mom or dad says. This is a perfect time to practice your communication repair skills! To make it more challenging your family members can ‘give you their order’ with their faces hidden behind the menu.

First, use your communication repair skills to try to understand without looking at the menu pictures or words. Ask for clarification using what you DID hear the person say or what you THINK the person said. Like: “Did you say you wanted mashed or baked potatoes?”

If you still cannot quite understand, use the menu to help you guess which type of food is correct. Practice asking for clarification using different communication strategies:

- Repeat more slowly, loudly, clearly, please.
- Use what you heard your mom or dad say as part of how you ask them for more information – break into two sentences, add background information, define words.
- Use pointing and other nonverbal strategies as a last resort.

Share what you did _____

How did you feel about asking for clarification? _____

HOMEWORK FOR PRACTICING COMMUNICATION REPAIR

Listening on the Telephone



You are talking on the telephone with a family member you do not see every day (aunt, grandparent, etc). You do not understand something that was asked.

- What could you do if you are in a place where there is background noise?

- What could you do if you hear noise over the phone, meaning that the other person is in a noisy place while he or she is talking to you? _____

Think about using your communication repair skills for repetition. Of more loudly, slowly, and clearly, which do you think would help you most on the phone? _____

What are some nice ways to let your family member know that you were listening, but just did not hear everything? Try to think of 4 different ways:

Example: Sorry Grandma, I couldn't quite hear that; please say it again.

- 1.
- 2.
- 3.
- 4.

Listen for words. When you miss something, include the key words into your clarification requests. Example: "I heard you say birthday, Grandma. Mine is coming up. I was hoping that I could go to a movie with you and out for ice cream for my birthday."

If you know that you will be talking to someone you do not speak to often, think before the phone call about the kinds of things he may ask you about. Be ready to share some of your own thoughts and questions. Communication is a two-way street!

Share your experience talking on the phone when you used your communication repair strategies:

*Teacher/Clinician Guidance***HOMEWORK FOR PRACTICING COMMUNICATION REPAIR****Riding in the Car**

You are riding in the car with your mom or dad. He or she starts talking to you and you cannot understand what was said but you heard a few words. What would happen if you just pretended to understand? You WANT your parents to talk to you and make sure you have the information you want and need. What can you do?

1. Self-advocacy:

- a. Reduce noise (Asking mom/dad to close the window(s), turn off the radio)
- b. Reduce distance (be sure to sit where you can watch his face in the rearview mirror; sit in the front seat so you are closer and can turn to watch as he talks; use a remote microphone with your hearing aids/FM system)

2. Communication Repair:

- a. Of “more loudly,” “slowly,” and “clearly,” which would help you the most in the car?
- b. Practice using the word(s) you hear to ask for more information. See how many ways you can put this information into your request for clarification.
- c. Make a game of practicing communication repair. Ask mom or dad to talk in a pretend accent, sing the information, play the 20 Questions game and practice your Addition communication repair skills (simple addition, define terms, add background context).

At a Restaurant

You are at a restaurant with your family. Everyone has menus and is waiting for the food server to take your order. Sometimes restaurants can be noisy. Use the time to pretend that you will take the order. Ask what each person would like to eat.

Communication repair:

- a. Use your communication repair skills to try to understand without looking at the menu.
- b. If you cannot quite understand, use the menu to help you guess which type of food is correct.
- c. Practice asking for clarification.
- d. Use pointing as a last resort.
- e. To make it more challenging your family members can ‘give you their order’ with their faces hidden behind the menu.

Talking on the Telephone

You are talking on the telephone with a family member you do not see every day (aunt, grandparent, etc). You do not understand something that was asked.

Self-advocacy:

- a. If you are in a place where there is background noise, tell your family member that you need to move to a quieter place.
- b. If you hear noise over the phone you could ask your family member to stop the noise, move the telephone closer to their mouth or move to a quieter place.

Communication Repair:

- a. Of more loudly, slowly, and clearly, which would help you the most on the phone?
- b. What are some nice ways to let your family member know that you were listening, but just did not hear everything? Try to think of several different ways. (Example: Sorry Grandma, I couldn't quite hear that; please say it again).
- c. Listen for words and weave them into your clarification requests. (Example: I heard you say birthday, Grandma. Mine is coming up. I was hoping that I could go to a movie with you and out for ice cream for my birthday.)
- d. If you know that you will be talking to someone you do not speak to often, think before the phone call about the kinds of things he may ask you about. Be ready to share some of your own thoughts and questions. Communication is a two-way street!

SCRIPT Communication Repair Skills Student Self-Assessment



Below are different ways that you could repair communication. Here is an example sentence that you might say, or that someone might say to you: **Johnny's house is blue and it is on Main Street.**

(1) Look below for the statements that match different communication repair strategies.

(2) Put a check next to all of the ways that you know how to use.

(3) Put another check next to ways you know you have used when a breakdown occurred. If you only have used a strategy one or two times, do not put a check next to it.

Category	√	If someone does not understand YOU	√	If YOU do not understand someone else
Repeat slowly		Say it again slowly.		Can you say that again more slowly please?
Repeat clearly		Say it again speaking each word very clearly.		Can you say that again more clearly please? You could ask them to take their hand from their mouth or to face you as they talk.
Emphasize key word(s)		Say it again but say the main meaning words loud and clear.		Who's house is on Main Street?
Repeat loudly		Say all of the words again, but just a little louder		Can you say that a little louder please?
Rephrase - Use two sentences		Johnny's house is on Main Street. It is blue.		Can you say that in a different way please? What am I looking for?
Simple Addition		Johnny lives in a big blue house on Main Street.		Where is Johnny's house on Main Street? How do you get there?
Define terms		Johnny lives in a blue house on the left side of Main St. and Oak Ave.		Johnny lives on Main Street? What is the cross street?
Add background context		Johnny's house is by the library, on Main St.		Does Johnny live by the Park on Main Street?
Show/ Express		Show on a map. Point out the window of a car when passing.		Get a map and ask where the house is.
Sign/Spell		Spell Main Street by Library.		Spell "Where on Main Street?"
Write/Draw		Draw a rough map to show how to get to Johnny's house.		Draw a rough map of Main Street i ask where Johnny's house would be found.
Say nothing		Do not repeat. Pretend not to hear that a question was asked.		Do not ask more about where Johnny lives. Hope that someone else will know and tell you.
Say something not related		Change the subject (When is lunch?).		Change the subject (What should we play next?).

Ways of Communicating that DON'T Help You



Bluffing - Pretending you understand when you don't. Nodding, saying yes, smiling, or pretending that you don't know that the other person said something.

Negative thinking - Thinking others are talking about you. Having a bad or down attitude when others are talking around you and you feel left out. Being bored or seeming to not care.

Avoiding - Refusing to join into conversations or playing with others. Daydreaming, staying at home, and not spending time with other people your own age.

Escaping - Turning off your hearing aids or cochlear implant, running away from participating in activities, spacing out, abusing drugs, etc.

Developing physical problems (related to worrying about communicating) - Having headaches, eye strain, stomach aches, sweaty palms, etc.

Denying - Believing everything is fine or there is no problem with there really is a problem. Not admitting having hearing loss or the need to assert your rights to communicate.

Blaming - Not accepting responsibility for upholding your part of communicating, blaming others for not knowing what you need to understand, making fun of others.

Controlling the conversation - Always being the one talking in the conversation so that you don't have to worry about understanding what the other person says.

HAVE YOU EVER USED ANY OF THESE STRATEGIES?

	NO	YES	MAYBE	Example of when you did this...
Bluffing				
Negative thinking				
Avoiding				
Escaping				
Denying				
Blaming				
Controlling the conversation				

Negative communication strategies adapted by Karen L. Anderson PhD from *Coping Strategies Curriculum for Hard of Hearing*; Northern Illinois Association, 2000.

BLUFFING - Student Discussion



What is bluffing? When you pretend to understand something that was said, when you really did not hear or understand all of the words.

Example of bluffing: Person 1 has a hearing loss.

Person 1: I didn't see you at school yesterday. Where were you?

Person 2: My grandma had an accident and she is in the hospital.

Person 1: (nodding; she understood the word grandma, but nothing else) That's nice. I like visiting my grandma.

Person 2: It isn't nice! She's really hurt.

Person 1: (confused because Person 2 sounds angry) Oh. What's wrong?

What are some reasons why people would pretend they understood when they didn't?

Examples:

- Being self-conscious about not hearing or understanding everything
- Not wanting to bother someone by asking them to repeat or clarify what they said
- Not wanting other people to know about the hearing loss or auditory listening problem
- People without hearing loss or auditory listening problems do not have as much difficulty understanding so by bluffing, people think they are acting 'normally'
- Belief that there really is no hearing problem; by bluffing the person does not deal with the reality of not hearing and understanding what has been said

Are people with hearing loss the only ones that bluff? Examples:

Everyone experiences communication breakdowns. Sometimes people will bluff that they understood.

- They knew it wasn't important (small talk at a party)
- They didn't really care about what was said because they did not want to talk to the person in the first place (being approached by someone at a mall or on the street that tries to give you a paper flier or asks for money).
- They choose to bluff, thinking that they will figure out what was said later in the conversation.

What kind of impression could you be making if you are bluffing about not understanding someone?

When you bluff, you might make the impression that ...

- You are uninterested or aren't really paying attention to the other person
- You are insensitive to their experiences (see the grandma bluffing example above)
- You are really shy or you would rather be left alone than be in a conversation
- You feel as though communicating with the other person is beneath you (being a snob or snooty)
- Something is wrong with you – you are not smart, you are ill, etc.

So, does bluffing work?

Bluffing does not work! Communication is a two-way street. If one communication partner is not doing his or her share to understand the conversation, the other partner WILL know! People would rather accommodate someone with listening difficulties than believe that what they have to say is not worthy of being heard.

After LIFE-R Self-Advocacy Assessment



Listening Inventory For Education - Revised (L.I.F.E.-R.)

Student Appraisal of Listening Difficulty: After-LIFE Questions for Students



By Karen L. Anderson, PhD, Joseph J. Smaldino, PhD, & Carrie Spangler, AuD

Name _____ Grade ____ Date(s) completed _____

Answer these questions FOLLOWING the administration of the L.I.F.E.-Revised materials. **Choose all of the answers that sound most like you.** If you have an answer that is not provided please add it under "other".

1. **What do you do to let your teacher know that you didn't hear or understand what s/he said?**
 - a) Use a facial expression to let her know that I have missed some information (like looking puzzled).
 - b) Use some kind of signal that my teacher and I have agreed on (like putting my finger on my chin).
 - c) Do nothing and hope that I will figure it out later on.
 - d) Raise my hand and ask for more information (like "Page 300 and what?"; "Do we do the odd AND the even problems?").
 - e) Look around to see what the other students are doing (hoping the teacher will notice me looking around).
 - f) Raise your hand and ask your teacher to repeat what she said.
 - g) Ask the teacher after class.

Other _____
2. **What do you do if it is too noisy in your classroom, making it hard for you to understand what your teacher says?**
 - a) Raise my hand and let my teacher know that I am having a hard time understanding because of the noise.
 - b) Look around the class and glare (make a mean face) at the people who are making noise (hoping the teacher will notice).
 - c) Get up and close the door (if the noise is in the hallway) or move to a seat in the classroom that is away from the noise.
 - d) Do nothing, put more effort into listening and hope that I hear enough to figure out what is going on.
 - e) Get out of my seat and quietly ask the person making noise to stop (my teacher knows this is one of my listening strategies).
 - f) Start to do something else because it is too hard to listen and understand (hoping the teacher will notice I'm not attending).
 - g) Talk to the teacher after class.

Other _____
3. **What do you do when a student's voice is too quiet for you to understand during a class discussion?**
 - a) Do nothing and hope that what the student is saying isn't very important.
 - b) Raise my hand and remind the teacher to pass the FM microphone to the student before s/he says something to the class.
 - c) Look at something that is nowhere near the student who is talking (hoping my teacher will notice and it will remind her that it is hard to hear quiet voices from across the room).
 - d) Turn around in my seat or move so that I can see the student's face more easily as s/he talks.
 - e) Do nothing and hope that what the student is saying will be repeated by the teacher.
 - f) Raise my hand and say something like "Marie has a quiet voice and I didn't hear everything she said."

Other _____

Step-by-Step Changes



Student :

School:

Date:

Change is hard! Where do you start? What should you do first? How do you know?

Starting to use communication repair strategies can be hard at first, even when you know it will help. You have been learning different ways to repair communication breakdowns. All of these skills will help you when you are an adult. You need to start to use them sometime and the time is NOW!

Where do you start?

Look at all of the challenging listening situations you identified on the LIFE test. You ranked your most challenging situation as #1. You *may* want to start problem solving for that situation as it will probably help you the most. Or you *may* want to start with a challenge that is small and you feel more comfortable as a first step.

Small tests of change

Small tests of change are little things you can do to see if it made any difference. There are many different communication repair strategies and it is too much for most people to start using them all at once. You can start to use communication repair strategies in different situations. Pick one or two situations to start with and use the strategies that YOU choose.

For the next _____ days, I want to improve the following LIFE situation #_____.

Write the difficult listening situation in your own words: (i.e., it is noisy in the hall; students answer questions): It is difficult when _____

I want to try to improve listening during this class or general time of day _____
(i.e., math class; during lunch; while waiting for the bus)

The strategy I want to try is _____

I will know that it helped if _____

Date: _____ What happened?: _____

APPENDIX

Chronological Review of Communication Repair Literature

This review will provide the interested professional with a deeper understanding of how communication repair has been studied, and of the basis for the development of the SCRIPT Inventory and Practical Training materials. Numerous studies related to students' ability to repair communication when they are not understood have been conducted over the last 35 years. Each study bolsters the statement by Roth and Spekman (1984) that in order to be considered an effective communicator, a student must demonstrate the ability to function as both a speaker and a listener during communication acts. **The following review is chronological and represents the building of a pool of knowledge about students' communication repair skills and their diversification secondary to development of linguistic complexity.**

In 1977, Garvey investigated the ability of 36 pairs of preschool students, ages 42-67 months, to respond to requests. This early work revealed that student's requests and responses are based on a shared awareness of specific interpersonal meanings, an aspect of social competence. Interpersonal meanings reflected the student's interpretation of their communication partner's behavior, and included justifying, refusing, repeating or paraphrasing a request. Thus, Garvey stated, the request as a speech act reflects an intersection of social and linguistic competence. To interact, students must also have the requisite linguistic skills. Although requests often were acknowledged via a nonverbal gesture, most also elicited a verbal response. Younger and older pairs of students produced about the same number of direct requests, but older pairs of students produced about twice as many indirect requests as younger pairs of students. Hence, conversation results from the attempts of students to carry out their respective requesting/responding roles.

Gallagher (1977) investigated the ability of 18 students, ages 21-29 months, with normally developing language to revise their responses when the presenter pretended to not understand what the student said and asked "What?" twenty times within a one-hour spontaneous language sample. Each response by the students was categorized as a repetition, revision or no response. Gallagher further subdivided the revision responses into four subcategories: phonetic change, constituent elaboration, constituent reduction, and constituent substitution. Regardless of whether a student was at Brown's Language Stage I, II, or III, over three-fourths of the responses were revisions and only about 1% of all responses were considered to be no responses. Regardless of the language stage, young students responded to indications that the listener did not understand what they had said. Similar to Garvey, Gallagher noted that strategies for revising utterances appeared to change based on the maturity of the student's language with more mature language users substituting elements within a message rather than simply adding or deleting message elements. There was a detectable pattern of increasing strategy use as students became linguistically complex.

In 1978, Gallagher and Darnton replicated this study using 42-64-month-old students with language disorders as participants who were in MLU (Mean Length of Utterances) stages I, II, and III of language development. Students with language delays responded similarly to typically developing students in that most of their responses were a revision of their original utterance. However, the

students who were language-delayed revised elements of their utterance randomly and nonspecifically. Their revisions appeared unrelated to their levels of structural knowledge in contrast to students with typically developing language who had a pattern of increasingly complex revision strategies as their language became more complex.

Ervin-Tripp (1979) stated that conversational competence requires paying attention to what the partner says, and making appropriate replies. This attention can be via gaze, minimal overlap while one is talking and speech that is in response to the partner's in topic, function and form. Ervin-Tripp examined the impact of interruptions on conversation, slowed processing by listeners and the precise timing of turn-taking. She stated that if a student is slower at processing the conversation, resulting in a delay in response, or if the student attempts to interject completely unrelated talk, then the student will likely be ignored when he tries to enter the conversation. The younger the student, the more likely his interruptions will be ignored. Conversely, the more relevant and immediate the student's conversational turn, the more likely he will not be ignored.

In 1979, early pragmatic-semantic development of twelve students with severe to profound hearing loss ages 22-60 months was studied via video-taped language samples (Curtiss, Prutting, Lowell, 1979). These students had not been introduced to any formal sign language or gesture system. Each communicative act was coded as to whether it was verbal, nonverbal, having one of 16 pragmatic intention or effects, or one of 13 specific semantic contents. These students had the ability to express pragmatic intentions similar to students without hearing loss; by 24 months, however, their amount of communication was less than that of peers with typical hearing. Yet, these student's combinations of pragmatic and semantic behaviors increased with age and were better illustrative of their conversational abilities than MLU. When used alone, MLU was not as revealing a measure regarding development of communication. Curtiss, Prutting, and Lowell stated that it is worthwhile to teach students with hearing loss to use particular semantic functions with a number of different pragmatic functions, such as how certain words can be used for asking questions, answering questions or in commands.

A 1981 study by Dacey and Kretchmer was similar to the work of Gallagher (1977). Cognitively-delayed students ages 3-12 years who were in MLU stages I, II, and III were asked "What?" twenty times during a spontaneous language sample. As in Gallagher's work, the student's responses were categorized as repetition, revision or no response, and the author further subdivided the revision responses into four subcategories: phonetic change, constituent elaboration, constituent reduction, and constituent substitution. Suprasegmental and topic revision categories were also added. Once again, the most frequently used strategy was revision; however, their revision strategies did not become more complex with MLU stage. Similar to the students with language delays in the pragmatic-semantic study, the use of revision strategies by students with cognitive delays did not relate to their level of structural knowledge.

Also similarly to Gallagher's 1977 work, Givens and Greenfeld (1982) asked "What?" twenty times during a spontaneous language sample, this time to 6 typically hearing and developing students and to 6 orally-trained students with severe hearing loss. The student's responses were categorized by the same means as in Gallagher's work; however, a modified scoring system was used. In more than half

of the responses in which the students were repeating their utterance, they changed their gestural or inflectional pattern. Thus, they responded to the communicative failure by increasing or simplifying gestural information, or changing inflectional information while making no other changes to the utterance. Both the students with (59%) and without (54%) hearing loss made revisions with both nonlinguistic linguistic information, with approximately 70% of all their responses considered to be revisions. Givens and Greenfield corroborated Gallagher's finding that as the developmental language structure of a student increases, the revision strategies the student uses become more linguistically complex. However, Givens and Greenfield found that the students with hearing loss, regardless of language stage, did not systematically change their linguistic behaviors as their language developed, and were instead more rigid, or limited, in their revision repertoire. Additionally, as the students with typical hearing and language development increased their linguistic complexity, they also increased the linguistic complexity of their revisions, with a marked decrease in the percentage of non-linguistic revisions. As the language complexity of students with hearing loss increased, there was a decrease in gesture use and an increase in use of inflection, which seemed more closely related to linguistic revisions than to gesture use.

In a 1985 study, Hughes and James replicated the research protocol developed by Gallagher (1977) with fourteen students who were deaf and between the ages of 5;10 (5 years, 10 months) and 8;11 (8 years, 11 months). The students were asked (verbally and signed) "What?" twenty times during a one-hour conversation. Their responses were categorized as repetition, revision and no response and the revisions were then categorized into eight subcategories. It was found that deaf school-age students revised their messages when they were not understood and most frequently revised the linguistic form and/or communication mode of their original utterance. One difference between the participants in this study and those with normal or disordered language was that the students who were deaf with greater linguistic abilities were more likely to revise, while students with lower linguistic complexity were more likely to not respond when faced with a breakdown in communication.

Thus, research findings have consistently supported that approximately 70-75% of students revise their utterances when asked "What?" with specific group responses being: (1) typically developing 77%, (2) language-disordered 75%, (3) deaf 72%, and (4) cognitive delays 68%.

In two similar studies, Brinton, Fujiki, Loeb, and Winkler (1986a and 1986b) took a different approach to soliciting communication repair strategies. They asked students to describe a series of 10 control and 10 experimental pictures to the presenter, who could not see the pictures. During the student's description of the experimental pictures the presenter asked, "Huh?", "What?", and "I didn't understand that." This method resulted in a total of 1,200 individual repair responses. These responses were categorized as: repetition, revision, additions, cues (defining term, providing background context, and formulation), and inappropriate. Repetition was the most frequent response, especially to "Huh?". In the first study, participants were ten typically developing students at four age levels: 2:7 – 3:10, 4:10 – 5:10, 6:10 – 7:10, and 8:10 – 9:10 years, resulting in 40 participants. The younger students used repetition as a strategy to the initial request but had more difficulty in responding to the second and third requests, thus resulting in a large number of inappropriate responses. In contrast, the older students appeared to realize that if their initial strategy did not provide clarification, then

offering a different strategy could be effective. The oldest students addressed what they perceived as the breakdown by defining terms, providing background context, or saying that they didn't know how to provide further clarification. The findings indicated developmental patterns in the way that students respond to requests for clarification. In the second study, students with language delays participated in addition to those with typical linguistic development. Sixty students had language delays and 10 had typical language development in each of the following age categories: 4:10 – 5:10, 6:10 – 7:10, 8:10 – 9:10. The same pictures and presentation methods were used as in the Brinton, et al. 1986a study, as were the same categories for response types. Both groups of students provided repetition of the original message as their most frequent response. Once again, younger students had greater difficulty responding to the second and third requests for repair than to the initial repair request. The students with language delays produced more inappropriate responses across age groups. The students with typical language were significantly more skilled at adding information when compared to students with language impairment. Although the older students with language delays were capable of adding this information, they may have chosen not to do so since it would have taken more effort. Brinton, Fujiki, Loeb, and Winkler (1986b) stated that language-impaired students may lack persistence in responding to repair requests because they interpreted the requests as disapproving of the original message. Overall, the results suggested that students with language delay may be more limited in their ability to adapt to listener feedback.

MacLachlan and Chapman (1988) took a slightly different approach at eliciting communication repair in students. The frequency and type of communication repairs were studied in 7 students with language learning disabilities (LLD) ages 9:10 – 11:1, and in 7 typically developing peers matched for age. First, all students had a conversation with an examiner. Second, during a conversation with another examiner the students were asked to tell about the characters in a favorite movie or television program and then retell an episode. During this description the examiner asked prompts such as "Tell me more" or "Can you think of anything else?". A total of 2,350 breakdowns were coded into the categories: stalls ("um", "er"), repairs (addition, deletion, substitution of the original material), syntactic repairs, semantic repairs, phonological repairs, abandoned utterances, and other. Stalls and repairs were 50% more frequent in narration (retelling episodes) than in conversation for both groups with the LLD students' rate of stalls and repairs in the narrative task, compared to conversation, being much greater than the increase seen in the control group of students. Stalls and repairs increased for all students in longer utterances. There were no significant differences in the types of communication breakdowns or repair strategies used by the two groups. The authors stated that the LLD students might benefit from being encouraged to speak more simply during narrative tasks, thus reducing linguistic demands and increasing fluency and coherence of their narratives.

Scudder and Tremain (1992) used a variation of Brinton, et al.'s 1986 research designs. This 1992 study again used a picture description as a vehicle for eliciting communication repairs, this time in the form of a matching game with a barrier between the student and the experimenter. The experimenters had 16 sets of pictures with 6 pictures per set (from Developmental Learning Materials, 1982) that all had similar attributes, such as identical scenery or characters. Ten students with cognitive delays (IQ 55-70) aged 11 – 13 years and ten students aged 8-9 years matched by mental age were included in this study. The students had 16 picture cards, each with one picture that matched one of the

experimenter's pictures from their set of 6. Each student was asked to describe his picture so the experimenter could find the matching picture on her side of the barrier. During 10 of the 16 trials the students were asked "What?", "I don't understand" or "I still can't get it", and then "I still don't understand" or "I still can't get it." Their responses were coded into the following categories: a) whole repetition, b) partial repetition c) expansion with detail, d) expansion by specifying referent, e) adding the main idea, f) hypothesis, g) relevant new information, h) irrelevant or inappropriate information, i) no response, j) concluding comment, k) delayed response, l) self-correction, m) comment. Students with and without cognitive delays were able to revise their messages in response to the listener's requests and responded similarly to the requests for clarification. The most frequently used strategy for both groups was expansion with detail. Students with cognitive delays failed to respond more frequently for the second and third clarification requests. The type of clarification request influenced the strategy that the students were most likely to use. This format of structured communication encouraged a wide range of appropriate revision strategies in both groups. When the second and third requests for clarification were made, the students with cognitive delays appeared to lack the confidence to re-use effective strategies and instead responded inadequately or not at all. They also appeared to become more frustrated and may have interpreted continued requests for clarification as disapproval. This study suggests that when planning goals to improve conversational skills, there should be varied communicative situations, not just structured settings.

Elfenbein (1992) stated that students with hearing loss are at an even greater risk for communication breakdown than adults with acquired hearing loss due to student-typical language delays. Elfenbein provided pretest and post-test evidence of improvements to communication repair strategy use after a 6-week summer course for 25 students who were deaf or hard of hearing. Elfenbein's communication strategies included sign language, writing, drawing, mime or showing in addition to spoken repair strategies. Students increased their responsibility for initiating and managing repair, better matched repair strategy use to the situation, used a greater variety of strategies, and improved their assessment of their communication partner's viewpoint. One relevant finding was that many of the students needed to work on specific vocabulary or syntax skills before they could respond appropriately (i.e., unclear pronoun referents). Students also needed to understand that feelings related to communication breakdowns (frustration, anxiety, confusion, sadness) are not unique to them or to persons who are deaf or hard of hearing. Dealing with the feelings aspect of communication repair was emphasized as a need in any habilitation program.

The effectiveness of communication repair instruction was also investigated by Blaylock, Scudder, and Wynne (1995). Two groups of students with hearing loss were included in the study; one group had been taught a communication repair strategy of showing and the other group that was not taught this communication strategy. Twenty students age 4:0 – 9:0 years with mild to profound bilateral hearing loss were participants. Ten students were taught the repair strategy to show what they were talking about when they were not understood. All students then individually worked on an art project in conjunction with the examiner and were sent to go ask for scissors from an investigator across the hall. That investigator feigned not understanding by saying "What?", "I don't understand" and "I still don't understand, can you show me?" Each student was sent across the hall two more times to ask for glue and crayons. A similar trial occurred with playing a game and needing items from across

the hall (game markers, number chips, stickers). Repair behaviors were categorized into the following groups: reduction, repetition, addition, substitution, no response, communication mode change, manual or oral elaboration, showing, and successful communication. The students with hearing loss responded with different communication repairs depending upon what they were asked. In response to the initial "What?," the students were likely to revise or repeat. When told "I don't understand" they tended to add more specific information or give no response at all. The experimental group used showing in response to the third question more readily than the control group of students. The authors concluded that students need to be taught a variety of strategies so that they will be able to match what is most natural and appropriate for them to use at times of communication breakdown.

In 1997, Johnson introduced a thematic role-play scenario approach to enhance conversational skills of preschool and elementary school students. The use of dramatic play has also been suggested for preschool and school-age students with hearing impairments (Asp, 1985; Erber, 1982; Fischer & Schneider, 1986; Stone, 1988). Stone (1988) developed a step-by-step blueprint for developing the conversational competence of students with hearing impairment through detailed, dramatic scenarios. Johnson's thematic role-play scenarios or "situational teaching" provides several unique advantages. It can: a) enable auditory training stimuli to retain a conversational function even though stimulus-response drilling may be the focus, b) provide an appropriate context in which to train the perception and production of subtle suprasegmental cues that are often difficult for students with hearing loss to master, c) provide opportunities to observe and practice conversational skills during therapeutic sessions focusing on auditory skill development, d) assist clinicians in developing students' auditory memory spans, e) serve as a format for introducing new language concepts, f) serve as a foundation for students to create their own thematic role-play scenarios, and g) provide an environment to generalize newly acquired conversational skills. Johnson presented different scenarios in his article as examples.

In 2002, Most conducted a study with 16 students with bilateral severe to profound hearing loss and age-appropriate language levels and 10 students with normal hearing ages 8 – 17 years. The students with hearing loss were divided into 2 groups: good speech intelligibility (GSI) and poor speech intelligibility (PSI). All the students were required to look at 5 pictures and were asked to describe what they saw. After the student completed the description the examiner asked "Huh?" then "What?" then "I did not understand." This procedure was very similar to that used by Brinton, Fujiki, Loeb, and Winkler (1986) with the difference of 5 randomly presented pictures being used rather than 10 control, and 10 experimental pictures. The coding system used by Most was similar, as well, but provided expansions: repetition, revision, addition, expansion to 2-sentence, cue, simplification, other (key word, explanation), and inappropriate. Once again, repetition was used significantly more than any other repair strategy. The students with hearing loss who had poor speech intelligibility (PSI) used repetition significantly more than the students with normal hearing or those with hearing loss who had good speech intelligibility (GSI). The GSI group had more inappropriate responses than the other 2 groups. As found in other studies, the most frequently used first strategy in response to "huh?" was repetition. Other strategies were used more for the second or third clarification requests. The GSI students substantially reduced their use of repetition and revision as the clarification sequence progressed. This group was also most likely to have inappropriate responses to the third clarification

request, reacting with anger and comments like “enough already.” The author hypothesized that the PSI group may be more accustomed to requests for clarification and the normal hearing group may be confident about their speech and not as disturbed by the clarification sequence as the GSI group. The outcomes further support Brinton, et al.’s findings that the cue strategy is not attained before the age of 9 years. They suggest that the PSI group, like young students or those with language impairments, may be less flexible in their language use and therefore depend mostly on repetition as their repair strategy. Most commented that the findings of this study corroborated the work of earlier researchers that indicated that students with hearing loss do not spontaneously learn how to cope with communication breakdowns, as do individuals with normal hearing. Training students with poor speech intelligibility to use strategies such as key word and simplification could improve the communication process. In contrast, training students with good speech intelligibility to use expansion and addition strategies may benefit their conversational fluency.

Summary

Researchers use a variety of methods to elicit communication repair strategies, but the methods that elicit the most frequent and varied responses involve asking the student something like “Huh?”, “What?”, and “I don’t understand” as the student describes a picture. Asking a student to recount a favorite television episode or movie also forces heavily reliance on working memory, which may divert the student’s attention and energy from simple descriptions. Spontaneous conversation with requests for repair inserted naturally during the course of interaction is an effective but less structured method that may be of greatest applicability to remediation rather than assessment of known repair strategies.

Researchers have used a variety of methods to classify communication repair strategies. There appears to be three broad categories of verbal communication repair, namely **repetition**, **revision** and **addition** – each with several individually defined strategies. There are also several **nonverbal** strategies and a category of inappropriate response types.

When students are young, the most commonly used strategy is repetition. As student’s linguistic abilities become more complex, their inappropriate responses decrease and their use of revision of the form of their utterances and/or adding specific clarifying language to expand the listener’s understanding of their utterance increases. Selection of strategies used differs depending upon the question asked for clarification. In response to a request for clarification the first time, the majority of responses will be a repetition of the initial utterance. As language develops, the student uses addition as the second most common strategy, especially when asked for clarification the second or third time. Revision is a tertiary strategy that is infrequently used in comparison to repetition and addition strategies. A subset of addition strategies defines or provides background information. These strategies are more sophisticated than adding simple information (i.e., color) and do not begin to be included in communication repair until age 8-9, becoming predominant as a strategy in adulthood.

Ervin-Tripp (1979) indicated that if students are slower at processing a conversation, resulting in a delay in response or completely unrelated talk, then they will likely to be ignored when they

try to enter the conversation. Students with language or cognitive delays appeared to respond as younger students or use strategies that are unrelated to their level of structural knowledge. Concern was expressed over an apparent lack of persistence and/or sensitivity of students with language or cognitive delays to feeling as though they were caught being wrong, resulting in more inappropriate responses or lack of responses. Elfenbein (1992) emphasized the need to deal with the feelings aspect of communication repair as an important part of habilitation. Strong evidence exists that habilitation efforts result in improvement in communication competence. Students need to be taught a variety of strategies so that they will be able to match what is most natural and appropriate for them to use at times of communication breakdown (Blaylock et al. (1995). In many cases, habilitation efforts should include working on specific vocabulary or syntactic forms so that the student is able to revise and add specific clarifying information that would effectively repair a communication breakdown. Although assessment can be performed in a structured manner, it is important that habilitation occur in varied communicative settings, not just in a structured format, and may be effectively addressed via thematic role-playing.

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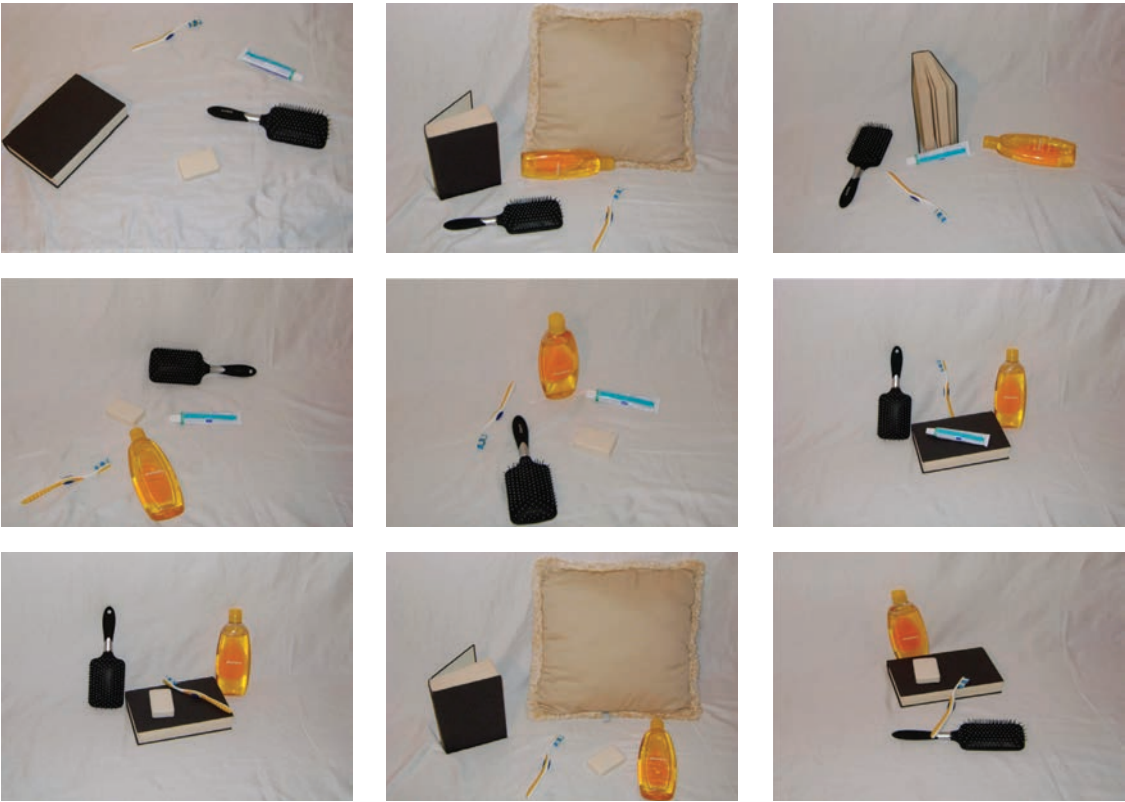
SCRIPT Inventory Stimuli

SCRIPT—Student Communication Repair Inventory & Practical Training



Animals

SCRIPT—Student Communication Repair Inventory & Practical Training



Bedtime



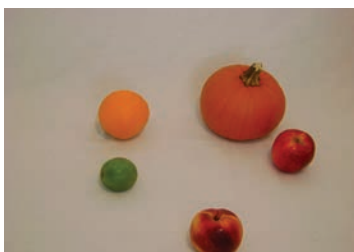
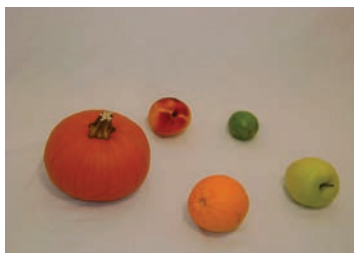
SCRIPT—Student Communication Repair Inventory & Practical Training



Cars



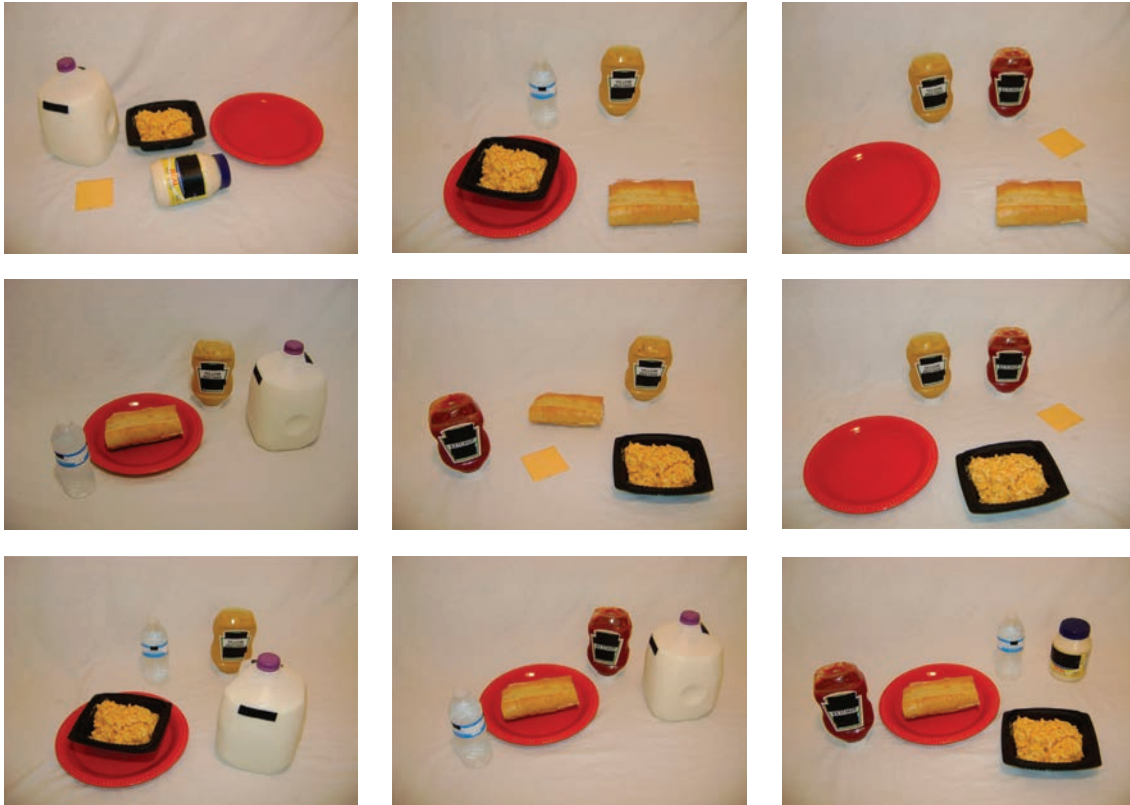
SCRIPT—Student Communication Repair Inventory & Practical Training



Fruit

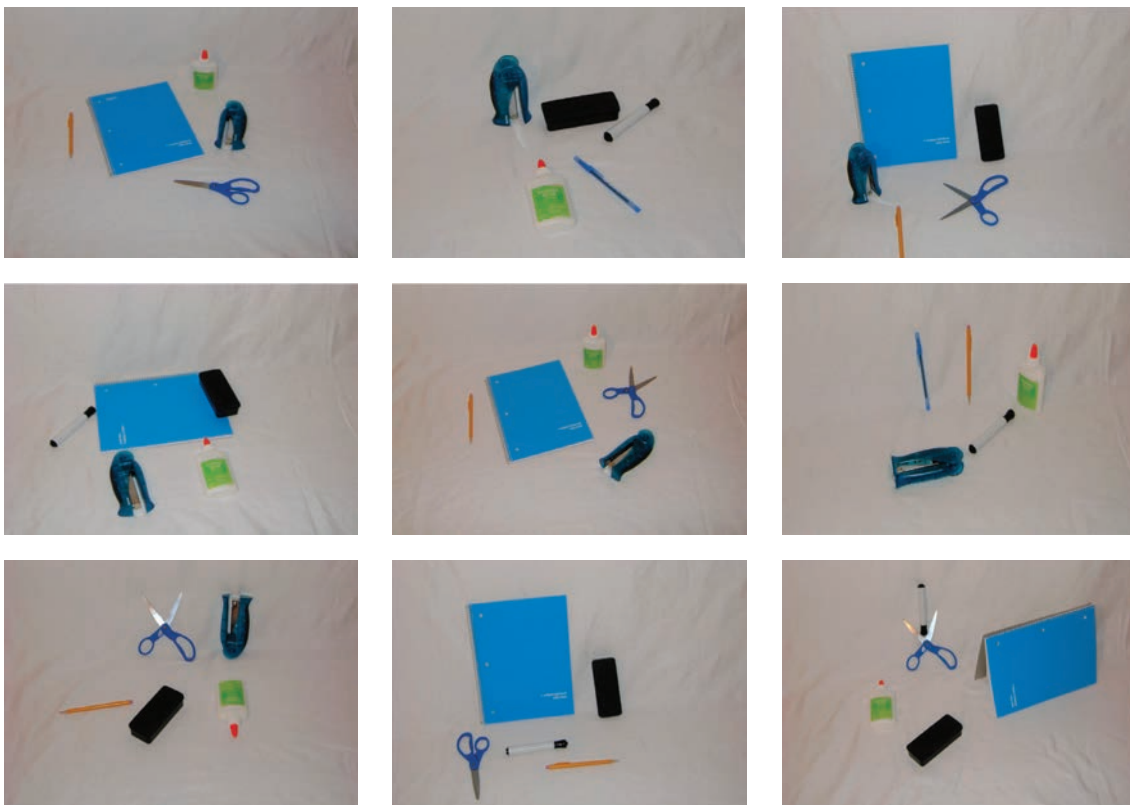


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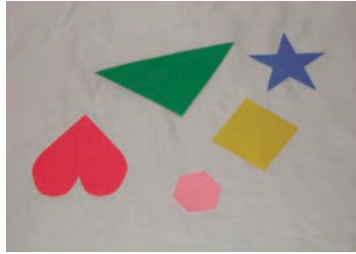
Picnic

SCRIPT—Student Communication Repair Inventory & Practical Training



School Supplies

SCRIPT—Student Communication Repair Inventory & Practical Training



Shapes



SCRIPT—Student Communication Repair Inventory & Practical Training



Sports



SCRIPT—Student Communication Repair Inventory & Practical Training



Tools

SCRIPT—Student Communication Repair Inventory & Practical Training



Vegetables

Remembering What was Heard for Improved Clarification Requests

Developing an awareness of when the student is not receiving all the spoken message is necessary, and requires the child to understand the size of his or her listening bubble along with being able to take the perspectives of others as they try to figure out if something was missed, and what the information may have been. To improve their ability to truly ‘tune in’ during instruction the child with hearing loss needs to be aware of the behavior of listening (separate from developing auditory skills) to maximize their ability to perceive what is being said.

What the child can do to maximize their understanding of what was heard, even if the information was not perceived clearly or completely is the focus of the information presented below.

Application to Communication Repair

A communication breakdown occurs whenever a communication partner does not fully understand what the other partner(s) have said. The self-advocacy skills to appropriately request repetition or clarification are called communication repair strategies. Students with hearing loss are at a disadvantage as they often miss bits of pieces of words and need to ‘fill in the blanks’ to make sense of what was said. **In order to make sense of the fragments of speech they heard, the student needs to be able to remember what was heard.**

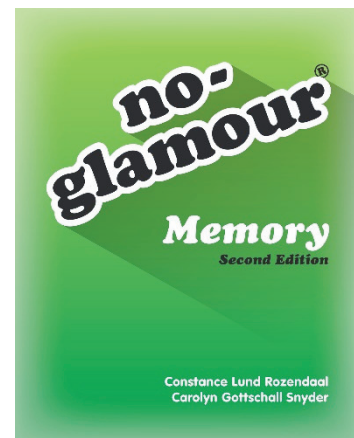
One of the key strategies for self-advocacy is the use of appropriate communication repair skills. The addition strategy recognizes that much of the time a child will hear something that was said. In this case the most effective means of communication repair request is to take what was heard and put it into a request for clarification.

For example, if the teacher said, “Take out your math books and turn to page XXX.” The student could raise his hand and say, “What page in our math book?”, thereby showing that he was listening, but missed a small portion of what was said. This shows the teacher and peers that the student was truly paying attention. It also provides an example of the kind of information that was missed. In the case of the unheard page number, it was likely that once the teacher told the class to take out their math books that many began to do so, making noise which interfered with hearing the page number. A teacher who is asked repeatedly in this situation may learn to put the page number on the board or to repeat the page number more loudly, clearly, or slowly.

Students who have been taught this communication repair strategy will be well-prepared to learn the subvocalization strategies that follow.

Subvocalization Skills

It is typical to subvocalize when reading or writing. In effect, you are reading aloud to yourself in your head as a way of reinforcing attention and understanding. When information is new or complex, it is necessary to pay greater attention during which time most individuals will subvocalize. Because students with hearing loss are constantly trying to make sense of the fragments of speech that they perceived, it is necessary for them to learn to subvocalize the fragments perceived so that they have them in memory to be able to use context strategies to comprehend. The following steps can be used to teach subvocalization skills. Refer to [*No-Glamour Memory*](#) for extensive instructional exercises teaching subvocalization.



Working on subvocalization skill development for several minutes each time you meet with a student, starting in kindergarten can successfully develop these skills. To learn subvocalization skills the student must have auditory skill development that is sufficient for adequate discrimination, identification, and comprehension of verbal messages.

The following 3 points apply to implementation of steps 1-7 presented on the following pages.

1. Provide an auditory prompt ("Listen to this sentence, wait 3 seconds and then repeat it after me.") After you say the sentence have the child wait before responding. You can start with just a couple of seconds and then move up to a slow count of 5-6 seconds. Do not hold your fingers up to show you are counting as the child may forget what was said and instead mentally count along with your show of finger. The step of waiting before repeating forces the child to find a way to retain the information before it is needed.
2. Initially you should repeat the word(s) with the child, then move on to prompt the child to do so independently. At this early stage, the child subvocalizes aloud. The child then works on repeating the information in a whisper. Lastly the child will practice the skill by just moving lips or thinking. Once the child has acquired the skill of subvocalizing, move on to listening at a distance or in low noise – a condition where missing fragments of what was said is likely. Again, work with the child to repeat aloud what he heard then move toward to just moving his lips and then saying it to himself without lip movement. As you work on this skill you can reinforce the type of information missing (endings, brief words, new vocabulary) and relate it to the student's hearing loss. Emphasize the difference in listening clarity with and without hearing aids and FM/DM system use.
3. Focus on the rate at which the information is presented. Start with a rate that is slower than the typical teacher presentation, pausing very briefly to emphasize different clauses of information. You can also acoustically highlight key words, speaking them just a bit louder than the other words. This will train the child to be aware that there is key information that they should be listening for during connected language. Once the child can successfully subvocalize with his lips moving when presented information in quiet and in noise you can speed up the rate of presentation. Ideally, the child will become successful listening to and remembering the quick, often quiet speech of peers.

Hierarchy of Subvocalization Skills

The following are the steps of increasing challenge for remembering information presented auditorily. As a rule of thumb, once a child achieves 80%-100% accuracy with little or no support he is ready to move to the next level of the hierarchy. If a child has an articulation or expressive language problem, teach the subvocalization skill first. If you want to then use the opportunity to reinforce articulation or expand on language do so after he has shown he can subvocalize successfully. There will be many times when a child with hearing loss must remember a word never heard (clearly) before. Teaching these skills is appropriate beyond grade 1, until mastery is achieved.

1. **Teach the use of repetition to reinforce remembering:**

"It's time to listen. When we say something over and over it helps us remember. Since you are just learning this memory trick, you can say the words out loud. After we have practiced a while, you can just whisper. Then, when you get really good, you say the words inside your brain so only you can hear them. This is called subvocalizing."

Start with a picture of a similar familiar object (i.e., ball). Have the child name what is on the picture. Turn it over so the picture cannot be seen and model for the child how to repeat it out loud. *“ball-ball-ball-ball-ball-ball-ball”* Then ask the child what is on the picture. Provide reinforcement when he is correct. After the first couple of pictures, have the child repeat the word multiple times with you. Increase the time the child is required to remember the picture – up to 10 seconds. You can say *‘Bing!’* when the time is up. Fade your use of modeling the name of the picture with the child until he is doing so independently, while whispering or moving lips. Stay at this level until the child can look at a card, name it, turn it over, repeat it out loud for 10 seconds, then recall the picture name in 10-15 seconds with no support. Once this is accomplished do some trials with pictures with the child subvocalizing. Do so only after the child has habituated the subvocalization skill.

2. No picture

The teacher uses a deck of pictures or a list of words as stimulus but the student is not allowed to see the picture or written list. *“The word is shoe. Go!”* The student subvocalizes, repeating the word for at least 10 seconds. Wait 10-15 seconds and then ask the student the word. Once this is done easily, move on to practice with two words, then with three words. Choose words that have no linguistic connection (*“shoe – thumb – eat”*). Make sure the child is subvocalizing them in the correct order until you give the signal (*Bing!*).

3. Apply subvocalization while performing motor tasks

Sometimes students need to remember a page number while getting out their book or other similar situations. This step is performed using a page that has 9 or 12 items, like animals, sports, etc. The SCRIPT stimuli pages can be used for this step. If using all 9 images, start with the paper face down. You can also cut apart the stimuli images and use an appropriate number of the images as cards laid face down during the subvocalization step. Say one of the items. Have the child subvocalize for 10 seconds (*When time is up say, Bing!*). After 10-15 seconds turn the paper over and then the child can identify or circle the correct item. While hunting for the correct item the student needs to keep saying the word to himself until he finds it. After he can identify one animal, increase it to two, and then to three. Be sure he subvocalizes them, and then identifies the items, in the correct order. Another object would be for a child to go into a closet and identify two or three of the items and bring them to you. Make sure he understands that repeating helps the mind remember when the body is busy.

4. Recall a 2-4-word phrase

Start this step by having the child listen to you say two words, repeat to himself, then draw pictures representing the words. He should continue to repeat the words to himself as he is drawing.

- a. Examples of two-word phrases: two squares, a red triangle, four balloons, a sharp knife, a baby sleeping.
- b. Examples of three to four-word phrases: four blue plates, a girl jumping rope, a rainbow and clouds, hat on his head, a long brown snake
- c. Put 10 or so language cards on the table face down. Say *“I want you to find a boy running.”* The student subvocalizes ONLY the key elements (*boy running – boy running*). He should subvocalize about 15 seconds before you say, *“Now you may do it.”* and starts to turn over the cards until he finds the correct one. Remove that card, mix up the rest and do another phrase.

5. Recall and reinforce categorization

Say groups of words, have the child subvocalize for 10 seconds and then ask a question. For example: knife, spoon, fork – How are these words alike? Arm – toe – neck – How are these words alike? As the child shows comfort with this task, speed up your presentation of the 3 or 4 words. You can also introduce noise. Each time emphasize the necessity to subvocalize. Other categorization examples: while, shark, crab – Tell me another that goes with these words; motorcycle, bus, corn – Tell me which word doesn't belong in this group.

6. Recall and rhyming task

Start slowly with this task and increase your rate of presentation as the child shows mastery. Again, you can introduce noise for extra challenge. Present three words, two that rhyme and one that is a word that is very like the rhyming words. He must still say them subvocally at least 10-15 seconds before you ask your question. Follow, hollow, hello – Tell me which word doesn't rhyme. Other examples: ladder, letter, better; friend, even, bend; time, rhyme, line; baby, Barbie, maybe; call, fall, window; if, bit, pit.



7. Recall and perform an auditory closure task

This is a challenging task for children with hearing loss as you will be presenting a sentence with one of the words mispronounced. The student must subvocalize the sentence, figure out what doesn't make sense, figure out the correct word, and when asked present the corrected sentence. Examples: The man drove his tar. Child repeats: The man drove his car. Steve pounted his coins. Bob lives in a touse. Continue the 10-15 second subvocalization period before the child repeats. Once the child masters this skill, speed up, add noise, and then mispronounce two words in each sentence.

Summary

Our students do not know what they did not hear because they didn't hear it. As unfair as it is, they are continually held responsible for what they never clearly perceived. By working on subvocalization skills they can focus on WHAT they heard and remember it. This way they can include this information into a communication clarification request or learn to apply what they know about language to be able to 'fill in the gaps' as effectively as possible. Being a 'super listener' is an extra task our students must perform in the classroom, often with considerable extra effort, if they are to truly keep pace in learning with their peers.

Together, the awareness of the reality that they have a hearing loss, the impact of the hearing loss on how clearly they understand speech, and use of subvocalization as a strategy to remember what they heard, will contribute to a child feeling more confident about what he or she can do.

Teaching subvocalization is also practice in perseverance. It is not enough just to give up if you do not hear everything! The characteristic of perseverance, along with age-appropriate self-confidence and self-esteem, are the most powerful factors in resisting the influence of feeling like you are different.

Resources

Anderson, K. L. (2017). *[Building Self-Confidence and Resilience to Maximize Acceptance of Hearing Devices.](#)* The information on subvocalization was included in this publication.

Lund Rozendaal, C. & Gottschall, C.P. (2017). No-Glamour Memory.
[http://successforkidswithhearingloss.com/memory/Supporting Success for Children with Hearing Loss.](http://successforkidswithhearingloss.com/memory/Supporting%20Success%20for%20Children%20with%20Hearing%20Loss)

Hamaguchi, P. M., (2003). *[A Metacognitive Program for Treating Auditory Processing Disorders.](#)* ProEd, Austin, TX.

Communication breakdowns occur whenever the speaker is not understood by the listener. Students with hearing loss, language learning issues or autism typically do not spontaneously learn communication repair strategies at the same rate or to the same level as students with typical development. These students can benefit from direct teaching of communication repair skills, which includes practice focused on their application in real-world situations.

The *SCRIPT* is a collection of materials specifically created to identify a student's level of communication repair skill development, systematically teach new skills, and foster use in everyday situations. The *SCRIPT* materials are intended for students with developmental ages as young as five and extending through adolescence.

The *Student Communication Repair Inventory and Practical Training (SCRIPT)* program develops students' communication repair skills at home and in the classroom. These repair skills begin with recognizing the causes of communication breakdown, the student's constant role as a listener in the classroom and the importance of actively correcting communication breakdown.

Karen L. Anderson:

Karen L. Anderson PhD worked in educational settings for many years with a variety of students with communication concerns. She has a Certificate of Clinical Competence in Audiology from the American Speech Language Hearing Association, is Board Certified in Audiology, served as a past president of the Educational Audiology Association and received the 2007 Florida Speech and Hearing Association Outstanding Service Award.

Dr. Anderson is the Director of *Supporting Success for Children with Hearing Loss*, which provides an array of resources for parents and professionals via <http://successforkidswithhearingloss.com>.

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