

Student Communication Repair Inventory and Practical Training Steps

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

A. Strategies a student can use when someone does not understand what he says.

1	INVENTORY: (1) The SCRIPT Inventory is administered to obtain a baseline of the communication repair skills a student uses when asked to clarify what he said. (2) Administer the SCRIPT Survey of Communication Breakdown Response Strategies to obtain a baseline of the student's level of awareness of and responses to communication breakdown. (3) Classroom teacher rates student use of communication repair skills to determine baseline of what is observed in class.
2	FAMILIARIZATION: The student is exposed to the 13 communication repair skills until familiar with each skill. This familiarization phase should be targeted and brief.
3	DEMONSTRATION: The teacher/clinician exposes the student to repair strategies by modeling how to ask for clarification of what the student has said.
4	SPECIFIC PRACTICE: The student practices strategies targeted to their specific needs when communication breakdowns are experienced from not understanding the teacher/clinician.
5	RANDOM PRACTICE: The student demonstrates the ability to use different strategies when communication breakdown is experienced from not understanding the teacher/clinician.

B. Applying strategies when a student does not understand someone else.

6	CRITICAL THINKING: The teacher will foster the student's development of closure and critical thinking skills as communication breakdown occur.
7	ROLE-PLAY: The student and teacher/clinician discuss different non-classroom situations in which communication breakdown may occur and role-play different communication repair strategies. Some of the 13 strategies addressed and others discarded depending on the student's hearing status and language development.
8	SITUATIONS: The teacher/clinician will structure some tasks for the student to do within the school that requires communication with others. These targeted school staff members will be aware of the purpose of providing the student with practice on communication repair skills.

C. Assessing student use of communication repair strategies.

9	STUDENT IMPLEMENTATION: The student actively integrates use of communication repair and advocacy strategies per self-report, observation and periodic teacher rating.
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