

# Speech & Language: Inflections, Social Cues, Pragmatics and Body Language

NODCC Conference  
July 2016  
Janine Sabal, MA, CCC-Sp

## Why is it important?

- In 1971, Albert Mehrabian published a book *Silent Messages*. He found that 55 percent of a message's meaning to the speaker's body language and another 38 percent to the tone and music of their voice. They assigned only 7 percent of their credibility assessment to the actual words.
- In the 1960s Professor Albert Mehrabian and colleagues at the University of California used the word "maybe" three different ways. The subjects correctly identified the emotions 50 percent more often from the photos than from the voice. Each word was pronounced three different ways. When asked to guess the emotions being conveyed, it turned out that the subjects were more influenced by the tone of voice than by the words themselves

- Academic Success - Teacher expectations
- Employment
- Friendship/relationships
- Self awareness/confidence
- You have 30 seconds to make a 1<sup>st</sup> impression

## Social Skills and DOCC

- individuals with ACC have difficulty transferring more complex information from one hemisphere to the other
- social difficulties (missing subtle social cues), even when their intelligence quotient is normal.
- Recent research suggests that specific social difficulties may be a result of impaired face processing.
- May show flat, delayed or inappropriate affect
- May demonstrate impulsive speech, gestures, body language

## Nonverbal Communication

**Nonverbal communication** between people is **communication** through sending and receiving wordless clues. It includes the use of visual cues such as body language (kinesics), distance (proxemics) and physical environments/appearance, of voice (paralanguage) and of touch (haptics).

- Facial expression
- Tone and pitch of voice
- Gestures
- Body language
- Physical distance

- **Pragmatic Language.** Pragmatics refers to the social language **skills** we use in our daily interactions with others. They include what we say, how we say it, our body language and whether it is appropriate to the given situation.

- **By the age of one:**
  - Smile spontaneously, responds to his own name, respond to no, responds differently to strangers than to familiar people, imitates simple actions of others
- **Between ages one and two:**
  - Refers to self by name, initiates self-play and will play alone, recognize self in mirror or picture, imitates adult behaviors in play, helps put things away
- **Between ages two and three:**
  - Plays near other children, will watch them and briefly join in their play, begins pretend play, participates in simple group activity, knows gender identity, defends own positions, symbolically uses objects when playing
- **Between ages three and four:**
  - Joins in play with other children for longer periods of time and begins to interact, share toys, takes turns with assistance, and begins acting out whole scenes in dramatic play

**Between ages four and five:**

- Comfortably plays and interacts with other children, shows interest in exploring gender differences and has realistic dramatic play with specific details

**Between ages five and six:**

- Chooses own friends, plays competitive games, engages in cooperative play with other children involving group decisions, role assignments, and fair play.

**Between ages six and ten:**

- Makes friends easily and friends become more important, knows right from wrong, needs love and understanding, becomes more self-aware and self-esteem can be fragile, becomes a better loser and more able to accept blame, feels guilt and shame, likes clubs and teams, wants to be part of a group.

**Between ages ten and fourteen:**

- Establishes individuality and separation from parents; friends and social life become the primary motivations of behavior.

**Pragmatics** is a subgroup under social skills & involves three major communication skills:

**Using language** for different purposes, such as  
greeting (e.g., hello, goodbye)  
informing (e.g., I'm going to get a cookie)  
demanding (e.g., Give me a cookie)  
promising (e.g., I'm going to get you a cookie)  
requesting (e.g., I would like a cookie, please)

**Changing language** according to the needs of a listener or situation, such as  
talking differently to a baby than to an adult  
giving background information to an unfamiliar listener  
speaking differently in a classroom than on a playground

**Following rules** for conversations and storytelling, such as  
taking turns in conversation  
introducing topics of conversation  
staying on topic  
rephrasing when misunderstood  
how to use verbal and nonverbal signals  
how close to stand to someone when speaking  
how to use facial expressions and eye contact

(American Speech Language Hearing Association)

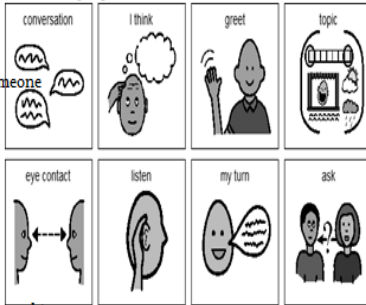
## Specific Skills

- Eye contact
- Joint attention
- Greetings
- Polite
- Initiates an interaction
- Turn taking
- Stays on topic
- Ask and answer questions (makes requests)
- Body position/social distance
- Terminates an interaction
- Understands emotions
- Differentiates social roles
- Accepts constructive criticism
- Resolves conflict
- Perspective Taking

# Intervention

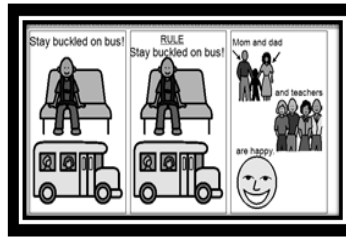
## - Direct Instruction

- Conversation: Sharing ideas or thoughts between people
- I think: What I say in my head
- Greet: To say hello when I first see someone
- Topic: What we are talking about
- Eye contact: looking at the person
- Listen: Not talking, using my ears
- My turn: when I talk
- Ask: what I do when I want to know something



• (Taken from T.H.E. P.A.C.T. -PhyT. Macomber Social Skills & Social Language Curriculum)

# Social stories – Carol Gray (developed for people with autism)



<https://www.youtube.com/watch?v=emaFIVYIFLU>

# Comic Strips

Introduced as "Cartoon Strip Conversations" by Carol Gray, creator of "Social Stories," cartoon strips are an effective way to support the instruction of appropriate interactions to children with language and social deficits,



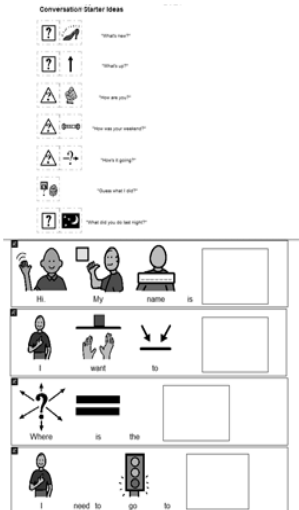
Cartoons are powerful teaching tools and can:

- Tell a complex story in a few images
- Provide comment and provoke thought on events and issues in the news
- Give an example of vocabulary related to current trends and fads
- Provide easily identifiable characters to form the basis for sketches
- Show culture in action with the ways that men or women are behaving and are expected to behave
- Comment on and illustrate a whole range of issues like racism, teenage relationships, sexism, ageism, family relationships.



# Scripting

- My Favorite Things & What are Yours?
- Show & Tell ('Look what I have')
- What I did in School (over the weekend, for summer vacation, etc.)
- Meal Time Talk
- Initiating and Maintaining Play
- A Special Interest
- Initiating and Completing Surveys
- Telling or Reading a Personal Story together
- Gift Giving & Receiving
- Greetings & Hallway Talk
- Ice Cream Truck Conversation
- Weather
- Holidays



# Joint Action Routines (Lee K. Snyder-McLean, Ph.D., University of Kansas 1984)

- Ritualized interaction patterns involving joint action with a specific goal. There is a clear beginning, sequence and end. Participants have clear roles and expected responses.
- <https://vimeo.com/129134583>

# Video modeling

- Video modeling** is a form of observational learning in which desired behaviors are learned by watching a **video** demonstration and then imitating of the behavior of the model. In **video self-modeling** (VSM), individuals observe themselves performing a behavior successfully on **video**, and then imitate the targeted behavior
- <https://www.youtube.com/watch?v=sBPYVl3S5-k>

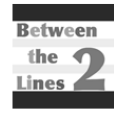
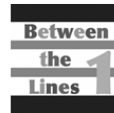
# iPad apps



**Everyday Social Skills**  
 Company: **The Conover Company**  
 Category: Social Skills  
 Price: \$0.99



**Model Me Going Places**  
 Company: **Model Me Kids**  
 Category: Life Skills  
 Price: Free



**Between the Lines**  
 Company: **Hamguchi**  
 Category: Social Skills  
 Price: 15.99



**ConversationBuilder™**  
 Education  
 \$19.99



**Peppy's Pals**  
 Free  
 (Beach, Farm, Playdate)



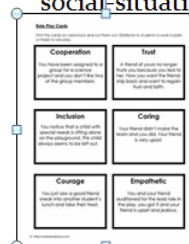
**Touch and Learn - Emotions**  
 By Innovative Mobile App  
 1.99



**Emotions**  
 I Can Do Apps, LLC  
 4-99

# Role playing

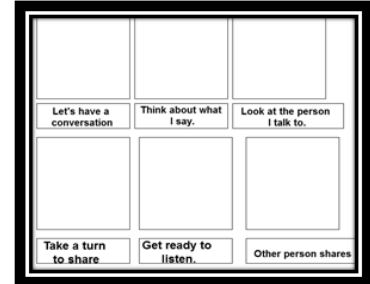
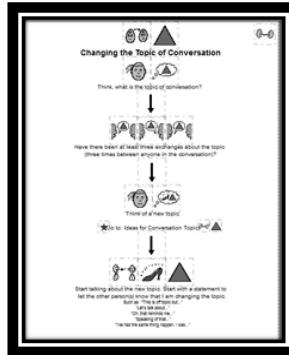
- the acting out or performance of a particular role or social situation
- <https://www.understood.org/en/friends-feelings/common-challenges/following-social-rules/4-social-situations-to-role-play-with-your-child>



# Visuals- static vs. verbal language

## Modeling

- Daily conversations with children are an excellent way for parents to model basic communication skills. Deliberate conversations with children, using polite conversational skills, help lay a foundation for good communication.



## Read Aloud Books

**DESCRIBE:** Talk with your child about what they think the main point of the story was. What character trait did the story define? How do you know? Why is it important? Can you make a connection to the story from your own life?

**PROMOTE:** Promote, support, and encourage your child as they initiate and engage in behavior that demonstrates the character trait. Catch them being kind, flexible, honest, confident, etc.!

### Do Unto Otters: A Book About Manners

By Laurie Keller  
A delightfully illustrated tale, demonstrated by the Otter family, of the importance of following the Golden Rule!



### Rude Cakes

By Rowboat Watkins  
A hilarious story about manners that sweetly reminds us all that even the rudest cake can learn to change its ways.



### Stick and Stone

By Beth Ferry  
A whimsically illustrated story that illustrates the power of friends sticking together.



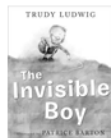
### The Crayon Box That Talked

By Shane Derolf  
A charming tale that teaches young readers that when we all work together, the results are much more colorful and interesting.



### The Invisible Boy

By Tracy Ludwig  
A heart-warming story about a boy that nobody ever seems to notice or think to include..until a new kid arrives in class and he finds a way to shine.



### My Mouth Is a Volcano

By Julia Cook  
An entertaining story that addresses the universal challenge of teaching children the value of respecting others by listening and waiting for their turn to speak.



## Other ideas for home

1. How many do the...?	2. What is your favorite...?	3. How many do you...?	4. How many do you...?
5. How many do you...?	6. How many do you...?	7. How many do you...?	8. How many do you...?
9. How many do you...?	10. How many do you...?	11. How many do you...?	12. How many do you...?
13. How many do you...?	14. How many do you...?	15. How many do you...?	16. How many do you...?
17. How many do you...?	18. How many do you...?	19. How many do you...?	20. How many do you...?





## Resources

- The Conversational Effectiveness Profile which can be accessed at no charge from an article by Timothy Kowalski at [http://www.flasha.org/flasha\\_journal05\\_u2006.pdf](http://www.flasha.org/flasha_journal05_u2006.pdf) (ignore site error message and scroll to pages 29-34.)
- Children's Communication Skill Checklist-2 (U.S. edition) by D. V. Bishop (Pearson Assessment).
- Test of Social Pragmatics-2 by Phelps-Terasaki & Phelps-Gunn (Western Psychological Service).
- Social Language Development Test- Elementary by Bowers, Huisingh & LoGuidice (LinguiSystems).
- Discourse Skills Checklist (Paul, 2007).
- Pragmatic Language Skills Inventory by Gilliam and Miller (Pro-Ed).
- Yale in vivo Pragmatic Protocol (Paul, 2005)
- T.H.E. P.A.C.T. -Phy T. Macomber Social Skills & Social Language Curriculum)
- Model Me Kids  
[www.modelmekids.com](http://www.modelmekids.com)
- Social Stories:  
[carolgraysocialstories.com](http://carolgraysocialstories.com)
- <http://www.smartappsforkids.com/>
- Carol Gray: The New Social Story(TM) Book: Anniversary Edition
- ComicStrip - CS (iPod Touch/iPhone/iPad)
- Comic Creator (iPod Touch/iPhone/iPad)
- PhotoComic (iPod Touch/iPhone/iPad)
- Comic Book! (iPod Touch/iPhone/iPad)
- Comic Life (iPad)
- Comix Maker (Android)
- Comic Strip It! (Android)
- Storyboards (iPad)
- Cartoon Studio (iPod Touch/iPhone/iPad)

- Super Duper Publications – Ask & Answer Social Skills Games, Say and Do Positive Pragmatic Fun Sheets
  - LinguiSystems- Functional Conversation Games, No Glamour Social Language Cards, Autism & PDD: Things I Can Say and Do, Social Language Development Scenes
  - Faces & Feelings Listening Lotto – Key Education
  - Social Sequences at Home –LDA Language Cards
  - IEP Resources – Conversation Skills, Getting the Message: Learning to Read Facial Expressions
-