Disorders of the Corpus Callosum (DCC)

- Typical verbal skills may have speech and language difficulties
- Difficulties may range from subtle challenges to significant difficulties
- Social challenges may grow as a child grows

DCC Challenges May Include:

1. Speech Fluency
2. Speech Prosody
3. Word Retrieval
4. Social/ Pragmatic Language
   - Conversation
   - Body Language
   - Non-Literal Language
1. **What is Speech Fluency?**

When people can use smooth verbal language to convey thoughts and ideas.

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**Techniques to Support Speech Fluency**

- Pacing board
- Breathing strategies/ calming exercises
- Practice response prior to giving response/ provide question prior to asking question
- Smooth verses bumpy speech
- Modeling
- Restating with fluent model
- Allowing completion of thought

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**What is Speech Prosody?**

The rhythm, rate, pitch and volume used in speech to help convey meaning and intent of a verbal message.
Techniques to Support Speech Prosody

- Readers theatre
- Point out where stress lies: “I would like a brownie” vs. “I would like a brownie”
- Identify feeling of sentence

Techniques to Support Speech Prosody cont’d…

- Directly teach sarcasm (non-literal language)
- Raising eyebrows go along with answering a question
- Have child ID message/emotions of speaker

What is Word Retrieval Difficulty?

Difficulty coming up with a specific word.
Techniques to Support Word Retrieval Skills

- Phonemic cues- given to help generate a word
- Semantic cues- think of a word in the same category
- Cloze tasks- say a phrase to yourself and try and fill in the blank
- Antonyms- think of an opposite

Techniques to Support Word Retrieval Skills Cont’d…

- Synonyms- think of a word that has the same meaning
- Visualization- picture it written on paper or in your head
- Practice generating words and then ID their category; come up with words that belong to a specific category

Techniques to Support Word Retrieval Skills Cont’d…

- Compare words/ items: describe how words are alike and different
- Come up with a ‘silent cue’
- Give choices
- Play games involving language (‘Apples to Apples’, ‘Don’t Say It’, ‘Taboo’, ‘I’m Thinking Of...’)

What are Social/Pragmatic Language Skills?

The ability to follow and adjust both verbal and non-verbal social rules according to a given situation.

Many Components to Social/Pragmatic Skills

i. conversation
ii. body language
iii. non-literal language
iv. personal space
v. recognizing and understanding different perspectives
vi. problem solving

What is Conversation?

An exchange of thoughts and ideas between two or more people. A conversation involves many components.
i. Conversation Includes:

a. Topic maintenance
b. Turn taking
c. Entering and leaving a conversation
d. Questions
e. Comments

a. Topic Maintenance:
Discussing the same subject without changing the main idea.

b. Turn Taking:
Allowing others an opportunity to share and/ or add their own thoughts to a conversation.
c. Entering and Leaving a Conversation:

Joining a conversation that is already in progress or exiting a conversation.

d. Questions:

Used to gain information from others and show interest when an individual is talking.

e. Comments:

A follow up thought that relates to a presented question or statement.
Techniques to Support Conversation Skills

- Topic/Question/Comment Activity
- Be a reporter
- Follow interest of child to address skills
- 'I'm Going on a Picnic' using one category to practice staying on topic
- Conversation Tree

Techniques to Support Conversation Skills Cont’d

- Story Sticks
- Lunch Bunch
- Peer Buddy
- Activity where need to ask for supplies
- Talking Stick
- Find Someone Who...
- Pass the ball (question, answer, comment)

ii. What is Body Language?

Non-verbal communication through the use of body movements, such as gestures, facial expressions and/or positioning of the body to express feelings and thoughts.
Techniques to Support Body Language Skills

- Charades: to practice using and recognizing body language
- Visual cues for eye contact: sticker on forehead, eye stick, string contest
- Role play different scenarios and discuss what your body is trying to convey
- Explicitly teach how to express feelings through body movements (smiling, winking, shrugging shoulders)
- Explicitly teach the importance of Personal Space

Techniques to Support Non-Literal Language

- *Amelia Bedelia* by Peggy Parish
- *In A Pickle and Other Funny Idioms* by Marvin Terban
- Teach specific figurative language phrases
- Matching game

iii. What is Non-Literal Language?

The underlying exaggerated and/or altered meaning of words in a phrase or expression.
Impacts of Speech, Language and Pragmatic Difficulties

- Decreased self-confidence
- Difficulty with social acceptance
- Isolation
- Decreased participation in group activities/lessons
- Difficulty understanding social rules

Individuals respond to techniques and recommendations differently

- Be a detective
- Think outside the box
- Be creative
- Encourage children to blossom

REMEMBER
- Be a detective
- Think outside the box
- Be creative
- Encourage children to blossom
**ADVOCATE:**
More than one person on board
Peers need to understand at a young age
Teach acceptance
Do not be shy in sharing challenges
Sometimes things that are the most challenging can be the most rewarding
ALWAYS recognize strengths

**IPAD APPS**


Sock Puppets app: free- you create your own video by picking your sock character and having them use your words in the video (https://itunes.apple.com/us/app/sock-puppets/id394504903?mt=8)