

SOCIAL COMMUNICATION: THE PRAGMATICS OF LANGUAGE

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ASSESSMENT

Prutting Kirshner Pragmatic Protocol (1987)

Variety of Speech Acts

(Bates 1976, Dore 1975)

Requesting Information
Requesting Action
Rejection/Denial
Naming/Labeling

TOPIC MANAGEMENT

- Selection
- Introduction
- Maintenance
- Change

TURN TAKING

- Initiation
- Response
- Repair/Revision
- Pause Time
- Interruption/Overlap
- Feedback to Speakers
(verbal/nonverbal)

PARALINGUISTIC ASPECTS

- Intelligibility
- Vocal Intensity
- Vocal Quality
- Prosody
- Fluency

NONVERBAL ASPECTS

- Physical Proximity
- Body Posture
- Foot/Leg/Hand/Arm Movements
- Gestures
- Facial Expression
- Eye Gaze

SOCIAL SKILLS TRAINING MODEL

INDIVIDUAL FAMILY GROUP

- Education
- Understanding
- Participation/ Skill Teaching
- Role Playing/Practice/Repetition

EDUCATION

- Diagnosis
- Definitions
- Checklists
- Co Morbidity

CLINICAL FEATURES OF ASPERGER SYNDROME

(Abele, 2004)

- Concrete Thinker
- Ego-bound
- Average to Above Average Intelligence
- General Fund of Knowledge/ Facts
- Rule bound/ Inflexible Thinking
- Lacks Theory of Mind
- Difficulty with Novelty/ Higher Level Language
- Decreased Reading of Cues

LANGUAGE OF SOCIAL COMMUNICATION

(Abele, 2005)

- Poor Eye Contact
- Invade Other's Personal Space
- Interrupt Conversations
- Speak too Loudly or too Softly

AND A FEW MORE...

- Change Topic Abruptly
- Carry on about Arcane Topics
- Difficulty making Friends
- Difficulty Sustaining Relationships- (both personal and work)

PRAGMATICS

"Social Cognitive Skills"
"The Art of Conversation"
"Social Language"
"Language in Context"
"Social Thinking"



COMMUNICATIVE COMPETENCE

FOUNDATIONS OF SOCIAL INTERACTIONS

- THEORY OF MIND
- CENTRAL COHERENCE
- EXECUTIVE FUNCTION SKILLS

(Abele, 2000)

THEORY OF MIND

Ability to Attribute Independent Mental States to Self & Others

Recognize & Understand the Intentions/Feelings of Someone Else

"MIND READING"

"PERSPECTIVE TAKING"

MINDBLINDNESS

(Baron-Cohen, Simon, 1995)

"Imagine what your world would be like if you were aware of physical things but were blind to the existence of mental things."

THEORY OF MIND DEVELOPMENT

<u>8-17 months:</u>	Joint Attention
<u>18-24 months:</u>	Pretend Play Goal – Directed Behavior
<u>3 years:</u>	See world differently Imaginary/real objects
<u>4 years:</u>	Understands beliefs/actions Deception/ false beliefs

(Strattman, Westby, 1998)

THEORY OF MIND IMPAIRMENTS

- Difficulty reading social messages
- Literal interpretations
- Aware of making social errors
- Managing conflict
- Repairing someone's feelings
- Introspection & self-consciousness

STRATEGIES TO FACILITATE PERSPECTIVE TAKING

(Winner, Michelle Garcia, 2003)

1. Personal Memories

Half of the body is about me



Half of the body is about others

ABOUT ME

- Things I like to think about
- Things I love
- Things I like to do with my hands
- Feelings I feel

HOW DO YOU FEEL ???

I am feeling...

Frustrated Angry
 Disappointed
 Sad
 Optimistic Worried
 Overwhelmed
 Happy

EMOTIONAL INTELLIGENCE

5 Components of Emotional Intelligence:

- Self-Awareness
- Self-Regulation
- Self-Motivation
- Social Awareness (Empathy)
- Social Skills (Building Relationships)

(Goleman, 1998)

BAROMETER OF EMOTIONS

- Measure degree of a specific emotion.
- Spoken vocabulary = emotions
- Teach the range of accurate phrases

VOCABULARY HIERARCHY

Anger

	Client	Neuro-typicals
Rage	5	5
Furious	5	4
Annoyed	5	2
Irritated	5	3
Frustrated	1	1

CENTRAL COHERENCE

- To draw together diverse information to construct higher-level meaning. (Firth, 1989)
- To understand situations according to their context.
- To give attention to obvious focus.

FOREST VS. TREES ISSUE

(Firth, Happe, 1994)



- The relevance of different types of knowledge to a particular situation.
- “Parts” or “whole”

Central Coherence Deficits

- Difficulty seeing “The Big Picture”
- Conversation impairments

GENERAL VS. SPECIFIC QUESTIONS

- High/low technique
- Tell me 2 things...

Give the “Big Picture”

- Explain goals of session
- “What’s 1 thing you learned today”



Neuro-typicals

- Sort information
- Determine salient features
- Discard the rest
- Focus on what is relevant
- Occurs intuitively

(Winner, Michelle Garcia, 2000)

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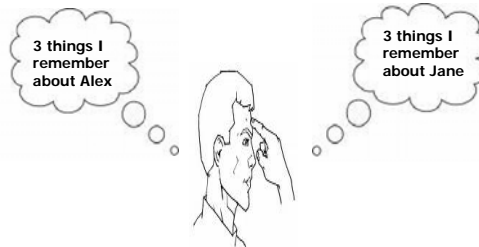
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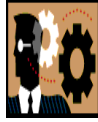
WHAT YOU REMEMBER ABOUT OTHERS

Create a visual picture for recall



PERSPECTIVE TAKING TRAINING

"I wonder what he's thinking..."



"What are Dad's hobbies?"



PARTS OF A COMMUNICATIVE EVENT

(Twachtman-Cullen, 2000)

- 7% Words
- 23% Prosodic Features
 - Intonation
 - Pitch
 - Fluency
 - Inflection
 - Rate
 - Loudness
- 70% Nonverbal / Body Language

TRAINING TOPICS

Just to name a few...

Active Listening Skills	Rage Cycle
Conversation Hierarchy	Job Interviewing
Non-Verbal Communication	Reading Cues
Emotional Intelligence Skills	Initiation Skills
Conflict Management Skills	

ACTIVE LISTENING REQUIRES

1. Use eye contact
2. Make comments about the conversation
3. Ask questions
4. Repeat words that speaker has used
5. Don't interrupt
6. Give your full attention to the speaker

(Mannix, 1998)

TEACHING LISTENING isn't always easy...

RESPONSE / COMMENT SKILL

RESPONSE

COMMENT

EXECUTIVE FUNCTION SKILLS

- Ability to maintain appropriate problem-solving set for attainment of a future goal." (Luria, 1966)
- Planning
- Self-Monitoring
- Behavioral Flexibility
- Inhibitory First Response
- Set, Maintenance, Change (Ozonoff, 2002)

Executive Skills to Achieve Problem Solving

- Organization
- Time Management
- Working Memory
- Metacognition
(how you problem solve)

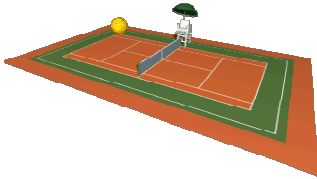
Working Memory

- To hold information
- To draw on past events
- To apply to current situation
- To predict problem-solving strategies

**Who? What? When? Where?
How?**

Social Skills

- Conversation is about Connections
- Keep it Going/ Volley/ Time Frame



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