

How does communication affect behavior?



VDOE Region 5 T/TAC at JMU
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Welcome!

- During this session we will
 - explore how communication affects behaviors
 - look at the form and function of communication
 - explore typical reactions to the behaviors resulting from communication that is atypical
 - discuss assistive technology that could change students' communication and ultimately their behaviors

Morning Routine



- On the card, write down the first two things you do each and every morning after rising from sleep.

How to look at communication

- **FORM** of communication -
what it looks/sounds like!

The **HOW**

- **FUNCTION** of communication -
why it happens!

The **WHY**



Still looking at communication

- **TYPICAL REACTION**

Communication of others!

The **WHAT**

- **ASSISTIVE TECHNOLOGY**

That could change the

HOW, the **WHY** and the **WHAT**

STUDENT _____ SETTING _____

FORM of communication - what it looks/sounds like! The HOW	FUNCTION of communication - why it happens! The WHY	TYPICAL REACTION Communication of others! The WHAT	ASSISTIVE TECHNOLOGY That could change the HOW , the WHY and the WHAT

Meet Melissa



STUDENT Melissa

SETTING Kindergarten

<p>FORM of communication - what it looks/sounds like! The HOW</p>	<p>FUNCTION of communication - why it happens! The WHY</p>	<p>TYPICAL REACTION Communication of others! The WHAT</p>	<p>ASSISTIVE TECHNOLOGY That could change the HOW, the WHY and the WHAT</p>
<p>Melissa is a 6 year old student who is blind and is a low verbal communicator. She enters the classroom each day and must be physically manipulated to do everything, i.e. , hang up coat, backback, find her table/chair, respond to simple requests. She is completely passive and nonresponsive.</p>	<p>Melissa has no understanding of her environment and the connection between language (request: " hang up backback") and what is expected of her.</p>	<p>Paraprofessional does everything for her, dragging her from place to place with limited or no verbal communication.</p>	<p>Objects, core vocabulary for instruction, first/then with objects, step-by-step to assist auditory recall of information.</p>

Meet Henry



STUDENT Henry

SETTING Middle School History Class

<p>FORM of communication - what it looks/sounds like! The HOW</p>	<p>FUNCTION of communication - why it happens! The WHY</p>	<p>TYPICAL REACTION Communication of others! The WHAT</p>	<p>ASSISTIVE TECHNOLOGY That could change the HOW, the WHY and the WHAT</p>
<p>Henry is an 8th grader with above average abilities, severe dyslexia, auditory processing disorder and very low self esteem. Whenever the class is given a test, or in class assignment, he becomes extremely disruptive, curses the teacher, throws objects, etc.</p>	<p>Henry is sensitive to the fact that he cannot do the academic work his peers are doing. To cover his learning problems, he misbehaves and is disruptive so that he is removed from class.</p>	<p>Teacher stops lesson, reprimands Henry in front of whole class, sends him to principal's office and Henry gets in-school suspension...again.</p>	<p>Electronic books, text to speech tests, Dragon Naturally speaking for writing, Read and Write Goal software loaded onto laptop. Start to finish books for reports and extra credit assignments.</p>

Meet Luke



STUDENT Luke

SETTING High School Science class

<p>FORM of communication - what it looks/sounds like! The HOW</p>	<p>FUNCTION of communication - why it happens! The WHY</p>	<p>TYPICAL REACTION Communication of others! The WHAT</p>	<p>ASSISTIVE TECHNOLOGY That could change the HOW, the WHY and the WHAT</p>
<p>Luke is in a general education science class. He has Asperger Syndrome. During the Lab part of this class he suddenly starts screaming and striking the student to his left because the student interrupted him and answered his question.</p>	<p>Luke has difficulty with social language. He had no way of letting the other student know it was his turn and he could answer the question independently.</p>	<p>The Science teacher immediately removed Luke from the class and began lecturing him in the hall very loudly. His voice level escalated Luke's behaviors and he started hitting himself on the head.</p>	<p>iPad or iTouch Proloque2Go application so Luke could have told the student it was his turn and answered the question independently. Or the Type and Talk application to type the words, "It's my turn now, and I know the answer."</p>

Your turn!

Using the blank form, discuss with your group the student, the communication, the typical reaction, and find some assistive technology that could change the HOW, WHY, and WHAT of the communication of your student.

STUDENT _____ SETTING _____

FORM of communication - what it looks/sounds like! The HOW	FUNCTION of communication - why it happens! The WHY	TYPICAL REACTION Communication of others! The WHAT	ASSISTIVE TECHNOLOGY That could change the HOW , the WHY and the WHAT

QUESTIONS?

Contact us!

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