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ONLINE CONTINUING EDUCATION FOR THE LIFE OF YOUR CAREER

Pragmatics and Social Communication: Educational Impact

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Pragmatics and Social Communication

PART 2: Educational Impact

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Disclosure Statement

Financial –

Author, *The Pirate Who Couldn't Say Arr*

Author, *Simply Social At School* (Super Duper Publications)

Author, contributes various works on “TeachersPayTeachers”

Author, *Spelling That Makes Sense*

Presenter, receiving an honorarium for today's workshop

Non-Financial – None

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Learner Objectives

- Discuss how social communication impacts the goal of education.
- Explain the three prongs of eligibility in the school setting.
- State the difference between academic performance and functional performance.
- Describe factors to consider regarding service provision.
- List considerations for which areas of social communication should be targeted first.

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What Does It Mean To Be College and Career Ready?

By The End of High School:

- Introduce themselves
- Start and maintain a conversation
- Interact with a variety of people
- Make small talk
- Demonstrate active and engaged listening
- Possess basic manners
- Overcome a fear of public speaking
- Know how to ask for what they need

In a Work Setting:

- Communicate knowledge clearly and effectively
- Respond to and develop on what others have said
- Articulate an opinion successfully
- Give and follow instructions
- Have interpersonal and collaborative skills
- Interact with a variety of people
- Know how to be “likeable”
- Manage relationships
- Make small talk
- Possess basic manners

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Three Prongs of Eligibility in the school setting

Prong 1:

Is there a disability?

Prong 2:

Is there an adverse effect on educational performance resulting from the disability?

Prong 3:

Are specially designed instruction and/or services needed to help the student make progress in the general education curriculum?

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Adverse Effect on Educational Performance

Reading Comprehension:

- Separate important from unimportant details
- Point of view
- Inference
- Prediction
- Summarize
- Compare and contrast
- Main Idea
- Figurative language
- Cause and effect
- Able to convey knowledge

Writing:

- Content amount
- Content relevancy
- Clear referents/details
- Able to express thoughts
- Task persistence
- Working Memory
- Clear sequence
- Task Initiation

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Adverse Effect on Educational Performance

- Reading and writing BOTH require...
- Narrative Skills
 - Vocabulary knowledge, story comprehension, and story sequencing have the strongest relationship to improved reading outcomes (Snow, Tabors, Nicholson, & Kurland, 1995).
 - Comprehension is the ability to understand narratives or stories that other people tell.
 - To understand a story, listeners must understand not only what is said, but what isn't said.
 - It relates to both organization as a whole and the details within the language itself (semantics, syntax, morphology, etc.).

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Adverse Effect on Functional Performance

- Clearly communicate needs and wants
- Conversational skills
- Asking for help, asking questions
- Use of appropriate physical contact
- Participating in the classroom
- Non-verbal language
- Understanding the link between behavior and consequence
- Knowledge of basic social rules
- Expression of emotions
- Interacting appropriately with peers
- Taking turns
- Organizing self, materials, space
- Active listening for meaning
- Following directions

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Skills That Need To Be Explicitly Taught

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ How to pass out papers ▪ How/when to sharpen pencils ▪ How/where to go to the restroom ▪ How to organize your desk and backpack ▪ How to walk down the hall with your class ▪ What do to in free/unstructured time ▪ How to navigate the cafeteria ▪ How to proceed through afternoon dismissal ▪ The policy on absences and tardies ▪ How to ask for help ▪ What to do if you feel sick | <ul style="list-style-type: none"> • Cover your mouth when coughing/sneezing • If you borrow something, return it in the same or better condition • Respect people in authority • Do not interrupt people • Do not insist on your own way • Get enough sleep • Leave your location cleaner than how you found it • Don't be in the same location as someone who is doing something you know is wrong |
|--|--|

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It cannot be stressed enough that remediation of social communication difficulties is NOT the job of ONE person.

- Social communication happens throughout the day. Therefore, the entire team must be aware and involved in order to make the greatest impact on the student's progress. This includes parents, classroom teachers, special education teachers, speech-language pathologists, administrators, guidance counselors and so on.

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Consideration of Services

- Top Five Home Program Ideas:
 - Balance of screen time and talking with humans
 - Make time to talk
 - Be clear in your expectations
 - Provide opportunities to develop accountability and responsibility.
 - Model and provide opportunities to plan.
- A continuum of services
- Social language development never stops
- The type of deficit – performance, knowledge or fluency?
- Inclusion or not?

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Where Do I Begin?

- Begin by targeting the areas that...
 - Improve behaviors that overtly stand out/highly visible
 - Teach what's expected and basic social rules
 - Will improve the student's ability to function in the school setting
 - Have a direct *educational* effect
 - Have a positive *emotional* effect
 - Eliminate frustration and/or replace negative behaviors with positive ones

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Rubrics for Goals

Level of knowledge :

Level 5: I can tell you why this is important, identify the problem and generate one or more solutions

Level 4: I can talk about it, explain it and give examples

Level 3: I can explain what I should do in that situation

Level 2: When someone gives an example, I determine whether it was a good choice or a bad choice

Level 1: I can talk about it, but I can't explain it or give examples

Level 0: I have no idea what this is or why it is important

Level of prompts:

Level 3: emerging/limited demonstration of target up to 40%

Level 2: with visual or verbal prompts 40-60%

Level 1: minimal or occasional prompts 60-80%

Level 0: independent 80% or above in structured setting

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THANK YOU!

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