Communication Disorders Handout

Overview:

**Communication Disorder:** Impairs the ability to transmit or receive ideas, facts, feelings, and desires, and may involve language or speech or both, including hearing, listening, reading, or writing (Hallahan, D., Kauffman, J., Pullen, P., 2012, p. 267).

**Language Disorders** - problems in comprehension and expression

- **Form of Language:** Phonology: rules governing speech sounds
- **Content of Language:** Semantics (attached meaning/concepts of words)
- **Articulation Disorder:** The absence of or incorrect production of speech sounds (e.g., lisping, difficulty articulating certain sounds)

**Speech Disorders** - impairments in production and use of oral language

- **Fluency Disorder (Speech Disorder):** Interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds (e.g., stuttering)
- **Voice Disorder (Speech Disorder):** The absence of voice or presence of abnormal quality, pitch, resonance, loudness, or duration

**Key Definitions:**
Communication Disorder: Impairs the ability to transmit or receive ideas, facts, feelings, and desires, and may involve language or speech or both, including hearing, listening, reading, or writing (Hallahan, D., Kauffman, J., Pullen, P., 2012, p. 267).

**Language:**
- *Expressive Language:* Encoding or sending messages (p. 267).
- *Receptive Language:* Decoding or understanding messages (p. 267).

Classification of Language Disorders by Etiology (Cause):
- *Primary Language Disorder:* No known cause (p. 273).
- *Secondary Language Disorder:* Caused by another condition, such as intellectual disabilities, hearing impairment, autistic spectrum disorder, cerebral palsy, or traumatic brain disorder (p. 273).

Language Disorders - problems in comprehension and expression
- *Form of Language*
  - Phonology: rules governing speech sounds
- Morphology: refers to rules governing alterations of the internal organization of words (tenses, suffixes, plurals)
- Syntax: rules of organizing sentences that are meaningful (subject/predicate, modifiers)

- Content of Language
  - Semantics: rules about attaching meaning/concepts to words

- Function of Language
  - Pragmatics: rules about using language for social purposes

Speech Disorders- impairments in the production and use of oral language. They include disabilities in making speech sounds, producing speech with a normal flow, and producing voice.

- Articulation disorder- atypical production of speech sounds characterized by substitutions, omissions, additions, or distortions that may interfere with intelligibility.
- Fluency disorder- an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. May be accompanied by excessive tension, struggle behavior, and secondary mannerisms.
- Voice disorder- characterized by abnormal production and/or absences of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for individual’s age/sex.

Communication Variations:

- Communication difference/dialect- a variation of symbol systems, not a disorder
- Augmentative or Alternative Communication (AAC): Alternative system to the speech sounds of oral language involving the physical movements of speech, such as sign language (p.268).

**Practical Strategies for Teachers:**

2. Question-asking strategies: changing the format of the question into words more suitable for the student to understand (p. 281)
3. Focus on social use of language: Make sure students understand that school language is different from home language, but that their home languages are still important to maintain.
4. Be patient: Allow students to complete their thought when speaking, even if there are disfluencies, etc.
5. Use/integrate personal narratives in communication because it helps children organize and remember events, shaping their understanding (p. 282)
Minnesota Definitions/Eligibility:
MINNESOTA RULE 3525.1343 outlines the specific categorical requirements and criteria for speech or language impairments eligibility in Minnesota (MN Dept. of Ed.).
(http://education.state.mn.us/MDE/EdExc/SpecEdClass/DisabCateg/SpeechLangImpair/index.html)

1. **Language Disorder**: A breakdown in communication as characterized by problems in expressing needs, ideas, or information that may be accompanied by problems in understanding.
   - Specific Language Impairment (SLI)
   - Early Expressive Language Delay (EELD)
   - Language-based Reading Impairment

2. **Voice Disorder (Speech Disorder)**: The absence of voice or presence of abnormal quality, pitch, resonance, loudness, or duration.

3. **Fluency Disorder (Speech Disorder)**: The intrusion or repetition of sounds, syllables, and words; prolongation of sounds; avoidance of words; silent blocks; or inappropriate inhalation, exhalation, or phonation patterns. These patterns may also be accompanied by facial and body movements associated with the effort to speak.

Speech Disorders not Defined By MN:
1. **Phonological Disorders**: Occur in children younger than 9 years of age. Cause of disorder is often unknown, but for some reason children with phonological disorders do not understand the rules for producing the sounds of their language (p. 277).
   - Phonological Awareness: Understanding of the sound structure of language. Includes the abilities to blend sounds into words, to segment words into sounds, and to otherwise manipulate the sounds of spoken language (p. 277).

2. **Motor-Speech Disorders**: Arise when damage occurs to the part of the brain that controls the voluntary muscles that make speech possible (p. 279).
   - May involve controlling speech sounds (dysarthria) or planning and coordinating speech (apraxia).
   - Often called Neurogenic Disorders of Speech

Effects on Students:
- Students struggle in academic areas of reading and writing.
- Writing/expression difficult when language difficulty is syntax (p.274)
- Reading/reading comprehension difficult when language difficulty is phonology (p.275)
- Difficulty recalling ideas presented orally
- Limited vocabulary
- Has trouble finding the right word to communicate meaning
- Difficulty using language in social interactions
- Repetition in conversation
- Inability to form some speech sounds
- Not participate in large group as readily as other children
- Affects self-confidence, self-esteem
Resources for Teachers with Students with Communication Disorders:


   -Amazon: http://www.amazon.com/Survey-Communication-Disorders-Classroom-Teacher/dp/020530804X

   -Amazon: http://www.amazon.com/Teaching-Students-With-Communication-Disorders/dp/1412939038

5) Minnesota State University, Mankato: “Net Connections for Communication Disorders and Sciences” (http://www.mnsu.edu/comdis/kuster2/welcome.html)

6) MN Speech-Language-Hearing Association: Continuing education events and opportunities (http://www.msha.net/displaycommon.cfm?an=6)

7) National Institute on Deafness and Other Communication Disorders: Student & Teacher activities (http://www.nidcd.nih.gov/health/education/Pages/default.aspx)

