

COMMUNICATION



**A handbook for people working with children
with communication difficulties**



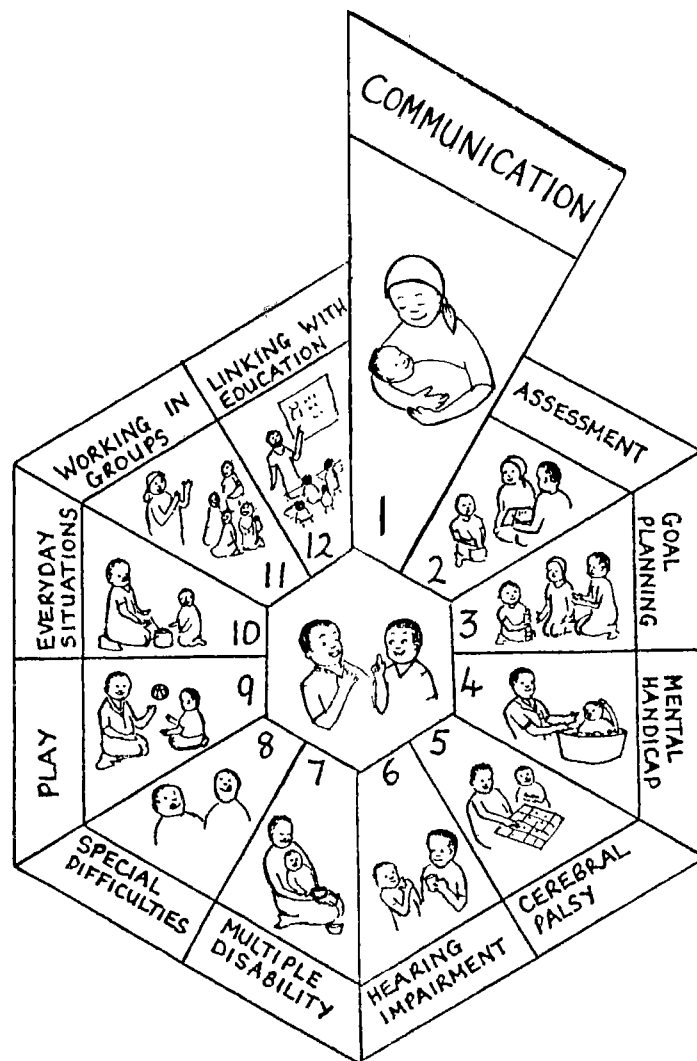
United Nations Children's Fund
New York



Rehabilitation Unit
World Health Organization
Geneva



Rehabilitation Unit
Ministry of Health, Zimbabwe



In this section we are going to cover the background information needed for working with children with communication difficulties.

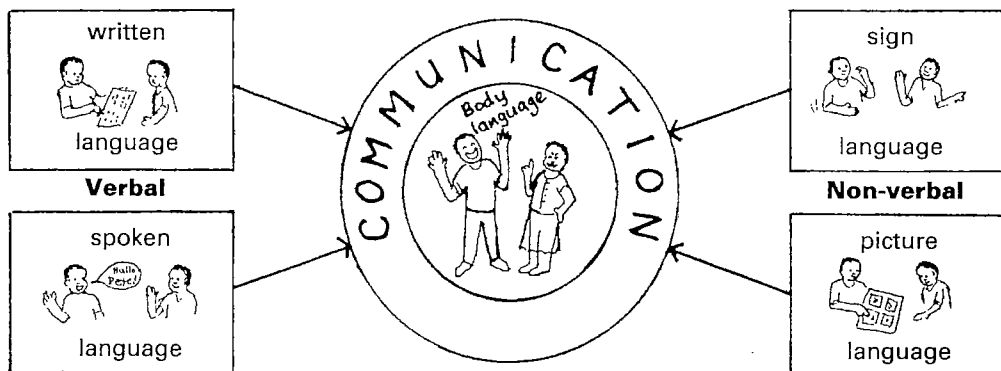
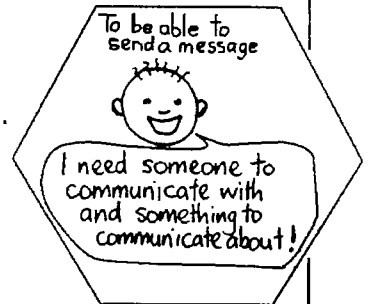
By the end of this section you should be able to

- explain all about communication
- understand the normal development of communication skills
- identify children with communication difficulties
- identify and understand the main causes of communication difficulties in children
- teach health workers and/or parents about the above subjects.

COMMUNICATION

What is communication?

- Communication between people is the sending (expression) and receiving (understanding) of messages.
- Communication involves two or more people. It cannot take place in isolation.
- We communicate using **language**. Language involves sending and receiving **meaningful** messages.
- These messages may be **verbal**, i.e. spoken, written, read; or **non-verbal**, i.e. signed, gestured, pictorial.
- "Body language" is also an important part of verbal and non-verbal communication. By body language we mean the other messages that we send through tone of voice, facial expression, body posture, etc.
- Effective communication uses a combination of verbal language, non-verbal language and body language.



Why do we need to communicate?

- Through communication we express our needs, our feelings, our ideas. We receive information and give information. In this way we establish ourselves as individuals, each with our own identity.
- Being able to communicate gives us a way of controlling what happens to us.
- Being able to communicate effectively is an important step towards building relationships and involvement in a community.

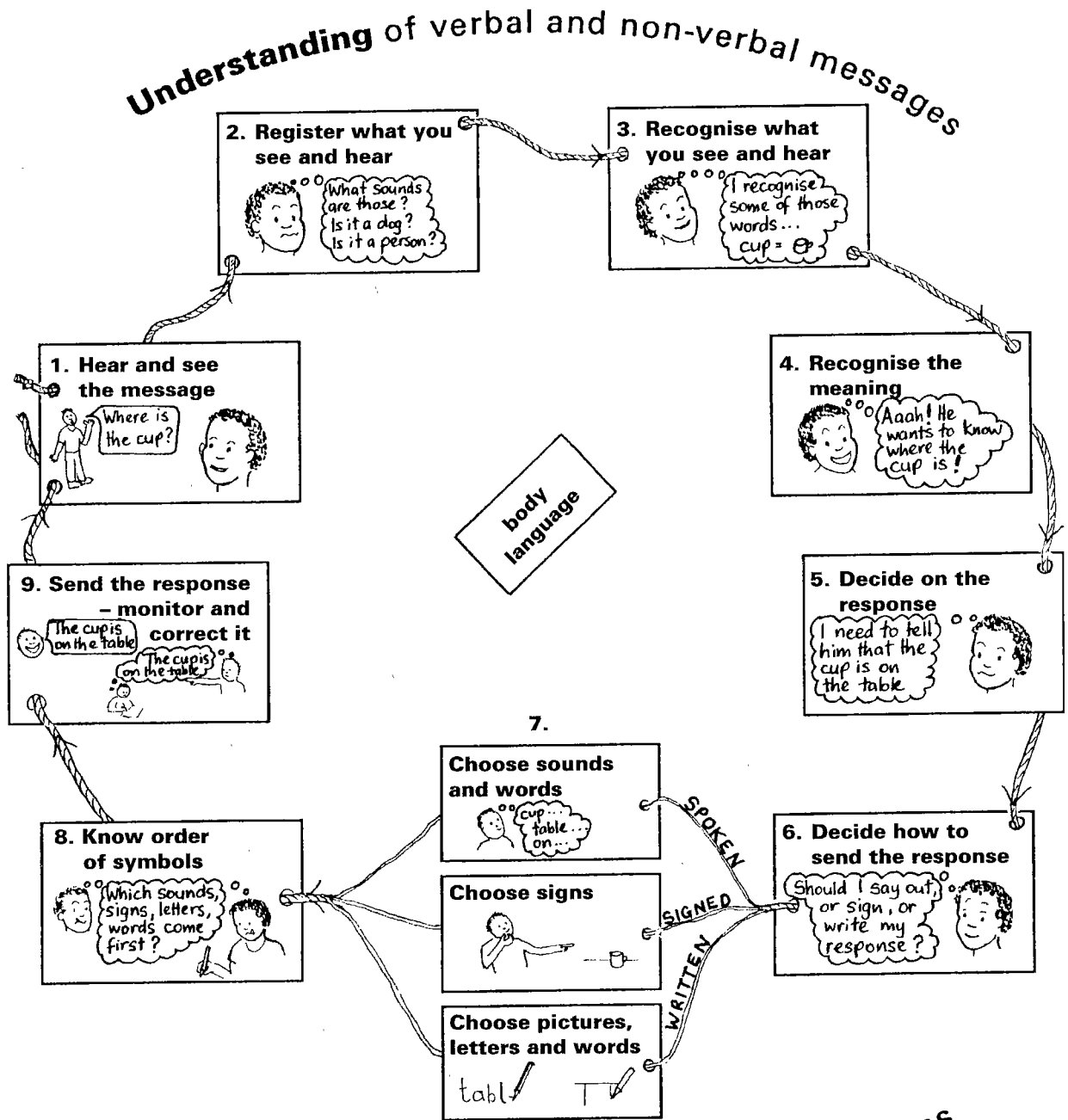
When does communication start?

- Communication starts at birth when a child first cries and the mother responds. It starts long before the child says his first words.

What are the steps involved in communication?

- Most people think of communication as being a simple process. We rarely give it a second thought, because for most people it happens easily.
- But if we really think about precisely what is involved in communication we may be surprised at just how complex the process is...

Let's have a look at all the steps involved from receiving a message to giving a reply. Here is a diagram showing all the steps. We call this **the communication cycle**.



Ah! So communication is more than just speech!

Expression using verbal and non-verbal messages

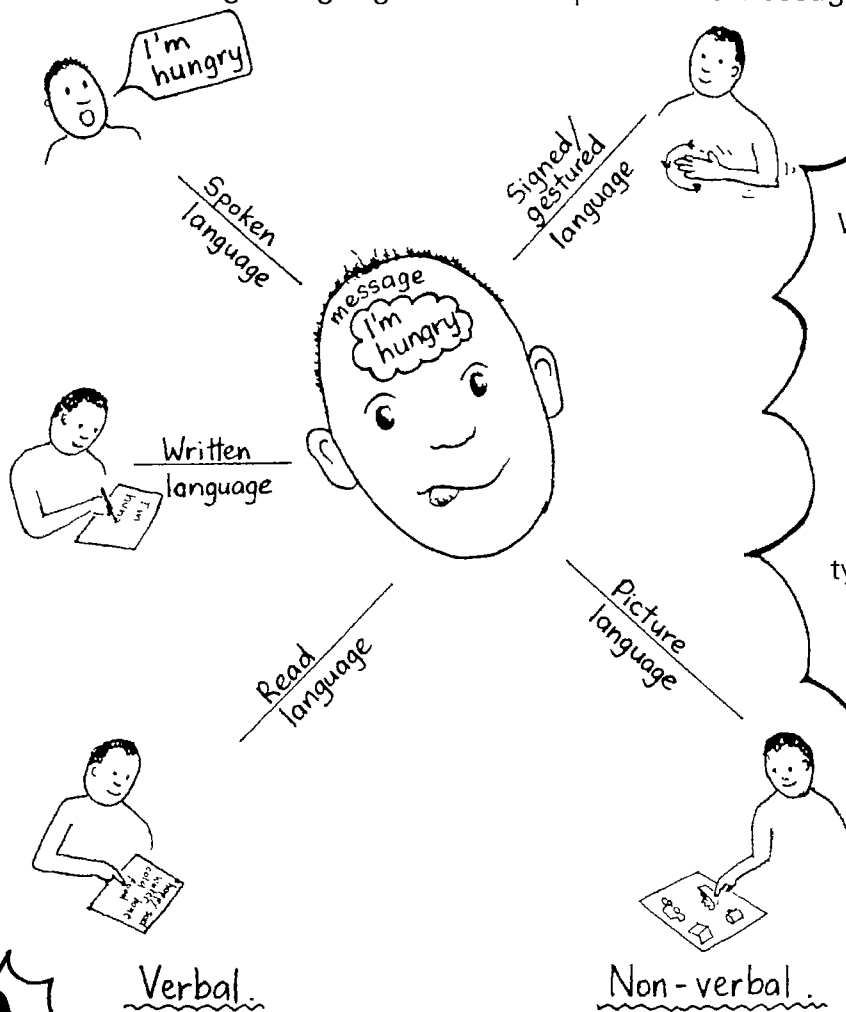
Communication difficulty

If a person has difficulty with any of the steps of the cycle, she may be slow to learn about communication or the cycle might break down completely. The difficulty might be with understanding or expression or with both.

Verbal and non-verbal language

The communication cycle depends on language. Let's have a look in more detail at what we mean by "language".

Language is the putting together of symbols to form a meaningful message that can be understood by another person. These symbols can be **verbal** (i.e. words — written or spoken) or **non-verbal** (signs, gestures or pictures). It involves **understanding** (steps 1-4 of the communication cycle) and **expression** (steps 5-10). In communication, we have a message in our heads and it is through language that we express that message to another person.

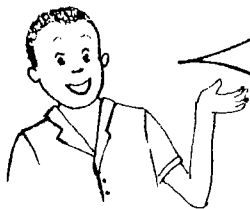


When we communicate we use a combination of all these different types of language, but usually we use one type of language more than the others. Spoken language is the most commonly used language because of its efficiency, with the other types of language playing a complementary role. Not all people can learn to use spoken language so we must remember that **all types of language can be good for communication.**

To use each of these different types of language, we need certain tools...

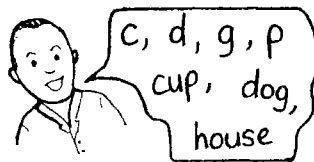
- Spoken language uses the lips, tongue, palate, voice box and lungs.
- Written/read language uses vision and hand control.
- Signed/gestured language uses arm and hand control, as well as the whole body.
- Picture language uses vision and hand control.

But **remember** — these tools alone are not enough for language — **the most important tools we need are understanding and the ability to learn.**

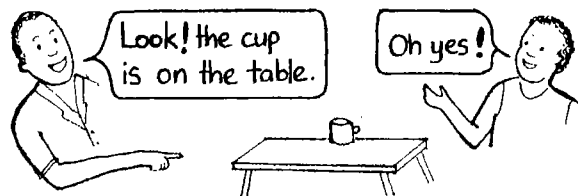


I always thought that speech and language were the same thing, but I'm starting to see that they are different. To find out why, read on....

- **Speech** is the production of sounds and the putting together of those sounds in a sequence to make a word.
Speech refers to step 9 of the communication cycle.



- **Spoken language** is the putting together of words in a sequence to make a meaningful sentence.
Speech is the medium for spoken language.
Spoken language refers to steps 1-10 of the communication cycle.



If you are still not sure about the difference between speech and spoken language, try this activity:

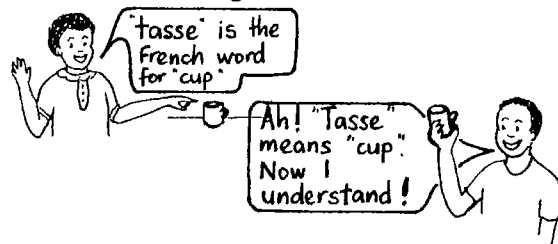
- 1 Ask a friend who speaks a different language from your own to tell you a word.
- 2 Repeat the word several times after your friend.



- 3 Notice that you can speak the word but because you do not understand the meaning of it, it is not useful to you.

Is this communication?

- 4 Now ask your friend to tell you the meaning of the word.



- 5 Notice that now you understand the meaning of the word you can use it for communication.

This is language and it is an essential part of communication.

So you see...

teaching a person to repeat words, without understanding, is not language and it is not useful for communication. A person must be able to match the words she hears to the ideas or objects they represent for those words to be meaningful language.

Body language

We have already mentioned body language. By this we mean, for example, tone of voice, posture, facial expression, style of dress. In other words, the unspoken messages that we send when we communicate.

Whether we use verbal or non-verbal communication, all of us use body language.

Did you know... that the main message in communication is sent through body language ?

No - what do you mean? Can you explain?

Well... just try this activity...

Say to your friend, "I'm very happy" but keep a sad facial expression.

Say " I'm very sad ", but put on a happy facial expression.

What does your friend believe - your face? or your words?

So you see, when we are talking people tend to believe the messages we send through body language rather than the spoken message. This shows just how important body language is in communication and in conveying a message.

Body language is an essential part of the communication cycle.

If either of the people taking part in the sending and receiving of messages does not have good body language skills, the cycle of communication is in danger of breaking down.

Having good body language skills means being good at:


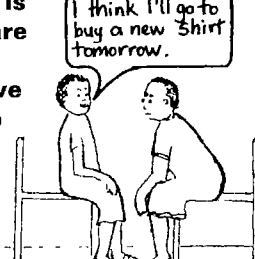




- **Listening and being interested**
- **Having eye contact**
- **Taking turns sending and receiving**
- **Using facial expression and tone of voice**
- **Positioning appropriately**
- **Talking the right amount**

Turn to the next page and try the activities which show just how important each of these skills is for successful communication.

Try this activity.

Choose a friend to have a conversation with.

During the conversation try each of the following ideas:

<p>1 When your friend talks to you, pretend not to listen to what she says, and show no interest.</p> 	<p>2 While your friend is talking to you stare closely into her eyes. Do not move your gaze – keep staring at her.</p> 
<p>3 During the conversation with your friend, talk very little. When it is your turn to speak don't say anything.</p> 	<p>4 Talk to your friend using a very loud monotonous voice.</p> 
<p>5 Sit your friend down on a chair. You stay standing very close to her. Look down at your friend and have a conversation with her.</p> 	<p>6 When talking to your friend make sure you talk most of the time. Do not give your friend a chance to speak.</p> 

After trying each of these ideas think about:

- How did **you** feel in the different situations?
- How did **your friend** feel in the different situations?



Having tried out these ideas you will have seen for yourself how quickly the communication cycle can breakdown when poor body language skills are used. Hopefully you will see, then, the importance of each of us making our body language skills as effective as possible. In this way, we play our own part in keeping the communication cycle going.

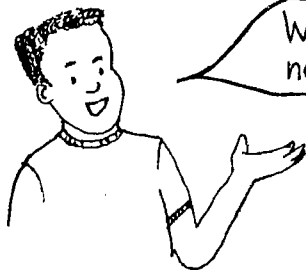
So remember:

- Listen carefully and show you are interested in what the other person is saying.
- Look at the other person when she speaks, but do not stare.
- Take your turn in conversation – neither talk too much nor too little.
- Use facial expression and tone of voice that is appropriate to what you are saying.
- Position yourself appropriately so that the other person feels at ease.
- Have a balance between being the sender and the receiver in a conversation – do not dominate a conversation.

Important points to remember about communication

- Communication starts at birth.
- Communication between people is a two-way process – it always involves two or more people.
- Communication involves sending a meaningful message and understanding the message received.
- To communicate, we use language.
- Language can be verbal or non-verbal.
- Body language is an essential part of communication.
- Spoken words used without understanding are not useful for communication.
- Successful communication involves many different steps. Breakdown in communication occurs if either of the people taking part in the process has difficulty at any step.
- For communication to be able to take place, we need someone to communicate with and something to communicate about.

NORMAL DEVELOPMENT



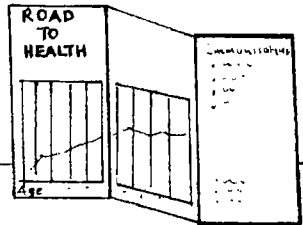
Why is it important to know about the normal development of children's communication?

Well... until we know what is normal, how can we know what is not normal? We need to know the normal stages a child goes through so that we can tell whether she has a problem or not.



That's all very well, but I thought every child developed at different rates. Isn't that right?




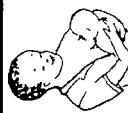
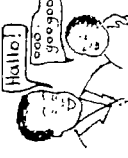




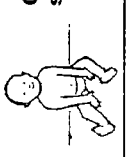




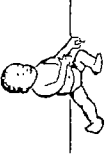

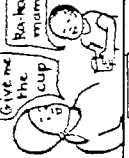
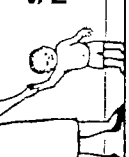



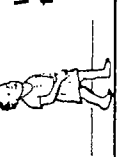
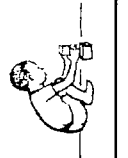
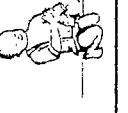

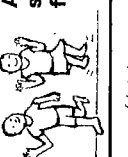
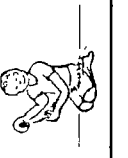





Yes, you're right - every child is different and children do different things at different times - for example, some children may start to talk at 1 year old, while others may only start to talk at 1½ years. But there is an average age at which we expect children to be doing certain things. So, for example, we expect a child to be talking by the age of 2 years, and if she is not then we would begin to wonder why. So you see, it is important that we should know the average age at which a child is able to perform certain skills so that we can notice when a child is slower to develop and when she might need help.



The "Road to Health Card"¹ shows the normal growth rates for a child. It also has a small amount of information about developmental milestones. We need to know about normal development in more detail than this though - look at the chart on the next page.

1. In Zimbabwe, each newborn child is given a "Road to Health" card on which details of their growth, immunisations and development are recorded, up to the age of 5 years.

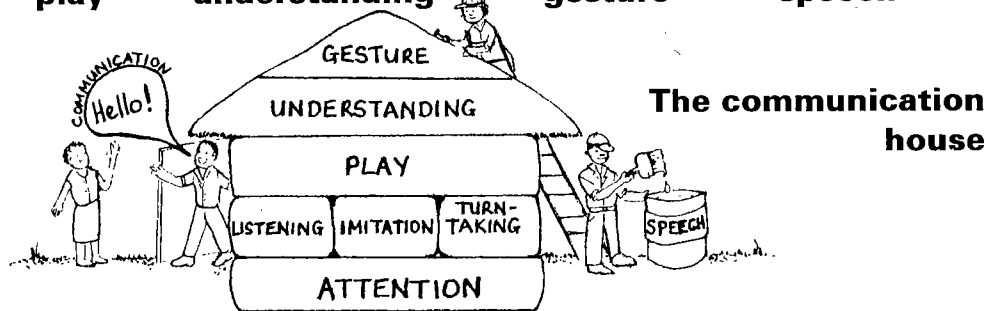
This chart shows the normal stages of development that a child goes through. We have included all areas of development, not just communication, because no area develops in isolation. Each area depends on the others.

AGE	COMMUNICATION	LARGE MOVEMENTS	VISION/FINE MOVEMENTS	ACTIVITIES OF DAILY LIVING
Birth	 Cries at birth.	 Random movements of limbs.	 Can suck well, cheeks are active, lips closed around nipple.	 Sucks breast.
3 months	 Looks towards sound of voice. Coo and gurgles when talked to. Makes eye contact.	 Can hold head up when lying on tummy. Head firm in sitting. Lies in sitting. Lies symmetrically.	 Follows objects through 180°. Brings hands to midline.	 Takes all objects to mouth.
6 months	 Turns immediately to sound of voice. Enjoys babbling. Listens to sounds.	 Can sit using own support.	 Watches, reaches and grasps toys.	 Takes all objects to mouth.
9 months	 Listens carefully to voices. Understands "no" and "bye bye". Makes a variety of sounds.	 Tries to crawl. Can twist around when sitting. Tries to pull to standing.	 Looks for fallen objects. Picks up small objects. Can transfer toys from hand to hand.	 Chews solid food. Begins to feed self.
12 months	 Understands words and simple instructions. Babbling sounds more like real speech "mama", "baba".	 Standing. May try to walk.	 Points to object in the distance. Uses pincer grip.	 Tries to drink from cup.
18 months	 Understands simple instructions. Uses several recognisable words with gestures. Waves "bye bye".	 Walks well. Squats to play.	 Enjoys pictures. Can place one object on top of another.	 Can take off simple clothes.
3 years	 Listens to stories. Takes turns in simple conversations and games. Speaks in simple sentences.	 Able to jump. Can stand on one foot for a few seconds.	 Can string large beads together. Can hold a pencil and copy a circle and a cross.	 Toilet trained.
5 years	 Can pronounce all words well. Speaks and understands like an adult.	 Hops and skips. Enjoys ball games.	 Copies letters. Can catch small balls.	 Baths and dresses self. Helps with simple work.

The ages given above are those at which children attend clinics for immunisations in Zimbabwe.

Now let's have a closer look at the normal development of communication...

- A child needs to learn many different skills to be able to communicate.
- These skills start to develop from birth when a child first cries.
- We can think of these communication skills as being like the bricks of a house.
- Just as bricks fit together to form a house, so the skills for communication develop together to enable a child to communicate using spoken language.
- The skills needed for communication are:
 - **attention**
 - **listening**
 - **imitation**
 - **turntaking**
 - **play**
 - **understanding**
 - **gesture**
 - **speech**



- These skills do not develop in isolation from each other and are dependent on each other.
- Each skill follows through its own stages of development.
- **Attention** starts to develop when a child first looks at her mother's face and develops into the ability to spend time concentrating on a single activity.
- **Listening** starts to develop when a child becomes aware of all sounds and starts to respond to them, and develops into the ability to listen selectively.
- **Turntaking and imitation** start to develop when a mother copies her baby's actions and sounds, and the baby copies her in turn. It develops into the ability to take turns in conversation.
- **Play** starts to develop when a baby enjoys herself making and listening to sounds and watching and touching faces, and develops into the ability to play complex games with rules.
- **Understanding** starts to develop when a child begins to make sense of the things she sees and hears and develops into the ability to understand adult language and complex situations.
- **Gesture** starts to develop when a child cries and wriggles her body and the mother responds, and develops into being able to use more sophisticated gestures.
- **Speech** starts to develop when a child makes cooing and babbling sounds and develops into being able to say words and sentences clearly.

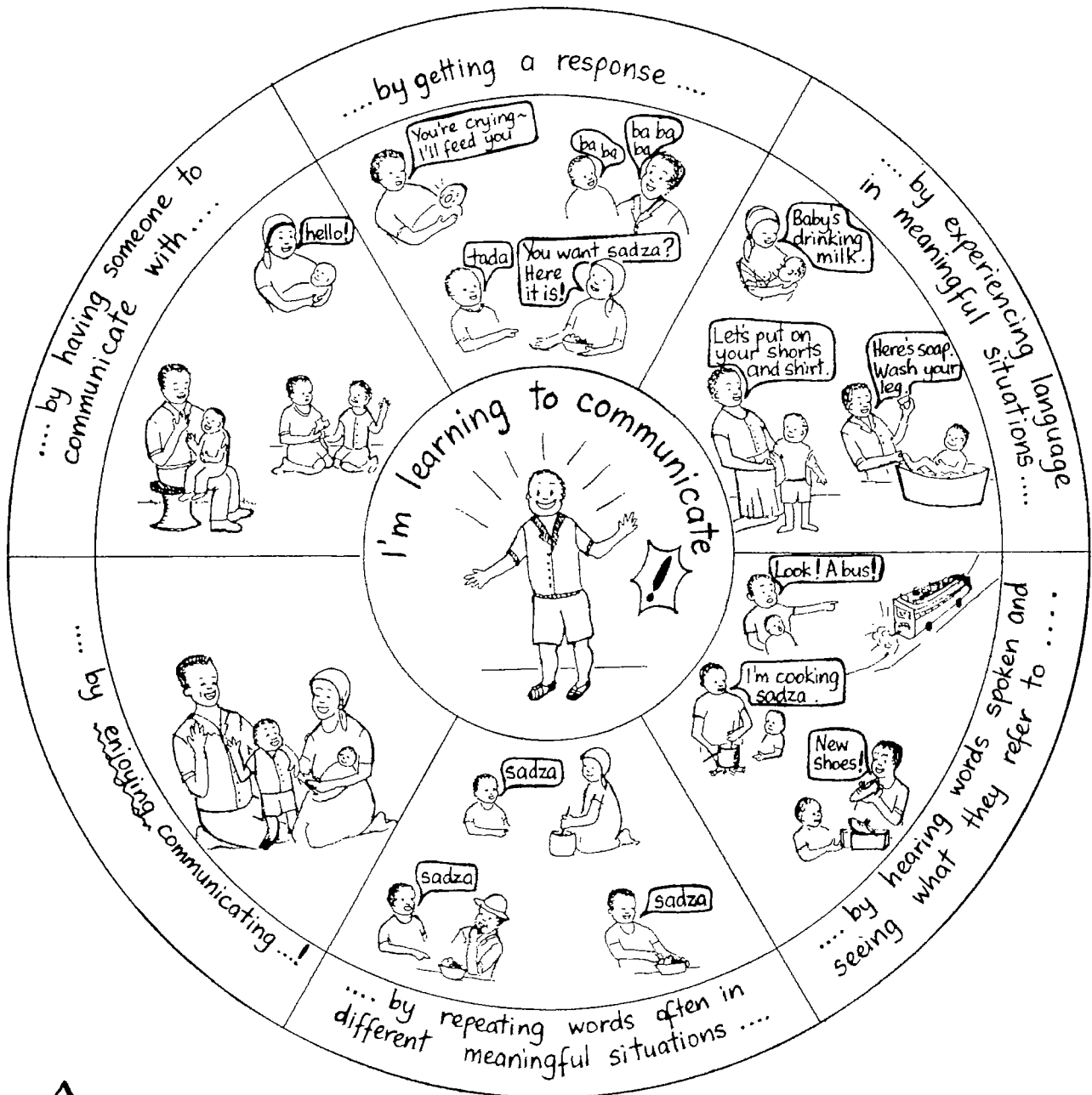


But tell me - how does a child learn the skills needed for communication?

Well... look at the next page and you'll find out....!



How a child learns the skills needed for communication...



Did you know... at birth, a child is born with the potential to learn any language, e.g. Spanish, Ndebele, Shona, English, Chinese. But the language that he will learn first will be the one that he hears spoken around him most. If a child is brought up in a family where two languages are spoken, then he will learn both those languages.

Important points to remember about the normal development of communication

- A child starts to learn about communication as soon as she is born — long before she says her first words.
- There are many skills needed for the normal development of communication.
- A child develops communication skills through everyday interactions with the people around her.
- A child begins to understand situations and words before she is able to express herself.
- The development of large movements is easily recognisable, whereas the development of early communication skills is not so obvious. We need to be very observant.
- All areas of a child's development are inter-related. If a child has difficulty in one area, this can effect the other areas.
- A child might have difficulty in just the area of communication. Sometimes though, all areas of a child's development might be delayed with some being more delayed than others.
- Each area of a child's development is equally important. If a child has difficulty in several areas of development they should receive help in each of these areas — none should be left out.
- It takes 5 years or more for a child to fully develop her communication skills.

EARLY IDENTIFICATION



As with all children with disabilities it is vitally important that children with communication difficulties are identified and given help **as early as possible**, definitely before the child is 5 years old.

Why is it important?

- Because**
- The first 5 years of a child's life are critical for developing communication skills. After this, it is very hard to improve a child's communication and he may never catch up with other children.
 - If a child is not given help early to communicate, both the parents and the child might give up trying, and the cycle of communication might break down. Our aim is to avoid this communication breakdown.
 - Language and communication skills form the basis of all future learning. For example, at school, reading and writing, making friends, being part of a community. If a child is not helped early on, these later skills will not develop and the child will be permanently disadvantaged.

What should we look out for?

In trying to identify a child with communication problems as early as possible, we should look out for the following:

- All children known to be at risk of deafness.
- Any concern on the mother's/carer's part that the child is not hearing or communicating like other children.

We should take note if the child is:

- not responding to voices or everyday sounds by 6-8 weeks.
- not showing interest in people and objects by 3-4 months.
- not using frequent tuneful babble by 10 months.
- not speaking single words by 2 years.
- not making simple sentences by 3 years.
- not using intelligible speech by 4 years.
- not forming longer, adult-like sentences by 5 years.
- not taking part in adult conversations at 6 years.

CAUSES



- So far, we've looked at
- what communication is.
 - the normal development of communication.
 - the importance of early identification.

Now we're going to look at the **main causes of communication difficulties** in children.

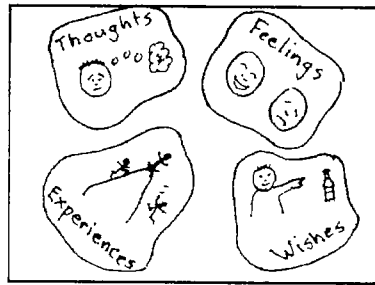
These are:

- **Hearing impairment** – If children are unable to hear well, it will be very difficult for them to learn to speak well. This is because we learn to talk by hearing people talking around us and by hearing ourselves attempting to talk.
- **Mental handicap** – Some children are slow to learn and understand about the world around them. These children will have difficulty learning the skills needed for communication.
- **Cerebral palsy** – If children do not have good control or coordination of the muscles of their body they will have difficulty performing any movements. This includes the movements needed for making speech sounds, and for talking.
- **Multiple disability** – Some children have many different disabilities and their ability to learn and understand the world around them is seriously affected by this. These children will usually only develop very basic skills in communication.
- **Special difficulties with speech** – There are some children who do not have any of the disabilities listed above, but who still have difficulties with speech. We also have to accept that sometimes we just do not know the cause of some children's difficulties.

For successful communication a child needs...



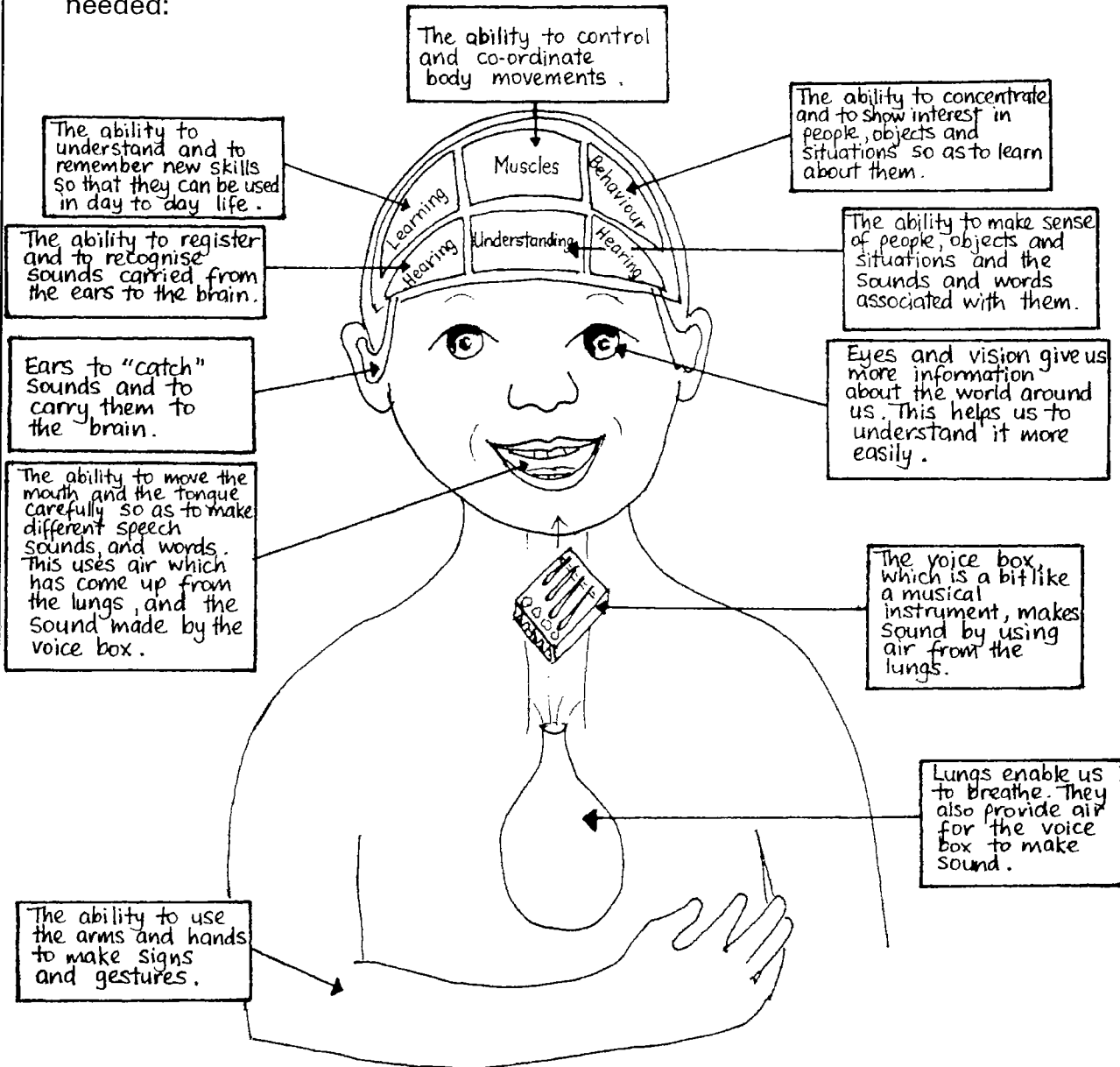
- **someone to communicate with**



- **something to communicate about**

and ● **certain sensory organs and abilities.**

Here is an illustration that shows the sensory organs and abilities that are needed:

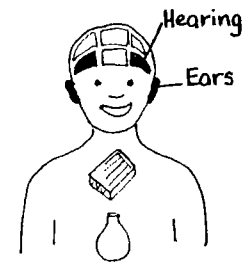


If a child has difficulty with any of the areas shown above, he will have difficulties with communication.

Let's now see how a child's sensory organs and abilities can be affected by each of the causes of communication problems.

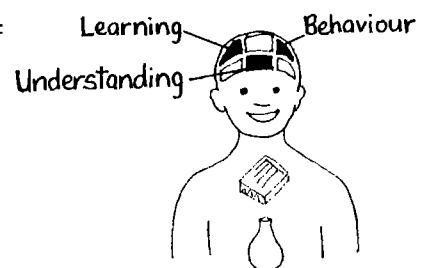
Hearing impairment results from damage to

- the "hearing centre" of the brain
- the ears.



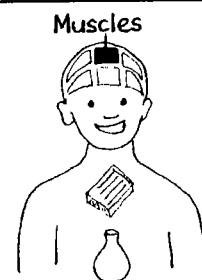
Mental handicap affects the areas of

- learning
- understanding
- behaviour.



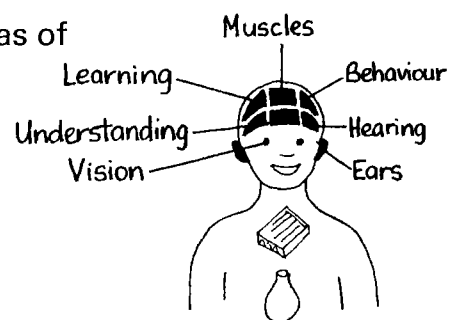
Cerebral palsy results in damage to

- the area of the brain that controls and coordinates all muscle movements, including those of the lips, tongue, palate, voice box and lungs.



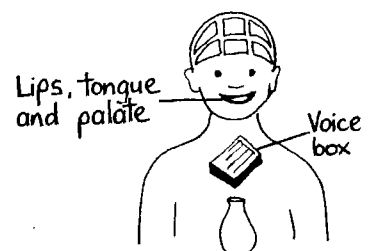
Multiple disability will affect the areas of

- vision
- understanding
- learning
- muscle control and coordination
- behaviour
- hearing.



Special difficulties may affect the areas of

- voice box
- movement of the lips, tongue and palate
- structure of the mouth



For full information about the communication difficulties associated with these different conditions, turn to the relevant section which you will find later in the handbook.

Did you know???

...**"Tongue-tie"** is not a cause of communication difficulties!



If a child is not talking, many people think that cutting the skin under the tongue will release the tongue and that the child will then talk.
This is not true.

Think about the following facts:

- The piece of skin under the tongue does not itself move the tongue. It is the muscles inside the tongue which control movement. So if a child's tongue doesn't move well, it is the muscles that have a problem, **not** the piece of skin.
- If a child does have a problem with moving his tongue (but no other problem to prevent talking) then he **will** talk but his speech won't be very clear. In other words, his language will be fine.
- Being able to move the tongue is only one of the skills needed for talking. Remember there are many other skills involved in being able to talk as well as moving the tongue.

To make this point clearer, try this activity...

- Put your tongue behind your bottom teeth.
- Now say something to your friend without moving your tongue.



You see ~ you can still talk, it's just that your speech might not be very clear.



But can cutting the tongue actually damage my child?

Yes it can! Cutting the tongue is both painful and distressing for a child. Also, if it is not done hygienically it can lead to infection. What is more, the tongue might heal badly. All of these things might actually add to your child's problem.



So you see, cutting the tongue will not help a child's communication difficulty. It is not the answer!



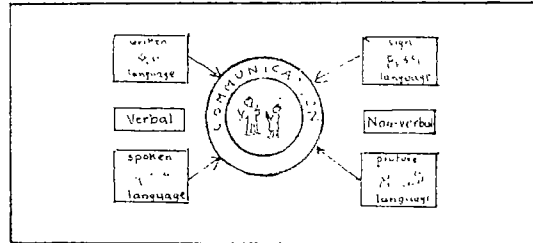
**Important points to remember
about the causes of
communication difficulties in children**

- A child needs many different abilities to be able to communicate well. If she has a problem with any of these a communication difficulty will arise.
- The more areas a child has difficulties with, the more severe will be her communication problem.
- Most often the cause of a child's communication difficulty is due to damage that cannot be seen — either damage to the brain or to the ears.
- Sometimes there may be something wrong with the structure of the child's mouth, which will be the cause of her communication difficulty.
- Tongue tie is not a cause of communication difficulties.
- Certain other factors, e.g. lack of stimulation, emotional neglect, lack of encouragement, can cause or contribute to communication difficulties in children.
- Communication difficulties are not caused by bad spirits.
- A child who has a communication difficulty can be of normal intelligence.
- Even if the cause of a child's communication difficulty is not known, the child can still be helped.

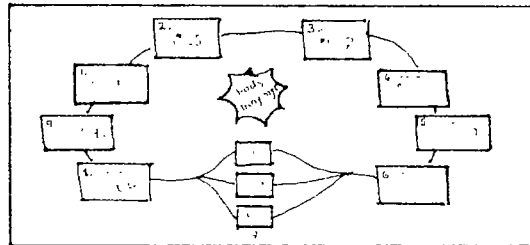
TEACHING IDEAS

Here are five teaching ideas which will help you explain the information covered in this section.

- What is communication?



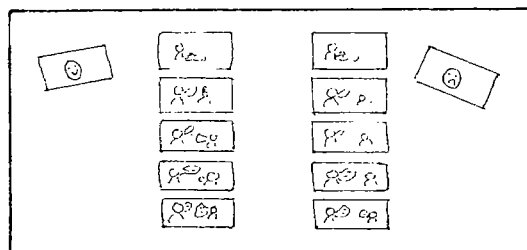
- The communication cycle



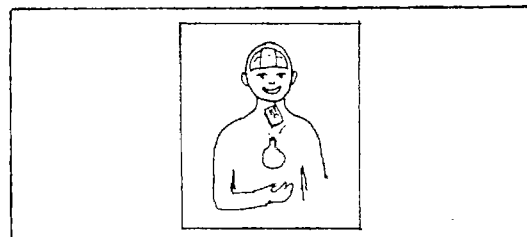
- Normal child development

AGE	Communication	Language	Fine motor	A-B
Birth
3 months
6 months
9 months
12 months
18 months
3 years
5 years

- Early identification



- The causes of communication problems



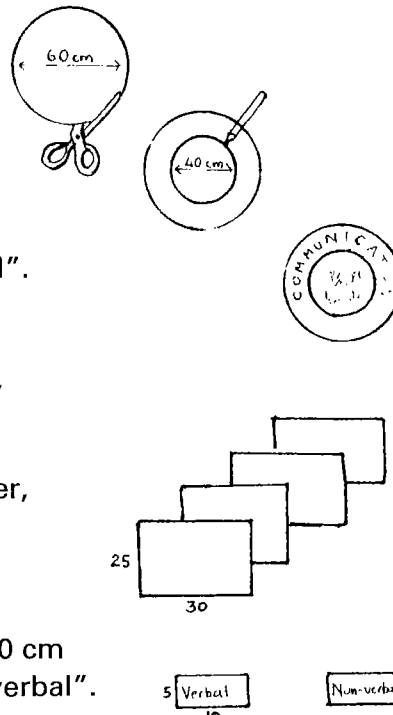
What is communication?

This is a set of posters showing all the components of communication. It can be used for teaching parents and health workers, and anyone interested in learning more about communication. The aim is to explain clearly all the different elements that make up communication.

You will need: scissors, card/paper and pens (coloured if possible)

To make the posters:

- 1 Cut out a circle, approximately 60 cm across.
- 2 Inside this circle, draw a second circle 40 cm across, leaving a border all the way round of 10 cm.
- 3 Within the border, write "COMMUNICATION".
- 4 In the inner circle, draw two people communicating with each other and show their body language. Write "body language" on them.
- 5 Cut out 4 posters from another piece of paper, approximately 25 x 30 cm. Label the posters "written language", "spoken language", "sign language" and "picture language".
- 6 Cut out 2 more posters, approximately 5 x 10 cm and label one "verbal" and the other "non-verbal".



Before you use this teaching aid, be sure that you yourself understand what communication is and what it involves (pages 1-7).

To use this teaching aid:

- Ask the group of students "What is communication?"
- Discuss their answers and stick up the poster "COMMUNICATION".
- Ask the group "What are the different ways of communicating?" As they come up with the different ways, stick up the relevant poster in its place. Put the 'verbal' posters on oneside, and the 'non-verbal' posters on the other.
- Discuss each of the different ways.
- Put up the "verbal" and "non-verbal" posters in their appropriate places.
- Once all the labels are in place, put in the inner circle. Discuss with the group how, whether we communicate verbally or non-verbally, we all communicate using body language. Talk about the importance of body language (see page 5).

When the display is complete, revise the different points again and discuss. Answer any questions.

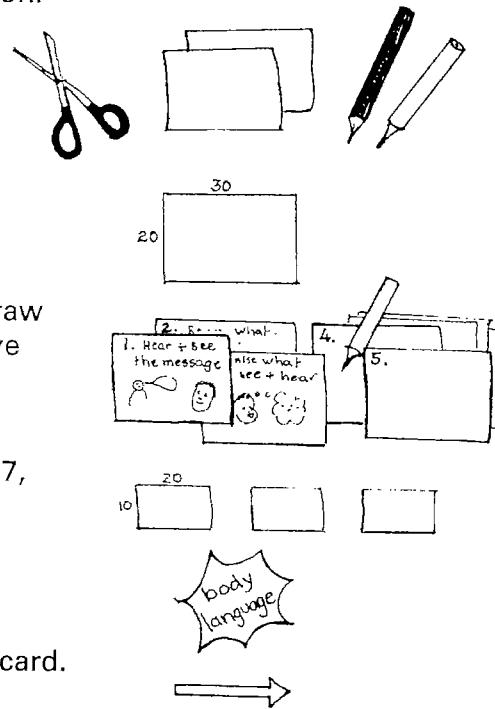
The communication cycle

This is a set of 11 cards which shows each step that is involved in sending and receiving messages. It can be used for teaching health workers and anyone interested in learning more about the process of communication. The aim is to show and explain each step that is involved in communication.

You will need : scissors, card, pens.

To make the cards:

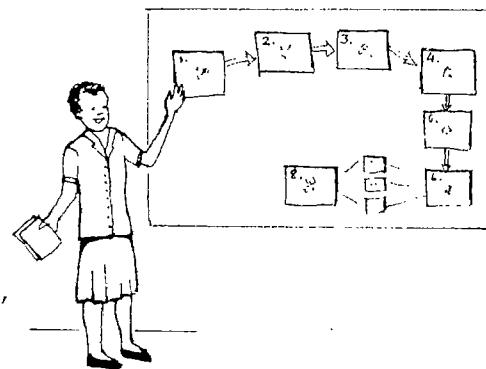
- 1 Cut eight cards, each approximately 20 cm x 30 cm.
- 2 Number each card (1-6, 8 and 9) and write the relevant words and then draw the pictures on each (as shown above and on page 2 of this section).
- 3 Cut three cards, each approximately 10 cm x 20 cm. These will form step 7, and label each card appropriately.
- 4 Cut out a "star" shape and write on it "body language".
- 5 Cut out 13 arrows from the left over card.



Before you use this teaching aid, be sure that you yourself understand what communication is and what it involves (pages 1-7).

To use this teaching aid:

- Ask the group of students "What is the very first step of the communication process?"
- When the correct answer is given, stick up card no.1 and discuss it.
- Ask, "What is the next step?" When the correct answer is given, stick up an arrow and card no. 2 and discuss it.
- Continue through each step, sticking up the arrows and the cards and discussing. When you reach step 7, discuss that there are different ways of sending a message.
- Once the cycle is complete, stick in the middle of the cycle the star, "body language". Discuss how this is central to all communication.



When the display is complete, revise each of the steps again and discuss it. Answer any questions. Stress the fact that communication is a complex process, and that a problem at any stage can result in the cycle breaking down.

Normal child development

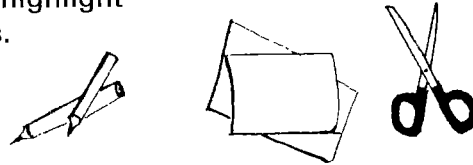
This is a game in which "teams" of students can participate. It consists of sets of cards that can be stuck onto a poster. It is based on the chart given on page 8 of this section. It can be used for teaching health workers and any one interested in learning more about normal child development. The aim is to remind the participants of the different stages of normal child development and to highlight the relationship between the different areas.

You will need: scissors, card and pens.

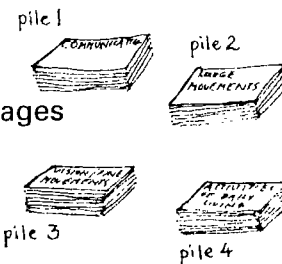
To make this game:

Make 4 sets of the following:

- 1 Make a poster, approximately 80 cm x 60 cm.
- 2 Divide the poster into five equal sections across and nine equal sections down.
- 3 Write in the headings at the top of the columns going across; and the ages on the left hand side of the poster going down.
- 4 Cut out 32 cards, each one approximately 8 x 10 cm.
- 5 Sort the cards into four piles of 8 cards:
 - pile 1 — communication
 - pile 2 — large movements
 - pile 3 — vision/fine movements
 - pile 4 — Activities of Daily Living (ADL).
- 6 Take pile 1 and write on the cards the different stages of development of communication (see page 9).
- 7 Do the same for piles 2, 3 and 4 and their areas of development.



Age	Communicate	Large Movt.	Vision/ Fine M.	A.D.L.
Birth				
3 m.				
5 m.				
9 m.				
12 m.				
18 m.				
3 yr.				
5 yr.				



Before you use this teaching aid, be sure that you yourself are familiar with the stages of normal child development (pages 9 to 12).

To use this teaching aid:

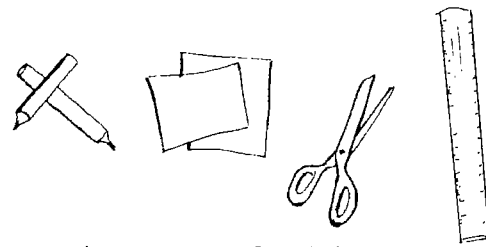
- Explain the activity to the group of students before you start.
- Divide the students up into groups of 3 or 4 people.
- Give each "team" one poster. Explain the layout of the poster to them.
- Give each team the first four cards for "communication". The students must arrange these cards on the poster in developmental order i.e. matching the cards to the ages given. When they have arranged the first four cards, give them the remaining cards for "communication" to arrange.
- Repeat the above with the cards for the other areas of development, until the poster is complete.

Each team takes part in reporting back to the whole group, the order they have chosen for their cards. Encourage any discussion that arises from this and remember to stress the interrelationship between the development of the different areas.

Early identification

This is a set of 12 posters. Each pair shows a different stage in the development of a child's speech and hearing abilities.

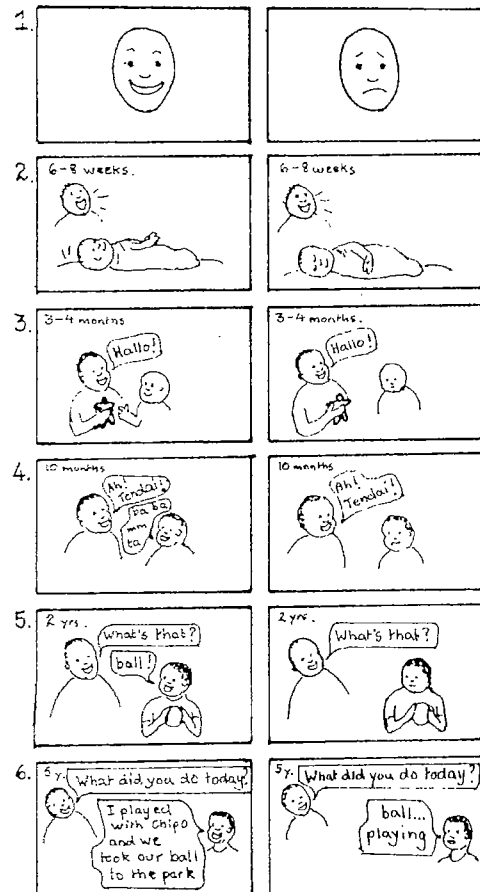
Within the pairs, one picture shows the expected response of a child, while the other shows a child who does not respond appropriately for her age. The aim is to help people identify when a child is not developing as she should be in the area of speech and hearing. It can be used with health and education workers and community leaders.



You will need: scissors, card or paper, pens, ruler, stickistuff.

To make the posters:

- 1 Cut 12 posters approximately 20 cm x 30 cm each.
- 2 Divide the posters into 6 pairs.
- 3 Pair 1: Draw a happy face and a worried face.
- 4 Pair 2: (6 - 8 weeks) Draw one child responding to voices and sounds and one child who is not responding.
- 5 Pair 3: (3 - 4 months) Draw one child looking towards sounds and showing interest in people and things, and one child who is not.
- 6 Pair 4: (10 months) Draw one child who is using frequent tuneful babble and one child who is not.
- 7 Pair 5: (2 years) Draw one child who is using single words and one child who is not.
- 8 Pair 6: (5 years) Draw one child who understands and uses clear adult language and one who does not.



Before you use this teaching aid be sure that you yourself know what to look out for in identifying a child who has a communication problem.

To use this teaching aid:

- Discuss the importance of early identification.
- Stick up the pair of posters showing the happy face and the worried face to make two columns.
- Hold up each pair of posters in turn and ask the group "Which child would you be worried about?" As the group answers correctly, stick the posters in the relevant column — either under the happy face or the worried face.

When the display is complete revise the points and discuss. Answer any questions.

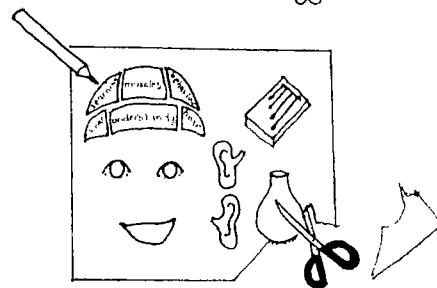
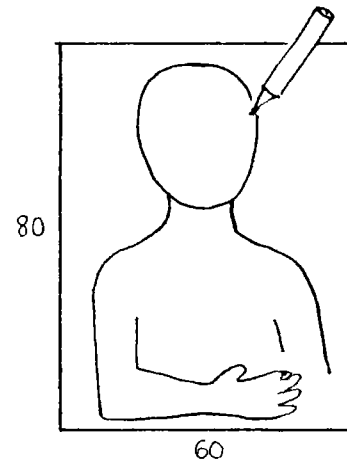
The causes of communication problems

This is a poster with parts that can be stuck on to complete a picture. It can be used for teaching parents and health workers and anyone else interested in learning more about the causes of communication problems in children. The aim is to encourage people to think for themselves about what sensory organs and abilities are needed for communication problems.

You will need: scissors, paper and pens (coloured if possible).

To make this poster:

- 1 Cut a piece of paper to approximately 80 x 60 cm. On it draw the outline of the head and shoulders of a person.
- 2 On another piece of paper draw all the different parts that will be needed to stick on to the outline.
- 3 Cut out the parts and label them appropriately. You should have 13 parts in all.



Before you use this teaching aid be sure that you yourself understand what organs and abilities are needed for communication and what can cause communication problems (pages 15 - 16).

To use this teaching aid:

- Put up the poster with the outline on a wall.
- Ask the group "What organs do you think are needed for a person to be able to communicate?"
- As they name the different parts, ask them to come to the front — give them the appropriate piece and show them where to stick it on the outline.
- Ask the person to explain to the group why that organ or ability is important for communication. Encourage any discussion around this.
- Continue as above until all the parts are stuck on and the "person" is complete.
- If you are talking to a group of parents, ask each of them, one by one, where they think their child has difficulties. Discuss this with them.
- Stress that tongue tie is not a cause of communication problems.

