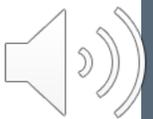


Chapter Five - Communication

By permission of Dan Turk, student in EEX 4094



Keys to
understanding the
formation of
communication
and language.

Social
communication

Joint
attention/Shared
focus

Symbolic
communication

Interpersonal
relatedness

Intentional
communication



Keys to
understanding the
formation of
communication
and language.

Intersubjective
engagement

Intention
reading

Imitative
learning

Affect sharing

Presuppositional
knowledge

Conversational
maxims



Social Communication

- “Social communication skills include the ability to vary speech style, take the perspective of others, understand and appropriately use the rules for verbal and nonverbal communication, and use the structural aspects of language.”
- ASHA - American Speech-Language-Hearing Association. (n.d.). *Social Communication Disorders: Overview*. Retrieved September 29, 2020, from <https://www.asha.org/Practice-Portal/Clinical-Topics/Social-Communication-Disorders/>



Joint Attention/Shar ed Focus

- When one person purposefully coordinates his or her focus of attention with that of another person, we refer to that behavior as “joint attention.”
- Joint attention involves two people paying attention to the same thing, intentionally and for social reasons.
- Children who are learning social and communication skills in a typical way will often show examples of joint attention from the time they are 12 months old. Joint attention is important in helping people communicate with each other all through life.
- “Mechanisms that serve joint attention enable parents and infants to achieve the social coordination necessary for language learning.”
- Moore, C., & Dunham, P. J. (2015). *Joint attention: Its origins and role in development* (p. 131). New York, NY: Psychology Press.
- UNC School of Medicine Department of Allied Health Sciences. (n.d.). *Advancing Social-Communication and Play*.
<https://www.med.unc.edu/ahs/asap/resources/about-joint-attention/>



Symbolic Communication

- “Humans appear to be the only species to have developed a complex system of signs that interrelate with one another. This form of communication—symbolic communication—is based on sign-sign relationships rather than the sign-object relationships of iconic or indexical communication. Symbolic communication relies on one-to-many mappings between a sign or symbol and that to which it may refer. The meaning of symbols depends on a mutually agreed upon cultural context.”
- Grouchy, P., D’Eleuterio, G., Christiansen, M., & Lipson, H. (2016, October 10). On The Evolutionary Origin of Symbolic Communication. Retrieved September 29, 2020, from <https://www.nature.com/articles/srep34615>



Interpersonal Relatedness

- The process of interpersonal relatedness is defined as “the capacity to establish increasingly mature, reciprocal and satisfying interpersonal relationships”
- Interpersonal relatedness and self-definition: Two primary lines of personality development.
- Blatt, S. J. (2004). *Experiences of depression: Theoretical, clinical, and research perspectives* (p. 453). Place of publication not identified: American Psychological Association.



Intentional Communication

- During the period when infants acquire the ability to engage in intentional communication, they become able to reverse roles in social games, to engage in deliberate imitation of another person's facial movements, and somewhat later to take the maternal role in play with dolls or live partners.
- Frye, D. (2014). *Children's theories of mind: Mental states and social understanding* (p. 58). New York, N.Y, NY: Psychology Press.



Intersubjective Engagement

- “Shared between persons, regularly patterned acts of common purpose form the foundation of cultural understanding, they co-create meaning. These regular action patterns and their exchange of the motives and feelings that guide them form the basis of an intersubjective, socially generated and embodied knowledge of a culture.”
- Negayama, K., Delafield-Butt, J., Momose, K., Ishijima, K., Kawahara, N., Lux, E., . . . Kaliarntas, K. (2015, January 13). Embodied intersubjective engagement in mother–infant tactile communication: A cross-cultural study of Japanese and Scottish mother–infant behaviors during infant pick-up. Retrieved September 30, 2020, from <https://www.frontiersin.org/articles/10.3389/fpsyg.2015.00066/full>



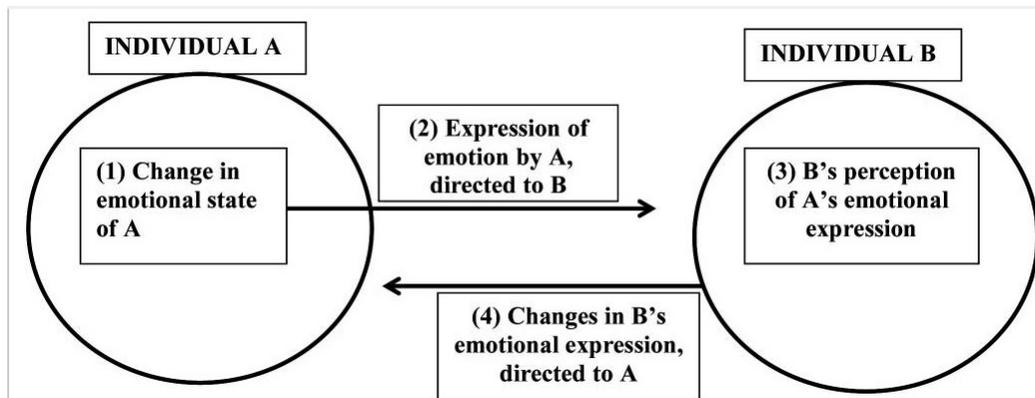
Intention Reading

- Intention reading is where children try to comprehend the intentions of adults to form some sort of linguistic communication
- Tomasello, M. (2005). *Constructing a language: A usage-based theory of language acquisition*. Cambridge, MA, MA: Harvard University Press.

Imitative Learning

- Acquiring a response by observing the response produced by others; considered to involve understanding the relation of one's own behavior to that of others.
- “Do-as-I-do.”
- Over, H., & Carpenter, M. (n.d.). Imitative Learning in Humans and Animals. Retrieved September 30, 2020, from https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1428-6_270

Affect Sharing



- The sharing of an emotion, desire, or state of feeling with another person – both verbally and non-verbally.
- Bishop, S., & Lahvis, G. (2011, October). The autism diagnosis in translation: Shared affect in children and mouse models of ASD. Retrieved September 30, 2020, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3684385/>

Presuppositional Knowledge

- Presuppositional knowledge allows speakers to provide the correct amount of information necessary to get their message across to a listener. For example, it is not necessary to say “Jim once taught children with ASD. Jim no longer teaches children with ASD.” The second sentence presupposes the first, so the first does not need to be stated explicitly.
- Lyons M. (2013) Presupposition. In: Volkmar F.R. (eds) Encyclopedia of Autism Spectrum Disorders. Springer, New York, NY.
https://doi.org/10.1007/978-1-4419-1698-3_980

Conversational Maxims

- Grice suggests that conversational maxims govern conversation. These maxims can be summarized as “be as informative as is required, say only what you take to be true, be relevant, and be perspicuous.”
- Lamarque, P. (2005). *Concise encyclopedia of philosophy of language* (p. 27). Oxford: Pergamon.



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- Lyons M. (2013) Presupposition. In: Volkmar F.R. (eds) Encyclopedia of Autism Spectrum Disorders. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-1698-3_980
- Lamarque, P. (2005). *Concise encyclopedia of philosophy of language* (p. 27). Oxford: Pergamon.