Pragmatics is More than Initiate, Maintain, and Terminate

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- I declare that aside from materials I have authored, I, or my family, do not have any financial relationship in any amount with a commercial interest whose products or services are discussed in my presentation. Additionally all Planner's involved in today's presentation do not have any financial relationship.

- Non-Financial:
  - FLASHA: VP Convention

- Financial:
  - Professional Communication Services, Inc.: President
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My Books

My Playground Problem
By Timothy P. Kowalski, M.A.,CCC
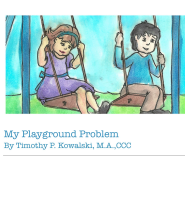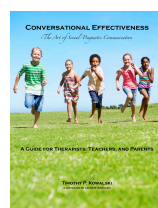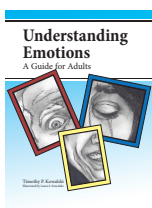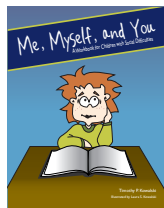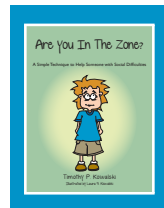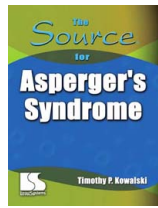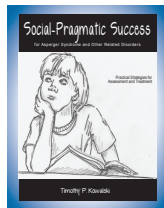
Pragmatics

the "Art of Conversation"

We only pay attention to pragmatics when it's weird
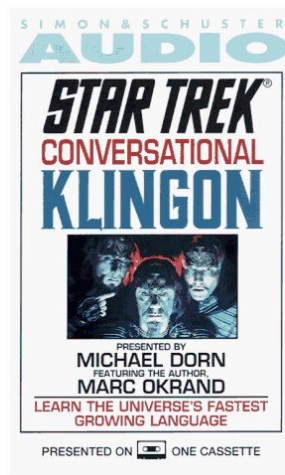
Listing pragmatic deficiencies is difficult but everyone can identify

"Zero Order Skills"

Zero Order Skills

- *Richard LaVoie*

- *Something you pay attention to because it isn't seen as correct*

When it comes to social skills, it doesn't matter what you think about yourself...

It matters what everyone else thinks of you!
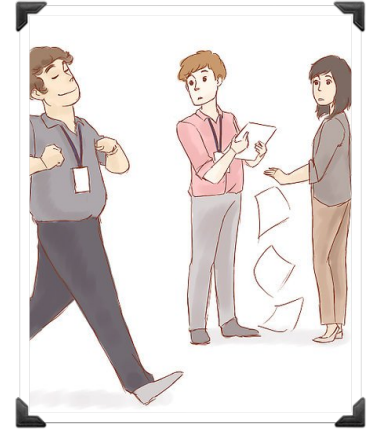
Why is it important to have good social-pragmatic communication?

Appropriate social skills require:

- *motivation to "fit in"*

- *realize messages take many forms*

- *accurately perceive situations*

- *decode information from others*

- *perform the necessary social skills*

- *recognize social feedback*

- *act upon the social feedback*

Slide 13:

- *Individuals with dysfunctional social-pragmatics have a social stigma that lasts*

- *It has an early onset*

  - *earlier than semantics and syntax*

- *Assists in generalization of traditional language therapy goals*

- *Builds confidence*

Slide 14:

How quickly do people make judgments about others?

0.5-5 seconds

Slide 15:

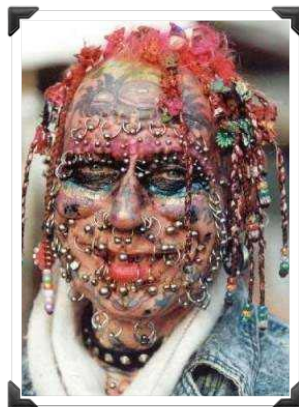And if it's negative, how many *consecutive* good interactions must we have before we change our mind about that person?

8-12

Slide 16:

What's Important?

Adolescent Viewpoint	Teacher Viewpoint
eye contact	humor comprehension
narrative	slang usage
humor comprehension	nonverbal comprehension
topic maintenance	topic maintenance
slang usage	

What's Unimportant?

Adolescent Viewpoint	Teacher Viewpoint
nonverbal comprehension	turn taking
perspective taking	perspective taking
vocal tone interpretation	logical communication
	clarification

How often do we communicate?

Yorkston, K., Eadie, T., Baylor, C., Deitz, J., Dudgeon, B., Miller, R., Amtmann, D. (2006) Developing a Scale of Communicative Participation. ASHA 2006 Annual Convention. Miami Beach.

○ *80% of waking hours are spent communicating*

   Listening

   Speaking

   Reading

   Writing

High

Low
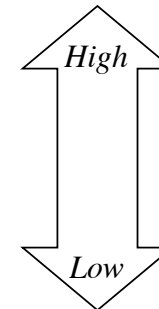
○ *Individuals who recognized the need for improved social thinking had higher salaries than those who didn't recognize the need*

Howlin, P., Alcock, J., Burkin, C. (2005). An 8 year follow-up of a specialist supported employment service for high-ability adults with autism or Asperger syndrome. Autism 9: 533-549.

○ *Those lacking social cognition had less positive employment experiences and showed more preference for solitary activities*

Jennes-Coussens, M., Magill-Evans, J., Koning, C. (2006). The quality of life of young men with Asperger syndrome: a brief report. Autism. 10: 403-414.

Social-Pragmatics:

The Foundation for
Developing Friendships

If one doesn't have adequate
social-pragmatics, friend making
can be extremely difficult

If only it were this easy
to make friends...

Pragmatic Theories

Social Learning
Interactional Approach

Social Learning

o *Key players: Vygotsky & Halliday*

o *Concept: language is viewed as being acquired through the observation of modeled events and outcomes*

o *Requires the ability to deduce from observation and apply for future social functioning*

Interactional Approach

o *Key Players: Ainsworth, Blurton-Jones, Brazelton, Bruner, Kaye, & Shaffer*

o *Concept: Children learn language through reciprocal interaction with others*

o *Based on analysis that babies have the ability to discriminate when to initiate and respond in turn-taking fashion*

Developmental Stages
of Pragmatics

Pre-school

- *Birth - 1 year:*

  - *adults provide interactional structure* Bruner, J. (1982). The formats of language acquisition. American Journal of Semiotics. 1: 155-178.

  - *synchronous adult-child interaction* Trevarthen, C. (1979). Communication and cooperation in early infancy: A description of primary intersubjectivity. In M. Bullowa (Ed.). Before Speech: The Beginning of Interpersonal Communication. Cambridge: cambridge University Press.

  - *adults recognize & reinforce proto-word usage* Snow, C. (1977). The development of conversation between mothers and babies. Journal of Child Language. 4: 1-22; Bateson, M. (1975). Mother infant exchanges: The epigenesis of conversational interaction. In D. Aaronson, & R. Reiber (Eds.). Developmental Psycholinguistics and Communication Disorders. New York: New York Academy of Sciences.

- *begins to imitate others' vocalizations and gestures*

- *cries become differentiated*

- *shows objects to others*

- *points for object recognition and show*

- *establishes connection prior to vocalizing*

- *1-2 years:*

  - *range of communicative acts expands*

  - *use of combinations of: words, objects and gestures*

  - *greater awareness of conversation in context*

  - *verbal turn-taking*

- *2-3 years:*

  - *elaboration of language forms and use of nonverbal language*

  - *development of Theory of Mind begins*

  - *turn-taking develops*

- *greater degree of conversational relevance*

- *beginnings of conversational repairs*

- *beginnings of metalinguistics*

- *3-4 years:*

  - *capable of making statements about turn-taking*

  - *requests use strategies and multi-steps ("You know the ice cream? If I'm good, can I have some?")*

- *narrative and story telling well developed* Kemper, S. (1984). The development of narrative skills: Explanations and entertainments. In S. Kuczaj (Ed.). Discourse Development: Progress in Cognitive Development Research. New York: Springer-Verlag.

- *repair strategies easily used* Sacks, H., Schegloff, E. and Jefferson, G. (1974). A simplest systemics for the organization of turn-taking in conversation. Language. 50: 696-735.

- *4-5 years:*

  - *repairs continue to be developed but clarifications frequently blame listener*

  - *justification of demands emerges*

- *greater clarification of word referents*

- *greater recognition of the listener's needs*

- *gains noted in politeness, persuasion, hints, rights (e.g. claiming and giving), justifying, & explaining*
  Tough, J. (1977). The Development of Meaning: A Study of Children's Use of Language. London: Allen & Unwin.

Early Elementary:

- *6-7 years:*
  - *use of meta-pragmatics (describing the rules of communication)*
  - *repairs continue to evolve*
- *7-8 years:*
  - *clarification correctly identifies problem*
  - *higher level narratives*

Late Elementary:

- *9 years:*
  - *clear understanding of threats and cause-effect*
  - *greater recognition of Theory of Mind*
  - *decrease in nonspecific terms (thingy)*
  - *increased tact*

- *multiple levels of politeness are understood and can be explicitly referred to* McTear, M. and Conti-Ramsden, G. (1992). *Assessment of pragmatics. In K. Grundy, (Ed.). Linguistics in Clinical Practice. London: Whurr.*
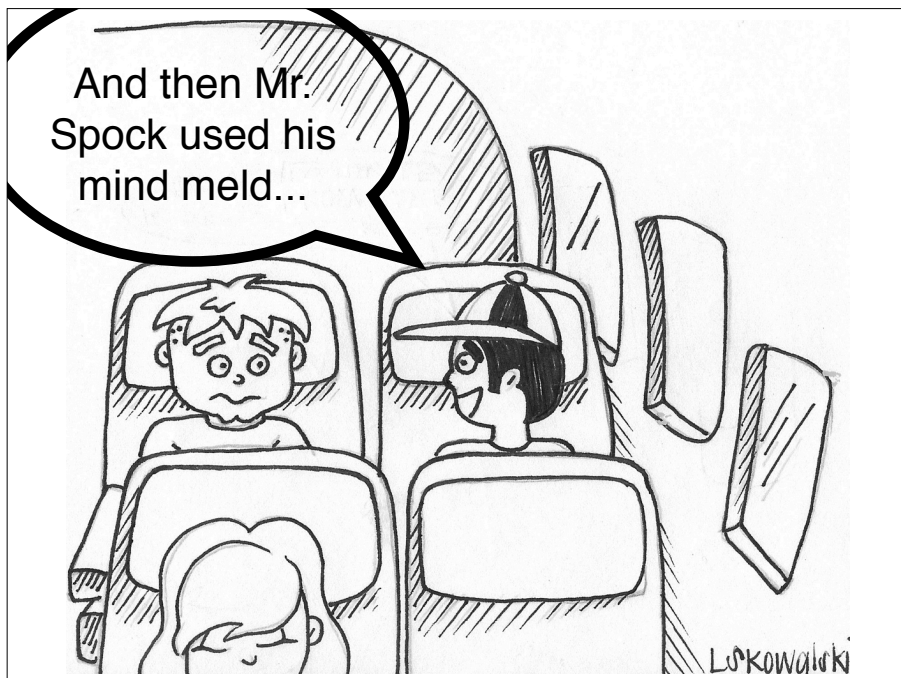
Adults:

- *complexity continues to development*

- *able to use communication in difficult situations - e.g. complaints, firing employee, initiating conversation with stranger, etc.*
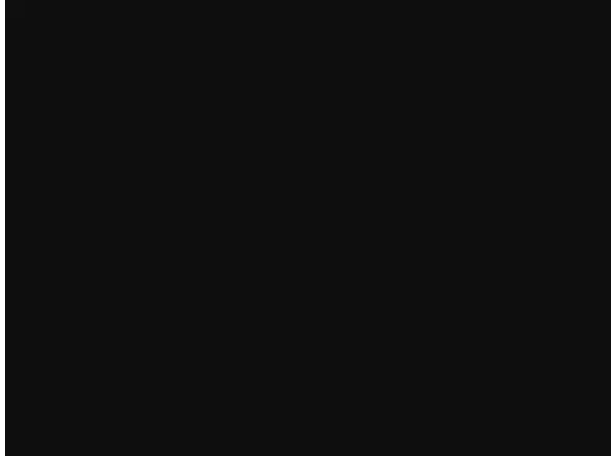
When Things Go Wrong

Characteristics of Dysfunctional Pragmatics

Anderson-Wood, L. and Smith, B. (2000). Working with Pragmatics. Bicester, Oxon UK: Winslow Press, Ltd.

- *Expressing communicative intents*

- *Conversational management*

- *Problems of presupposition*

- *Pragmatic comprehension and knowledge base*

Expressing Communicative Intent

- *does not attract attention to self*
- *does not point*
- *limited initiation of conversation*
- *ambiguous conversation*
- *echolalia*
- *perseveration*

- *poor non-verbal communication*
  - *eye signals*
  - *orientation to partner*
  - *body language*
  - *facial expression*
  - *gesture*

- *prosodic dysfunction*
  - *too loud/soft*
  - *monoloudness*
  - *inappropriate stress*
  - *inappropriate rhythm*
  - *unusual intonation*
  - *inappropriate rate*

- *unusual vocal quality*

- *semantic searching*

  - *minor hesitation*

  - *false starts*

  - *neologisms*

  - *circumlocution*

Conversational Management

- *poor interaction skills*
- *poor attention and listening*

  - *ADD or IDGAS?*

- *poor turn taking (verbal & nonverbal)*
- *minimal turn taking*
- *avoiding conversation*

- *reduced speech acts*

  - *restricted range*

  - *overuse of a single style (e.g. questions)*

  - *inappropriate use*

- *dysfunctional organization and relevance*
  - *minimal interest in topic*
  - *illogical sequence*
  - *incoherence*
  - *reduced cohesion*
  - *excessive attention to extraneous detail*
    - *central coherence*

- *dysfunctional topic management*

  - *poor introduction of topics*

  - *poor topic maintenance*

  - *inappropriate relevance*

  - *restricted interest*

  - *poor termination of conversation*

- *dysfunctional topic repair*

  - *failure to request clarification*

  - *failure to indicate non-comprehension*

  - *failure to supply clarification*

  - *failure to initiate repairs*

- *dysfunctional interactive style*

  - *rudeness*

  - *inappropriate style for setting*

  - *pedantic*

  - *overuse of cliches & utterances*

  - *hesitancy/too rapid in responding*

Presupposition
(assumption of what others are thinking)

- *ignoring listener's perspective*
- *no tact*
- *lack of empathy*
- *providing too much/little information*
- *intermingling of new information with old*
- *using more generals than specifics*

- *reliance upon nonspecifics (e.g. "it, thing")*

- *overly formal language*

- *inability to use narratives*

- *inability to use modal verbs (e.g. "can, shall, will, dare, must, may")*

- *tendency to ramble*

- *reduced use of metaphors, irony, humor, idioms*

- *use of jargon*

- *word substitution (e.g. "pork" for "fork" or "hand" for "foot")*

- *tendency to be repetitive*

Comprehension and Knowledge Base

- *reduced ability to decipher the world around him*
  - *central coherence*
- *poor inferencing*
- *hyper-literality*
- *confusion of referents during conversation*

- *inability to monitor own comprehension*

- *inability to comprehend the intention of others*

- *inability to comprehend facial expressions*

- *poor sense of time and temporal language*

- *inability to use spatial language*

reduced comprehension of narratives

reduced ability to comprehend irony, humor, metaphors, and idioms

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Assessing Social-Pragmatic Communication

Forget about using standardized tools

they simply don't address FUNCTIONAL use

What does 72% pragmatic effectiveness mean?

Inherent Problems:

- *lack of normative data*
- *subjectivity of observation*
- *definition of "What is acceptable behavior?"*
- *partner's impact on student*
- *setting*

- *student's lack of ability versus failure to demonstrate ability*
- *context and it's effect on performance*
  - *it has immense implications on assessment*

Complexity of Context

- *cultural mores*
- *environmental situation*
- *demands of a specific activity*
- *role and code-shifting*
- *relationships and impact of prior events*

- *current state of relationship (e.g. the mom who helped her daughter using Craig's list)*
- *knowledge of the partner*
  - *strangers are harder to engage than friends*

- *topic knowledge*

- *linguistic context*

  - *deleting mutually known information*

- *inferential context*

  - *one must understand the partner's intent*

Communication Assessment

- *nonverbal communication*
- *non-literal language*
- *speech prosody*
- *social-pragmatic communication*

- *Recommended nonverbal communication procedures:*

  - *eye gaze*

  - *gestures*

Does this guy "get it?"

Watch the lady's expression - what's her "take" of this guy?

Would a standardized test
determine his problem?

○ *Recommended non-literal procedures:*

  ○ *metaphor*

  ○ *irony*

  ○ *absurdity*

  ○ *humor*

Pragmatics plays a critical role in
social interaction

Analyze the social dynamics in the following video

- *Recommended speech prosody procedures:*

  - *melody*

  - *volume (loudness)*

  - *stress*

  - *pitch*

- *Recommended social-pragmatic communication procedures:*

  - *turn-taking*

  - *cues & prompts*

  - *social-conversational rules*

  - *conversational coherence*

  - *reciprocity*

Tools Appropriate for Preschool

- *Halliday's Functions of Language*
  Miller, J. (1981). Assessing Language Production in Children. Baltimore, MD: University Park Press.

- *Preverbal Communication Schedule*
  Kiernan, C. and Reid, B. (1987). Pre-Verbal Communication Schedule. London: NFER-Nelson

- *Communication Intentions Inventory*
  Coggins, T. and Carpenter, R. (1981). The communicative intention inventory: A system for observing and coding children's early intentional communication. Applied Psycholinguistics. 2: 235-252.

- *Pragmatics Profile of EarlyScales*

  Gutfreund, M. (1989). Bristol Language Development Scales. Windsor: NF

- *EcoScales*

  MacDonald, J. and Gillette, Y. (1986). Ecological Communication System. San Antonio: Harcourt Brace Jovanovich, Inc.

- *Pragmatics Profile of Early Communication Skills*

  Dewart, H. and Summers, S. (1995). The Pragmatics Profile of Communication Skills in Childhood. Windsor: NFER-Nelson

- *Bristol Language Development Scales*

  Gutfreund, M. (1989). Bristol Language Development Scales. Windsor: NFER-Nelson.

Tools Appropriate for K-Adults

- *Dore's Conversational Acts*

  Stickler, K. R. (1987). Guide to Analysis of Language Transcripts. Eau Claire, WI: Thinking Publications.

- *Fey's Pragmatic Patterns*

  Fey, M.E. (1986). Language Intervention with Young Children. San Diego, CA: College-Hill Press.

- *Tough's Functions of Language*

  Tough, J. (1977). The Development of Meaning: A Study of Children's use of Language Skills. London, UK: Allen and Unwin.

- *Prutting Pragmatic Protocol*

  Prutting, C. and Kirchner, D. (1987). A clinical appraisal of the pragmatic aspects of language. Journal of Speech and Hearing Disorders, 52, 105-119.

- *Muir's Informal Assessment for Social - Communication*

  Muir, N., Tanner, P. and France, J. (1992). "Management and Treatment Techniques: A Practical Approach", edited by R. Gravell, and J. France, Speech and Communication Problems in Psychiatry. San Diego, CA: Singular Publishing Group, Inc.

- *Halliday's Functions of Language*

  Miller, J. (1981). Assessing Language Production in Children. Baltimore, MD: University Park Press.

- *Pragmatic Rating Scale*

  Anderson-Wood, L. and Smith, B. (2000). Working with Pragmatics. Oxon, UK: WinslowPress, Ltd.

- *Interaction Record*

  Anderson-Wood, L. and Smith, B. (2000). Working with Pragmatics. Oxon, UK: WinslowPress, Ltd.

- *Evaluating Communicative Competence: A Functional Pragmatic Procedure*

  Simon, C. (1986). Evaluating Communicative Competence: A Functional Pragmatic Procedure. Tucson: Communication Skill Builders

- *The Behavioral Inventory of Speech Act Performances (BISAP)*

  Lukas, E. (1980). Semantic and Pragmatic Disorders: Assessment and Remediation. Rockville: Aspen.

- *Edinburgh Functional Communication Profile*

  Skinner, C. Wirz, S., Thompson, I. and Davidson, J. (1984). Edinburgh Functional Communication Profile. Bicester: Winslow Press

- *Communicative Partner Profile*
  Anderson-Wood, L. and Smith, B. (2000). Working with Pragmatics. Oxon, UK: WinslowPress, Ltd.

- *Directing Discourse*
  Blank M, Marquis MA, Klimovitch M : Directing Early Discourse, Communication Skill Builders, Tucson, AZ, 1995

Conversational Effectiveness Profile-Revised

Kowalski, T. (2010) Social-Pragmatic Success. Orlando: Professional Communication Services, Inc.

- *observational rating scale comprised of 3 domains:*

  - *social interaction*
  - *social communication*
  - *social-emotional regulation*

Be aware of the role Theory of Mind plays in social-pragmatics

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Theory of Mind

The ability to be aware of, and make judgments of others and realize they are aware of, and making judgments of you

That's why no matter how much you want to, you will never do this right now!

Deficits Related to ToM

Myles, B. and Southwick, J. (1999). Asperger Syndrome and Difficult Moments. Shawnee Mission, KA: Autism Asperger Publishing Co.

- *difficulty explaining own behaviors*

- *difficulty understanding emotions*

- *difficulty predicting the behavior and emotional states of others*

- *problems understanding the perspectives of others*

- *problems inferring the intentions of others*

- *lack of understanding that behavior impacts how others think and/or feel*

- *problems with joint attention and other social conventions*

- *problems differentiating fiction from fact*

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Thank you for coming.

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