Communication Disorders

Chelsea Johnson,
Cortney Jones,
Amber Cunningham,
and Dylan Bush
Definition

- Communication disorders- impairments in the ability to use speech or language to communicate.
- Communication function- acts of communication such as requesting, rejecting, commenting, arguing and reasoning.
- Language disorders- problems in comprehension and expression.
- Speech disorders- impairments in the production and use of oral language.
Prevalence

- Communication disorders is difficult to establish because they are extremely varied, sometimes difficult to identify, and often occur as part of other disabilities such as MR, brain injury, learning disability, or autism.
- About a million children or 1/5 of all children who are identified for special education receive services for speech or language disorders.
  - Speech-language therapy is one of the most frequently used services.
    10-15% of pre-k students have speech disorders
    6% elementary and secondary students
    2-3% pre-k have language disorders
    1% of school age population
Concerns with Classifying

- Some students have been classified with communication disorders because of their cultural heritage or language patterns, which is causing increasing concern in the classroom for teachers and speech language specialists.

- Another growing concern is teaching children who are learning English as their second language.
  - The children are only using English in the classroom and speaking their language when they are at home.
Language Disorders

- It is not understood exactly how or why children learn the language they speak, but they do know exactly how language development is related in a general way to physical maturation, cognitive development, and socialization.

5 Subsystems
- Phonology
  - Sounds
- Morphology
  - Word forms
- Syntactical
  - Sentence structure
- Semantics
  - Word meanings
- Pragmatics
  - Social use of language
Six Theories

- Language learning depends on brain development and proper brain functioning.
- Language learning is affected by consequences of language behavior.
- Language can be analyzed as inputs and outputs related to the way information is processed.
- Language is acquired by a biological process that dictates rules governing the form, content, and use of language.
- Language is one of many cognitive skills.
- Language arises from the need to communicate in social interactions.
Classification of Language Disorders

- **Primary Language Disorders**
  - Specific language impairment (SLI)
  - Early expressive language disorder (EELD)
  - Language-based impairment

- **Secondary Language Disorders**
  - A language disorder that is caused by another disorder or disability, such as MR, hearing impairment, or brain injury.
Speech disorders - oral communication that involves abnormal use of the vocal apparatus, is unintelligible, or is so inferior that it draws attention to itself and causes anxiety, feelings of inadequacy or inappropriate behavior in the speaker.

- **Phonological Disorders**
  - Phonological awareness - the ability to bend sounds into words, to segment words into sounds, and to manipulate the sounds of spoken words in other ways.

- **Articulation Disorders**

- **Voice Disorders**

- **Fluency Disorders**
  - Stuttering is most common

- **Motor-speech Disorders**
  - Dysarthria - difficulties in controlling muscles in the articulation because of brain damage.
  - Apraxia - inability to plan or coordinate speech
Assessment

- Difficult and complex
- Done by testing, developing scales, and behavioral observations
- The assessments are meant to determine is as much detail as possible, what the child’s current language abilities are and to observe the ease and speed with which the child learns new language skills
Educational Considerations

- Teachers must facilitate the social use of language by making a smooth or easy transition of language learning.
- Teacher, Speech Specialist, Special Ed teacher, and parents- All responsible for students language learning
- Asking questions- Teachers must give accurate and a sufficient amount of information of the question to receive an accurate answer from the student.
Early Intervention

- Two primary reasons: 1. The older the child is, the smaller the chances are to acquire effective language. 2. Without functional language, the child cannot become a true social being.
- Communication is the foundation of academic and social learning.
- IFSP (Individualized family service plan) - involves the family in child’s disability and extends the role of the parent(s).