

COMMUNICATION SKILLS PROGRAM

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Summary Content And General Behavioral Objectives

The *Communication Skills Program* is designed to help the handicapped person achieve his or her maximum individual potential for independence in *several areas of functional expressive and receptive verbal communication, and in writing basic personal information*. The habilitation professional must encourage the client to accurately identify body parts; to correctly respond to a variety of commonly used prepositions, adjectives, and adverbs important to know for following and giving directions; to verbally state frequently requested personal information; to apply standard verbal etiquette forms to social interactions; and to write his or her name, address, and telephone number independently. At the same time, parents and others responsible for the client must be encouraged to support and compliment the use of newly acquired communication skills, provide a genuinely accepting speaking environment, and *do less and less talking on the client's behalf* as he or she demonstrates more and more competence in the use of language.

The *Communication Skills Program* develops the following skill training areas (sections):

- I. Verbal Communication
- II. Basic Social Interacting And Etiquette
- III. Writing Basic Personal Information

The *Communication Skills Program* expands the following general behavioral objectives:

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|---|----------------------------------|
| I. Verbal Communication | 48 Skills (456 Tasks) |
| <input type="checkbox"/> To develop identification of body parts , including parts of head, torso, arms, hands, legs, feet, major organs of the body . . . | |
| <input type="checkbox"/> To develop correct responses to function words , including left, right, up, down, on, off, in, out, under, over, around, through, above, below, behind, in back of, in front of, on top of, next to, between, side, beside, outside, inside, before, after, first, middle, last, every other, forward, backward, toward, away from, same, different, whole, half, part, pair, some, many, several, few, all, none, most, least . . . | |
| <input type="checkbox"/> To develop correct responses to comparisons , including the positive, comparative, and superlative forms of words related to size, proximity, width, height, length, weight . . . | |
| <input type="checkbox"/> To develop the skill of stating basic personal information upon request, including first, middle, and last names, address, telephone number, birthdate, names of family members; sex and marital status information . . . | |
| <input type="checkbox"/> To develop the skill of verbally relaying simple messages . . . | |
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II. Basic Social Interacting And Etiquette |
19 Skills (364 Tasks) |
| <input type="checkbox"/> To develop basic, everyday social interaction skills , including <i>associated verbal etiquette forms</i> and <i>role-playing</i> for borrowing the property of others, asking permission to act, asking for clarification, asking for and offering assistance, holding doors open for others, greeting and taking leave, introducing self and others, expressing sympathy, apologizing, declining, disagreeing, responding appropriately to compliments, | |

II. Basic Social Interacting And Etiquette (Cont.)

expressing compliments and congratulations, applauding, interrupting others, getting past someone, getting strangers' attention . . .

III. Writing Basic Personal Information

26 Skills (1109 Tasks)

- ☐ To develop **identification of name in written form**, including first, middle, and last names, nickname, identification of name from typed, hand-printed, and cursive lists of names . . .
- ☐ To develop **printing-name skills**, including printing first, middle, and last names, printing using written cue and from memory . . .
- ☐ To develop the skills of **cursively writing name**, including cursively writing first, middle, and last names, writing using written cue and from memory, writing signature . . .
- ☐ To develop **signature usage skills**, including knowing when and when not to sign documents and other forms, knowing where to sign on forms, adjusting signature size to fit available space . . .
- ☐ To develop **writing address and telephone number skills** . . .
- ☐ To develop the skill of **writing basic personal information on forms**, including complete name, address, and telephone number, reading key indicator words such as *name, street address, city, state* . . .
- ☐ To develop **envelope usage skills**, including writing name and address of addressee, writing return address, inserting printed matter into envelopes, sealing envelopes, affixing postage stamps, opening envelopes with and without use of letter opener . . .
- ☐ To develop **basic personal correspondence writing skills**, including basic elements of a letter (date, salutation, body, complimentary close, and signature) and their appropriate placement on paper; reasonably correct grammar, spelling, punctuation, and spacing . . .