

Bridging the Communication Gap Between Diverse Communities



**Whakataka te hau ki te uru
Whakataka te hau ki te tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tīhei mauri ora!**

Cease the winds from the
west
Cease the winds from the
south
Let the breeze blow over the
land
Let the breeze blow over the
ocean
Let the red-tipped dawn
come with a sharpened air.
A touch of frost, a promise of
a glorious day.

Why people are hard wired to 'click' -

Synchronicity and the Social Tuning of Compassion

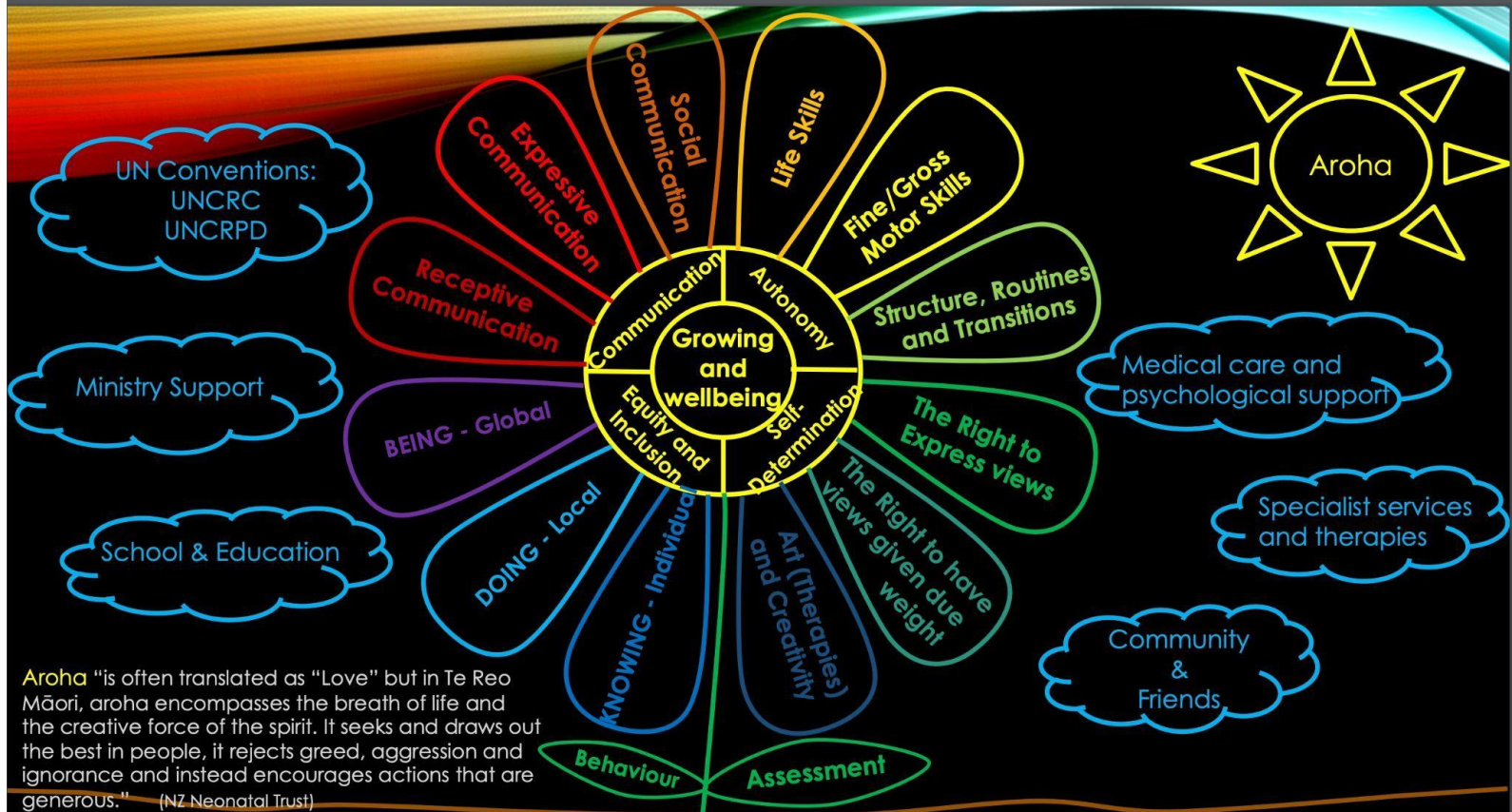
https://www.researchgate.net/publication/51058698_Synchrony_and_the_Social_Tuning_of_Compassion

Do neurodiverse students have deficits with their social communication skills?
What are the barriers to crossing the bridge for both neurotypical and neurodiverse students?
How can teachers facilitate communication between diverse groups of students?



Research and Theory

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Aroha "is often translated as "Love" but in Te Reo Māori, aroha encompasses the breath of life and the creative force of the spirit. It seeks and draws out the best in people, it rejects greed, aggression and ignorance and instead encourages actions that are generous." (NZ Neonatal Trust)

An Intervention to develop Social Communication Skills

with ORS funded students - at WHS

– led by MoE Speech Language Therapist Ange Catterick

Action -

Trialling an intervention around developing social communication skills for the 6 junior ORS funded students.

Outcomes: Just this term, a whānau mentioned the noticeable development in their young person talking and interacting with them at home

Challenges arising – post Action

The neurodiverse students were ready and willing to communicate but the neurotypical students did not want to or did not know how to socially communicate.



Understanding

The Double Empathy problem. - **“when people with very different experiences of the world interact with one another, they will struggle to empathise with each other. “Milton (2018)**

“When there are communication disconnects between the two groups (Autistic and neurotypical people), it tends to be a mutual hiccup rather than an autistic-specific problem”.

“Neurodiverse students are more comfortable interacting with neurodiverse students. The same applied to neurotypical students”.

Solutions

“The importance of autistic-led spaces, spaces where autistic people can be comfortable amid themselves and talk to other autistic people, is important in schools”

“This is not isolating people into groups, it is providing support’.
(Crompton, 2019)

Rosa, D. R. S., 2019 May 28, *The problem with Autistic Communication is non-autistic people: A conversation with Dr Catherine Crompton.*

Thinking Guide to Autism.

<https://thinkingautismguide.com/2019/05/the-problem-with-autistic-communication.html>

Milton, D., 2018 March 2, *The Double Empathy Problem.* National Autistic Society.

<https://www.autism.org.uk/advice-and-guidance/professional-practice/double-empathy>

3.2.2.7 Socialisation goals should be included in all individual education plans.

3.2.2.3 Social interventions should take place in natural settings and within natural activities as much as possible.

3.2.2.4 Interventions using carefully trained and supported typically developing peers should be encouraged.

https://www.health.govt.nz/system/files/documents/publications/nz-asd-guideline-aug16v2_0.pdf

Alton-Lee (2003) states that:

“student friendship patterns and peer status were directly shaped by the teacher’s instructional design, task format, task management, the rationale for group membership and grouping practices.”

p50 This was based on a study by Bossert (1979) about social relationships in the classroom.

Alton-Lee, A. (2003). Quality teaching for diverse students in schooling: Best evidence synthesis June 2003. Wellington, New Zealand: Ministry of Education.

- **Give students the opportunity to choose how they want to communicate about a topic.**
- Give students who struggle with memory and recall the option of **using additional reference and organisational tools when presenting information.**
- **Involve everyone in your class in group discussions** that lead to group collaboration and problem solving.
- Provide a range of **options for students to express what they know.**
- **Use prompting** to encourage students to use what they already know and can do by saying ‘And then?’ ‘Why is that?’
- **Extend the wait time between question and response** (mentally count to three or four) to give students time to develop their ideas.
- Use questioning effectively to **help students extend their thinking**, reflect critically and ask questions of themselves.
- Encourage students to listen **actively to each other, share ideas and recognise different points of view.**
- **Discuss the conventions of conversation**, for example, maintaining personal space between people, using eye contact and facial expressions, opening and closing conversations and taking turns. Talk about how these vary across cultures and contexts.

- **Utilise group and pair-based activities**
- Provide opportunities **for students to work with others.**
- Group or pair-based activities need **careful organisation to achieve productive interaction** and learning.
- Set up a **small group activity on speaking and conversational skills.**
- Ask students to **rehearse ways to start and close a conversation**, to keep the conversation flowing.
- **Assign roles** such as speaker, listener, and note-taker to the group members.
- Monitor the discussions to **ensure that all students understand the task and have opportunities to participate.**
- **Talk about how we use different sorts of language** when we are talking to our friends, our teacher, or our grandparents.

<https://inclusive.tki.org.nz/guides/speech-language-and-communication-needs/support-participation-and-build-confidence/#utilise-group-and-pair-based-activities-2073>

110.6 Summary of Supplementary paper on social skills groups for young people and adults

Within this Guideline there is also an excellent description about the intervention use of social skills groups and how helpful they can be for helping autistic young people develop social skills.

Please read through this paper as it has practical tips as to how you can help your students develop these skills including your neurotypical students.

https://www.health.govt.nz/system/files/documents/publications/nz-asd-guideline-aug16v2_0.pdf

Ministry ideas about how to integrate social skills into teaching and learning. They are taken from a booklet that the Ministry has produced. What might work for you?

Reference

<https://inclusive.tki.org.nz/assets/inclusive-education/MOE-publications/MOESE0044SpeechLanguageandCommunicationNeeds-booklet.pdf>



The Human Condition Desiring to Belong

[What Being Autistic Taught Me About Being Human | Daniel Wendler | TEDxBend](#) (14:54 mins)

This great video reminds us all about the importance of reaching out to others. We are all looking to belong, no matter if we are neurotypical or neurodivergent. It is the pain and joy of being human.

References

Alton-Lee, A. (2003). Quality teaching for diverse students in schooling: Best evidence synthesis June 2003. Wellington, New Zealand: Ministry of Education.

Media

https://www.health.govt.nz/system/files/documents/publications/nz-asd-guideline-aug16v2_0.pdf

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Milton, D., 2018 March 2, *The Double Empathy Problem*. National Autistic Society. <https://www.autism.org.uk/advice-and-guidance/professional-practice/double-empathy>

<https://theeducationhub.org.nz/neurodiversity-in-education/>

Wendler, D. (2018, May 5) What Being Autistic Taught Me About Being Human [Video]. YouTube. <https://www.youtube.com/watch?v=KeMW2Asu8vg>

<https://inclusive.tki.org.nz/assets/inclusive-education/MOE-publications/MOESE0044SpeechLanguageandCommunicationNeeds-booklet.pdf>

Pierret, M., Blooming Framework, Massey University.

He Karakia Whakamutunga

Ka whakairia te tapu

Kia watea ai te ara

Kia tūruki whakataha ai

Kia tūruki whakataha ai

Haumi e, Hui e, tāiki e.

Restrictions are
moved aside
So the pathways is
clear
To return to
everyday activities