



# UNIT 2.

## INTERPERSONAL AND SOCIAL COMMUNICATION DISORDERS

### AIM

to discuss Interpersonal  
and social  
communication disorders

### IMONED

VZI, Lithuania

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## Unit 2. Interpersonal and social communication disorders

The aim of the unit is to discuss interpersonal and social communication disorders:

- Causes of interpersonal and social communication disorders in distance learning
- Consequences of interpersonal and social communication disorders in virtual reality
- Ways of teachers' coping with difficulties in interpersonal and social communication
- Ways of students' coping with difficulties in interpersonal and social communication

### 2.1. Interpersonal and social communication disorders in distance learning and virtual reality

What is Social Communication Disorder? Social communication disorder (SCD) makes it difficult to communicate with other people in social situations [\[1\]](#).

#### What Are the Symptoms of Social Communication Disorder [\[1\]](#)?

Poor pragmatics — or changing speech and communication to fit the circumstances — is one of the hallmark characteristics of SCD. People with SCD have trouble modifying their communication — including tone of voice, pitch, and volume — based on the specific situation.

#### People with SCD may also struggle with:

- 1) Responding to others
- 2) Using gestures such as waving and pointing
- 3) Taking turns when talking
- 4) Talking about emotions and feelings
- 5) Staying on topic
- 6) Adjusting speech to fit different people and different circumstances
- 7) Asking relevant questions
- 8) Responding with related ideas
- 9) Using words for different purposes, such as greeting people, asking questions, responding to questions, making comments
- 10) Making and keeping friends

#### How Is Social Communication Disorder Treated [\[1\]](#)?

SCD is a relatively new condition. There is no specific treatment for SCD, but it is thought that speech and language therapy with emphasis on pragmatics, along with social skills training, will help.

Treatment should be specific to the individual with a focus on functional improvements in communication skills, especially within social situations. Other goals of treatment may include:

- 1) Address weaknesses related to social communication
- 2) Work to build strengths
- 3) Facilitate activities involving social interactions to build new skills and strategies
- 4) Look for and address barriers that may be making social communication more difficult
- 5) Build independence in natural communication environments

Treatment for SCD often includes parents and other family members. The therapist working with your child may also reach out to school personnel, including teachers, special educators, psychologists, and vocational counselors to ensure that your child receives consistent practice and feedback in a variety of social situations.

**Tools used during treatment might include:**

- 1) Augmentative and alternative communication (AAC), which includes supplementing speech with pictures, line drawings or objects, gestures, and finger spelling.
- 2) Computer-based instruction for teaching language skills including vocabulary, social skills, social understanding, and social problem solving.
- 3) Video-based instruction that uses video recording to provide a model of target behavior.
- 4) Comic book conversations, which depict conversations between two or more people illustrated in comic-book style.
- 5) Social skills groups that incorporate instruction, role playing, and feedback with two to eight peers and a facilitator, who may be a teacher or counselor.

## **2.2. Interpersonal and social communication disorders in distance learning**

### **How Can I Help learner with SCD?**

If your a learner has a diagnosis of SCD, recommends [\[1\]](#):

- 1) Practice taking turns by rolling or throwing a ball back and forth. Take turns repeating words.
- 2) [Read a book](#) with your child and ask open-ended questions to encourage discussion.
- 3) Talk about what characters in books might be thinking and why. Take turns offering your ideas. Talk about how other people – siblings, friends, classmates – might feel during certain situations.
- 4) Play “What’s next” when reading. Stop at a point and have your child predict what is going to happen next. Look for clues in the story that can help you guess.
- 5) Plan [structured play dates](#). Start small, with one friend. Have a planned, structured activity and a start and stop time.
- 6) Use visual supports to aid in conversations.

## **References**

- [1] <https://www.additudemag.com/social-communication-disorder-autism-adhd/>  
[2] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6095123/>