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# “Eliminating Social Exclusion” (EliSE) Nr. 2019-1-LV01-KA204-060427

## IO3-Blended Learning Module for Educators

### Saricam Halk Egitimi Merkezi



## **CHILDREN WITH BEHAVIORAL DIFFICULTIES**

### **LEARNING UNIT 3**

#### **COMMUNICATION SKILLS**

##### **Communication**

Communication affects individuals by exchanging feelings, thoughts, information and news. In order for the communication to occur, there is a need for a source, a receiver, a message, a way that this message can go, an environment where the communication will take place and a tool that can deliver this message (Topbaş et al., 2001: 3).

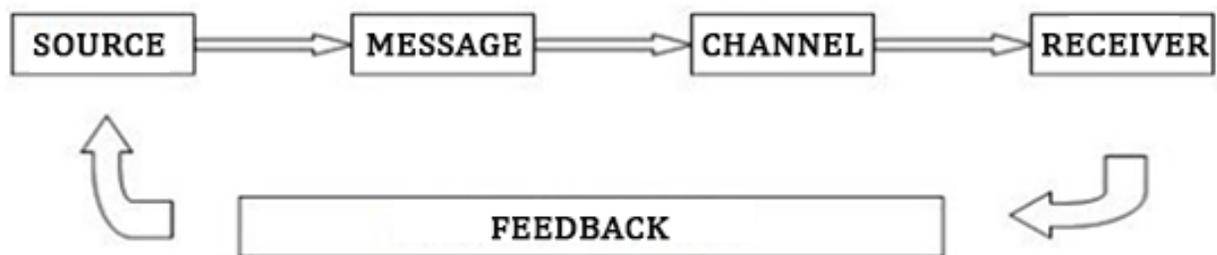


Figure 1: The Model of Communication Process

##### **Communication Skills**

Communication skills can be defined as learned behaviors based on empathy and respect, the ability to convey emotions and thoughts to the other person with 'I language', to be able to listen effectively, to create consistency between verbal and non-verbal messages, to establish satisfactory relationships with others and to facilitate the life of the individual in society.

Elias et al. (1997) also stated that communication skills are the skills that enable the individual to understand verbal and non-verbal communication, to receive and convey messages appropriately, and to communicate according to the situation. Having information about the



cultural and individual lives and expectations of the people we communicate with gives us insight into how we will communicate with them and what kind of reactions we will receive from them. In addition, the more we encode our messages in accordance with the environmental conditions we are in and transfer them to the other person, the more we have the chance to make a successful communication (Zillioğlu, 2003: 256).

According to Korkut (1996), since people are happy when they establish successful and satisfying relationships, it is of great benefit for them to learn communication skills that are the way to communicate well. In order for a person who maintains his existence in a social environment to have a successful social skill, he must know well how to establish interpersonal communication. All interpersonal relationships are based on communication. Most interpersonal problems are also based on communication. While a healthy communication ensures that relationships are deep, meaningful and satisfying for individuals, unhealthy communication creates a source of distress that can go from a feeling of not being understood or unwanted loneliness to much deeper problems.

Communication skills required for effective communication can be classified as follows: Verbal communication (speaking), listening, self-knowledge and self-disclosure, empathy, non-verbal communication (body language), effective reaction skills.

<b>Activity: Communicate without speaking</b>
<b>Objective: Recognizing the verbal and non-verbal aspects of communication</b>
Participants are divided into groups of two. They are then asked to make some predictions about each other and write them down on a piece of paper, without talking to each other at all, just by making eye contact. For example ; Like "his favorite color is green", "he likes to walk". After 5 minutes, the participants read their predictions on the paper to their spouses. The trainer takes the feelings and thoughts of the group at the end of the activity and emphasizes the existence of communication without verbal communication.

## Verbal Communication

Speaking is a very important communication tool that enables communication and is widely used among individuals because people usually communicate through verbal communication. Understandability, good speech and effective use of voice are important for successful



communication. Verbal communication, which is very important socially and individually, directly affects success or failure in life (Özbay, 2005).

People can transfer their thoughts, feelings and knowledge to other people through language. Language is the most important skill that enables a human, who is a social being, to escape from loneliness, stay together, reconcile and communicate. (Eriş et al., 2012).

### **Nonverbal Communication**

Dökmen (2005) states that non-verbal communication has important functions in interpersonal communication and divides these functions into two main groups: The first of these is that some meanings can be transmitted through non-verbal communication. For example, nodding tells us that we approve an opinion, that we can express our love by holding our friend's hand. The second function of non-verbal communication is to support verbal communication and contribute to its rationality. For example, the speaker supports verbal expression using his face and body, while the listener provides feedback to the speaker with facial and body expressions, and the speaker tries to guess whether the listener understands what is being said or is bored by looking at his behavior.

### **Self-Awareness and Self-Disclosure**

Self-Awareness and Self-Disclosure skill means the individual's awareness of himself, establishing an adequate relationship with his thoughts and feelings, and expressing himself with his own will and transparency (Invention et al., 2017).

Recognizing oneself, emotions and thoughts allows person to be aware of one's own strengths and weaknesses and to approach others with more understanding. A person who knows himself is also aware of his own situation. When a person does not know his situation or misinterprets his situation, the risk of making mistakes increases (O. Gökçe, 2013).

### **Active Listening**

According to A. Kaya (2010), active listening is generally listening with feedback and the receiver understands the message and transmits what he understands to the source with his own expressions.

An example of the active listening method (Yavuzer, 2010):

Child: "Mummy my hand, it hurts so much!"

Mom: "Oh, your finger burned really bad"



Child: "Yes, it hurts a lot"

Mother: "It must be hurting so bad"

Child: "Please put on some ointment"

Mother: "Okay, let's first apply ice, then we'll put on ointment"

Children can reveal the emotions they suppress in the face of the reactions given by active listening. The role of parents is very important in developing children's communication skills. Parents should allow their children to perceive themselves as an "individual" and gain self-confidence by providing their children with the opportunity to express themselves, and in order to communicate well with their children, they should have communication skills, adopt an accepting attitude towards their children, and listen carefully to their children (MoNE, 2013).

<b>Activity: Listen to me!</b>
<b>Objective: Understanding the importance of listening in face-to-face communication</b>
Drama Game: Trainer matches group members by dividing them into two groups. He gives participants in the role of narrator an easy, catchy short sentence to tell about a topic to their partner in the other group (in the role of listener). The narrator group is asked to go out. The listener group is informed about issues such as not making eye contact with the narrator, changing the subject, giving irrelevant feedback while telling their spouses. The narrator group is then invited in. The narrator and listener couples speak in different parts of the room. Listeners listen ineffectively according to the instructor's instructions. Then the narrator group is asked to go out again and the listener group is told to listen effectively, this time by looking into the narrator's eyes, giving appropriate feedback on the subject. The narrators come back and tell the listeners again. At the end of the activity, the feelings of the narrators in both cases are discussed.

## Empathy

The ability of individuals to evaluate the ideas and feelings of other people around them in an objective understanding and to visualize them in their minds as a result of the evaluations can be explained with the concept of empathy (Budak, 2005).



Empathy means putting yourself in the other person's shoes so that you understand their feelings and ideas. In addition, the ability of the individual to understand the feelings and ideas of the other person and to communicate their understanding to the other party is also a part of empathy. Some elements are required in order to empathize with a person. In this direction, it is necessary to convey to the other party that the items provided with empathy are perceived. Even if a person understands the feelings and thoughts of the other person with empathy, he will not be considered to be empathetic if he does not show it to him. In order for empathy to be established, the feelings, thoughts and opinions of the other person must be understood correctly. Here, it is important that the other person is perceived both emotionally and mentally. Everyone looks at their environment and other people within the framework of their own thoughts and opinions. In order for the other person to be fully understood, the environment, events, situations and objects must be viewed from his perspective. Also, when looking from that person's point of view, it is important to understand and perceive like him (Dökmen, 2005, 2009; Ural, 2010).

Some empathic reactions should be given to make the child feel empathy. Empathy can be transferred to the child by using gestures, facial expressions and verbal messages. Empathic understanding has benefits in regulating interpersonal relationships, understanding and sharing other feelings, and supporting behaviors such as helping. The fact that the person is in an effort to observe other individuals and understand their feelings and thoughts without focusing on himself enables this approach to be used successfully. Empathy provides comfort for children to communicate more easily with other individuals and to have warmer relationships. People who are sensitive to the needs of others can show empathy contrary to those who focus on themselves and who are self-centered.

### **Communication Barriers**

According to Gordon (2003), communication barriers between parents and children: giving orders, warning&threatening, giving advice, judging and criticizing, mocking, distracting attention, offending, praising, suggesting solutions, engaging in logical arguments, suggesting and consoling and asking questions.

The following speech styles are among the main factors that prevent healthy communication between the child and his parents (MEB, 2008):

**Accusation:** "You always cry anyway." This behavior harms the child's self-confidence and after a while, the child feels guilty for every act he does.

**Commanding:** "Go to bed immediately! Get out of my sight." This approach can create resistance in the child, and the child may act rebelliously.



**Threatening:** "If you do this again, you won't be able to go out." The child may lie or deny what he or she has done in order not to be threatened by such behavior.

**Criticism:** "You will never learn how to tidy your room." This behavior can pacify the child. The child's self-confidence cannot develop and cannot reveal his creativity.

**Warning- intimidation:** "You know what will happen when you get home." This behavior can frighten the child. It can cause him to succumb to everything over time.

**Embarrassment:** "You always make mistakes." This behavior can make the child feel incompetent and incompetent.

**Giving Advice:** "Get along with your friends, don't fight with anyone, these are bad manners." This approach may cause the child's own behavior and emotions to be devalued.

**Judgement:** "You have always been like this, you cannot pass the exam if you don't study." The child may feel broken, worthless, and sad because of concerns about not being loved or appreciated.

**Humiliation:** "You think that you are funny?" This approach can make the child feel embarrassed and unimportant.

**Teasing:** "Yes, little girl do you think you're beautiful now?", "Come on, cry-baby." This approach may cause the child to feel worthless and unloved.

**Diagnosing:** "That girl you are with doesn't look like a nice person at all." This approach can create a sense of failure in the child.

**Changing the topic:** "Anyway, now stop, let's talk about other things." This behavior may make the child think that the behavior of running away is more correct than solving the difficulties of life.

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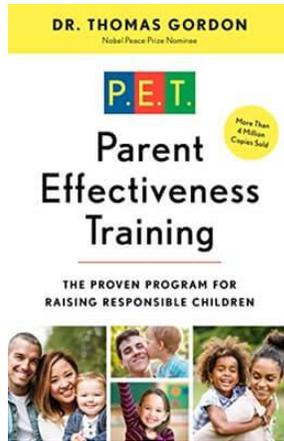
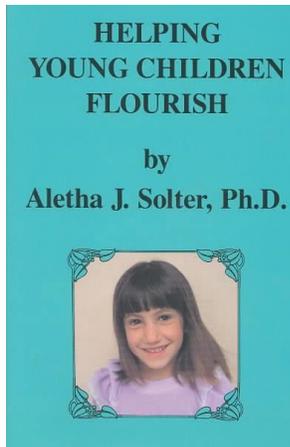
### **Video Activities**

<https://www.youtube.com/watch?v=ca7T9JRdG3w>

<https://www.youtube.com/watch?v=RDemM6FjcSE>

[https://www.youtube.com/watch?v=GS\\_mATLF7BE](https://www.youtube.com/watch?v=GS_mATLF7BE)

### **Book Suggestions**





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