

## An Examination of Communicative Style of Learning among Children with Cognitive Disabilities - A Clinical Study

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### Abstract

**Introduction:** Standardised cognitive and educational tests of people with Cognitive Disabilities give vital information to parents, researchers, and teachers. Understanding an individual with Intellectual Disabilities (ID's) specific developmental strengths and problems is critical for selecting suitable educational placements, devising intervention programs, and monitoring growth. However, difficulties associated with intellectual disabilities in areas like communication, concentration, and self-regulation can impair test findings' validity, leading to pupils being branded "untestable." Regrettably, there has been little study on administrative methods that produce meaningful standardised evaluation outcomes for this group. Communication problems are widespread in people with cognitive disabilities, and various factors influence them. Interventions to improve engagement and living standards for individuals with intellectual impairments should incorporate possibilities for communicating requirements and constraints. The significance of communication partners and the influence of their interpersonal skills on the frequency and criticality of communication among persons with severe-profound disability is widely established. A sample of 197 people, including teachers and parents, were surveyed to know the importance of the Communicative Style of Learning among Children with Cognitive Disabilities. Concludes that there is significant importance of the Communicative Style of Learning among Children with Cognitive Disabilities.

### Objectives:

1. Examine how the Communicative Learning Style helps Children with Cognitive Disabilities in their learning and communication process.
2. To know the importance of the Communicative Learning Style among Children with Cognitive Disabilities.

**Methods:** A sample of 197 people, including teachers and parents, were surveyed to know how the Communicative Style of Learning helps Children with Cognitive Disabilities in their learning and communication process. The survey was conducted with the help of a structured questionnaire. The researcher collected the primary data through a convenient sampling method. Data were analysed and evaluated by mean and t-test.

**Results:** The study shows importance of communicative learning for children with cognitive disabilities. communicative learning helps with mannerisms, facial expressions, and language. Using technology to communicate helps too. Communication is vital for emotional discourse and sharing ideas. It also helps with individuality and social intimacy. Communicative learning improves engagement and quality of life. Teachers can use it to teach more advanced concepts. All of these statements are significant.

**Conclusions:** Helping children with cognitive disabilities develop critical communication skills can be complex. Borrowing from mother-child interactions, the Communicative Style of Learning improves language abilities. Augmentative/alternative communication technologies can also fulfil language demands. It is essential to fully support these children to reap the benefits of successful communication.

**Keywords:** Communicative Style, Cognitive Disabilities, Interaction, Language Development, intellectual disabilities.

## Introduction

"Communication is both a basic necessity and a basic right". Communication abilities are required for memorisation, functioning, building connections, and participation in social environments. Communication serves numerous functionalities, including emotional discourse as well as ideas, the dissemination of information, the manifestation of one's individuality, as well as the promotion of social intimacy; it makes use of a range of modalities, including speaking, manual symbols, body language, as well as face expression; and it employs both linguistic as well as non-linguistic aspects.

The Communication Bill of Rights states, "All individuals with a disability of any amount or severity have a basic right to alter, via communication, the conditions of their life". Despite these rights, persons with intellectual disabilities are exposed to communication difficulties. Communication difficulties may affect 45-90% of people, with those with severe ID being the most vulnerable. The phrase "Intellectual Disability" is broad. Gross estimations of the prevalence of communication issues linked with ID might obscure diversity in the populations tested and the communication elements investigated.

Pennington et al. (2021) investigated and stated that individuals with cognitive disabilities might struggle to interpret spoken, signed, or written language and to express themselves compellingly. They may need help with the social skills that serve as the foundation for encounters and poor verbal intelligibility and fluency. Another key impairment aspect is the severity of cognitive difficulties.

Amangeldinovna et al. (2021) analysed and asserted that individuals with severe-profound cognitive impairments often function at a pre- or proto-symbolic level. They frequently acquire limited speech and language abilities and rely heavily on non-verbal cues such as facial expressions, gestures, body position, or muscular tension. Such types of communication are incredibly customised and rely on known interpretation partners. The environment, as well as particularly communication partners within it, significantly impact the modalities of communication that are identified, reacted to, and interpreted, as well as the perceived effectiveness of communicative exchanges.

According to Sharp & Hillenbrand (2008), self-reporting on communication capacities necessitates meta-skills to assess present skills in relation to anticipated skill status. Participants may have sensed minimal challenges in engaging with others but could not reflect on how effortlessly they met their communication objectives. It is generally known that family, as well as staff, have the propensity to underestimate communication challenges. The purpose of the survey was to determine the communication skills of a population of children with cognitive disabilities and to investigate how these skills were related to levels of social involvement, cognitive deficits, co-morbidities, place of residence, and disruptive behaviour. Recognising these complicated interrelationships may help design strategies to improve communication effectiveness and social involvement.

## Literature Review

Dada et al. (2013) investigated and stated that human communication is significant and unique. It entails the utilisation of mannerisms, facial responses, as well as, most pertinently, speech-language. Although, because of particular developmental issues, the adoption of spoken language may sometimes be restricted. In those instances, alternative communication tactics must be employed with cognitively and physically challenged persons. Indeed, Makaton, a sign-based communication system, is thought to aid communication and language generation.

Smith et al. (2020) examined and concluded that most children with severe learning difficulties had multiple significant issues and may be unable to talk, hear, see, or walk. One of the most challenging challenges children with severe learning disabilities encounter is the inability to communicate. It stops individuals from connecting with their settings and learning from interactive experiences, which non-disabled people do easily. A kid with significant learning difficulties is typically less curious, more reserved, less energetic, and less enjoyable than a youngster without problems. The youngster does not play, for example, with items or with classmates.

Thompson et al. (2018) conducted research and determined that being unable to talk does not preclude an individual from communicating with others. A kid with significant learning difficulties must rely on nonverbal communication, which can be challenging to recognise, interpret, and comprehend. Most of the time, the youngster cannot convey his or her wants and feelings. He or she can communicate by moving his or her body, making gestures, facial expressions, eye blinks, eye gazes, producing noises, etc. For example, a youngster may gaze at a co-worker to convey the urge to 'play'.

Kim & Hupp (2005) researched and observed that the crucial component is whether the colleague can recognise and accurately understand the child's communication efforts. The child's communicative abilities may need help to discern. Choosing the kid's attempts at communication is critical because if they go unrecognised for an extended period, the youngster may give up trying. One can also see a video of the youngster to comprehend his or her conduct better. Observe, focus on body movements and facial expressions, and document any discoveries while working with children with severe learning difficulties. Investigate what caused the movement or vocalisation.

According to Forster & Iacono (2008), some people with severe learning difficulties adopt unorthodox means of communication. It is the responsibility of everyone who interacts with individuals who have significant cognitive disabilities to identify the children's interaction attempts as well as look for solutions to enhance communication by and with those individuals. It is vitally critical that parents, teachers, social workers, as well as other professionals are informed about cognitive disorders and are prepared to support students with the condition in overcoming problems and living happy, fulfilled lives.

Bednarski (2016) examined and concluded that persons with learning difficulties express themselves differently. Some individuals can communicate but may need help employing complex and challenging syllables. Some individuals express themselves nonverbally by referring to pictures, gestures, signs, objects, symbols, or communication aids. Some people favour symbols, while others prefer coloured photos. Some communicate informally using facial expressions, eye gazing, or body language. Respect another person's communication style by using it with them.

Agnew & Powell (2004) analysed and reported that, given the vital significance of communication in society, developing a communication method for students is an essential effort of schools, particularly for children who do not have an efficient method of communication when they attend school. Language development is critical for all children studying English, including those with significant cognitive challenges, and must be treated holistically, including all four domains. These children (including those with significant cognitive difficulties) require a communication system and a linguistic foundation that allows for the emergence and expression of increasingly complex thoughts and ideas. Adults must participate in a significant degree of guessing, according to Shalev & Hetzroni (2020). As children better understand additional communication tools and fundamental language abilities, communication becomes more apparent, and instructors have more opportunities to include more complicated ideas and concepts in students' school experiences. For example, students can specify their preferences more directly by pointing to an image. They can also convey their displeasure by pushing papers away from themselves during a job. As their language skills develop, kids can express themselves via traditional modes of speaking and writing and augmentative/alternative communication (AAC) technologies developed to fulfil their language demands.

According to Butterfield (1991), referential communication is a fundamental and regular kind of language usage and an everyday activity used in language instruction. Referential research has significantly improved our knowledge of children's communication skills. Previously, referential research has concentrated on the performance of artificial tasks in laboratory settings. It attempts to explain performance levels in terms of fundamental cognitive capacities. Specific theories concerning the fundamental mechanisms underpinning communication performance can be tested using rigorous experimental controls. The experimenter can specify factors such as referent type, communication role, and feedback. The capacity of a listener to accomplish the prescribed task can indicate the sufficiency or effectiveness of a child's communication.

Wyman et al. (2019) examined and concluded that it is preferable to work on autistic children's communication abilities gradually; by teaching abilities that are simply one cut above the rest of the child's present. Individuals might begin by attentively monitoring their youngsters and observing their communication attempts. This can assist them in determining what degree of communication their child is currently utilising and what step to teach next. Alternatively, if their kid communicates by pushing their hand towards the items they like, the next step may be to use words or graphic cards. When their youngster pulls their hand towards their teddy, they may replicate this by saying 'teddy' or using a 'teddy' image card. Donahue & Ceci (1986) intended to focus on communication breakdown and repair. However, they did not emerge as essential difficulties for the research partners participating or from a more profound knowledge of Conversation Analysis. Undertaking the above research allowed the researcher to become acquainted with these data analysis methods and how this technique could be enlarged to consider discussions with a larger group of research partners, particularly those with significantly more difficulty comprehending more sophisticated words and poor vocabulary communication.

Cohen et al. (1998) examined and concluded that an innovation configuration (IC) matrix could help teacher preparation professionals prepare scholars to help students with severe impairments with communication skills. With the execution of each innovation comes a spectrum of implementation options ranging from non-use to

excellent. ICs are classified into two categories: essential components and degree of implementation. The rows in the matrix's far left column list the essential components of the IC, as well as descriptions and examples to aid the application of the criteria to coursework, standards, and classroom procedures. The first row of the matrix defines several layers of implementation.

### Objectives

1. Examine how the Communicative Learning Style helps Children with Cognitive Disabilities in their learning and communication process.
2. To know the importance of the Communicative Learning Style among Children with Cognitive Disabilities.

### Methods

A sample of 197 people, including teachers and parents, were surveyed to know how the Communicative Style of Learning helps Children with Cognitive Disabilities in their learning and communication process. The survey was conducted with the help of a structured questionnaire. The researcher collected the primary data through a convenient sampling method. Data were analysed and evaluated by mean and t-test.

### Findings And Discussion

The table below shares the general details of the respondents. Two hundred people were surveyed for the present study, of which 70.5% are male and female are 29.5%. 26.0% are below 36 years of age, 43.5% are between 36 to 45, and the rest, 30.5%, are above 45 years of age.

**Table One General Details**

Variables	Respondents	Percentage
<b>Gender</b>		
Male	141	70.5
Female	59	29.5
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Age (yrs)</b>		
Below 36	52	26.0
36-45	87	43.5
Above 45	61	30.5
<b>Total</b>	<b>200</b>	<b>100</b>

**Table Two Importance of Communicative Style of Learning among Children with Cognitive Disabilities**

S. No.	Statements	Mean Value	t Value	Sig.
1.	Communicative style learning improves engagement and standard of living for individuals	3.14	2.015	0.023
2.	Communication serves numerous functionalities such as emotional discourse and ideas	3.17	2.462	0.007
3.	Communicative style learning improves mannerisms, facial responses and speech language	3.21	3.090	0.001
4.	Communicative style learning allows appearance and expression of multifaceted thoughts and ideas	3.20	2.883	0.002

S. No.	Statements	Mean Value	t Value	Sig.
5.	Children get better understanding of additional communication tools and basic language abilities	3.18	2.637	0.005
6.	Communicative style learning gives instructors more opportunities to include more complicated ideas and concepts	3.12	1.729	0.043
7.	Augmentative/alternative communication (AAC) technologies fulfil language demands among Children with Cognitive Disabilities	3.19	2.763	0.003
8.	Communicative style learning help to identify, reacted interpreted with perceived effectiveness of communicative exchanges	3.13	1.899	0.030
9.	Communicative Style of Learning helps in dissemination of information among Children with Cognitive Disabilities	3.16	2.309	0.011
10.	Communicative Style of Learning manifests one's individuality and their social intimacy	3.15	2.202	0.014

The table above shows the importance of the Communicative Learning Style among Children with Cognitive Disabilities. The respondent says that Communicative style learning improves mannerisms, facial responses and speech-language with a mean value of 3.21; communicative style learning allows the appearance and expression of multifaceted thoughts and ideas with a mean value of 3.20, Augmentative/alternative communication (AAC) technologies fulfil language demands among Children with Cognitive Disabilities with mean value 3.19 and Children get a better understanding of additional communication tools and basic language abilities with mean value 3.18. Respondent shares that communication serves numerous functionalities such as emotional discourse and ideas with mean value 3.17; communicative Style of Learning helps in the dissemination of information among Children with Cognitive Disabilities with mean value 3.16; communicative Style of Learning manifests one's individuality and their social intimacy with mean value 3.15 and Communicative style learning improves engagement and standard of living for individuals with mean value 3.14. Respondent also says that Communicative style learning help to identify and react to interpret the perceived effectiveness of communicative exchanges with a mean value of 3.13. Communicative learning gives instructors more opportunities to include more complicated ideas and concepts, with a mean value of 3.12. Further t-test shows that all the statements are significant with a value below 0.05.

### Conclusion

Communication evaluation and access to the inner sanctum of persons with cognitive disabilities are fundamentally complex. The requirement for time-consuming investigative research, including a debate as well as a collaborative effort with any critical communication partner organisations, while under corporate pressure to propel things forward with a large number of clients, can all make a significant contribution to the problems encountered in conducting sensitive as well as effective communication assessments with individuals who have cognitive disabilities. Borrowing concepts from the natural interaction processes between mother and child is a sensible approach to spark the communicative learning of children with severe learning difficulties. These children are generally seen as communicatively challenging to approach and typically live in significant social isolation. Individuals should respect children's rights and provide opportunities for them to develop critical communication skills. Remember that children with significant learning disabilities are, first and foremost, human beings who need to be fully supported to reap the advantages of successful communication, resulting in greater control over their life, less frustration, and deeper relationships with friends and family.

The study examined how the Communicative Style of Learning helps Children with Cognitive Disabilities in their learning and communication process and found that Communicative style learning improves mannerisms, facial responses and speech-language, allows the appearance and expression of multifaceted thoughts and ideas, Augmentative/alternative communication (AAC) technologies fulfil language demands among Children with Cognitive Disabilities, Children get a better understanding of additional communication tools, and primary language abilities. Communication serves numerous functionalities, such as emotional discourse and ideas. The

study concludes that the Communicative Learning Style is important among Children with Cognitive Disabilities.

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