**Competencies**

S4 Demonstrates the ability to communicate effectively and consistently, using strategies to help students with ASD communicate effectively including: modeling and reinforcement, repairing communication breakdowns, providing relevant social/communication cues and implementing planned interventions such as picture exchange or symbolic communication systems under the direction of licensed staff.

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**Difficulties with Pragmatic Language Skills**

*Read the scenario and then answer the questions that follow.*

**Scenario**

All of the students in Mr. Bartel’s classroom know that when he crosses his arm across his chest and gets “the look” on his face, they need to stop talking and give Mr. Bartel their undivided attention. Sam, a student with ASD, gets into trouble almost every day when he doesn’t alter his behavior based on Mr. Bartel’s nonverbal communication.

**Questions**

Think about the various dimensions of communication, language, and interpretation described in this lesson (pragmatic language, nonverbal and paraverbal communication, and ambiguous language). Given the information presented in this lesson, why do you think Sam repeatedly gets in trouble for not appropriately responding to Mr. Bartel?

1. What may be a reasonable explanation for Sam’s “inappropriate” behavior? (Think about both the nature of Mr. Bartel’s communication and the skills involved in interpretation.)
2. Why specifically might Mr. Bartel’s behavior of “the look” be problematic for Sam?

3. What might Mr. Bartel do differently to improve his communication with Sam?