

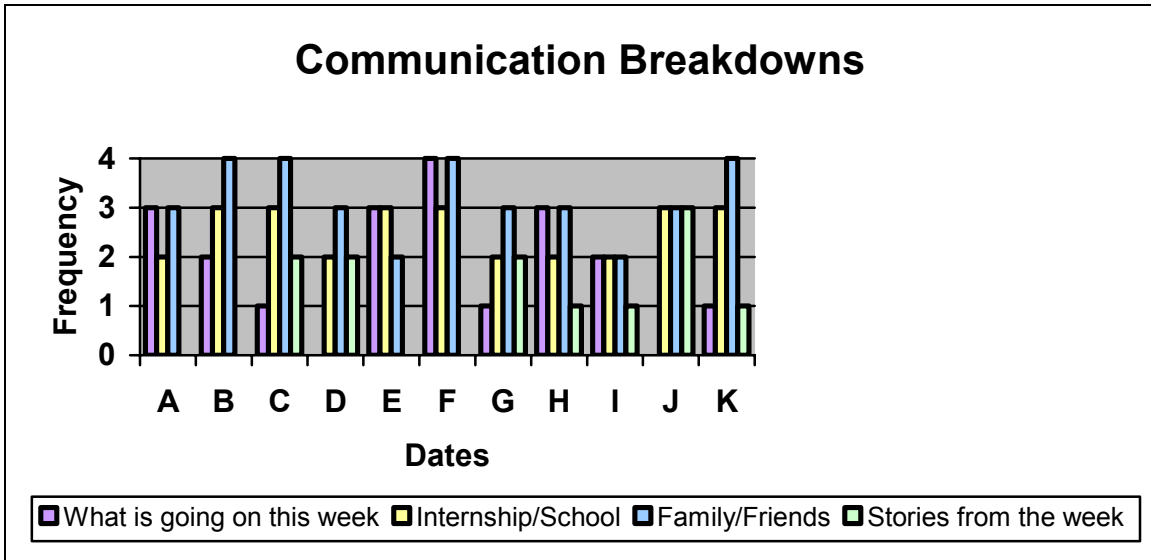
Case Study #1: Self - Courtney Ambrose

Contextual Information:

- Description:
 - In the kitchen, breakfast time, with Dad, via speech
 - At school, planning time, with CT, via speech
 - In the living room, watching TV, with Seth (boyfriend), via speech
 - In the living room, after school, with Deni (sister), via speech

- Most Important:
 - In the Kitchen, breakfast time, with dad, via speech

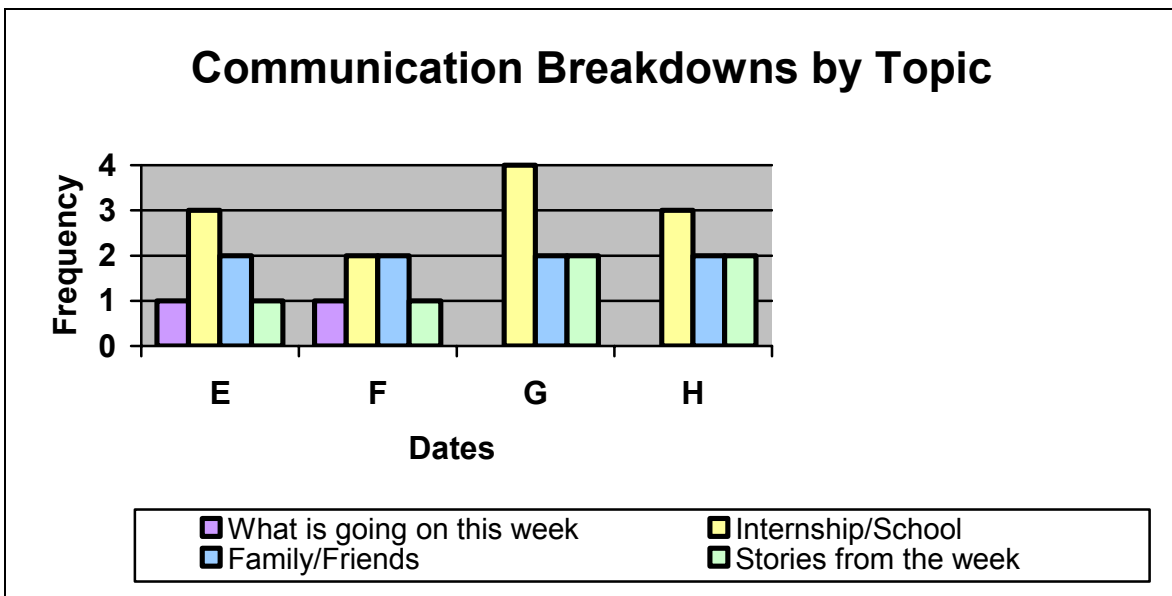
- Topics Discussed:
 - What is going on this week
 - Internship/School
 - Family/Friends
 - Stories from the week



	What is going on this week	Internship/School	Family/Friends	Stories from the week
A 9/20	3	2	3	0
B 9/21	2	3	4	0
C 9/22	1	3	4	2
D 9/23	0	2	3	2
E 9/29	3	3	2	0
F 10/1	4	3	4	0
G 10/2	1	2	3	2
H 10/3	3	2	3	1
I 10/6	2	2	2	1
J 10/7	0	3	3	3
K 10/8	1	3	4	1

Language Assessment Information (most important context only)

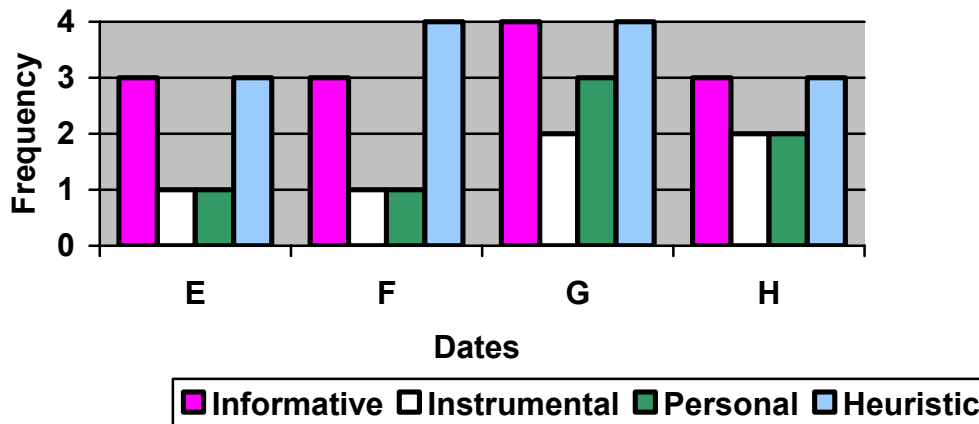
- Communication Breakdown
 - Me: Interrupt exactly when breakdown occurs, scrunch eyebrows, squint eyes, shake head, and then say “what” “huh” or “I don’t get it”.
 - Dad: Long pause, leans in towards me or walks closer to me, looks directly at me, scrunches eyebrows and tilts head, and then says “I don’t understand” or says “wait” and tries to explain what the part which he does understand.
- Communication Breakdown Topics



	What is going on this week	Internship/School	Family/Friends	Stories from the week
E 9/29	1	3	2	1
F 10/1	1	2	2	1
G 10/2	0	4	2	2
H 10/3	0	3	2	2

- Communication Breakdown Causes
 - Topic: Internship/School
 - Causes: Communication breakdowns between me and my Dad occur quite often. The time they occur most often is when we are talking about my internship and school. There is a lot going on around us and therefore I believe that these distractions cause some of the communication breakdowns. For example, I am making and eating breakfast, my dad is making my sisters lunch and the television is on. Another reason that our communication breakdowns occur is because my Dad is not familiar with the terminology I use regarding my classroom and deaf education. He also does not know the people I am talking about and can not picture the setting in which I am referring to. I am constantly reminding him of our previous conversations and clarifying who people are as well as my classroom setup.

Communication Breakdowns by Task



	Informative	Instrumental	Personal	Heuristic
E 9/29	3	1	2	1
F 10/1	3	1	2	1
G 10/2	1	1	3	2
H 10/3	3	4	4	3

- Communication Breakdown Impact

I react differently depending on the extent of the breakdown or how much I must clarify. If the breakdown is small and/or I do not have to clarify much I will shut my eyes, take a deep breath (somewhat like a sigh) and explain further. If the breakdown is large and/or I have to clarify a lot I will shut my eyes, tilt my head all the way back and say “uhhhh”. Sometimes I decide that what I had just said was not important enough. If this occurs I will roll my eyes, say “never mind” and change the subject.

My dad will stop whatever he is doing, look directly at me and ask “what don’t you get?”. Sometimes he will turn the volume on the television down, look at me and immediately repeat/rephrase what he was talking about.

Language Intervention Information

- Language Goal

I would like there to be less communication breakdowns between me and my Dad when talking about my school/internship. I would like it if my Dad would listen, understand and transfer the information that I am telling him from one conversation to the next. If there were less distractions (such as the television) and my Dad could remember the people, concepts and terminology I use when talking about my elementary school and deaf education classes I feel that we would have less communication breakdowns.

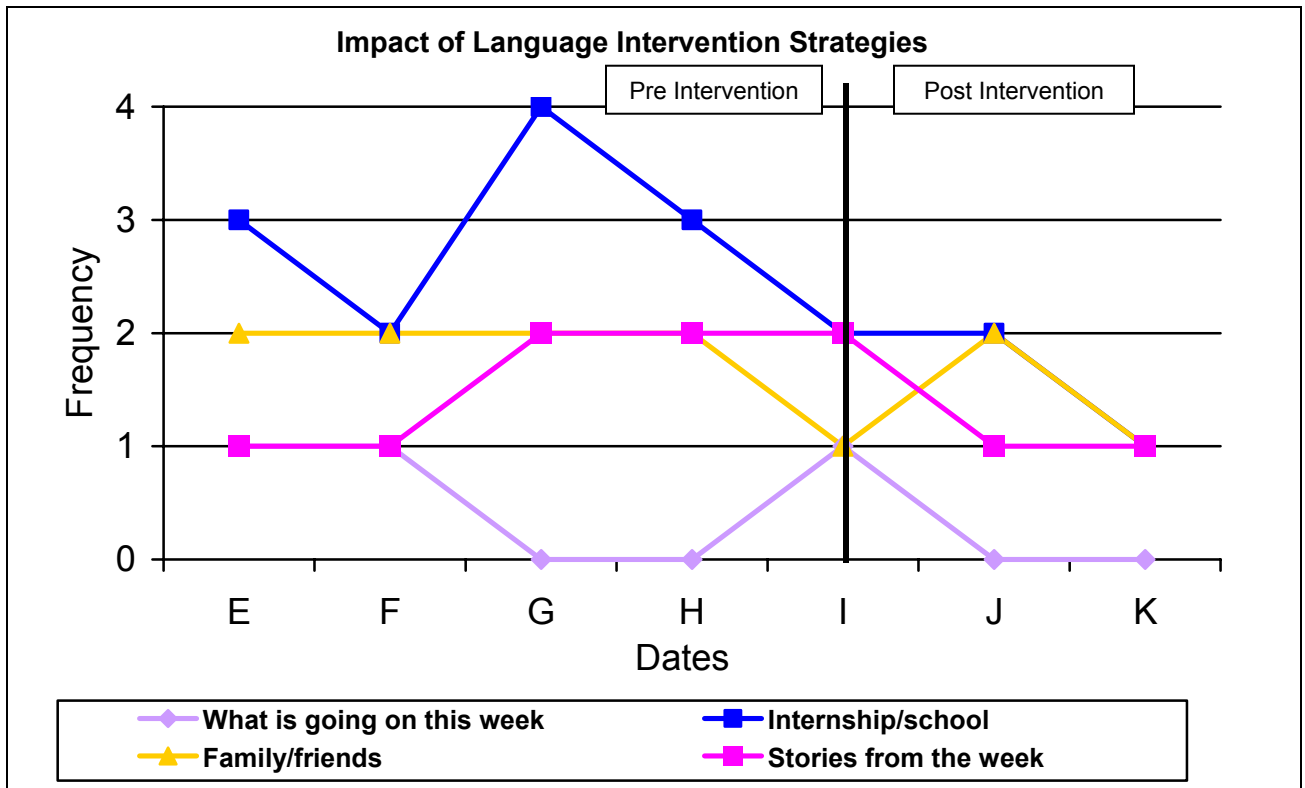
- Language Intervention Strategy

1. I will look at my Dad, pause, make sure there are no noise distractions so that he stops what he is doing and looks directly at me. I will then ask, keeping eye contact and in a calm voice, “do you understand?” (**heuristic—request information**) Once my dad answers I will prepare to repair the breakdown (**heuristic—request clarification**).
2. To repair the breakdown I will make sure he is looking directly at me and that he is still not doing anything else but listening and paying attention to my

response. I will look directly at my Dad and clarify in a calm voice (**informative—describe**). To clarify who or what I am talking about I will refer to a previous story that my Dad can relate the information to (**informative- compare and contrast**).

3. I will look for any obvious facial expressions and listen for a verbal response to see if my Dad understands my clarification (**heuristic—request clarification**). If my dad is still unclear I will, keeping eye contact and in a calm voice, re-explain what it is I was trying to say (**informative—describe**). I will once again look for any obvious facial expressions and listen for a verbal response (**heuristic—request clarification**).
4. In a calm and playful tone I will joke with my dad that he is forgetful (**Humor**)! I will clarify the people/terminology that I had just previously used once more (**informative—describe**) and tease my dad that if he does not remember next time I will give him a quiz on it (**Humor**)!

- Impact of Language Intervention Strategy



	E	F	G	H	I	J	K
	9/29	10/1	10/2	10/3	10/6	10/7	10/8
What is going on this week	1	1	0	0	1	0	0
Internship/school	3	2	4	3	2	2	1
Family/friends	2	2	2	2	1	2	1
Stories from the week	1	1	2	2	2	1	1

I: I only got through two language intervention strategies. I said “Do you understand where it is now?” My dad responded, without eye contact and his back towards me, “what?” Getting impatient I said “never mind I will just meet you around here” and then changed the subject. The communication breakdown was not resolved.

J: I was able to get through three language intervention strategies. First I got my Dad’s full attention by turning the T.V. volume down and asked him; “do you know who I am talking about?”. He responded by saying “wait I’m confused”. I responded to him calmly and said “my CT is my classroom teacher, Mrs. Cobb. The one I work with at Eastover”. My Dad then said, “oh yea yea, sorry, I remember”.

K: I was able to get through all four language intervention strategies. First I turned the T.V. down and got my Dad’s full attention. I said “do you remember who I’m talking about?”. He responded by saying “I don’t think so” I then said, calmly, “the little boy I told you about before, the one that I observe”. He responded by nodding his head and saying “right”. I then joked that I was going to quiz him tomorrow morning.

Resources and Reflections

- Resources
 - (2008) *Microsoft Office Word – Working with Graphics and Charts*. Retrieved September 23, 2008, from <http://office.microsoft.com/en-us/word/CH060832071033.aspx>.
- Language Competence
 - Throughout this case study the communication breakdowns that were occurring between me and my Dad improved. I believe that I now have a better understanding of how to recognize that a breakdown is happening and I think that my ability to repair breakdowns has enhanced as well. I was also able to reach my language goal and therefore I feel that overall, throughout this study, my language competence has increased.
- Language Problems
 - Completing and reflecting on this case study has made me realize how many communication breakdowns do occur in a given conversation. I have definitely become more aware of communication breakdowns and I have learned strategies to use in order to repair breakdowns. One very important point that I have found regarding language problems is how to prevent communication breakdowns from happening before they do. For example, I now know that my Dad does not always remember the people or terminology I use when speaking about my school/internship. Therefore, I know that by giving a clearer and more detailed explanation the very first time I bring it up I will prevent communication breakdowns in the future.
- Language Assessment
 - Throughout this case study I was hoping to decrease the communication breakdowns in the kitchen, at breakfast, with my dad, via speech. Reflecting on my data I have found that I was able to do so. Assessing whether or not I was able to meet my language goal was a large part of this study. Fortunately I was able to complete all four of my language intervention strategies. Although this is true I do feel as though I have not quite mastered repairing all communication breakdowns. By looking at the Impact of Language Intervention Strategies graph one is able to see that the breakdowns on friend/family and school/internship topics did not decrease drastically. I found that occasionally I will get frustrated and completely change the subject instead of fixing a breakdown. Therefore when discussing language assessment for this case study I would say that I have

accomplished my goal but I could still continue to work harder on preventing and repairing all communication breakdowns.

- Language Intervention
 - I have found that the more language intervention strategies used the fewer the breakdowns and therefore the calmer and more enjoyable the conversation is. Looking at the Impact of Language Intervention Strategies graph overall the communication breakdowns that I had with my Dad did decrease. While implementing my language intervention strategies I have also found the informative-comparing and contrasting and the humor tasks to be the most helpful. For example, comparing or relating the person/terminology to a previous story helped my Dad to remember and understand quickly. The humor allowed me to keep the conversation light at the same time as getting my point across. I am very thrilled with the outcome of this study and I will continue to prevent and repair communication breakdowns in the future.