



## DISABLED CHILDREN AND COMMUNICATION

Nazlı Melis MİSYAĞCI<sup>1</sup>, Çiğdem Müge HAYLI<sup>1\*</sup>


<sup>1</sup>Cyprus Science University, Institute of Health Sciences, Nursing Department, 31, Girne, North Cyprus Turkish Republic


**Abstract:** The acquisition of the mother tongue is one of the areas that may be problematic for children affected by disability. Problems in both receptive and expressive language development can be seen in children affected by various degrees of disability. It is seen that the natural language approach, which is based on the foundations of social interactionist theory, has been effective in teaching the mother tongue to children who have been affected by inadequacy. This study explains what needs to be done to develop the expressive language of children with mental disabilities who have limited expressive language skills. The study also includes activity suggestions to support children's language development.

**Keywords:** Language, Language development, Expressive language, Children with disabilities

**Corresponding author:** Cyprus Science University, Institute of Health Sciences, Nursing Department, 31, Girne, North Cyprus Turkish Republic

**E mail:** chayli17@ku.edu.tr (Ç.M. HAYLI)

Çiğdem Müge HAYLI  <https://orcid.org/0000-0001-7630-9619>

Nazlı Melis MİSYAĞCI  <https://orcid.org/0000-0002-8569-9580>

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### 1. Introduction

Communication is an integral part of the individual. The American Speech-Language Hearing Association (ASHA) defines communication as follows: "It is the action where a person gives information about his needs, desires, perceptions, knowledge or affective states (Schalick et al., 2012). It is a tool to express needs and wishes, socialize with others, convey information and participate in society (McLeod et al., 2008).

Verbal language problems occur in infancy and it is important to diagnose language problems early, support their development and gain academic skills (Özmen, 2003).

Communication disorders have lifelong negative effects (Hidecker et al., 2018). Problems and retardation in language development also affect the development of children in other areas (Özmen, 2003). Play and social interaction, inadequacies; There are also problems related to hearing impairment that may exist in the child, such as poor understanding, learning, problem solving, language delays or problems (verbal language production, comprehension, pragmatic language difficulties, etc.), non-verbal interaction, physical movements, and mirroring difficulties (Marrus and Hall, 2017; Craig et al., 2018). They also stated that nurses working in primary health care services in Turkey have problems in communicating with a mentally disabled child / family while providing care (Sarı, 2010).

Communication is also limited in children with intellectual disability, cerebral palsy, autism spectrum disorder (ASD), learning disability, hearing impairment, and visual impairment; Support should be obtained with tools and equipment used by people with hearing loss

such as gesture, mimic and expression-based symbol sets, hand shapes, official sign languages, embossed writings, and documents (Clarke and Price, 2016; Goldstein, 2002). To improve the quality of care for children; Children and families should be helped to express themselves with simple picture books with health information (Sarı, 2010).

When communicating verbally, we support what we say with our facial expressions and gestures. This kind supporting our expressions with non-verbal forms of communication seems to increase the clarity of speech. It also supports our statements. Gestures reinforce speech when accompanied by a verbal message. Expression in speech making gestures that support the meaning makes the messages easier to understand (McNeil et al., 2000). McNeil et al. (2000) their work on preschool and kindergarten children In the study, it was found that speech-reinforcing gestures made it easier to understand complex verbal messages they found. Use of natural gestures, not exaggerated, especially in children with insufficient recipient language makes it easy to understand.

### 2. Conclusion

Except for children with limited expressive language skills children with delayed speech, autistic children, hearing-impaired children and those without expressive language skills. It can also be arranged for children according to their level.

### Author Contributions

All authors have equal contribution and all authors reviewed and approved the manuscript.



### Conflict of Interest

The authors declare that there is no conflict of interest.

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