

FUNCTIONAL COMMUNICATION AMONG THE TEENAGER WITH DOWN SYNDROME

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**In partial fulfilment of the requirements for the degree of
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APPROVAL

We the under signed certify that we have carefully read and recommended to the Faculty of Medicine, University of Dhaka, for the acceptance of this dissertation entitled-
“FUNCTIONAL COMMUNICATION AMONG THE TEENAGER WITH DOWN SYNDROME”

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DICLARATION

I am **Antara Roy Tonmoy**, declare that the work presented here is my own. All sources used have been cited appropriately. Any mistakes or inaccuracies are my own. I also decline that for any publication, presentation or dissemination of information of the study, I would bind to take written consent of my supervisor.

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DEDICATION

Dedicated.....

To my beloved parents and the Almighty God

TABLE OF CONTENTS

Chapter	Page no
CHAPTER I: INTRODUCTION	1-09
1.1 Introduction	01-03
1.2 Literature Review	04-06
1.3 Significance of the study	07
1.4 Research question	08
1.5 Objectives of the study	08
1.5.1 General objective	08
1.5.2 Specific objectives	08
1.6 Operational definition	09
1.6.1 Functional Communication	09
1.6.2 Teenager with Down Syndrome	09

CHAPTER II: METHODOLOGY	10- 13
2.1 Study design	10
2.2 Study Place	10
2.3 Study Population	10
2.4 Sample size	10
2.5 Sampling procedure	11
2.6.1 Inclusion Criteria	11
2.6.2 Exclusion Criteria	11
2.7 Data Collection procedure	12
2.8 Data collection tools	12
2.9 Data Analysis	12
2.10 Ethical Consideration	12
2.11 Rigor of the study	13
CHAPTER III: RESULT	14-22
CHAPTER IV: DISCUSSION	23-25
CHAPTER V: IMPLICATION	26
CHAPTER VI: LIMITATION & RECOMMANDATION	27-28
CHAPTER VII: CONCUSION	29
REFERENCES	30-34

APPENDIX –I (a)	35-42
APPENDIX –I (b)	43-55
APPENDIX –II (a)	56
APPENDIX –II (b)	57
APPENDIX- III	58

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ABBREVIATIONS

BHPI: Bangladesh Health Professions Institute

CRP: Centre for the Rehabilitation of the Paralysed

DS: Down Syndrome

SLT: Speech and Language Therapy

SLTs: Speech and Language Therapists.

SLP: Speech and Language Pathologist

WHO: World Health Organization

SPSS: Social Package for the Social Science

EXECUTIVE SUMMARY

The title of the study is functional communication among the teenager with Down Syndrome. The purpose of the study is to explore the functional communication skills in different area among the teenager with Down Syndrome. The purpose of the study had divided into two specific objectives. The study was conducted in quantitative research design. The study place was William & Mary Taylor School; Saver, Swid Bangladesh and Ramna Buddhui Protibandhi & Autistic School and Touri Foundation; Dhaka. 50 participants were selected for the study. They were the teenager with Down Syndrome who were selected using a purposive sampling technique according to the inclusion criteria. Investigator used Communication Checklist Adult (CCA) questionnaires to collect data which was designed to determine the functional communication of teenager with Down Syndrome. The interview was conducted in Bangla to make it easier for all participants to understand but also allowed them to respond more freely. Face-to-face interviews had been used to conduct in this study. The investigator had used descriptive statistical analysis and SPSS as tools to analyze the data. In this study the total participants were 50 where 52% were female and 48% were male. In the difficulties majority level among the participants 42% in twice a day in their language structure, 48% in pragmatic skills and 46% in social engagement at least once a week had difficulties. In strength majority level 40% in twice a day in language structure, 50% who never and 34% in twice a day in social engagement had strength. The investigator had tried to find out different area's functional communication rate among the teenager with Down Syndrome. This research would be helpful for the Speech and Language therapist to become aware about SLT service in special needs school.

1.1 Introduction:

Down syndrome (DS) is one of the common area of child disability. According to Anneren and Edman (1993) it is the most common postnatal viable human autosomal chromosomal abnormality, the reason of these syndrome is trisomy for Chromosome 21, the long arm of chromosome 21 of the distal segment is required in the pathogenesis of DS. It is the most common congenital abnormality that occur 1 in 700 birth for the inclusion of extra cell in chromosome 21 Delabar et al, (1993). In addition, Palo and Savolainen (1973) suggested that in Down Syndrome there is a lack of the specific myeline basic protein.

Therefore, in Bangladesh, it is estimated that 12.5 million are disable (“WHO action plan: 2006-2011”.2015). Mondol et al, (2016) reported that according to the estimate in Bangladesh Protibondhi foundation and society for the welfare of the Intellectual disability from august 2014 to march 2015 the age range of disabled children’s mother were between 30 and 39 and most of the time they were their first baby from 155 participant 27% had autism and 72.9% had other disability like Down syndrome, cerebral palsy and intellectual disability.

According to Morinushi et al (2000) to examine the overall prevalence of Down Syndrome in Asia, in japan is 5.28 per 10,000 live births. According to Gert de Graaf (2007) in the Netherlands it that shows in 1990 around 11 per 10 000 live births are affected in Down Syndrome. But nowadays it becomes around 14 per 10 000 in live births. In the united state 1 in every 691 is born with Down Syndrome (Kumin & Woodbin, 2012). In 2003 Atlana’s birth defect surveillance system also estimate a prevalence of 8.3 per 10,000, age range is 0-19 aged. (Presson et al., 2013).

Mild to moderate intellectual disability occurs as a result of Down Syndrome. The rate of acquired speech and language is decrease in the child with Down syndrome, on the other side, cognitive skills can be increase with their age (Stoel-Gammon, 1990).

An Individual with Down Syndrome can be characterized by observing the delay development of all functional areas. The children of Down Syndrome are different form

each other like others normal child. (Rogers, Gordon, Schanzenbacher, & Case-Smith, 2001).

Language delay is a common characteristic in Down Syndrome children in area of speech and growth retardation, dysmorphic facial features, broad hands, congenital heart disease, hyptonia, epicanthal folds, anomalies of the gastrointestinal tract those are physical feature of the Down Syndrome children (Robarts, prince & Milkin; 2007).

Generally children with DS speech and language develop more slowly than the children without DS or normal children (Chapman & Hesketh, 2001; Miller, 1992; Rondal, 1995). While acquiring of the first words seems to be delayed in DS child (Berglund, Eriksson, & Johansson, 2001; Stoel-Gammon, 2001). According to Buckley & Rondal (2003), It has been found that the following growth of expressive vocabulary occur at a slower pace. Than the vocabulary of the child, their receptive and expressive syntax are indicate more impaired (Caselli, Monaco, Trasciani, & Vicari, 2008; De Bal, 2005; Price et al., 2008). It also have been shown the language difficulties, weaknesses in the pragmatic stage (Abbeduto & Hesketh, 1997).

Communication is a process of exchanging information between two or more individuals. By communicating with each other we can share our feeling, needs, ideas, opinion and wants to other people. Generally there are two way of communication and they are verbal communication and nonverbal communication. In communication in social context pragmatics means the use of the language (Robarts, prince & Milkin; 2007).

The development of communication skills in the first 24 months of life in normal infants may be described in terms of three phases (Adamson & Bakeman, 1982).

A person's basic need is communication which should be functional in very sphere of life. The functional communication, makes a person (both kids and elderly person) able to make choices and independency in case of communication. Functional communication includes expressing needs verbally and non verbally, gesture, signs, photos or pictures, words and output from augmentative and alternative devices. (American Speech Language Hearing Association, 2017). A person can be capable express himself without any barrier and challenges when he properly learn the functional communication skills.

According International Classification of Functioning (ICF), Functional communication means the ability of social, physical and cognitive skills. When there are shortage of this skills that are consider as activity level deficit (ICF,2001).

Modern framework of health and disability said that, cognitive linguistics skills and functional communication are closely related to each other. (Meier, Johnson, Villard, Kiran; 2016). In the concept of Language therapy the relationship between cognitive linguistic skills and functional communication skills are complicated. When constructing something using this two skills it can be more difficult.

A speech-language therapist should evaluate the Down syndrome child and develop a treatment plan for addressing his communication need. The techniques that might be encouraging the children development. According to Kumin (2008) parents of Down Syndrome children can provide the practice of speech and Language technique at home and the community to their children.

1.2 Literature review:

Down Syndrome is a most common genetic disorder. It is usually occur when there is trisomy 21 chromosome in the cell. There are so many characteristics and features of DS, such as intellectual disability, hyponia, cardiac pathology, thyroid dysfunction (Jaces, 2014). According to (Shprintzen, 1997) there are also some features of Down Syndrom such as broad hands, flat nasal bridge, lax ligaments, open mouth and short posture.

According to Cleland et al, (2010) Down Syndrome people have problem in their language development and for this reason they face many difficulties in their social relationship. Children with Down Syndrome has delay in their speech and language development (Egger. K & Eerdenbrugh, S.V, 2016). There may have clutter, stuttering or both in their speech.

Many studies of speech in Down Syndrome has shown that they have vowel errors in their vocabulary (Bunton, Leddy, & Miller, 2007). In their study these errors indicate that there has some limitation in the regulating of their tongue at height and advancement and it is occur as the result of anatomic factors and motor limitations. Like others problem articulation and phonological problem are also major factors in the area of expressive language development among the children with Down Syndrome, (Bleile, 2004).

During the speech production in oral motor structural and functional differences are affected in individual with Down Syndrome and this difference may include small oral cavity, a narrow and high arched palate, irregular dentition, and protruded tongue (Stoel & Gammon, 1998).

Intellectual Disability is the common fact of the Down Syndrome people and the impairment is vary from mild to moderate range (Bull, 2011). Typical children are usually develop their intellectual speech at 48 month of their age. On the other hand is becomes a lifelong challenge for those children who has Down Syndrome (Shriberg and Widder, 1990).

Down Syndrome fails a great effect on the different functional skills of the individual. From them communication is skill is one of the major skill of their life time. In this study

the investigator tried to show the condition of daily functional communication of the teenager with Down Syndrome.

Communication between two or more individuals is very important to sharing their feelings, emotions or wants. So a good communication is very important to make a good bonding between individuals. Exchanging messages due to contacting with each other is known as communication and that may be verbal or nonverbal (Nursing Stander, 2015).

The development of cognitive factors can be indicated as the emergency triadic nonverbal communication skill and it includes representational skills which provide important basement for language development (Bates et. al, 1979).

The Coordination of cognitive, articulatory and linguistic abilities are very necessary for a functional communication and it allows to exchange different information among the individuals (Drummond & Boss, 2004). The impact of functional communication difficulty can be adverse such as a person's poor communication skill and poor social integration and that also has an impact on emotional functioning and the lifestyle, life standard as well as quality of life (Degeneffe & Lee, 2010).

For the normal children the pre linguistic stage start from 12 to 18 months age of the children and in this age level children start to communicate by using gestures, vocalizations, facial expressions, and other movements. But in the case of Down Syndrome this stage can take many years and sometime it may be last for lifelong (Robbart. JE & Milkin C, 2007).

In the language development stage for the normal children they produces around 50 single word, start to combine word into two words utterance and makes some short sentences at the age of 18-16 months. But for the individual with Down Syndrome it takes long time to develop their vocabulary of the language (Paul, 2007). Children with DS faces difficulties to translating combination word sentences (Iverson et al., 2003).

Down Syndrome person has also delayed in Pragmatic skills. When the use languages is in the social context for the reason of communication it is known as pragmatic skills. Children with DS shows a good pragmatic skill in communication rather than speech, Receptive

language skills and syntax skills. Also, strength in each and every area of pragmatics are not valid or consistent (Robbart. JE & Milkin C, 2007).

A study was held about the social and living skill of Down Syndrome people and in that study it is said that 42.2% of adult Down Syndrome person are involved in different kind of social activity but they do not continue this regularly like normal people (Bertoli et al, 2011).

In some teenager with Down Syndrome there are problem of oligodontia which means missing or absents of six or more teeth. This problem falls many effect while producing words or sounds during communicate with others (Riche at al, 2014). According to Myrelid et at, 2018 a study was held among the younger and teenager with Down Syndrome about their intellectual disability and in that study it is shows that 91% teenager has sever intellectual disability and in the case of younger it is 65%.

1.3 Significance of the study:

Individual with Down Syndrome has many problems in their functional communication area. In area of functional communication they may have difficulties in social, pragmatic and linguistics skills. A speech and language therapist work with the individual to develop their communication area. Speech and language therapy is concerned with the identification, assessment and support of speech, language of Down syndrome person. They work with the individual to develop their quality of life.

As a speech and language therapist it is very important to know about the functional communication of Down syndrome person. It will be helpful for better diagnosis and intervention. A Speech and Language therapist try to develop children's communication skills by solving their speech problem. Sometimes the parent may not have ideas about speech and language therapy treatment of Down syndrome children. This research will help them to know about the treatment. A speech and language therapist uses different techniques for improving their communication skills. They teach the parents so that they can apply this at home. They can also teach the techniques to the teachers of special school. It will be more helpful for them to communicate with the children.

There are no available research on functional communication of teenager with Down syndrome. So the study will be helpful to identify the functional communication skill of teenager. The study will ensure the needed service required for the teenager with Down Syndrome. It will be also helpful for the researcher to gain more knowledge about this area for further study.

On the other hand, it will be helpful for developing and promoting the profession that's why others parents of Down syndrome children who are not taking speech and language therapy regularly can be more motivated.

1.4 Research Question:

What are the functional communication difficulties among the teenager with Down Syndrome?

1.5 General and specific objectives of the Study

1.5.1 General objective:

To find out the functional communication skills among the teenager with Down Syndrome.

1.5.2 Specific objectives:

- To determine the socio demographic characteristics among the teenager with Down Syndrome
- To find out the level of difficulties and strength in language structure, pragmatic skills and social engagement among the teenage with Down Syndrome.

1.6 Operational Definitions:

Key words: Functional communication, Teenager with Down Syndrome.

1.6.1 Functional Communication:

The functional communication, makes a person (both kids and elderly person) able to make choices and independency in case of communication. Functional communication includes expressing needs verbally and nonverbally, gesture, signs, photos or pictures, words and output from augmentative and alternative devices. (American Speech Language Hearing Association, 2017). Functional communication means the ability of social, physical and cognitive skills. When there are shortage of this skills that are consider as activity level deficit (ICF, 2001). Functional communication requires the integration of cognitive, articulatory and linguistic abilities that allow the communication to exchange between individuals during communication.

1.6.2 Teenager with Down Syndrome:

Person age between 13- 19 years old are consider as teenager. It also can be known as adolescence. That means it is the stage of childhood to adulthood period. Between this age ranges which individuals are affected with Down Syndrome disorder they are called Teenager with Down Syndrome. Down syndrome is the result of an extra specific chromosome in 21 chromosome (Langdon J, 1966). According to Myrelid, et al (2018) teenager with Down Syndrome has more severe intellectual disability then younger children. In a study it is said that teenager with Down Syndrome has problem in auditory, verbal and their working memory then a normal individual teenager (Chapman, 2018).

2.1. Study design:

In this study quantitative type of cross-sectional survey design was used to accomplish the research. Because quantitative research is used to establish facts (Bailey, 1997). Moreover, it can be done at a point of time and it is less expensive (Depoy and Gitlin, 1998).

2.2. Study place:

This study was conducted from William & Mary Taylor School, Swid Bangladesh, Ramna Buddhui Protibandhi & Autistic School and Touri Foundation.

2.3 Study population:

In this study, the population were the teenage with Down syndrome in this selected area.

2.4 Sample Size

Samples are a subset of total population that participates in the study and represents whole population. (Depoy and Gitlin, 1998). Sample size is determined by the number of persons or elements availability, cost as well as time (Goyal, 2013). Though a larger sample is more likely to be representative of the population in a survey study. But in many situations, it is not possible for the researcher both for practical and financial reasons (Hicks, 2000). So the investigator was used a sampling equation to determine the sample size. The equation is according to sample size –

Where,

Percentage of population, P= 0.5

Prevalence, q= 1-P= 1-0.5 = 0.5

Confidence level, Z= 1.96 at 95% (Standard value)

Degree of accuracy, d = 0.05

Required sample size, n=?

$$\begin{aligned}n &= \frac{z^2 \times p(1-p)}{d^2} \\ &= \frac{1.96^2 \times 0.5 \times (1-0.5)}{(0.05)^2} \\ &= 384.16\end{aligned}$$

From this calculation total sample size was 384. But the investigator had only one month for completing her research. For this time limitation investigator took 50 samples from the 4 places which was William & Mary Taylor School, Swid Bangladesh, Ramna Buddhui Protibandhi & Autistic School. So, the sample size was 50.

2.5 Sampling Procedure

In this study, investigator has used Purposive sampling procedure to accomplish the study as it is cost effective, easy and quickest sampling method (Bailey, 1997). According to Kothari 2004, in purposive sampling, each sample has an equal chance of getting included in the study.

2.6.1 Inclusion criteria:

- The teenage with Down syndrome.
- Teenage from the selected institutes.
- Age range 13-19 years

2.6.2 Exclusion criteria:

- Teenage with Down syndrome who has other associated conditions.
- Unwilling, unmotivated participant

2.9 Data Collection Tool:

Investigator had used Communication Checklist –Adult (CCA) questionnaire for this study. It is multi choice caregiver or relative completed questionnaire designed to assess an individual's functional communication. Individual's communication abilities are targeted across three area. They are- Language structure which examines linguistic aspects of communication such as speech, semantics and syntax, pragmatic skills which includes expressive pragmatic behaviors and Social Engagement which includes nonverbal aspects of interaction and interests (Whitehouse & Bishop, 2009). Communication checklist is in English questionnaire so that the investigator has translate it in to Bangla because the Bangla version of question is easier to understand to the participants. It was also very accepted and helpful technique of data collection.

2.10 Data Collection Procedure

Investigator collected data from face to face interview. Data had been collected from the teacher and parent of the participants. At first investigator made it clarify to the participant about the aim of the study and took permission from the participants for collecting information. Participant had be ensure that any personal information was not be published anywhere.

2.11 Data Analysis

Bailey (1997) suggested that, statistics that gives description, organize and summarize data are descriptive statistics. Investigator had been used descriptive statistics for data analysis as these are usually used for survey data (Hicks, 2000). There are many useful ways to illustrate descriptive data as well as table, graphs, pie chart (Bailey, 1997). A computer program “Statistical Package for the Social Science” (SPSS) is used as a data analysis tool.

2.12 Ethical Consideration

Investigator had taken permission from the ethical committee of BHPI after presentation of the study. Permission had been taken from the Departmental Head of Speech and Language Therapy Department. Permission were granted from three mentioned study place- William & Mary Taylor School, Swid Bangladesh, Ramna Buddhui Protibandhi & Autistic School and Touri Foundation; Dhaka. Investigator had taken permission from the

parents of individual with Down Syndrome and took a consent form. In case of illiterate parents, investigator has done it. Interview were conducted in a calm, safe and comfortable place. All information was kept confidential and was shared with only Supervisor.

2.11. Rigor of the study:

In this study all the steps were followed sequentially and the study was conducted in a systematic way. For example study design, data collection and analysis. Rapport was built with every participants and a neutral tone was used during the interview. The Bangla interviews were transcribed in English. At the time of interview researcher tried use simple language because this helped participants to better understand the question sometimes the investigator provided explanations and simple examples for the more difficult question.

All the data were analyzed by descriptive statistics and calculated as a percentages and shown in the bar grapes, pie charts and tables.

3.1 Gender of the participants

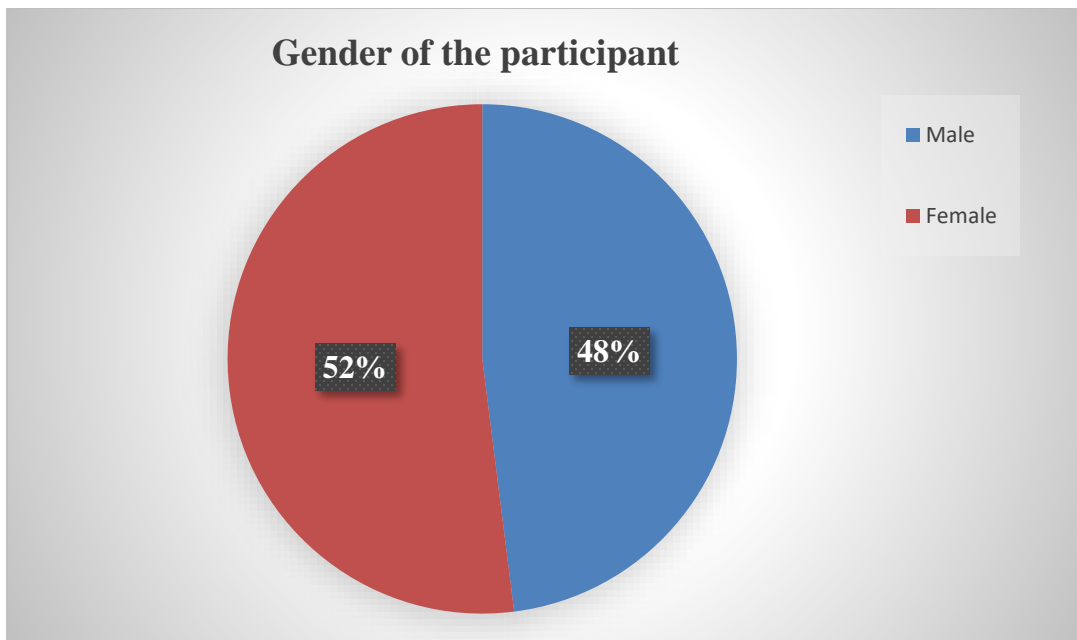


Figure 3.1: Gender of the Participants

In this study there are two different gender groups which are categorized by male and female and the pie chart showed that the majority of participants 52% (26) were female and other Participants 48% (24) were male.

3.2 Age of the participants

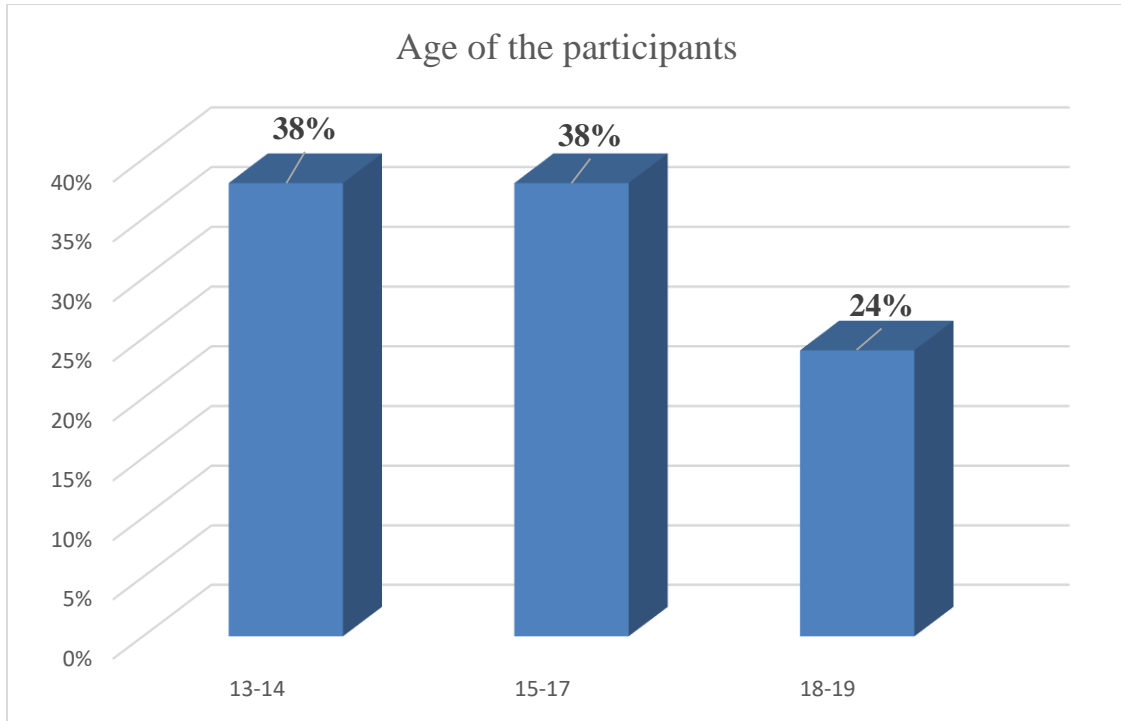


Figure 3.2: Age of the Participants

There are three different age groups between 13- 19 years. In this bar graph, the maximum number of participants are in two age groups, which are group 13-14 and group 15-17. Because in both of this groups the percentage of the participants are same and that is 38% (19). On the other side, another age group, 18-19 year represents 24% (12)

3.3 Difficulties in Language Structure based on question no. (1, 2, 4, 10, 12, 17, 19, 23, 24, 27, 29, 32, 38, 43, 44, 46, 50)

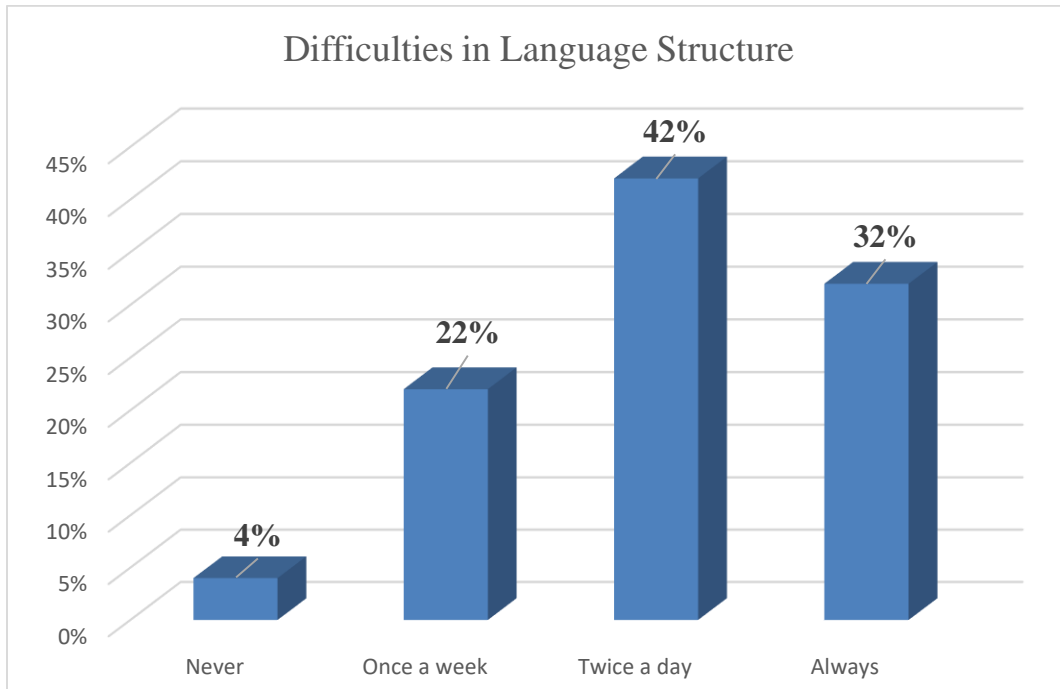


Figure 3.3: Difficulties in Language Structure

The difficulties of language structure had been leveled in four categorized in bar graph. There are 4% among the all participant who “Never” experienced language structure difficulties and 22% who had experienced language structure difficulties “Once in a week”. The majority is 42% who had difficulties in “Twice a day”. 32% “Always” had language structure difficulties in their daily life.

3.4: Strength in Language Structure based on question no. (51, 55, 58, 64, 66, 69)

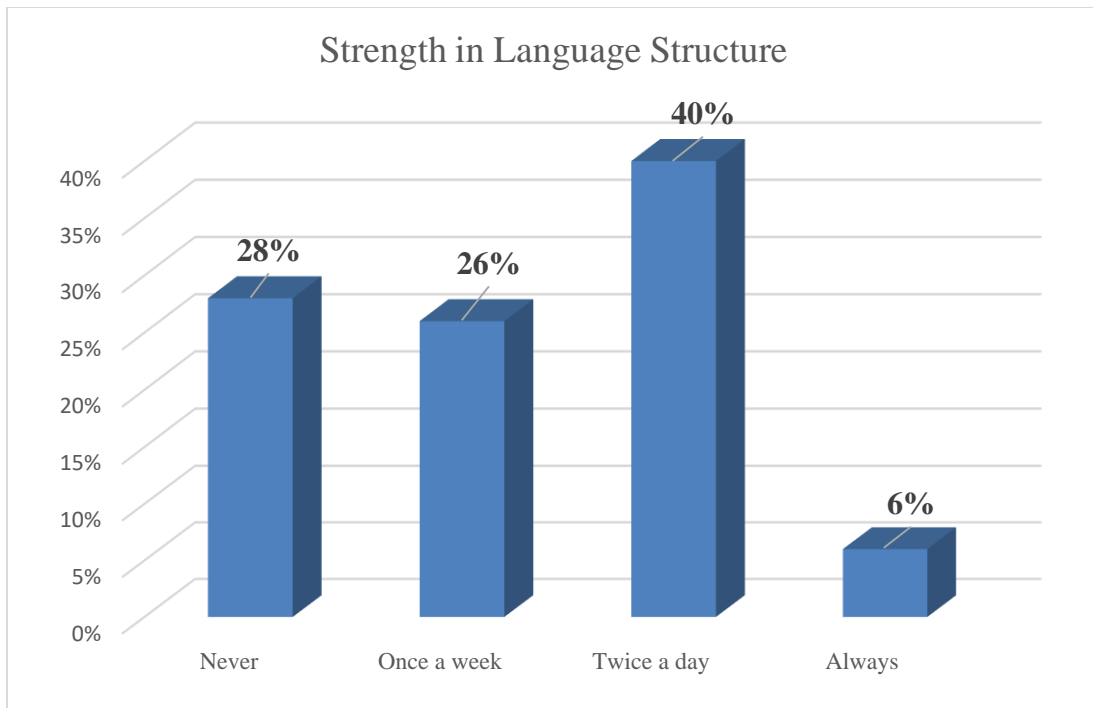


Figure 3.4: Strength in Language Structure

Strength in language structure is also shown in bar graph based on four categories. Among all of the participant majority of the participant had Strength in Language Structure in “Twice a day” and that is 40%. 28% “Never” had Strength in their Language Structure and 26% had strength in “Once a week”. Other side 6% of the participant “Always” had Strength in their Language Structure.

3.5: Difficulties in Pragmatic Skills based on question no. (5, 6, 11, 15, 18, 22, 25, 26, 30, 34, 35, 36, 40, 41, 42, 45)

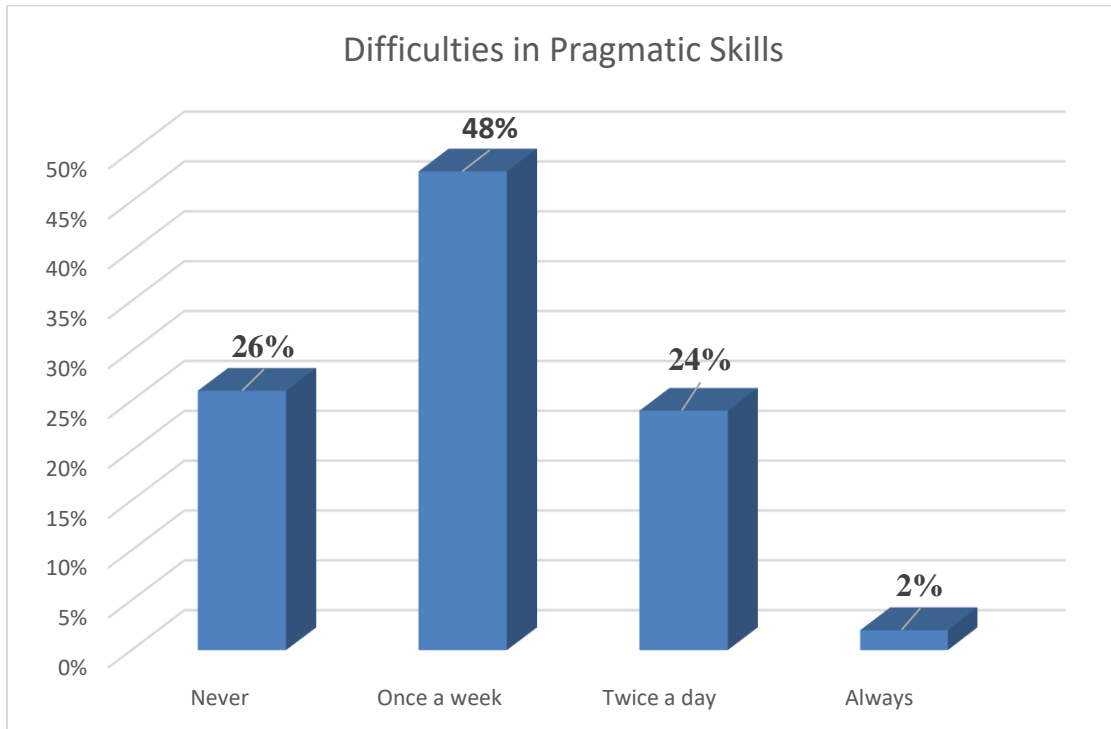


Figure 3.5: Difficulties in Pragmatic Skills

From the study the obtained data on difficulties in pragmatic skills were categorized in four level. From the bar graph it is shown that, the majority rate is 48% among the total participants who had experienced difficulties in their pragmatic skills in “Once a week”. On the opposite side there are only 2% of the participants who “Always” experienced difficulties in pragmatic skills. 26% participant “Never” and 24% participants in “Twice a week” experienced difficulties in their pragmatic skills.

3.6 Strength in Pragmatic Skills based on question no. (53, 54, 61, 68)

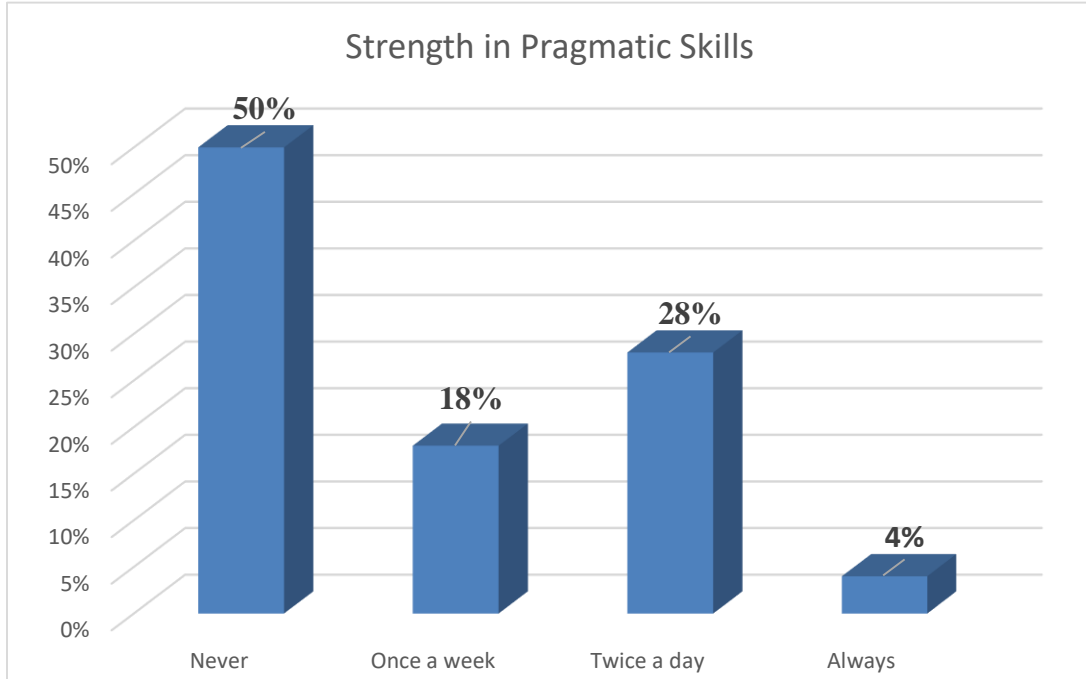


Figure 3.6 Strength in Pragmatic Skills

In the case of Strength in Pragmatic Skills, it is also categorized in four level and shown in bar graph. From the bar graph the highest rate is 50% of total participant who “Never” had Strength in their Pragmatic Skills. 18% of the participants had experienced in “Once a week” and 28% had experienced in “Twice a day”. The lowest rate is 4% of the participants who “Always” had Strength in their Pragmatic Skills.

3.7 Difficulties in Social Engagement based on question no. (3, 7, 8, 9, 13, 14, 16, 20, 21, 28, 31, 33, 37, 47, 48, 49)

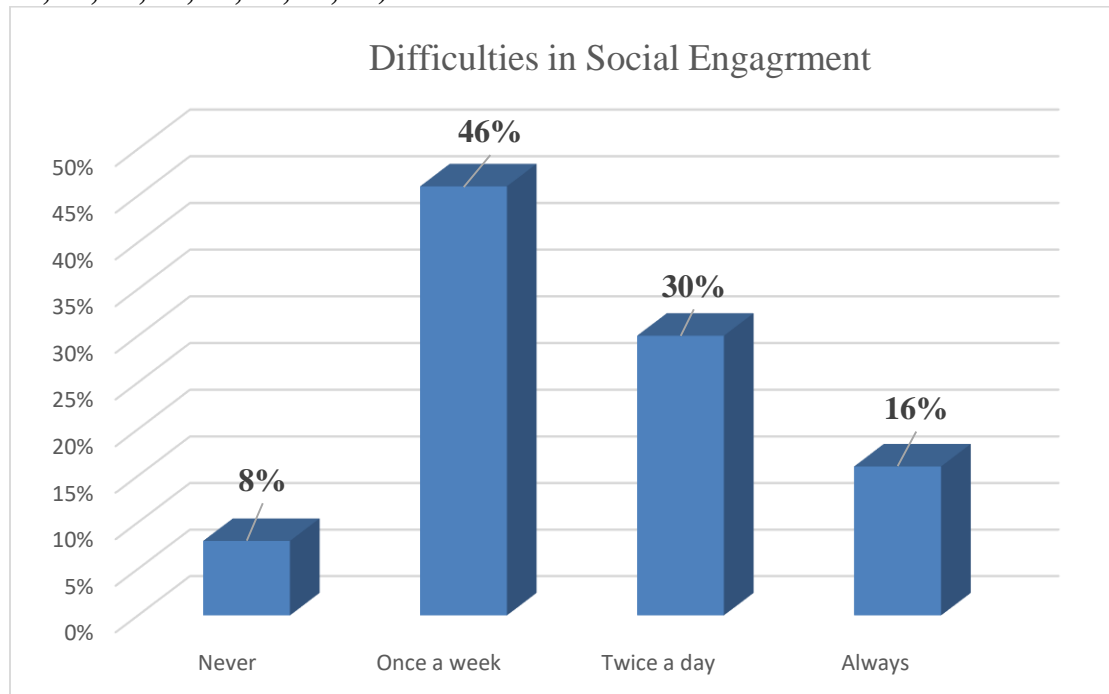


Figure 3.7 Difficulties in Social Engagement

In this study Difficulties in Social Engagement are leveled in four categories. In this graph it is shown that, the majority rate is 46% among the total participants who had experienced difficulties in their social engagement in “Once a week”. Only 8% of the participants who “Never” experienced difficulties in social engagement. From the others side 16% participant “Always” and 30% participants in “Twice a week” experienced difficulties in Social Engagement.

3.8 Strength in Social Engagement based on question no (52, 56, 57, 59, 60, 62, 63, 65, 67, 70)

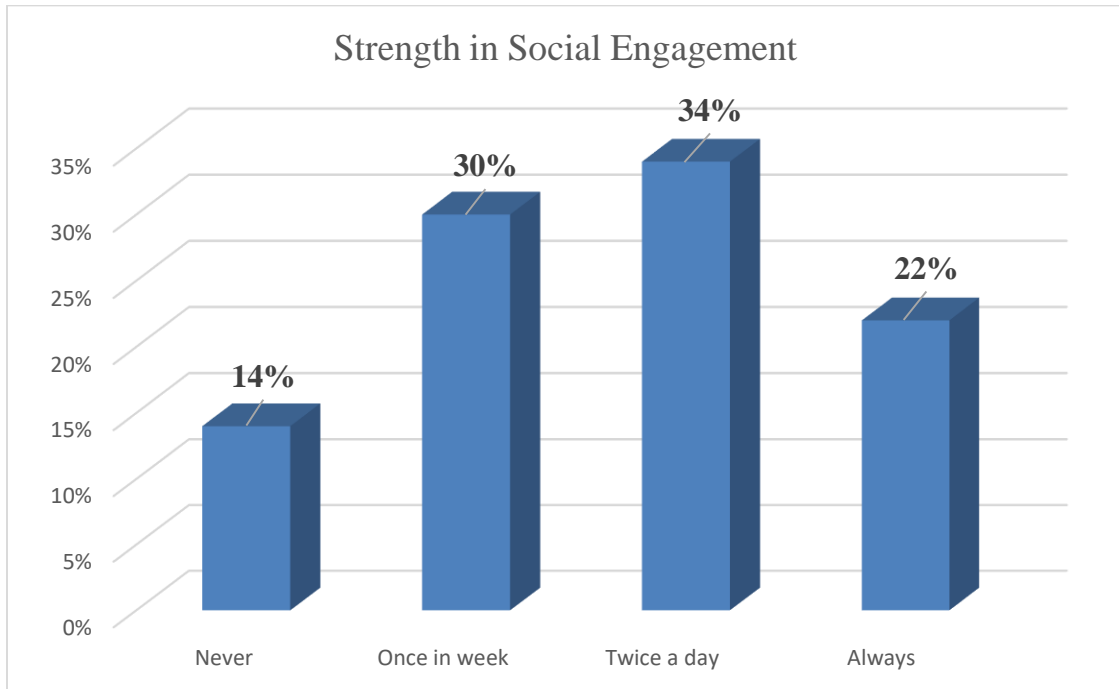


Figure 3.8 Strength in Social Engagement

Strength in social engagement is also shown in bar graph based on four categories. Among all of the participant majority of the participant had Strength in social engagement in “Twice a day” and that is 34%. It is also shown that 22% “Always” and 30% in “Once a week” had Strength in their social engagement. The lowest rate is 14% of the participants who “Never” had Strength in their social engagement.

3.9 Association between variables

3.9.1 Association between age of the participant and gender of the participants

Age of the participants * Gender of the participant Cross tabulation

Count

		Gender of the participant		Total
		Male	Female	
Age of the participants	13-14	11	8	19
	15-17	8	11	19
	18-19	5	7	12
Total		24	26	50

Table: Association between age of the participant and gender of the participants

Among 50 participants highest male participants were in age group 13-14 and highest female group were in age group 15-17. The association was not found significant ($p>0.05$).

There are total 50 teenager with Down Syndrome participants where 52% are female and 48% are male. It is also found that most of the participants were in the age group of 13-14 and 15-17 where both of the group are 38% of the total participants. The other age group 18-19 is 24% among the all participants. According to (Yorkston, Bourgeois & Baylor, 2010) different communication disabilities which are associated with aging and the impact of these disabilities on important functions like access to health care and maintenance of social roles.

The researcher is focuses to assess the functional communication skill of the individuals by using The Communication Checklist Adult (CCA) which is a multi- choice caregiver or relative completed questionnaire designed to assess an individual's functional communication targeting three areas. They are Language Structure, Pragmatic Skills and Social Engagement. Language Structure which examines linguistic aspects of communication such as semantics, speech and syntax. Pragmatic skills which assess expressive pragmatic behaviors and Social Engagement which considers nonverbal aspects of interactions and interests. According to (Whitehouse & Bishop, 2009).

In this study the researcher divided the 70 questions into two part under the targeted three sub scale. The first phase which is question no 1-50 that represented the difficulties of the individuals that may affect the communication. The second phases which in from question no 51-70, that represent the strength of the individuals.

Investigator found in the area of difficulties in Language Structure that, among the total participant only 4% did not face any difficulties under this language structure subscale. 32% found always have difficulties in their language structural ability. The highest percentage is 42% where the participants faces difficulties twice a day. The individual with Down Syndrome it takes long time to develop their vocabulary of the language (Paul, 2007). They also faces difficulties to translating combination word sentences (Iverson et al., 2003). Several Studies have been found that sometime adults with different disorders makes mistakes while producing word or sentences (Heller & Dobbs).

In the strength of the language structure shown that majority rate of the participants is 40% who experienced strength in language structure in twice a day and the second majority is 28% who never had any strength. The lowest percentage is 6% where the participants always experiences the strength of the language structure. It is known that adult with different cognitive disorder uses short sentences with few clauses as function of age related decline in language (Kemper,1987).According to Buckley & Rondal (2003), It has been found that the following growth of expressive vocabulary occur at a slower pace in individual with Down Syndrome.

In the area of pragmatic skills the Investigator found that 40% of the participants experience difficulties in once a week. Although only 2% participants always found difficulties in pragmatic skills. Pragmatic language ability includes the social aspect of language including the manner in which speech is presented. It also include social appropriates during communication, such as selecting an appropriate conversational topic, responding appropriately with conversation partner an maintaining appropriate voval volume and eye contact. According to Yorkston, Klaner & Bowen (2003), the communication problem suggests that participants in important role changes markedly not only because of communication problem but also cause of this issues which are related to pragmatic change.

The highest rate of the participants are 50% who never experience strength in pragmatic skills and only 4% among all participants respond that they always had strength in pragmatic skills while interaction with others. The weakness in pragmatic skills is related to poor expressive language in adult or adolescents with Down Syndrome (Abbeduto et al, 2006). Pragmatic disorder are not confined to people living in certain geographical region, and are not more commonly found in urban over rural dwellers. No lifestyle, culture or type of education places an individual at an increased risk of developing a pragmatic disorder (Cummings, 2014).

In the study it is found that that the lowest rate is 8% of total participants who have never face difficulties in social engagement. Although major group is 46% who at least once a week and the second major group rate is 30% who have difficulties in twice a day in their social engagement area. Adolescents with Down Syndrome has many different in social

functioning skill and limited social skills than adolescents without Down Syndrome (Helma et al, 2013).

In the case of strength in social engagement 34% is the most frequent group who have strength in twice a day. 14% participants were never found to have strength in social engagement area. In the individual with Down Syndrom who has good social skills and good social sensitivity serves they became successful to make positive relationship at home, with friends and different social settings (Kyle et al, 2016). The investigator also associated between age of the participants and gender of the participants. It is found that from all of the participants the highest number of the male participants were 11 in the age group of 13-14.and the highest female participants were also 11 in the age group of 15-17. The association was not found significant ($p=.548$, $p<0.05$) by using Chi- Square Test.

- This study might help speech and language therapy service to make treatment protocol for teenager with Down Syndrome.
- This study might help to discuss effective communication technique for teenager with Down Syndrome.
- This study might help people and other professionals to know about Speech and Language Therapy profession.
- This study might help to promote our profession at Government level.
- This study might help to identify to need of teenager with Down Syndrome and to focus very genuinely to ensure their health and the facilities within.

6.1 Limitation:

There were some situational limitation and barriers while considering the results of study in different aspects. The researcher always tried to consider these limitations. The limited resources also had a great effect on the study. If adequate time and resources were available, then knowledge on this area could be extended. In this study participants were only taken from the special needs school of Saver city and Dhaka city, where there was limited data sample. So the result could not be generalized for other city or places. For any future study participants should be taken from different places as possible. Although the investigator used Communication Checklist Adult- (CCA) to find out the functional communication area of teenager with Down Syndrome but has to change some questions as it was not relevant to the context that the research had been conduct. The information was collected from books, Google search, journals. Researcher found very little international literature on this topic which were not always relevant with the study. The entire interview was conducted in Bangla and then it was translated in English. So during translation there might be possibility to lose the original theme of the information. Therefore the investigator had limited experience with the technique and strategies in term of the practice aspects of research. So can be some mistakes all over the study.

6.2 Recommendation

Through conducting this study the investigator found the functional communication skills among the teenager with Down Syndrome. There are some recommendations which arise from this study. Parents could be provide with additional training within regards to Down Syndrome. The parents will be recommended to take their child in speech and language therapy season for taking speech therapy for improving their child's communication skills. The investigator can recommended the parents about therapy technique and home activities for their child. The SLT could be recommended to make prospectors about the functional communication skills among the teenager with Down Syndrome. As the sequence of the study another study can be done with large number of participant so that result can be generalized for understanding communication skills among the teenager with Down Syndrome. The further study might be done with the large group of sample so that more skills will come in context of the country. This study was done at three special needs school, so for further study it should be consider in other special schools because it will make the research broad and study standard.

The aim of the study was to find out the functional communication skills among the teenager with Down syndrome. This study provide to identify the socio demographic status and the level of difficulties and strength in language structure, pragmatic skills and social engagement among the teenager with Down Syndrome. In this study the total participants were 50 where 52% were female and 48% were male. From the associated between age of the participants and gender of the participants it is found that from all of the participants the highest number of the male participants were 11 in the age group of 13-14.and the highest female participants were also 11 in the age group of 15-17. The result shows that the major number of the participants were in the age group of 13-14 and 15-17 where both of the group are 38% and other 24% are in age group 18-19. In the case of language structure the highest level of the strength is 40% where the participant's experiences strength in twice a day and the lowest level is 6% where they always has the strength. It is found that in pragmatic skills area the highest level of the strength is 50% who never experience strength and lowest is 4% who always has strength among total participant. By analyzing social engagement stage it is identified that the majority of the participants has strength in twice a day and it is 34%. 22% participants never has any strength in social engagement. After the strength level the investigator analyzed difficulties level. From the study it is found that the highest rate is 42% those has difficulties in twice a day in their language structure and 4% is lowest who has never. The investigator discover that 48% once a week had difficulties and 2% never had difficulties in pragmatic skills. 46% is the most frequent group who has difficulties at least once a week and the minor rate is 8% who always has difficulties in social engagement.

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Annexure: II (a)
সম্মতিপত্র

এই গবেষণা স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি বিভাগের অধ্যয়নের একটি অংশ এবং গবেষকের নাম অন্তরা রায় তন্ময় । তিনি বাংলাদেশ হেলথ প্রফেশনস ইন্সটিটিউটের বি এস সি ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি বিভাগের ৪র্থ বর্ষের অধ্যয়নরত একজন ছাত্রী এবং তার গবেষণার বিষয় **“FUNCTIONAL COMMUNICATION AMONG THE TEENAGER WITH DOWN SYNDROME.”** এই গবেষণার আমি -----

----- একজন অংশগ্রহণকারী এবং আমি এই গবেষণার উদ্দেশ্য পরিষ্কার ভাবে জানতে পেরেছি । আমি যে কোন সময় এবং গবেষণার যে কোন পর্যায়ে আমার অংশ গ্রহণ প্রত্যাহার করতে পারি । এই জন্য আমি কারো কাছে জবাব দিহি করতে বাধ্য থাকব না। আমি অবগত হয়েছি যে, এই গবেষণায় অংশ গ্রহণ করার ফলে বর্তমান ও ভবিষ্যতে তা আমার ও অংশ গ্রহণ কারীদের কোন প্রকার প্রভাব ফেলবে না ।

এই গবেষণার সাক্ষাতকারের সকল তথ্য যেগুলো গবেষণার কাজে ব্যবহৃত হবে, সেগুলো সম্পূর্ণভাবে গোপনীয় থাকবে । শুধুমাত্র গবেষক এ তথ্য সমূহের প্রবেশাধিকার পাবে । গবেষকের নাম, পরিচয় ছাপা হবে না ।

আমি গবেষণার পদ্ধতি এবং জটিলতা অথবা সুফলের ব্যপারে বা গবেষণা সংক্রান্ত যেকোনো প্রশ্নের উত্তর দানের জন্য এ গবেষণার তত্ত্বাবধায়কের সহিত আলোচনা করতে পারব ।

আমি উপরোক্ত সকল তথ্য গুলো সম্পর্কে জানি এবং আমি এই গবেষণায় অংশ গ্রহণে সম্মতি জ্ঞাপন করছি ।

অংশ গ্রহণকারীর স্বাক্ষর/ টিপসই:	তারিখ:
গবেষকের স্বাক্ষর:	তারিখ:
স্বাক্ষীর স্বাক্ষর:	তারিখ:

Annexure: II (b)
Consent Form (English)

This research is part of Speech & Language Therapy course and the name of the researcher is Antara Roy Tonmoy. She is a 4th year student of B. Sc in Speech & Language Therapy in Bangladesh Health Professions Institute (BHPI). The study will entitle as **“FUNCTIONAL COMMUNICATION AMONG THE TEENAGER WITH DOWN SYNDROME”**

In this study I am a participant and I have been clearly informed about the purpose of the study. I am willingly participating in this study. I will have the right to withdraw from this study at any stage and I will not be bounded to answer to anybody. I understand that there will be no impact receiving treatment at present or in the future by participating in this study.

I am also informed that, all the information will collect from the interview that use in the study will be kept safe and maintain confidentiality. Only the researcher will be eligible to access in the information for his publication of the research result. My name and address will not published anywhere in this study. I can consult with the researcher and the research supervisor about the research process or get answers to any questions regarding the research project. I have been informed about the above-mentioned information and I am willing to participate in the study with consent.

Signature of the study Participate:	Date:
Signature of the Researcher:	Date:
Signature of the witness:	Date:

Annexure: III

Association between age of the participant and gender of the participants

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.203 ^a	2	.548
Likelihood Ratio	1.206	2	.547
Linear-by-Linear Association	.912	1	.340
N of Valid Cases	50		

Annexure: IV
Permission to conduct the study

Annexure: 1(B)

The –Communication Checklist- Adult (CC-A) (Bangla)

নামঃ

বয়সঃ

লিঙ্গঃ

তারিখঃ

০= সপ্তাহে একবারের চেয়ে কম(কখনই না)

১= সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়

২= দিনে একবার কি দুইবার এর মত

৩= দিনে বহুবার(সবসময়)

*প্রতিটি প্রশ্নের উত্তরের জন্য যেকোনো একটি ঘরে টিক (✓) চিহ্ন দাও।

		০	১	২	৩
১	‘তিনি; ‘তার; এবং ‘এটা’ ‘তারা’ এগুলোর মাঝে এলোমেলো করে ফেলে। যেমন- যখন কাউকে ডাকতে যায়, “করিম মুদির দোকানে কাজ করে, তারা বাসায় কাজ করতে যায়”	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২	শব্দ ছোট করে ফেলে কিছু বর্ণ বাদ দিয়ে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩	অন্য মানুষের সাথে থাকলে উদ্ভিন্ন হয়ে যায়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪	ভুল দিয়ে শুরু করে এবং সঠিক শব্দ খোঁজতে থাকে। যেমনঃ বলতে পারে, “তুমি কি-তুমি কি যেতে যাও-যেতে চাও বিয়েতে?”	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি	দিনে বহুবার(সবসময়)

		কম(কখনই না)		দুইবার এর মত	
৫	অসময়ে মানুষের কথার মাঝে ব্যাঘাত ঘটায়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬	পরিচিত শব্দ ভুলে যায়, যেমনঃ গরু না বলতে পারে, তুমি জানো, ঐ যে একটা পশু আছে যেটা কিনা 'হাম্বা' বলে ডাকে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৭	বিভিন্ন সামাজিক অবস্থায় তাকে অমনোযোগী, বিচ্ছিন্ন, কিংবা আনমনে মনে হয়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৮	ভাবশূন্য অবস্থায় থাকে যখন কিনা চেহায়ায় অভিব্যক্তি প্রকাশ পাওয়ার কথা। যেমনঃ রাগ করার সময়, ভয় পাওয়ার সময় বা খুশী হওয়ার সময়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৯	যখন অবসর সময় পার করে, তখন প্রতিবার একই পছন্দের কাজ করে। যেমন- 'একই বই বারবার পড়ে'।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
১০	কিছু কথা ব্যবহার করে যেমনঃ 'সে' অথবা 'এটা' যদিও স্পষ্ট নয় কি নিয়ে কথা বলছে। যেমন- কোন খেলা নিয়ে কথা বলতে গেলে বলতে পারে, "সে খুব ভাল	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)

	করেছে” অথচ তিনি কার কথা বলেছেন সেটা অস্পষ্ট থাকে।	কম(কখনই না)			
১১	কোন নির্দিষ্ট সময়ে অতিমাত্রার নিয়ম মারফিক কথা বলেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
১২	প্রায় একই শব্দ প্রকাশ করে এমন শব্দের মাঝে এলোমেলো করে ফেলেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
১৩	অন্যরা তার খরচ নিয়ে মজা করে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
১৪	কথা বলার সময় চোখের দিকে না তাকিয়ে বলার অভ্যাস আছে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
১৫	হাস্যরসাত্মক কিংবা বিদ্রূপ জাতীয় কথার অর্থ বুঝতে পারেন না।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
১৬	অন্য লোকদের যৌথ কাজগুলো থেকে বাদ পরে যান।	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)

		কম(কখনই না)			
১৭	‘তিনি/তাকে’ এবং ‘উনি/তার’ এর মাঝে এলোমেলো করেন, যেমন- তিনি কাজ করছেন না বলে, তাকে কাজ করছে বলেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
১৮	পছন্দের কোন উক্তি বা লাইন কিংবা ভাষা ব্যবহার করেন যা ঐ সময়ের সাথে মানানসই নয়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
১৯	দ্বিধাগ্রস্থ হয়ে যান, যখন একটা শব্দ প্রচলিত অর্থের থেকে ভিন্ন অর্থে ব্যবহৃত হয়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২০	যখন অন্য মানুষদের সাথে কথা বলেন তখন খুব কাছাকাছি দাঁড়িয়ে থাকেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২১	খুব নিদ্বিধায় চটজলদি মানুষের সাথে কথা বলতে শুরু করেন। যেমন- কেউ কোন ধরনের উৎসাহ প্রদান ছাড়াই কথা বলা শুরু করে দেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২২	নিজের মনে রাখা নির্দিষ্ট কিছু জিনিস নিয়ে কথা বলেন। যেমন- বিভিন্ন দেশের রাজধানী।	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)

		কম(কখনই না)			
২৩	অনেক সময় সম্পূর্ণ সূনির্দিষ্ট ভাবে শব্দ উচ্চারণের চেষ্টা করেন, তখন উচ্চারণ ভঙ্গি আক্রান্ত বলে মনে হয়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২৪	অনেক সময় শব্দ উচ্চারণ অপরিশুদ্ধতাদের মত মনে হয়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২৫	কল্পিত ঘটনা কথা বলে যেন কিনা সেগুলো সত্য।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২৬	কথোপকথোনটি তার প্রিয় বিষয়ে টেনে নিয়ে যান, যদিও অন্যরা উৎসাহিত নয়।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২৭	বাক্য থেকে গুরুত্বপূর্ণ শব্দ বাদ দেন। যেমন- আমি আমার বন্ধুর সাথে ফোন কথা বলছিলাম না বলে, আমি আমার বন্ধুর সাথে ফোনে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
২৮	যোগাযোগের ক্ষমতা পরিস্থিতির সাথে পরিবর্তনশীল। যেমন- যখন পরিচিত কারো সাথে একে অপরের মাঝে কথা বলেন তখন সমস্যা হয় না কিন্তু বেশী মানুষের	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)

	সাথে কথা বলার সময় সমস্যায় পড়েন।	কম(কখনই না)			
২৯	শব্দের শুরু কিংবা শেষের অংশ বাদ দিয়ে দেন। যেমন- 'কাঁঠাল' কে 'কাঠা' কিংবা 'কম্পিউটার' কে 'পিউটার'।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩০	মাত্র তাকে যা বলা হলো তার পুনরাবৃত্তি করেন। যেমন- যদি তাকে জিজ্ঞাসা করা হয়, "তুমি কি খেয়েছো?" সে তখন পুনরায় একই কথা পুনরাবৃত্তি করে, "আমি কি খেয়েছি?"।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩১	কেউ কথা বললে সেটা গ্রাহ্য না করে নিজের মত একমনে কাজ করে। যেমন- কেউ যদি জিজ্ঞাসা করে, 'তুমি কি করছো?' সে উত্তর না দিয়ে যে কাজ করছিল তা করতে থাকে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩২	অনেকটা একই রকম শোনা যায় এমন শব্দের মাঝে এলোমেলো করে ফেলে। যেমন- 'টেলিভিশন' কে 'টেলিফোন'।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩৩	অনিচ্ছা সত্ত্বেও অন্যকে কথার দ্বারা আঘাত করে। যেমন- অনেক সময় কাটখোঁট্টা কথা বলা।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩৪	বাক্য থেকে মাত্র একটি বা দুইটি শব্দ বেছে নেয় এবং কথার ভিন্ন অর্থ দাঁড় করায়। যেমন- কেউ যদি বলে, 'আমি সামনের সপ্তাহে	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি	দিনে বহুবার(সবসময়)

	মার্কেটে যাবো' সে হয়তো ভেবে বসতে পারে; 'তিনি হয়তো মার্কেট থেকে এসেছেন' বা 'এখনই যাবেন'।	কম(কখনই না)		দুইবার এর মত	
৩৫	কথা বলা শুরু করলে তাকে থামানো যায় না।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩৬	অতিকাল নির্দেশ করে এমন শব্দ বাদ দিয়ে দেন। যেমন- 'হাসান স্কুলে গিয়েছিল' না বলে বলেন 'হাসান স্কুলে গেছে'।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩৭	অন্যদের বিরক্তির কারণ হয়ে দাঁড়ান, যেমন- একটি কৌতুক দীর্ঘ সময় ধরে বলতে থাকেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩৮	যে সকল শব্দ কিছুটা দীর্ঘ তা উচ্চারণ ভুল করেন। যেমন- 'পরিষ্কার' না বলে 'পরিকার' বলেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৩৯	অন্যরা মন খারাপ বা রেগে আছে কিনা বুঝতে পারেন না।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪০	কোন গল্প বা সদ্য ঘটা কোন ঘটনার বর্ণনা দিতে গেলে তার ধারাবাহিকতা বজায় রাখতে	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের	দিনে একবার কি	দিনে বহুবার(সবসময়)

	পারেন না। যেমন- কোন ছবির কথা বলতে গেলে শুরুর অংশ আগে না বলে শেষের অংশ আগে বলা শুরু করেন।	কম(কখনই না)	মত কিন্তু প্রতিদিন নয়	দুইবার এর মত	
৪১	অনেক সময় বেশী রূপক জাতীয় রসালো (অনিচ্ছা সত্ত্বেও) কথা ব্যবহার করেন। যেমন- যদি কেউ তাকে জিজ্ঞাসা করে “আপনার কি ঘুম থেকে উঠতে সমস্যা হয়?” সে উত্তরে বলে, “না, তুমি শুধু বিছানা থেকে এক পা নামিয়ে তারপর আরেক পা দিয়ে উঠে দাঁড়ালেই হলো”।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪২	মাত্রাতিরিক্ত তথ্য দেয়া শুরু করেন।(হুবাছ তারিখ বা সময় বলা)	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪৩	বাক্য খেলে ‘হল/হয়’ জাতীয় শব্দ বাদ দেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪৪	‘স’ এর বদলে ‘থ’ বলে অথবা ‘উ’ দিয়ে ভুল উচ্চারণ করে। যেমন- ‘সাবান’ এর পরিবর্তে ‘থাবান’।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪৫	পুনরায় জিজ্ঞাসা করেন যদিও তাকে উত্তর আগেই বলে দেয়া হয়েছে।	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)

		কম(কখনই না)			
৪৬	শব্দ নির্বাচনে অনিশ্চিত থাকে, কি বলেন সেটা স্পষ্ট না করে। যেমন- 'গাছ' না বলে বলবে 'ঐ জিনিসটা'।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪৭	অথবা স্বাভাবিক আকর্ষণ প্রকাশ করবে কিছু জিনিসে যেটা মানুষের কাছে বিশেষত্বহীন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪৮	অন্য কারও সম্পর্কে কিছু বললে তা বিস্তারিত ভাবে বলে না। যেমন- 'রাসেল' সম্পর্কে কিছু বললে আদৌ 'রাসেল' টা কে টা বলে না।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৪৯	অস্বাভাবিক শব্দ ব্যবহার করে যেটা কিনা ঐ পরিস্থিতির সাথে বেমানান। (অনেকটা প্রফেসর এর মত)।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৫০	সে কি বলে তার অর্থ বোঝা অনেক সময় দুষ্কর হয়ে উঠে।(যদিও সে পরিষ্কার ভাবে কথা বলেছে)।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)

এতক্ষন পর্যন্ত প্রশ্নগুলো শুধু সমস্যা নিয়ে জিজ্ঞাসা করা হয়েছে। যা কিনা যোগাযোগের ক্ষেত্রে ব্যাঘাত ঘটায়। এখন থেকে বাকি প্রশ্নগুলো তার যোগাযোগে ইতিবাচক বিষয় নিয়ে করতে হবে। দয়া করে আগের মত ০ থেকে ৩ পর্যন্ত মান নির্ধারণ করুন। যদিও মনে রাখবেন। এবার অ মানে ব্যক্তি যোগাযোগে দুর্বল এবং ৩ মানে তার যোগাযোগের ক্ষেত্রে ভাল দক্ষতা আছে।

৫১	স্পষ্টভাবে কথা বলে যাতে অপরিচিত ব্যক্তি টা বুঝতে পারে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৫২	স্বাভাবিক আচরণ করে যখন কোন কাজ করার জন্য বলা হয় যা কিনা তার কাছে নতুন বা অপরিচিত।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৫৩	আগামীতে কী পরিকল্পনা করছে তা জিজ্ঞাসা করলে স্পষ্টভাবে বলে। যেমন- 'তুমি আগামীকাল কী করবে বা পরিকল্পনা কী?'।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৫৪	অন্যের রসবোধের তারিফ করে। যেমন- কেউ যদি বলে, 'আজকে কী চমৎকার দিন' অথচ বাইরে মুষলধারে বৃষ্টি হচ্ছে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৫৫	দীর্ঘ এবং জটিল বাক্য ব্যবহার করতে পাড়ে। তার কথার মানে ভালো অঙ্গ-ভঙ্গীর ব্যবহার করেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৫৬	তার কথার মানে ভালো অঙ্গ-ভঙ্গীর ব্যবহার করেন।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৫৭	অন্য কারো মন খারাপ থাকলে উদ্বেগ প্রকাশ করে।	সপ্তাহে একবারের	সপ্তাহে একবারের	দিনে একবার কি	দিনে বহুবার(সবসময়)

		চেয়ে কম(কখনই না)	মত কিন্তু প্রতিদিন নয়	দুইবার এর মত	
৫৮	সাবনিল ও স্পষ্ট ভাবে কথা বলে, প্রতিটি বর্ণ নিরভুল ভাবে উচ্চারণ করে কোন প্রকার দ্বিধা ছাড়াই।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৫৯	চুপ থাকেন যখন অন্য কেউ কথা বলছে বা অন্য কিছুতে মনোযোগ দিয়ে আছে। যেমন- যখন কেউ টিভি দেখছে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬০	বুঝতে পারে যে কখন অমায়িক থাকতে হবে। যেমন- কেউ যদি পুরস্কার দেয়, সে খুশী হওয়ার ভান করে যদিও পুরস্কারটি তার পছন্দ হয় নি।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬১	যখন কোন প্রশ্নের উত্তর দেয় তখন যথেষ্ট তথ্য প্রদান করে অযথা অতিরিক্ত বিস্তারিত না বলে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬২	তার সাথে কথোপকথন করতে ভালো লাগে এবং আনন্দ লাগে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬৩	অনাকাঙ্খিত পরিস্থিতিতে নমনীয়তা প্রদর্শন করে। যেমন- যখন সে পত্রিকা পড়তে যায় কিন্তু	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি	দিনে বহুবার(সবসময়)

	পত্রিকা সে সময়ে অন্য কেউ নিয়ে গেছে।	কম(কখনই না)		দুইবার এর মত	
৬৪	ভাবমূলক/জটিল শব্দ ব্যবহার করে যেটা কিনা দেখা যায় না। যেমন- 'জ্ঞান' 'পলিটিক্স' 'সাহস'	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬৫	মানুষজনের সাথে কথা বলার সময় উপযুক্ত ভাবে হাসি প্রদর্শন করে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬৬	এমন শব্দ ব্যবহার করে যেটা কিনা কোন নির্দিষ্ট জিনিস না বুঝিয়ে একই শ্রেণীভূত জিনিস নির্দেশ করে। যেমন- 'চেয়ার' 'টেবিল' কে নির্দেশ করে 'ফার্নিচার' হিসেবে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬৭	তার বন্ধু-বান্ধব সম্পর্কে কথা বলে, তারা কী বলে এবং কী করে সে ব্যাপারে আকর্ষণ করে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬৮	পূর্বের কোন ঘটনা স্পষ্টভাবে উপস্থাপন করতে পারে। যেমন- 'গত ঈদে সে কী করেছে'।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)
৬৯	বাক্যের মাঝে 'কারণ' যুক্ত শব্দ ব্যবহার করে। যেমনঃ 'শুভ ছাতা নিয়ে গেছে কারণ বাইরে বৃষ্টি হচ্ছিল'।	সপ্তাহে একবারের চেয়ে	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি	দিনে বহুবার(সবসময়)

		কম(কখনই না)		দুইবার এর মত	
৭০	অন্যদের সাথে কথা বলার সময় নিজের পছন্দেরটা না বলে অন্যদের পছন্দের বিষয়ে কথা বলে।	সপ্তাহে একবারের চেয়ে কম(কখনই না)	সপ্তাহে একবারের মত কিন্তু প্রতিদিন নয়	দিনে একবার কি দুইবার এর মত	দিনে বহুবার(সবসময়)

ANNEXURE

Annexure: I (a) Questionnaire (English)

The –Communication Checklist- Adult (CC-A) (English)

Name:

Age:

Sex:

Date:

0= less than once a week (never)

1= at least once a week, but not everyday

2= once or twice a day

3= several times a day (or always)

*Make sure to () for answer of each question

		0	1	2	3
1	Gets mixed up between 'he', 'she', 'it' and 'they'. So when describing a friend, s/he might say, "karim works at a grocery shop. They go to work on the bus."	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
2	Simplifies words by leaving out some sounds.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
3	Appears anxious in the company of other people.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
4	Makes false starts, and appears to search for the right words; e.g. might say 'do you- do you- do you want to go- want to go to the weeding?'	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
5	S/he interrupts people at inappropriate times.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
6	Forgets words s/he knows; e.g. instead of 'cow' may say 'you know, the animal that call 'hamba'.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
7	In social situations, s/he seems inattentive, distant or preoccupied.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)

8	Looks blank in a situation where most people would show a clear facial expression; e.g. when angry, fearful or happy.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
9	When s/he has free time, chooses the same favourite activity; e.g. reading the same book every time.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
10	Uses terms like 'he' or 'it' without making it clear what s/he is talking about; e.g. when talking about a game might say, 'he played very well' without explaining who 'he' is.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
11	Says things that may appear too formal for a given situation.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
12	Mixes up words of similar meaning.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
13	Others have fun at his/her expense.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
14	Tends not to look people in the eye during conversations.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
15	Misses the point of jokes and puns.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
16	Is left out of joint activities by other people.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
17	Gets mixed up between he/him or she/her; so might say 'him is working' rather than 'he is working'	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
18	Uses favourite phrases, sentences or longer sequences in rather inappropriate contexts.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
19	Gets confused when a word is used with a different meaning from usual.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
20	Stands too close to other people when talking to them.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)

21	Talks to people too readily; e.g. without any encouragement, might start up a conversation with a stranger.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
22	Talks about lists of things s/he has memorized; e.g. the names of the capitals of the world.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
23	Pronounces words in an over-precise manner; accent may sound affected.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
24	Pronounces words in an immature way.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
25	Talks about fictitious events as if they were real.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
26	Moves the conversation to a favourite topic, even if others don't seem interested in it.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
27	Leaves important words out of a sentence, such as 'I spoke to my friend, phone' instead of 'I spoke to my friend on the phone'	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
28	Ability to communicate varies from situation to situation; e.g. may cope well when talking one-to-one with a familiar person, but have difficulty expressing him/herself in a group.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
29	Leaves off beginnings or ends of words; e.g. says 'katha' instead of 'kathal' or 'puter' instead of 'computer'.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
30	Repeats back what others have just said. For instance, if you ask, 'what did you eat?' s/he might say, 'what did I eat?'	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
31	Ignores conversational overtures from others; e.g. if asked, 'what are you doing?' does not look up and just continues working.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
32	Mixes up words that sound similar ; e.g. might say 'telephone' for 'television'	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)

33	Hurts or upsets other people without meaning to; e.g. s/he may say 'blunt' things that offend people.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
34	Takes in just 1-2 words in a sentence, and so misinterprets what has been said; e.g. if someone says 'I want to go skating next week', s/he may think they've been skating, or want to go now.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
35	It's difficult to stop him/her from talking.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
36	Leaves off past tense -ed endings on words; e.g. might say 'Hasan goes to school' instead of 'Hasan had went to school'.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
37	Tends to bore people. For instance, s/he may talk about facts that appear obvious, or talk about an event or a joke for too long.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
38	Makes mistakes in pronouncing long words; e.g. says 'porkar' rather than 'porishkar'	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
39	Fails to recognise when other people are upset or angry.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
40	Gets the sequence of events muddled up when trying to tell a story or describe a recent event; e.g. if describing a film, might talk about the end before the beginning.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
41	Is over-literal, sometimes with (unintentionally) humorous results; e.g. a person who was asked 'Do you find it hard to get up in the morning?' replied 'No, you just put one leg out of the bed and then the other and stand up.'	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
42	Includes over-precise information (e.g. exact date or time) in his/her talk.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
43	Leaves out the word 'is' in sentence.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)

44	Mispronounces 'th' for 's' or 'w' for 'r'; e.g. says 'thoap' instead of 'soap'.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
45	Asks a question, even though s/he has been given the answer.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
46	Is vague in choice of words, making it unclear what s/he is talking about; e.g. saying 'that thing' rather than saying 'tree'.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
47	Shows unusual interest in things or activities that most people would find unremarkable.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
48	Doesn't explain what s/he is talking about to someone who doesn't share his/her experiences. For instance, might talk about 'Rasel' without explaining who he is.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
49	Uses unusual words even when chatting informally. Talks like an academic professor in inappropriate social settings.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
50	It is hard to make sense of what s/he is saying (even though the words are spoken clearly).	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)

The questions so far have asked about difficulties people may have that affect communication. The remaining questions ask about communicative strengths. Please respond 0 to 3, as before, but remember that now a 0 response would mean that a person lacks this strength, and a 3 would indicate good communicative skill.

51	Speaks clearly so that the words can easily be understood by someone who doesn't know him/her very well.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
52	Reacts positively when a new and unfamiliar activity is suggested.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
53	Talks clearly about what s/he plans to do in the future; e.g. what s/he will do tomorrow.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)

54	Appreciates the humour expressed by irony; e.g. would be amused rather than confused if someone said 'Isn't it a lovely day!' when it is pouring with rain.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
55	Produces long and complicated sentences.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
56	Makes good use of gestures to get his/her meaning across.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
57	Shows concern when other people are upset.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
58	Speaks fluently and clearly, producing all speech sounds accurately and without any hesitation.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
59	Keeps quiet in situations where someone else is trying to talk or concentrate; e.g. when someone else is watching TV.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
60	Realises the need to be polite; e.g. would pretend to be pleased if given a present s/he did not really like.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
61	When answering a question, provides enough information without being over-precise.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
62	You can have an enjoyable, interesting conversation with him/her.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
63	Shows flexibility in adapting to unexpected situations; e.g. does not get upset if s/he planned to read the newspaper but someone else got it before.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
64	Uses abstract words that refer to general concepts rather than something you can see; e.g. 'knowledge', 'politics', 'courage'	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)

65	Smiles appropriately when talking to people.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
66	Uses words that refer to whole classes of objects, rather than a specific item; e.g. refers to a table, chair as 'furniture'.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
67	Talks about his/her friends; shows interest in what they do and say.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
68	Explains a past event clearly; e.g. what s/he did at the last Eid.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
69	Produces sentences containing 'because' such as 'Shuvo went with an umbrella because it was raining outside'.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)
70	Talks to others about their interests, rather than his/her own.	less than once a week (never)	at least once a week, but not everyday	once or twice a day	several times a day (or always)