Training Module

Effective Communication

Presented by

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Communicate Often and Well

It is worthwhile to learn the art of communicating well with each other. If we do, we can close the gap, remove barriers, and have successful personal relationships. The key to enriching and improving our relationship with our children is expressing what we think, feel, and want. This way we can give them positive, productive, and healthy values.
Each day we have less time to share and talk with our children. Multiple tasks and long or double shifts at work are some of the problems we have to deal with to allow time for true dialog. Often, when we ask ourselves about the current state of communication with our children, we have no problem saying, "I talk to them a lot." But, if we analyze this a bit more, we realize our communication is limited to our telling them what to do: "Don't do that." "Clean your room!" "Do your homework."

We need to recognize the importance of creating special moments to share with our children as a family. By creating a friendly environment for discussion, we are giving our children the message that we are interested in knowing what they think, that they can confide in us when they have doubts and fears, and that we always are ready to share whatever information they need or are interested in knowing. In short, we are showing them respect and trust.

Good communication between parents and children is not always easy. But, if we learn effective styles of communicating with our children, various ways of encouraging conversations with them, and we devote enough time, we increase our chances of success. Quality of communication is more important than quantity. Communication The problem is that, at times, we don't know how to do it. We don't know what to say and how or when to say it. Where do we begin? By learning three basic, simple skills:

- Listen
- Observe
- Talk

These skills will enrich conversations with our children, which will guide them toward healthy and responsible behavior and strengthen their self-esteem.
What should we say? How should we say it? When should we say it?

Knowing How To Listen

Listening is the most important part of a good conversation and, perhaps, the most difficult. Very often, when we say we are listening, we send out messages to the contrary. We'll say "Yes, I'm listening", when we really are absorbed in a television program or wewill keep interrupting him or her. We turn what began as a conversation into a scolding. Here are some simple ways to strengthen our children's willingness to share their experiences or concerns with us:

- Show a positive attitude toward your child; look him/her in the eye and nod your head in agreement. If you are sitting down, lean your body forward and give him/her your complete attention.

- Pay attention to what your child says and how he/she says it. Notice your child's tone of voice, words, gestures, body language, and state of mind.

- Identify the feelings your child is expressing when he/she talks. Don't interrupt, and concentrate on listening. While he/she is speaking, don't think about your opinion ofwhat he/she is saying or about how you are going to respond when he/she is finished.

Be sure you understand what your child wanted to say during the conversation. To verify what your child says, repeat what you have understood. For example, "Are you trying to say you realize you should say 'no' to drug use, but you're not sure how to handle pressure from your friends?"

If your children notice you know how to listen to them, they will be more open to sharing their feelings and doubts, and you will be able to find out what they are thinking.

Knowing How to Observe

In conversations with our children, verbal communication (what they say) is just as important as nonverbal communication (how they act). In order to understand what theyare trying to tell us, pay close attention to all of the messages they send us their body language as well as their words. Knowing how to read these signals will help us learn how they feel.

Pay attention to your child's body language and facial expressions. For example, see if he is relaxed, smiling, and looking you in the eye, or on the other hand, if he is nervous, grimacing, tapping the floor with his feet, and constantly looking at his watch. These signals send clear messages we should not ignore.

We also need better body language: exchanging glances; making gestures; giving pats, hand squeezes, and smiles; and sitting close to your child. These acts are a language that will help us communicate and bring us closer to our children.

Knowing How to Talk (Respond)

Knowing how to respond to our children's questions is the third critical element in communication. If we want them to share their feelings, opinions, fears, or doubts with us, we have to welcome them warmly. We also need to show warmth when we share our opinions or offer ways to resolve conflicts.

The way we express ourselves also presents certain critical elements that can make or break the way we are perceived. Some of these elements include the following: Knowing how to control the tone of our voice. We should be aware of when our voice sounds critical or mocking, or when we sound like we are giving orders and shouting.These nuances block communication. A warm and friendly tone of voice contributes tosuccessful communication.

Don't offer advice every time your child speaks to you. It's better to listen attentively, tryto understand the feelings behind the words, then verify what he/she has tried to say.
Don't turn the conversation into a scolding. Use firm, precise, and short sentences andmake only essential comments. This way you will avoid those infamous speeches or "scoldings," which only lead to aggressive reactions.

Avoid using reproachful words like "always" and "never." For example, "You always do the same thing to defy me" or "You never help me with anything." These assertions lead your children to choose counter attacks or defensive attitudes. On the other hand, if we talk with them about our feelings, we create a positive atmosphere and we make conversation easier. For example, "I feel like you don't help me enough; I would like youto help me keep your bedroom clean and neat."

Avoid using stinging and disparaging words. The best way to cut off a dialog with a childis to tell him/her he/she is "lazy" and "selfish." Criticize the kind of behavior, not the child himself/herself. Don't focus only on his/her shortcomings; make sure you praise the good things. Understand that when we praise our children instead of criticizing them, they quickly learn to feel good and feel sure of themselves.

When we respond to our children, it's more appropriate to use the word "I" instead of "You." We make it easier for them to listen because it doesn't sound like we're scolding them. When making assertions, it's better to use the first person, for example: "It bothers me a lot when you answer me that way," instead of saying "you always talk back to me."With this technique you avoid putting the speaker on guard. A good way to respond to your child is to tell him/her your feelings. For example, "I am worried about... "or "I understand that sometimes it's difficult. "If you speak this way, you will be inviting your child to do the same, which creates a productive discussion instead of a battlefield where someone has to win.

ATTENTION, ATTENTION, ATTENTION!

If we don't agree with what our child is saying, we often cut off the conversation. Let's recognize the importance of learning to control our anger, and if necessary, being smart enough to take a break to calm down before going on. Sometimes, when we feel irritated,we hurt the ones we love the most.

When you get angry, try to remember the word CONTROL.

Change your attitude. Begin by moderating the tone of your voice. Remember that wealso teach by example. If your child sees that you can calm down when you are angry,he/she will understand that you expect him/her to behave the same way in similar situations.

Observe what makes you feel angry.

Refrain from saying hollow words that hurt and confuse your child. Disapprove of thebehavior, not of your child.

Take time to calm down before you continue to speak. Count to ten, breathe deeply,leave the room, or go for a walk.

Resolve the problem the best way you can. Once you have calmed down, look at what happened and decide how to handle it appropriately.

Opt to correct and discipline your children with love, without hurting them oryourself.

Lashing out while you are angry is not an excuse. When you are angry with your children, learn how to handle these situations in an appropriate and loving way and teach them to do the same.

Listen

Show an approachable attitude:

- Consider your body language.
- Stay attentive.
- Show interest.
- Establish visual contact.
- Nod your head to show you understand.
- Lean forward.
- Pay attention to what your child says and how he/she says it (tone of voice; the words he/she uses).
- Avoid sending contradictory messages.
- Identify and recognize the feelings behind words. Don't interrupt.
- Listen carefully instead of thinking about how you will answer.
- Be sure you have understood what your child has tried to say. Repeat to him/her what you believe you understood.

Observe

- Verbal expressions: What words do you use and how do you use them?
- Nonverbal expressions: What type of facial gestures and body language do you use? Check to see if you are relaxed and smiling, or if you are nervous tense, constantly or/aretapping your foot on the floor, or/are looking at your watch all the time.
- Try to figure out what these expressions may mean.
- Enrich communication with displays of affection (smiles, soft applause, kisses, and hugs).

Giving your children time is and investment in a better future for them.

Talk

- Refine the tone of your voice so it doesn't sound mocking, critical, or like you are giving orders.
- Don't offer your child advice every time you talk.
- Be sure to recognize and praise the things your child does well.
- Criticize the behavior that you want your child to change; don't criticize your child.
- Don't tum the discussion into a scolding.
- Use short sentences to communicate.
- Avoid using words like "ALWAYS" or "NEVER" to correct him/her.
- Avoid comparing your child to his/her brothers or sisters.
- Avoid using disparaging words.
- Make conversation easier, express your feelings.

Good communication is central to working with children, young people, their families and caregivers. It is a fundamental part of the Common Core. It involves listening, questioning, understanding and responding to what is being communicated by children, young people and those caring for them.

It is important to be able to communicate both on a one-on-one basis and in a group context. Communication is not just about the words you use, but also your manner ofspeaking, body language and, above all, the effectiveness with which you listen. To communicate effectively it is important to take account of culture and context, for example where English is an additional language.

Effective engagement requires the involvement of children, young people and those caring for them in the design and delivery of services and decisions that affect them. It is important to consult with them and consider their opinions and perspectives from the outset. A key part of effective communication and engagement is trust, both between theworkforce, children, young people and their caregivers, and between and within different sectors of the workforce itself.

To build a rapport with children, young people and those caring for them, it is important to demonstrate understanding, respect and honesty. Continuity in relationships promotes engagement and the improvement of lives.

The skills and knowledge highlighted here and throughout the prospectus are intended to provide a basic description of those areas you may need to develop through training, learning or experience in order to do your job well.

- Skills
- Listening and building empathy
- Establish rapport and respectful, trusting relationships with children, young people, their families and caregivers
- Develop and use effective communication systems appropriate to the audience
- Communicate effectively with all children, young people, families and caregivers

Be aware that some children and young people do not communicate verbally and that you need to adapt your style of communication to their needs and abilities. Understand the effects of non-verbal communication such as body language, and appreciate that differentcultures use and interpret body language in different ways. Build rapport and develop relationships using the appropriate form of communication (for example, spoken language, play, body and sign language).

Build open and honest relationships by respecting children, young people, parents and caregivers and making them feel valued as partners. Hold conversations at the appropriate time and place, understanding the value of day to day contact. Actively listen in a calm,open, non-threatening manner and use questions to check understanding and acknowledge that you have heard what is being said.

Understand the role and value of families and caregivers as partners in supporting their children to achieve positive outcomes. Summarize situations in the appropriate way for the individual (taking into account factors such as background, age and personality).

Understand how to present genuine choices to young people and how to obtain consent to sharing information. Explain to the child, young person, parent or caregiver what kind of information you may have to share with others.

Explain what has happened or will happen next and check their understanding and where appropriate, their consent to the process. Consult the child, young person, parent or caregiverfrom the beginning of the process. Inform, involve and help the child or young person to assess different courses of action, understand the consequences of each and, where appropriate, agree next steps. Understand the key role and value of parents and caregivers; know when to refer them to further sources of information, advice or support.

Identify what each party hopes to achieve in order to reach the best possible and fair conclusion for the child or young person. Share reasons for action with the child or youngperson and those caring for them. Provide support and encouragement to children and young people. Know when and how to hand over control of a situation to others.

Know that communication is a two-way process. Know how to listen to people, make them feel valued and involved, and know when it is important to focus on the individual rather than the group. Be aware of different ways of communicating, including electronicchannels, and understand barriers to communication. Be aware that the child, young person, parent or caregiver may not have understood what is being communicated.

Know how to report and record information formally and informally.

Remember and understand the procedures and legislation relating to confidentiality issuesthat apply to your job role. Understand the limits of confidentiality that apply to your job role and that sometimes it is necessary to go against a child or young person's expressed wishes in their best interests and, where this is the case, ensure that the child or young person understands what is happening and why.

- Know where education and support services for parents and caregivers are available locally.
- Know when and how to refer to sources of information, advice or support from different agencies or professionals.
- Be self-aware: know how to demonstrate a commitment to treating all people fairly; be respectful by using active listening and avoiding assumptions.

Parenting Tips: Effective Leadership Skills for Children

Are leaders born or made? In one of my graduate classes a few years ago, I ended up in asemester long debate with a professor on this question. "The current theory is that leadersare made not born," he stated. To which I answered, "Apparently you have not spent much time around young kids." Years of teaching kids ages 6-8 has taught me that they are born with the skills required to lead. There has been one too many six year old who has momentarily derailed a lecture, by getting his tiny peers to follow his lead, for me toput much stock in what the current text book offers by way of theory.

I firmly believe that children are born with leadership skills, and what you actually affect through teaching, is what type of leaders they will grow to be. With that in mind, there are things you can do to help children develop their skills in ways that will be most constructive and effective for them.

Communication Skills

No matter what leadership skills or trait a child is born with, he or she will not be as effective a leader as they could be, if they are not able to communicate their ideas to others. It's therefore vital to develop a child's communication skills. This could be done through such simple things as having them practice their reading. To read aloud is one type of public speaking that virtually every person will do at some point in their lives. It is a starting point for the type of public speaking that may be required of a person in a leadership role later on in life. A reading exercise can thus be vital to developing good communications skills in a child. Along with this, having the child practice their listening skills can also enhance their communication skills.

Organization Skills

Leaders who have to direct and motivate others are generally expected to possess good organization skills. The ability to build structure and order into projects is often a skill that a person in a leadership role will someday have to master in order to be effective. Bybuilding structure and order, a leader will be able to project a clear vision or goal to thosehe leads. This skill can be developed a number of different ways. One way is to have the child get into the habit of using a simple checklist. This can be done by the use of a notebook in which the child can write a list of chores or homework assignments. The child can then cross off the items from the list upon completing the task, thereby gaining both a sense of accomplishment and organization.

Problem Solving Skills

Helping a child develop good problem solving skills can also go a long ways towards helping them develop as leaders. There are various ways to help the child develop this particular skill. One easy way to do it is to role-play with the child. In this role-play, present the child with a difficult situation he might encounter when playing with another child or sibling. Challenge the child to come up with solutions that will resolve the conflict. Encourage and help him come up with as many solutions as possible. Then, discuss the pros and cons of each solution. This will help structure how a child thinks about solving problems he encounters.

Develop Healthy Self-Esteem

Even a child with good leadership potential can be derailed by a bout with low self esteem. It is essential for the child to be able to develop a healthy view of himself. Thereare many different ways that you can help a child achieve good self-esteem. Medical research has shown that one basic factor that contributes to the development of good self-esteem in a child is the presence of an adult who helps the child to feel appreciated and special. To help accomplish this, one should set aside "special time" for the child. During the time that is set aside, it is best to focus on things that the child enjoys doing, or on areas that he displays strengths in. By doing this, you will give the child the needed positive reinforcement that he needs to develop a healthy self-esteem.

Setting Realistic Goals:

Equally important is the ability of a leader to set realistic expectations and goals. When this ability is developed within a child, the child will attain a sense of control that is vitalto the type of leader he will become. In much the same manner in which you can have a child keep a notebook with a list of, "to dos," you can get a child to set a few reasonable goals for the week or month. Progress on these goals should be monitored, and problems that arise may be discussed with them. By guiding the child towards the solutions neededto overcome the obstacles along the way, a child can also further his problem solving skills.

These are but a few ways to work with a child to help develop their leadership skills. The basic building blocks are there, yet the work you put in to guide them is will ultimately determine what types of leaders they will turn out to be.

Communication Skills & Children with Down Syndrome

Learning to communicate has an impact on all areas of development, including social and emotional development, and cognitive (mental) abilities. Communication allows you to control your world and share your hopes, dreams, worries and joys. Speech and language skills are vital for cognitive development. We use words for knowledge, thinking, reasoning, remembering and communicating

with the world around us. To understand thedevelopment of communication skills for children with Down syndrome, we must first look at the research and information available on speech and language development in typically developing children. This information can help us to identify the specific needsof children with Down syndrome and to develop strategies to support communication skills.

Foundation Skills

Right from birth, babies are communicating. They can communicate through looking, moving and crying and very quickly develop different cries to mean different things, such as hunger, pain, and fatigue. Even tiny babies watch faces for information and listen to voices for meaning. During the first year of life, children are laying the foundation skills for future communication development. Communication milestones during this time include:

1. **Crying**- babies develop different cries to convey their needs. In this way, parents can start to understand what their child is communicating.
2. **Eye contact** - this looking behavior allows babies to attend to a speaker's face for information, making use of visual, non-verbal information as well as information from lip patterns for speech.
3. **Listening/looking** - from very early on, babies listen to and look at the world around them and try to imitate what they are seeing and hearing. This ability to look and listen leads to cooing and babbling and later imitation skills for communication.
4. **Turn taking**- communication is all about give and take. Over time, turn taking skills for play lead to turn taking for conversation - being a speaker and a listener.
5. **Joint attention** - (when parent and child look at and talk about the same thing) this allows parents and their child to explore the world together. Early pointing skills and the ability for your child to follow your point/gaze lead to the development of joint attention.
6. **Gestures** - very early on, children tend to watch gestures for information (non-verbal information). With gestures (e.g. waving, pointing), babies realize that they can influence the world around them. This early from of non-verbal communication is the beginning of intentional communication and tends to pave the way to spoken language development. (Intentional communication is the conscious ability to use words, gestures or signs to affect another person or a situation)
7. **Vocalizing/cooing** - all babies use their voice to coo and make sounds. In the first year of life, babies experiment with their voices and practice making a variety of sounds. After about one year, babies tend to use the sounds of their language, practicing those sounds for later communication with words.
8. **Hearing/listening** - by about one year old, most typically developing babies are tuned into the sounds of their own language, which is important for developing speech skills at a later stage. These language skills are all important foundation skills for mastering communication. They are life-long skills that remain important through the years.

Vocabulary Learning

Once children have developed their foundation skills, they begin to understand that wordshave meaning and start to build up a vocabulary base. There are two types of language learning at this

stage; understanding words/signs (receptive language) and using/saying words/signs (expressive language). Receptive language develops before expressive language. In other words, your child must understand a word before he/she will say it spontaneously in communication.

Combining Words

Once babies have mastered about fifty words, they begin to join words together to convey a variety of meanings. First sentences are usually made up of nouns, verbs and adjectives.These are the content words that carry the main meaning of the sentences.

Grammar

When toddlers have spoken vocabularies of about 200 words, they begin to use some early grammatical structures - plurals, past and future tenses, possession and question forms. Grammar allows you to add a variety of meanings to your word combinations.

Speech Skills and Intelligibility

Speech is the term used to refer to your child's ability to produce words that can be understood. In order to be able to speak clearly, your child has to be able to hear and accurately copy speech sounds (articulation) and put those sounds together to form word patterns (phonology). For children to talk in sentences they also need to be able to produce a sequence of words and this involves word finding and sentence planning skills.

The Typical Profile of Speech and Language Development for Children with Down Syndrome

It is important to remember that communication skills are an area of strength for children with Down syndrome, even though their spoken language is delayed. They want to communicate and do so effectively in a variety of ways.

Non-Verbal Skills

Most babies with Down syndrome have good early non-verbal skills. They make eye contact, smile and look, laying the foundation for future communication and social development. However, physical development may be delayed so babies with Down syndrome do not get to explore their world as effectively as their typically developing peers. This has implications for language development as it can decrease learning opportunities that happen naturally through exploration and experience.

Joint Attention

Children with Down syndrome may find it difficult to initiate and maintain joint attentionsessions that are important for language learning. They find it more difficult than typically developing children to maintain their attention on a toy or activity for extended lengths of time. They also find it more difficult to keep switching attention from one toy or activity to another.

Gesture

A number of research studies have highlighted that the use of intentional gestures (i.e. The conscious use of gestures to effect a person or situation) to communicate is a strengthfor children with Down syndrome. As many children will be frustrated by a delay in expressive communication, this ability to use gestures to communicate will help them to convey their message when they do not yet

have the words to express themselves effectively. Many children find sign language a very useful bridge for the development ofspoken language.

Understanding and Vocabulary

Most children with Down syndrome understand significantly more than they can say. Vocabulary learning progresses steadily, helped by extra practice, and becomes a strength over time. Spoken production of words usually lags behind this ability to understand.

Speech

Many children with Down syndrome will have difficulty with all aspects of speech production. The research indicates that babies with Down syndrome babble normally, but may not use as many sounds as typically developing children. Many children will struggle to put sounds together to form words and put words together to form sentences.

Factors Influencing ProgressWorking Memory

Children with Down syndrome have difficulty processing and remembering verbal information. This makes learning from listening very difficult and may be a major cause of speech and language difficulties. However, visual and spatial memory tend to be strengths for children with Down syndrome. Put another way, children with Down syndrome are visual learners rather than auditory learners. Visual and spatial informationcan be used to support learning through listening. For this reason, the development of spoken language skills is usually supported by the use of visual information such as signlanguage, gestures, pictures and words.

Hearing Loss

Learning language from listening is greatly affected by hearing loss. It is estimated that nearly 70% of children with Down syndrome will have a hearing loss due to 'glue ear' in the early years. This hearing loss will also fluctuate over time, so it is sometimes difficult to manage. Consult your local ENT service if you think your child is not hearing optimally. Due to this high incidence of hearing loss and possibly reduced auditory experiences in the early years, it is not surprising that children with Down syndrome find it difficult to hear the differences between similar sounding words (e.g. rhyming words). This will make it more difficult to understand the words that they are hearing and may slow vocabulary understanding.

Practical Ideas to Support Communication Development Everyday Talk

One of the most effective things you can do to enhance communication development is totalk to your child. Talk about what your child is experiencing, interested in, looking at or intrigued by. This strategy doesn't place heavy demands on your child, but gives him/her the language for what is being experienced in the here and now. Children with Down syndrome need many opportunities to link words with meaning so talking about daily routines as they occur gives your child that repetition of language that is needed for understanding.

Parents need to be aware of the communication issues that affect children with Down syndrome so that they can compensate for them when possible. Children with Down syndrome are at risk of experiencing fewer language learning opportunities, as they are later to begin to talk and prompt fewer conversations. In addition, children with Down syndrome are slower at developing skills for initiating joint attention, maintaining attention on a task or switching attention between tasks. Therefore, it is important to provide even more opportunities for interacting and communicating.

Games to Teach Vocabulary

Children with Down syndrome need extra opportunities to learn from language teaching games in which words can be learned one at a time, with more repetition of words paired with objects, pictures, signs and role-play. This will be particularly useful for developing early vocabulary skills that include nouns and verbs.

Compensating for Hearing Loss

Activities focused on listening practice can improve skills in this area. It is important to reduce hearing difficulties as much as possible, so turning off distracting background noise (such as radios and televisions) will help your child to be able to focus on the listening task. Listening to speech sounds in isolation and listening for differences in speech sounds will help your child to hear and ultimately remember the sounds of the language. Using a picture card or gesture with the speech sound will also build up listening skills using visual support, which is a strength. Once your child has learned a small vocabulary, the listening system can be challenged by listening for the differences between similar sounding words, such as rhyming words. Games that use auditory bombardment (for example, using words that all begin with the letter “B”) can also be useful.

Using Signing

Learning language through listening is a challenge for children with Down syndrome. Research indicates that parents should be encouraged to use sign language to support the development of spoken language for their baby. For infants, signing can increase their production vocabulary as they can usually sign words before being able to say them. Signing will reduce frustration and increase communication opportunities. This will maintain effective communication between parents and their child.

While using sign language, it is important to keep up activities that encourage sound and speech production so that children can move onto using spoken words as early as possible. Sign language, in this way, is being used as a bridge to spoken communication and children tend to drop using signs once they can say the words.

Improving Memory

Working memory is the system that holds incoming verbal and visual information long enough for the brain to process it for meaning. As mentioned previously, children with Down syndrome find auditory memory tasks difficult. Activities to improve auditory verbal memory (memory for words that have been heard) can include playing choosing games (e.g. choosing one of two, three and four items), following verbal instructions (e.g. give this to Daddy), and waiting for your turn during a game. Simple choosing games eg."Find the ball" can begin even before children use any words. Games that involve remembering longer sentences with more things to remember (for example, finding a sock and a tee shirt in some washing) can be played once children are using approximately 30 words. Learning to sit still for longer periods for structured games and activities will also improve attention and focus. Activities to improve memory and association between items can include hiding games, memory games, finding pairs and recall of activities and stories. Using personal books can help. Creating books about recent experiences (e.g. 'My trip to the zoo') or about the sequence of steps in an activity (e.g. ‘I made a cake') will help your child practice memory skills.

Reading and Literacy

Introducing children with Down syndrome to activities that include the written word at an early age can

accelerate language and memory skills. They find learning language through listening alone quite difficult and because they find visual learning easier, the printed word is easier to remember than the spoken word. Many children with Down syndrome can begin to learn to read from an early age and are able to remember the written word with ease. Reading activities at home and at school teach new vocabulary and grammar. Reading activities also allow children to practice saying complete sentences and it makes children aware of the smaller, unstressed words that get lost in the sentence during connected speech (e.g. are, is, the a). Reading can also support speech practice, which will help to develop articulation and intelligibility.

Reading games can be introduced once a child understands about fifty words. In addition he/she should be able to play picture lotto games such as matching, selecting and naming pictures in speech or sign.

Building on strengths

Children with Down syndrome are keen communicators and many children have a strength for social and interactive skills. This strength should be recognized and built upon and every effort should be made to enable them to communicate in all their daily settings. They should be encouraged to continue to use sign and gestures and everyone around them needs to be sensitive to their needs, which may include taking extra time to include them in conversation. Opportunity and practice contribute to improved communication skills, resulting in children who are confident to communicate for themselves.

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