Socialisation and Communication

Healthcare ECHO
Prader-Willi-Syndrom

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Social Interaction partners of people with PWS (systemic view)

- Person with PWS
- Rooms of the family
- Neighbourhood
- Cultural-society rules, law
- Environment
- Physiotherapist
- Medical Doctor
- Clinic, Therapies
- School
- Teacher
- Parents
- Father
- Mother
- Siblings
- Ants and uncles, „broder family”
- Her/ His individual world
- Family
- Professionals
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- Her/ His individual world

Social Interaction partners include various domains such as family, professionals, and environment, illustrating the systemic view of interactions for individuals with PWS.
Social Interaction partners of people with PWS (systemic view)
Individual limits of advancement

Person 1 with PWS

Minimum

Maximum

Person 2 with PWS

Minimum

Maximum
What you saw up to now was the very complex field of the world of people with PWS. Now we will have a look at one of the micro field of social interaction: what happens between the one with PWS and for example a mother. What happens in a social interaction (in a communication) and how can we support people with PWS to develop their competences at this?
Social Interaction partners of people with PWS (systemic view)

Environment

Neighbourhood

Cultural-society rules, law

Rooms of the family

Person with PWS

Mother

Father

Siblings

Family

Physiotherapist

Medical Doctor

Teacher

Clinic, Therapies

School

Ants and uncles, „broder family”

Parents

Her/His individual world

Professionals
What you saw up to now was the very complexe field of world of people with PWS the - the macro field

Now we will have a look at one of the micro field of social interaction: what happens between the one with PWS and for example a mother. What happens in a social interaction (in a communication) and how can we support people with PWS to develop their competences at this?
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- Social Interaction partners of people with PWS
  - Her/His individual world

Note: The diagram illustrates the interconnectedness of various social interaction partners in the lives of people with PWS.
What is required to lead a conversation (interaction between mom and child)?

**Sender** - For example mother

**Receiver** – For example child with PWS
Circular communication model

...Sender Receiver

Sender Receiver

Sender Receiver...

Welche Gedanken haben sie sich bislang gemacht?

Dass ich etwas tun muss, dann ist ja bei ihnen.

Sie im letzten also etwas tun?
Circular communication model

...Sender  Receiver

Sender  Receiver

Sender  Receiver...

Welche Gedanken haben sie sich bislang gemacht?

Dass ich etwas tun muss, dass ich ja bei Ihnen.

Sie müssen also etwas tun 2
Circular communication model

Sender - Signal - Receiver

Sender - Signal - Receiver ...
Communication channels

**linguistic/verbal**
- **Language**
  - **written**
    - Letter
    - Email
    - SMS
  - **spoken**
    - Loudness
    - Rate of speaking
    - Break between two words
    - Variation of tone (voice)
    - Choice of words
    - Noise

**non linguistic/nonverbal**
- **Body**
  - Posture
  - Body contact
  - Eye contact
  - Facial expression
  - Gesture
- **Objects**
  - Clothes
  - Status symbols
  - Smells
  - Sculptures
  - Images
- **Space**
  - Spacial distance
  - Different levels
Circular communication model

Sender - Signal - Receiver

Sender - Signal - Receiver ...
Circular communication model

Sender - Signal - Receiver

Sender - Signal - Receiver ...

Sender - Signal - Receiver
Four levels of a message

The traffic light is green.

I’m in a hurry.

Get going!

“HEY, IT’S GREEN OVER THERE”

You need my help.
Four levels of a message

**Factual level**: Factual information contained in a message
What is the factual content I want to tell somebody. – “I see a green traffic light.”

**Interpersonal level (Relation to the other)**: Part of the message, that determines how a sender sees the relationship between themselves and the receiver. – “I think the other person ... (is not good at driving a car/ ... can’t do it alone and needs my help)”

**Self-revelation level**: Part of the message that says something about the sender. – “I want to tell somebody, that I ... (am in a hurry/ ... am bored)”

**Appeal level**: Part of the message, that tells something about the request the sender wants to convey to the receiver. – “I want him to ... (drive faster/ ... be carefully)”
Four levels of a message

Sender -> Self-revelation -> Message -> Appeal -> Receiver

Factual Content

Relationship
Circular communication model

Sender - Signal - Receiver
Circular communication model

Sender - Signal - Receiver

Sender - Signal - Receiver ...
Levels of perception

- Appeal ear
- Factual/Content ear
- Self-revelation ear
- Relationship ear (Interpersonal ear)
Four levels of perception
and the effects/problems of selective perception

**Factual level**
Problems: All topics are exclusively treated objectively.
→ Loss of emotionality, empathy.

**Interpersonal level**
Problems: One is strongly preoccupied with oneself.
“What does the other person think of me, how does the other person see me?”
→ Feelings and emotions of others will be neglected.
Four levels of perception
and the effects/problems of selective perception

Self-revelation level
Problems: Large focus on wishes or feelings of others.
   “I wonder if he/she is ill, if he/she is afraid.”
→ Lack of self-perception.

Appeal level
Problems: One tries to suit everybody.
   “What is still to do? I have to help. I can not just watch.”
→ One is permanently under stress.
Four levels of a message

Sender

Self-revelation

Message

Factual Content

Appeal

Relationship

Receiver
Four levels of a message

- **Sender**
  - Self-revelation

- **Message**
  - Factual Content
  - Relationship
  - Appeal

- **Receiver**
Mother to her son with PWS:

„I would like to have a nice afternoon“
The morning was full of conflicts and so stressful with you, I am so tired and I need a rest in the afternoon.

Sender (Mother) → Self-revelation → Message → Appeal → Receiver (child with PWS)

Relationship

Factual Content

“I would like to have a nice afternoon”
Four levels of a message

Sender (Mother) → Self-revelation → Message → Receiver (child with PWS)

Factual Content: I have to make a proposal for an activity. Mom wants to be active.

Appeal: „Super idea, lets go to the shopping center and have a nice afternoon“
What can we do for /with the child with PWS:

Support people with PWS to increase competence of hearing on all four ears.

Which ear specialy?

Specially train them to be able to hear on the „self-revelant ear“
- what is mothers meaning,
- what is mothers feeling
- what is her meaning behind her words
What can we learn/ what do we have to learn:

Increase competence of hearing on all four ears.

Specially
- Self relevant ear
- Facutal ear

- Use the meta level („be aware of your ear(s) which becomes more bigger in the situation“)
Levels of perception

- Appeal ear
- Factual/Content ear
- Self-revelation ear
- Relationship ear