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## COMMUNICATION, BARRIERS AND SOLUTION

*“Between what I think/ what I want to say/ What I think I am saying/ What I am saying/ What you want to hear/ What you hear/ What you think you understand/ What you want to understand / and what you do understand... There are at least nine possibilities of misunderstanding each other!!” Sylviane Herpin*

Communication; the key to everything for some people, the lock on many doors for others. For the child, the place where everything started, the mother's womb, then the first eye contact, nurturing, crying. For parents, it is a base which will be built step by step. In a labyrinth with 9 possibilities, our path is tough, long and unsettled.

Not only when we raise children, but when we live together with people, we all need communication. Although our need to communicate does not change, our ways of communicating have to change according to us and our target audience. “Communication is like a sea. One day you dive into two meters of water and one day you dive into fifteen meters with one breath” says writer Ahmet Şerif İzgören. Conflicts, communication barriers and distances come between us when we cannot predict or take into account the depth of the sea, causing us to wander the depths of the maze. Good news; it's never too late. The second good news is that there is a way for everyone.

Knowing the barriers that will come or will come along in this path, and then compromising solution-oriented communication will make it easier for us to find our way, perhaps helping us to realize the communication barriers which we do not know but use often. So what are these barriers?

**Ordering, directing:** These statements give the message that one's emotions are insignificant. “You have to do .....”, “You must .....” The person feels the obligation.

**Warning, intimidation:** Gives the message that person's wishes are not respected. “..... if you don't do this then ..... will happen”, “ Either you do, or ..... ” This creates anger and hostility.

**To moralise :** Giving the message “you must,” may force the individual to resist.

**Advising and suggesting solutions:** Sentences starting with “If I were you .....”, “Why don't you do.....”, “I think .....”, “I suggest you to ....”, “It's easy to solve this. First, do...” indicate that the person is not believed to have the ability to solve their problems on their own.

**Making speeches, lecturing, proposing logical ideas:** “That's why you're wrong. ...”, “Evidences show that .. .”, “Yes but .....”, “The truth is ....” suggesting rational thoughts gives the message that the child is irrational.

**Judging, criticizing, blaming:** “You are not thinking mature...”, “You are lazy .....” these kind of evaluations reduce self-esteem. It causes one to see himself/herself as worthless and inadequate.

**To praise, to be in the same opinion, to diagnose:** “Very good .....””, “You are right, that person looks like a terrible person”, “I think you are doing a great job .....” these statements creates anger. The praise embarrasses the child if it is done with others. As a result of excessive praise, the child gets used to it and begins to need to be praised.

**Nicknaming, mocking:** “Big baby...”, “Let's see Superman”, “Come on, cry baby” .. They cause negative effect on people's self-esteem.

**Interpreting, analyzing, diagnosing:** “Do you know what's wrong with you?”, “You're probably too tired.”, “You don't actually want to say so”.. This prevents the other person from talking and expressing their feelings.

**Consolation, comfort:** It occurs when they do not fully understand the person's feelings. “Never mind..”, “It will get better..”, “Come on, cheer up.”, “You will feel better over time..” These are cause the problem perceived as never existed and consoled.

**Asking questions, testing, questioning:** “Why? .... Who? ..... What did you do? ..... How? .....” dialog dialogues that start with the child can create a feeling of being questioned, which is in him. it leads to distrust and doubt.

**Breaking promises, distracting, mocking, joking, changing the subject:** “Let's talk about beautiful things ...”, “Why don't you rule the world?” Reacting with jokes and humor can hurt and give them a feeling of being pushed and set aside. May give the message, instead of fighting the challenges of life, avoiding them is better.

### **So, how we create solution focused communication?**

In order to improve communication within the family, the most important point is that all family members participate in this process. Solving the maze and reaching the goal can become faster and easier if all family members try to strengthen communication in the same effort.

One of the important concepts of communication is listening. The child feels understood and loved. Therefore, the message that I'm accepted will be transmitted to the child.

The communication barriers mentioned above can cause the relationship deterioration by impeding all of our conversations in real life. Even, it can cause the end of the relationship in the advanced dimension. It may be a good start to recognize all these communication barriers and start removing them one by one from our lives.

Empathy underlie the solution focused communication. Whether they are children, adolescents or adults; trying to understand their feelings can strengthen the existing relationship. Since children are born, they see empathy from their parents and adults around them and add to their communication skills.

Trying to focus on what the other person is feeling during conversations and discussions also prevents communication from ending in a fight or anger. When we focus on what the other person is feeling, it becomes to express ourselves using I-language. I-language is defined as expressing their own feelings without blaming or judging the other person. Just sharing what we feel at that moment creates a strong bond in the communication with us; because it means that we share our feelings sincerely.

Communication needs of children according to their age;

**Early years (0-6 years):** At this age, the caregiver is responsible for communication. Books, songs or simple and creative communication tools suitable for developmental periods can support the holistic development of children. During this period, it is important to use a simple language with a caring tone. The game is an important tool of this age period. By playing games, important protocols can be communicated to children. It begins at this age to involve question-answer interaction in communication and to encourage talking. Encouraging making simple choices and supporting creative ideas can be an important development step.

**Middle Years (7-10 years):** The independence and differences of children in this age period are developing. Towards the end of this period, they gradually abandoned self-centered communication and gradually began to show empathy. In this process, children can include more interactive problem solving and critical thinking communication. Bringing different perspectives

to the conversation with children can help them gain alternative ideas. It is useful to illustrate social actions such as courtesy, sensitivity and conflict resolution, and to highlight their success in this regard. Showing positive adults and children with high moral values as role models without benchmarking is an important development step.

**Early Adolescence Years (11- 14 years):** Adolescence is a period in which individuals seek for identity. In this process, friends are more important than family. Therefore, the sentences established with friends may cause conflict in adolescents. When communicating with adolescents, their ideas can be shown to be respected and approached without limiting their independence. It will provide a more moderate approach to highlighting the positive attitudes that you see in your friends. Conversations about the agendas of their time are more interesting for adolescents. The fact that the speeches are respectful rather than instructive may make the communication easier.

**Adolescence (15-18 years):** In this period, children are now a prospective adult. Therefore, old rules and attitudes require stretching towards children. Children in this period enjoy being treated as adults. In doing so, it is important to show that you are still interested in them and know that they can come to you when they need it. Friendship relationships and topics of interest can be followed by intimate chat environments that you create with them.

Every year, children grow up and their needs change. It is precisely for this reason that we have a flexible structure of communication with them and that it can change according to age and need.

***Book suggestions you can read about the theme:***

- Çocuđunuza Kulak Verin (Aletha J. Solter)
- Konuş ki Dinlesin, Dinle ki Konuşsun (Adele Faber - Elaine Mazlish)
- Anne Baba ve Çocuk Arasında (Haim Ginott - W. Wallace Goddard)
- Çocuđunuzla Birlikte Büyüme (Naomi Aldort)
- Gerçekten Beni Duyuyor Musun? (Leyla Navaro)
- The 5 Love Languages of Children (Ross Campbell - Gary Chapman)
- 7 Things Your Teenager Won't Tell You and How to Talk About Them Anyway (Jennifer Marshall L.)

- Get out of my Life, But First Could You Drive me and Cheryl to the Mall (Anthony E. Wolf)

**RESOURCES:**

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Cüceloğlu, D. (1998) *Yeniden İnsan İnsana*. İstanbul: Remzi Yayınevi.

Dökmen, Ü. (2006) *İletişim Çatışmaları ve Empati*. İstanbul:Sistem Yayıncılık

Kolucki, B. ve Lemish, D. (2011). *Çocuklarla İletişim: Yetiştirme, İlham Verme, Heyecan Uyandırma, Eğitime ve İyileştirme İçin İlkeler ve Uygulamalar*, UNICEF, ISBN: 978-0-578-09512-7