



Manual

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Who?

Cool!

Does?

***“If we want our children to care
about their conversations with us -
We have to matter to them.”***

- R. Delmonico

Published by



SPECIAL THANKS ACKNOWLEDGMENTS

Thank you to the many skilled individuals who contributed your time and energy to this project. It wouldn't be what it is without you!

Thank you to the parents of my students. Each of you have entrusted your child's learning into my hands. I have felt honored by your trust and grateful for your kind words of encouragement! They have been truly treasured.

Thank you to the educators who have affirmed the effectiveness of the *COLOR MY CONVERSATION* program. I have loved to hear your enthusiasm as you've shared your stories in the use of this program to support the social language skills of your students. I look forward to future collaborations!

Lastly, a very special "Thank You" to my students! You are dear to my heart! It has been a delight beyond words for me to work with each and every one of you. I have watched your faces light up with the "aha" moments as we have laughed and learned together! It is a journey that I would not have changed for the world. I wish each and every one of you all that life has to offer!

Warmly,

Mrs. D.

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ABOUT THE AUTHOR



Rosslyn Delmonico, M.A., RSLP has been a Speech-Language Pathologist for over 36 years both within the private and public school systems and has had her own private practice since 1991. Rosslyn started developing the *COLOR MY CONVERSATION* program in 2006, and it has continued to emerge since that time. Though speech therapy is Rosslyn's passion professionally, her other interests are wide and varied. She enjoys traveling, journaling, songwriting, singing, painting, skiing and golfing. However, her favorite pastime, by far, is spending time with her loved ones! Rosslyn enjoys all opportunities to challenge herself and others to step into the giftings that have been placed within each individual!

Rosslyn's family members have been and will always be the most important people in her life. Rosslyn and her husband David have two children, Andrew and Courtney. Andrew (and his wife Shannon) have a beautiful little girl named Wynnie. Rosslyn's granddaughter and children bring her endless inspiration and delight. Her parents have been and will always be her finest examples for how to do life well!

DEDICATION

This book is dedicated to my husband, my children, my grandchild and my parents. Words could not express the love that I hold in my heart for each and every one of you.

A SPECIAL NOTE

Rosslyn's mother wished to contribute a note in this work to share with others...

*"Life is to be valued. Each life has a plan, each life has a purpose,
and each life has a beautiful design".*

Barbara Ellen Wightman
August 15, 2012

INTRODUCTION

Working on social conversation skills should be a fun and exciting experience that results in effective outcome! What can make this area of instruction challenging is that we try to excise the act of conversation from the dynamic world from which it resides. We place it into a worksheet, onto a board game or into a computer program and, from these vantage points alone, attempt to teach our children how to become adept conversationalists. The problem with these common therapeutic strategies is that we can't teach the "real world" in a lab any more than we can teach someone how to be a parent simply by reading a manual.

It is more often the case, from our life experiences, we learn how to maneuver and grow into skilled communicators. Or, at least, that would be our hope! Like a cookbook, we acquire "conversational recipes" which allow us to modify and adapt ourselves to a variety of conversational styles and settings. With skill and confidence, we are then able to find success in our social interactions with others! For some children, the act of conversation is both elusive and intimidating. Many children grow into adulthood without having the skill and confidence to develop successful relationships.

The act of conversation can be overwhelming for all of us at times. However, when we look more closely at its structure, we find that there are rules and patterns that can be taught. By breaking down or simplifying the basic elements of conversation, we can demystify how it functions and, in so doing, provide the support necessary for our children to grow in skill and confidence. This knowledge can then be transferred into natural settings where the children can fully embrace its benefits in developing positive and successful relationships with others. The *Color My Conversation (CMC)* program was developed for this purpose.

Social language training is a fascinating area of instruction! When we find inspiration in it, we can then become an inspiration to others! Who knows what a child can achieve if given the knowledge, the hope and the support to become his/her personal best!

And it can all start with you simply by...

*Changing Lives, One
Conversation at a Time...*

HISTORY

The following is a brief description of how the *Color My Conversation* program came to be...

Back in 2005, I was finding the area of social language therapy to be somewhat unsatisfying. It seemed to me that there were many great products available but they were all missing something! The common denominator was that they lacked cohesion. I wondered, "Why could the art of conversation not be brought together into a program that could take children from a basic greeting to the most complicated conversation that they were capable of having?" It seemed simple enough in theory.

This question continued to capture my thoughts in the early part of 2006 as I stood in front of my materials cupboard and stared at what I had available. I was planning my first therapy session with a small group of special needs children within my private practice. As I scoured through my workbooks and games, I let out an audible “hmmm” and walked away empty-handed.

Later that night, I reflected on the color coding system that I had developed in the early 1990's to help children improve their oral and written narrative skills. The materials and techniques that I had created for this self-published work came to be known as *Color My Story*. My thoughts then turned back to my current dilemma. I wondered if movement along with the color coding system could make my current conversation lessons more exciting! The activities looked like such fun in my mind - I thought that I at least needed to give them a try in the real world! So the following week, I took some scissors, a black marker, colored sheets of paper and a ball into my therapy room. The children were seated in a row, waiting and watching. I started cutting out conversation stones (cut out pieces of colored paper) and placing them on the floor as I talked about the necessary components to a conversation. Then I grabbed the ball, threw it to the first child and started my conversation with him. This created much laughter and intrigue. The children remained riveted on my next move for the remaining 45 minutes of the session.

Each week thereafter, I continued to build new concepts into the lessons with my social language groups. The first type of conversation the children learned was called the Yellow Conversation. The Yellow Conversation is simply the greeting and farewell that we have with people many times a day. I called this common verbal exchange the Yellow Conversation, because both of the stones for the greeting and farewell happened to be YELLOW!

Then one day something spectacular transpired! I happened to walk past one of my therapy children on the street. I greeted him by saying “Hello (Jimmy).” He responded back to me with a greeting. I said “See you later!” Again, he responded back to me with his farewell. Then about 20 paces away, Jimmy turned and yelled at the top of his lungs, “HEY, Miss D!” to which I yelled back, “Yes, (Jimmy)?” He responded with great enthusiasm, “We just had a YELLOW Conversation!” Momentarily in shock, my jaw dropped and I thought, “Hey, this is really working!” My inspiration and passion for social language training was ignited through these past experiences. The result has been the development of the multisensory-based social language program called *Color My Conversation!*

What you are about to embark on is a wonderful adventure of intrigue, twists and turns that will captivate both you and the children that you teach. There will be moments where you will wonder what on earth you are doing! There will be other moments where you will sit in delight as you watch your children grow in skill and confidence with their social language skills! One thing is for sure - you will never be bored with the use of this dynamic and dramatically different method of teaching children about the world of conversations!

ABOUT THE PROGRAM

WHO CAN IT BE USED FOR

The *COLOR MY CONVERSATION (CMC)* program was originally developed in 2006 in order to support those children who struggle with social language skills (i.e. Language Delayed, Language Learning Disordered, High Functioning Autism). Since that time, this program has been found to have a much broader range of applications.

CHILDREN WITH OTHER COMMUNICATION IMPAIRMENTS

FLUENCY:

The *CMC* program has been found to be effective in improving the confidence and conversation skills for some children and teenagers who stutter. It is speculated that this happens for two reasons. Firstly, the *CMC* program demystifies the whole process of how we have a conversation. It provides names for the parts of a conversation and examples for what can be said in each section. Secondly, by demystifying the “conversational process,” the child can then see the repetitive and predictable nature of a conversation, thus increasing his/her level of comfort and confidence with it.

ARTICULATION:

The *CMC* program has been used to support the carryover of targeted speech sounds. As stated previously, many conversations have a repetitive nature to them. When a child becomes familiar with these patterns of dialogue, he/she can then focus on correctly producing the targeted speech sounds in the context of a structured or unstructured conversation.

INTELLECTUAL DISABILITIES:

The *CMC* program has been adapted in order to accommodate the communication needs of children with intellectual disabilities. Section Two of this manual provides a summary of the lesson suggestions for this population.

OTHER:

The *CMC* program may also be found to be of some benefit for children with other communication impairments (i.e. Traumatic Brain Injury, Hearing Impaired, Emotional Trauma) or for those who are Second Language Learners. Research on the program has been and will continue to be actively pursued.

CHILDREN WITHIN THE GENERAL POPULATION

The art of Face-to-Face conversations is being lost amidst a sea of technology. After all, technology allows us to access information from around the world within seconds. We can stay connected to our family and friends anywhere and at anytime. The educational opportunities for children are incredible! Parents and educators can hardly keep up with all of the options that are available. If one were to consider only these factors, then technology would look like the greatest gift for the advancement of mankind.

However, there is one thing that technology can't do! It cannot replace the intimacy and relationship that can be found when one enjoys the physical presence of another human being. Face-to-Face conversations serve a much deeper purpose for mankind than to simply share a little "one-on-one" time. They affect our discovery of who we are as individuals and how we function as a part of society.

Taking this information into consideration, children within the general population can benefit from social language training. Through the use of the *Color My Conversation* program, children can gain a greater appreciation for how conversations work and the functions that they serve. Through this process of knowledge acquisition, the children may have increased opportunities to gain a deeper appreciation for the emotional and social benefits that are found in the art of connecting one to another – through Face-to-Face interactions.

Readers are encouraged to further explore the relationship between technology and its affect on society. This is a fascinating area of study!

THE CONVERSATION COACH AND THE LESSON SETTINGS

The person who administers the *CMC* program is referred to as the "Conversation Coach." The *CMC* program has been written for individuals who are familiar with curriculum implementation (i.e. Speech Language Pathologist, Classroom Teacher, Special Education Teacher, Teacher for the Hearing Impaired, Teacher for the English Language Learner, Counselor, Behavioral Consultant, Home School Parent). However, the lessons have been written in a straightforward manner so that others may find them easy to use.

The *CMC* program can be used in a variety of settings which may include home, school or a therapy room. The lesson samples have been written for small groups (i.e. 2-4 children). However, they can be adapted for an individual child or a classroom environment. In the individual setting, the Conversation Coach will act as both the teacher and the conversation partner. Within the small group and classroom settings, the Conversation Coach will also act as the facilitator who provides opportunities for the children to converse with other individuals (i.e. peers, family, school personnel).

Once the children demonstrate a basic understanding of the conversation tools being trained, the sessions will move outside of the structured learning environment into a more natural setting (i.e. home, school, community). At this point, the primary role of the Conversation Coach will be to provide opportunities and support in order to make a child's conversation attempts both possible and positive.

Throughout the use of the *CMC* program, the Conversation Coach will act as an advocate; one who educates family, friends, and/or others within the child's realm of influence on what they can do to support the child's conversation attempts.

PROGRAM OVERVIEW

The *COLOR MY CONVERSATION (CMC)* program is multisensory in that it incorporates visual, auditory, tactile, and kinesthetic strategies to teach conversational concepts. It incorporates both structured (i.e. instructional sessions) and unstructured (i.e. field assignments) learning opportunities. The Conversation Coach using the *CMC* program may incorporate some or all of the following therapy tools to enhance learning opportunities: sign language, gestures, beadwork, pictures, color-coded symbols, photographs, line drawings, videotaping, audio recordings, role-plays, songs, movement, clapping routines, rhyme, worksheet assignments, and interactive games.

Regardless of the tools preferred, the main focus of the *CMC* program will be on having meaningful conversations. Right from the start, the children will engage with others in the “act of conversation.” During such moments, the use of instructions and explanations will be kept to a minimum so that the children can learn to look to their conversation partner for social cues (i.e. facial expression, body language, tone of voice). Natural eye contact involves a combination of making direct eye contact, glancing at other parts of the person’s face or body (i.e. shoulders) and glancing at other things in the surrounding area. Meaningful Eye Contact (MEC) is a term used to describe this intentional “looking at” our conversation partner. It is intended to gain information from and offer information to them. It signifies the awareness of presence that is established between the listener and the speaker.

The following provides a brief summary of the *CMC* program. Adaptations will be required for children based on their individual needs. The *CMC* program uses “common language.” These are terms that represent key concepts being presented within the program. Having a common language allows the Conversation Coach, the child and other caregivers to have shared understanding for these concepts as they work through the lessons. The Conversation Coach should review the **TERMINOLGY** section of the manual to become familiar with these terms.

The *CMC* program is multisensory. One teaching method that is implemented is the use of signs and gestures. The intent is not to teach the children a formal signing system. The intent is to provide visual supports for key concepts being presented in the lessons. The decision to use this teaching method will be made by the Conversation Coach. Some children may benefit from the visual support and others may not. The Conversation Coach should review the **SIGN LANGUAGE AND GESTURES** section of the manual to become familiar with this teaching method.

NOTE:

For children who are hearing impaired, or who otherwise use a formal signing system for communication, their system would be used instead of the signs and gestures suggested in the *CMC* program.

SECTION ONE



BEGINNER LEVEL – THE THREE BASIC CONVERSATIONS

Recommended Age Range: 5-12 years

The first three lessons of the *CMC* program are presented with a kinesthetic element. The children will physically walk through the conversations as they step on the colored markers (i.e. colored floor pads in the shapes of “garden path” stones), which are referred to as the “Conversation Path.” Quite frequently, a ball will be tossed back and forth during this initial portion of the program to emphasize the need for turn taking.

THE FOLLOWING IS A BRIEF DESCRIPTION OF THE FIRST THREE LESSONS:

LESSON 1 – THE YELLOW CONVERSATION

Lesson One focuses on the shortest and most frequent verbal interaction that we have with others. It is the simple “hello” and “goodbye” communication exchange that we may have several times a day (i.e. at the grocery store, at the library).

The Yellow Conversation is unique in that it may or may not require speech. For example, there are times when words are not practical (i.e. when someone is on the opposite end of the football bleachers) or appropriate (i.e. in the middle of a symphony). In such cases, we may let our bodies speak for us as we smile and/or wave. With or without speech, the communication intent remains the same. Through our body language we communicate a greeting and/or a farewell to our friend, and the yellow part of a conversation has occurred.

NOTE:

Children with intellectual disabilities can often achieve this level of communication using the *CMC* program. Adaptations for this population are provided in Section Two of this manual.

LESSON 2 – THE SHORT CONVERSATION

Lesson Two focuses on the social interaction that goes slightly beyond a greeting. It is commonly referred to as “chitchat” or “small talk.” It may include a simple greeting such as “Hey” (Hello), followed by a comment or question such as “How are things going?” (Conversation Starter). Given the communication partner’s response, the person may add a few more comments or questions before indicating that the end of the conversation is about to occur when they say something such as “Well, it’s been great talking with you. Gotta run!” (Conversation Stopper). The conversation is then completed with a word of farewell such as “See you later” (Goodbye).

NOTE:

Children with intellectual disabilities can often achieve this level of communication using the *CMC* program. Adaptations for this population are provided in Section Two of this manual.

LESSON 3 – THE LONG CONVERSATION

Lesson Three focuses on the most complicated of the three basic conversations, because it includes the body of the conversation which is known as the “Topics of Conversation.” This section includes: the topics, the comments, the questions, and the topic changing words/phrases. In Lesson Three, the children are encouraged to incorporate 2-4 topics of interest into their Long Conversation. The amount of information required about a given topic at this level is limited; possibly the children will only make 2-5 verbal exchanges before moving on to their next topic of interest. This is okay. The purpose of this lesson is simply for the children to get used to engaging in topics of interest with others. There will be opportunity for topic development in later lessons. The Conversation Coach will model the use of comments, questions, and topic changers. These conversational tools will be encouraged but not expected of the children at this level of the program.

NOTE:

- The comments, questions and topic changers will be kept repetitive and basic in style. For example, a basic comment may be “Cool!” A basic topic changer may be “Hey, name?”
- With the adaptations that are provided in Section Two of this manual, some children with intellectual disabilities can demonstrate the ability to have a Long Conversation. However, their topics of conversation may be more repetitive and predictable than those within the general population.

In the BEGINNER LEVEL of the CMC program, the children will be walking along the Conversation Path as they practice their three basic conversations. They will be tossing a ball back and forth with their conversation partners during these activities. The use of the ball is fun and engaging. However, it serves a deeper purpose. For those children who struggle with eye contact, the Conversation Coach can use the ball to draw the child’s attention towards their face and can then attain eye contact with them. For those children who struggle with turn taking, the Conversation Coach can use the ball to demonstrate that whoever is the “holder of the ball” is the one who should be speaking.

The Conversation Coach will start to build a wall display that represents the Conversation Path. This display should be set up in the location where the lessons are being provided, and it should stay up for the length of the program as a visual support for the children.

The BEGINNER LEVEL of the CMC program takes approximately 5 weeks to complete based on one 45-minute session once weekly or two 30-minute sessions twice weekly. It is recommended that small opportunities for daily practice be provided between lesson sessions.

INTERMEDIATE LEVEL: TAKE IT TO THE TABLE

Recommended Age Range: 8-12 years

Apart from Lesson Seven, the Intermediate Level of the CMC program can be considered for younger children aged 5-7 years. The Conversation Coach will modify the amount of information being provided so that it is consistent with the younger child's level of ability or "need to know."

In the INTERMEDIATE LEVEL, table oriented tasks (i.e. worksheets, crafts, artwork, drill work, game activities) will occur with greater frequency. The children will continue to walk the Conversation Path as they practice using the new conversational features that are being introduced (i.e. comments, questions, topic changers). The Wall Display will continue to be developed so that children can reference examples of these features as they practice their conversations on the Conversation Path.

The children will have multiple opportunities to practice their conversations skills within their lessons. However, daily practice is strongly recommended. A conversation a day may only take 5-7 minutes but, the additional practice will provide rich opportunities for the children to grow in confidence as they practice their use of the conversational features being presented. It will also increase their ability to have conversations on a wider array of topics!

THE FOLLOWING IS A BRIEF DESCRIPTION OF THE INTERMEDIATE LEVEL LESSONS:

LESSON 4 – TAKE IT TO THE TABLE:

"WH" QUESTIONS = WHO, WHAT, WHEN, WHERE AND WHY.

Lesson Four focuses on increasing the child's knowledge for and use of "WH" question forms within a conversation.

LESSON 5 – TAKE IT TO THE TABLE:

INTERROGATIVE REVERSALS = YES! NO! MAYBE SO!

Lesson Five focuses on increasing the child's knowledge for and use of *Interrogative Reversal* questions (i.e. "Can I...?" "Do you...?", "Am I...?") within a conversation. These questions forms are referred to as "Special Questions," because they typically evoke one of three responses – Yes, No, or Maybe.

LESSON 6 – TAKE IT TO THE TABLE:

MAKING COMMENTS COUNT.

Lesson Six focuses on increasing the child's knowledge for and use of *Comments* within a conversation.

LESSON 7 – TAKE IT TO THE TABLE:

TOPIC CHANGER PRO.

Lesson Seven focuses on increasing the child's knowledge for and use of *Topic Changer* words/phrases (i.e. "By the way...", "That reminds me of...") within a conversation.

LESSON 8 – TAKE IT TO THE TABLE:

SPEAKING LOUD AND CLEAR!

Lesson Eight focuses on social emotional awareness and the ability to self-manage nonverbal communication (i.e. eye contact, facial expressions, body gestures, tone of voice). This lesson also looks at the relationship between technology (i.e. social media) and Face-to-Face conversations.

NOTE:

Lesson Eight may be a challenge for children with Autism Spectrum Disorders (ASD), because it deals with emotions. As such, the Conversation Coach may want to rearrange the order of the lessons for these children as follows: Skip Lesson Eight until the children have gotten well into Lesson Ten. By this stage, they should have developed a good understanding for HOW a conversation works. Lesson Eight can then be incorporated into the Lesson Ten activities.

LESSON 9– TAKE IT TO THE TABLE:**BEADING.**

Lesson Nine focuses on making a color-coded beaded craft item such as a piece of jewelry (i.e. bracelet) or something else that the child prefers (i.e. key chain). The colors will represent the Conversation Stones (i.e. Hello, Conversation Starter, Topics of Conversation, Conversation Stopper, Goodbye) which make up the Conversation Path. For the more adept conversationalists, the Conversation Coach might choose to add unique beads that represent the other conversational features (i.e. comments, questions, topic changers).

For many of the children, this lesson will be done for pleasure only, as they celebrate the completion of the Intermediate Level with a party. However, for others, the beaded item will be used as a portable and visual support to remind the child to use their conversational features outside of the practice room setting. In such a case, the Conversation Coach may choose to introduce this lesson at the BEGINNER LEVEL so that the child can use the craft item as they are learning about conversations.

NOTE:

- The Conversation Coach will determine if there are sections of the Intermediate Level which may be applicable for their children who have intellectual disabilities. However, as stated previously, the craft activity from Lesson Nine is a valuable visual support to incorporate in the BEGINNER LEVEL lessons for most of these children.
- As stated previously, for many of the children, Lesson Nine will be done at the end of the Intermediate Level. The party will allow the children to share some goodies, have some laughs and create some crafts together! For the Conversation Coach, the party will serve another function. It will be an opportunity to observe how the children are doing with their conversations in a natural social setting. This information will then be used to drive the instruction that follows in the Advanced and Expert Levels of the program.

The **INTERMEDIATE LEVEL** of the CMC program takes approximately 6-8 weeks to complete based on one 45-minute session once weekly or two 30-minute sessions twice weekly.

ADVANCED LEVEL: TOPICS OF CONVERSATION 

Recommended Age Range: 8-12 years

The **ADVANCED LEVEL** of the CMC program focuses on having the children practice increasingly more complicated conversations. Previous lessons should have provided them with a greater variety of conversation features (i.e. topics, questions, comments, topic changers) a greater appreciation for the subtleties of a

conversation overall (i.e. nonverbal communication). The Color My Conversation game is an educational tabletop board game which will be incorporated into Lesson Ten. The children will either actively play the game or observe and comment on others who are playing it

THE FOLLOWING IS A BRIEF DESCRIPTION OF THE ADVANCED LEVEL LESSON:

LESSON 10 – SHARED TOPICS – MY TOPIC – YOUR TOPIC:

Lesson Ten focuses on improving a child’s ability to initiate, maintain, or close topics using appropriate topic transitions and turn taking strategies in the Shared Topic activities. The child will also practice taking the role of the primary listener or the primary speaker in the MY TOPIC – YOUR TOPIC activities.

NOTE:

The **ADVANCED LEVEL** of the CMC program is not typically applicable for children with intellectual disabilities.

The **ADVANCED LEVEL** of the CMC program takes approximately 3-5 weeks to complete based on one 45-minute session once weekly or two 30-minute sessions twice weekly.

EXPERT LEVEL: CARRY OVER + CUSTOMIZE

Recommended Age Range: Variable

Lesson 11 is intended for all ages, because its purpose is to identify the conversation skills that each child is capable of using and then supporting the transfer of those skills from the practice room to a natural setting.

Lesson 12 is intended to be used on a needs and abilities basis. For example: Is the specific conversation skill a priority, and is it within the child’s level of ability?

The **EXPERT LEVEL** of the CMC program provides opportunities for the children to practice their conversations in the “real world” (i.e. grocery store, library, restaurant). Secondly, it targets conversations which have either not been addressed in the program or require further skill development.

THE FOLLOWING IS A BRIEF DESCRIPTION OF THE EXPERT LEVEL LESSONS:

LESSON 11 – FIELD ASSIGNMENTS:

SMILE! YOU’RE ON CAMERA!

Lesson Eleven focuses on transitioning the children from the practice room setting to a natural setting. On these field assignments, the Conversation Coach will frequently videotape the child’s conversations and will later review them with the child for training purposes.

LESSON 12 – CUSTOMIZED CONVERSATIONS

Lesson Twelve focuses on practicing specific types of conversations (i.e. first introductions, receiving compliments, managing phone conversations, asking for information). Specific conversation recipes may also be provided for those children who need to self-monitor in specific situations (i.e. things to say/not say at a funeral).

NOTE:

The Conversation Coach has the option to teach the customized conversations at any point after the Beginner Level of the CMC program!

SECTION TWO



ADAPTATIONS: **BEADS – BEADS AND SPECIAL NEEDS**

A SPECIAL LESSON FOR OUR SPECIAL CHILDREN! Provides a summary of how the **BEGINNER LEVEL** of the CMC program can be adapted to meet the needs of children who have intellectual disabilities.

THE FOLLOWING IS A BRIEF DESCRIPTION OF THE BEADS – BEADS AND SPECIAL NEEDS LESSONS:

LESSON 1 – THE YELLOW CONVERSATION

Lesson One focuses on the same goals as those described in Section One, however adaptations may be employed. For example, the Conversation Path stones may have no written or drawn (i.e. stickman drawings) symbols on them. Verbal instructions may be limited, and use of exaggerated gestures may be increased.

LESSON 2 – THE SHORT CONVERSATION

Lesson Two focuses on the same goals as those described in Section One; however, adaptations may be employed. For example, the selection of questions for the Conversation Starter or statements for the Conversation Stopper may be reduced. Sentence strips may be used to support grammar and sentence structure. Language expectations may be adjusted to take into account the following factors:

1. The child's level of morphological development.
2. The child's level of sentence length and complexity.
3. The child's level of need or opportunity to use the sentences selected.
4. The child's preference for the sentences selected.

LESSON 3 – THE LONG CONVERSATION

Lesson Three focuses on the same goals as those described in Section One; however, adaptations may be employed.

For example, the Topics of Conversations may be selected with the following considerations:

1. The amount of topics will likely be limited.
2. The repetition of the selected topics may occur with a high level of frequency.
3. The amount of verbal exchanges on a given topic will likely be limited.
4. The child's level of personal interest in a topic (i.e. video games) will be considered a priority.
5. The child's level of personal interest in another person's topic (i.e. Dad plays hockey) will be considered a priority.
6. The Conversation Coach may model comments, questions and topic changers but not expect them in return.
7. Should the goal be for the child to use comments, questions and topic changers, the selection of these conversation features may be limited and repetitive in nature.
8. The beading activity should be considered as it provides a visual support for carryover of the conversations being taught.
9. The songs have been found to be highly motivating and appreciated by the children with special needs. The educational concepts in the song lyrics may be too difficult for some of the children to grasp. In such cases, the Conversation Coach may use them simply for the child's listening pleasure.

FIELD ASSIGNMENTS – SMILE! YOU'RE ON CAMERA!

Videotaping field assignments can be considered for the children with special needs for the following purposes:

1. **FOR INSTRUCTION:** To show caregivers how they can use the conversational strategies with the child.
2. **FOR REINFORCEMENT:** Video modeling allows the child to watch others or themselves engaged in the act of conversation. This visual support can be a powerful teaching tool for the Conversation Coach to consider.

Section Three



Supplementary Activities

In our day-to-day living, we all experience life situations that can challenge our character and integrity. In those moments, we have decisions to make that will affect the outcome of our immediate situation. However, these choices may also affect our future behaviors in other environments. They will then become part of who we are and what we represent as individuals. At its most rudimentary level, the course of one's life is often defined by the choices that we make and the conversations that we have surrounding those choices.

The primary focus of the CMC program is on improving a child's ability to become the most skillful conversationalist possible. However, the lessons span over time, and during this time, the child may experience situations that challenge their character and integrity. In these situations, the Conversation Coach may consider turning these episodes into "teachable moments." By using the suggestions outlined in the supplementary section of the manual, the Conversation Coach can help the child consider the language (i.e. the conversation) and the strategies (i.e. the choices) to learn and grow through these situations.

The Fifty Questions – I'm Glad You Asked! is a supplementary list of questions that the Conversation Coach may choose to use in order to further encourage self-reflection, independent thought and/or expression of opinions. These questions can be used within the context of the CMC program or can be provided to the family for a homework activity.

Two teaching strategies are provided to facilitate group discussions on the topic of character development. **Raise of Wisdom** is an impromptu discussion about character which may arise from situations throughout the day (i.e. a fight on the playground) or within the actual CMC lesson (i.e. complaining about who gets the next turn).

Round Table Discussions – Skilled Conversationalist + Skilled Leader is the second strategy. It is reserved for the more skilled conversationalist (i.e. intermediate level students) and would typically occur near the end of the CMC program. These more formal discussions about character may take place in the lesson setting or on a field trip (i.e. while dining out at a family restaurant).

Below each character trait is a list of sample questions that the Conversation Coach may choose to use when engaging the children in the group discussions. The Conversation Coach's role will be to open and close the conversation, to model good conversation skills, to encourage dialogue and to facilitate discussion as needed. At the end of this section, there are suggested role plays that the Conversation Coach might consider so that the children can observe the character traits in action.

At the end of SECTION THREE, the Conversation Coach will find a variety of data keeping and assessment forms that can be used within the *Color My Conversation* program.

METHOD OF TEACHING

The teaching strategies used in the CMC program may include:

1. **Color Coding:** The *COLOR MY CONVERSATION* Color Coding System uses colors (i.e. yellow, green, blue, red) to distinguish between the specific functions of the conversation features (i.e. Greetings, Conversation Starters, Conversation Stoppers, Topics of Conversation).
2. **Movement:** Movement is incorporated into the BEGINNER LEVEL and the INTERMEDIATE LEVEL of the CMC program. The children physically walk through their conversations by stepping on color-coded markers known as the Conversation Path.
3. **Sign Language:** It is not expected that a child be a signer or that he/she be required to learn sign. The use of signing is simply an augmentative visual support to attach meaning to the concepts being trained. For example, in the Short Conversation, the Conversation Coach may sign words (i.e. hello, start, stop, goodbye) as he/she practices the conversation with the children. The Conversation Coach may slightly modify the signs if they feel that the modification will make the concept they are trying to teach more explicit.
4. **Gestural Communication:** The Conversation Coach is encouraged to use natural gestures and facial expressions; however, he/she may also use exaggerated gestural communication in order to emphasize a nonverbal message to the child. For example, if a child is not used to conversational turn taking, the coach may look expectantly at the child as he/she waits for the child to speak.
5. **Meaningful Eye Contact (MEC):** MEC is the intentional “looking at” our conversation partner. It is intended to gain information from, and offer information to, them. Said differently, it signifies the awareness of presence that is established between the listener and the speaker. The Conversation Coach will promote the use of natural eye contact and will intentionally encourage the use of MEC for those children who have difficulty in this area.
6. **Pictures-Symbols-Photographs-Drawings:** The CMC program may use a variety of visual images to support learning. For example, the Conversation Coach may use symbols such as a lightning bolt to represent the use of Topic Changer words/phrases. Pictures (i.e. photographs, line drawings) may be used to provoke thought for possible topics to incorporate into the Topics of Conversation.
7. **Beadwork:** Some children may have difficulty remembering parts of a conversation. Visual reminders can help. The children can refer to the beaded artwork that they have created (i.e. bracelets, bookmarks or key chains) to help them remember what to say in their conversations.
8. **Songs-Rhyme-Clapping Routines:** The CMC program may use a variety of musical or rhythmic strategies to enhance the learning experience. Short catchy tunes or rhyme have been developed to increase the child’s ability to connect meaning to the concepts being trained.

NOTE:

Many of the songs in the CMC program contain teaching information which is embedded within the lyrics. The Conversation Coach will determine which songs are suitable for the individual child and adapt them to best meet the child's needs. For the older children, most of the songs will be spoken rather than sung.

9. **Interactive Games:** The CMC program encourages the use of interactive games. These activities are typically used at the Intermediate and Advanced Levels of the program.
10. **Role-plays:** The CMC program incorporates role-play activities into the lessons so that the children can observe and experience conversations in a structured situation.
11. **Audio recording:** The CMC program incorporates the option for the children to do listening exercises through audio recordings in Lesson Eight (Name The Tone).
12. **Worksheets:** The CMC program provides optional worksheets for the Conversation Coach to either do with the children during the teaching sessions or practice after the lesson (i.e. homework).
13. **Video recording:** The CMC program incorporates the option for children to view conversations through video recordings. There are two methods that can be used:
 1. Video recording for children within the educational mainstream or for those who have communication impairments unrelated to a specific diagnosis (i.e. Autism, memory impairments, emotional trauma). The following is a description of how this can be done:
 - Videotape the children as they practice their conversations on the Conversation Path. Then have them analyze the samples. The Conversation Coach will encourage the use of self/peer evaluations. Forms are provided for this purpose (i.e. Conversation Superstar and Three Praises + One To Think About) in the Supplementary section of the manual.
 - Videotape role-played conversation samples. The goal of this activity is for the children to create conversational samples that are efficient and effective. Such samples might be a good class project for the children to do either as a "social awareness" piece for their school or to support those children with specific needs who might benefit from it (i.e. video modeling – other).
 - Videotape spontaneous samples on the field trip assignments. Then have the children and their peers (or caregivers) analyze the samples. The Conversation Coach will encourage the children to do self/peer evaluations.
 2. Video recording for children with communication impairments related to a specific diagnosis (i.e. Autism, memory impairment, emotional trauma). The following is a brief description of how this can be done:
 - Video Modeling – Other: Videotape role-played conversation samples of others (i.e. classmates or adults) who can model a good example of the targeted conversation. These samples may then be made available for the child to view.
 - Video Modeling – Self: Videotape the child engaged in a conversation. The Conversation Coach may need to edit different samples to put together a finished product that shows a complete and good example of the targeted conversation.

PLEASE NOTE: Video modeling is a specific strategy that should be considered by those who are familiar with its implementation.

NOTE:

There are two very important terms for you to consider as you move through the *CMC* program. They are as follows: *Conversation Recipe* and *Conversation Script*.

Think of the conversations that you have each morning with your loved ones. It is likely that you have a pattern of dialogue that is repetitive both in relation to the situation in which it occurs and in the things that are said.

A *Conversation Recipe* is like the directions section of a cooking recipe. It answers questions such as: Who might have the conversation? Where might it take place? Why might it take place?

A *Conversation Script* is like the ingredients of a cooking recipe. It describes the actual words/phrases that might be expected to say within a given social situation.

Throughout the *CMC* program, the children will experience a variety of opportunities to hone and expand their *Conversation Recipes* and *Conversation Scripts* for use in their day-to-day living.

ABOUT THE LESSONS

1. The lessons in the BEGINNER and INTERMEDIATE LEVELS of the CMC program are divided into five sections. They are as follows:
 - a. **INTRODUCTION AND BASIC TRAINING:** Following some initial introductory comments, the Basic Training provides a description of the concepts being trained in each lesson.
 - b. **PRACTICE RUN AND ROLE-PLAYS:** Provides an opportunity for your children to practice the concepts being trained with the Conversation Coach and/or their peers. **This section also includes Helpful Hints, which were found to be useful during the development of this program.*
 - c. **WRAP UP AND HOMEWORK CHALLENGE:** Provides a summary of the lesson, a description of the next lesson, and some easy “at home activities” to be used for carryover practice.
 - d. **KEEPING IT FUN:** Provides additional activities that can be done to reinforce the concepts being trained (i.e. posters, songs, games).
 - e. **DISCUSSION** (Optional): Provides a question and answer section to address specific issues about the use of the lesson and/or the program.
 - f. **GATHERING SONG** (Optional): This is a song that can be sung at the beginning of every lesson. It calls to the children as it says, “Find your places, and get ready to learn.”



GATHERING SONG

Conversations

Conversations

Here we go!

(Gesture to come to the seating area)

Here we go!

(Gesture to come to the seating area)

@Rosslyn Delmonico 2012

- Lesson Eight, the ADVANCED LEVEL and the EXPERT LEVEL of the CMC program are written around the specific activities (i.e. interactive games or exercises, field assignments, customized conversations).

NOTE:

PARENT LETTER: The Parent Letters will be found at the beginning of most lessons. They will be used by the Conversation Coach who is working outside of the home environment (i.e. classroom or therapy settings). They will provide the child's parent with an overview of the lesson content along with some practical suggestions for "at home" support.

LESSON OVERVIEW: Like the Parent Letters, a Lesson Overview describes the lesson content and is intended for the Conversation Coach.

LESSON FORMAT: A sample dialogue has been provided so that the person administering the CMC program can have an easy instructional model to follow.

- The sample dialogue has been provided for primary and intermediate school aged children. Adaptations may be required for children outside of this range.
- The sample dialogue has been placed in bold italics to differentiate it from the rest of the lesson.

LESSON SETTING: The sample lessons are based on a small group setting (i.e. one Conversation Coach and 2-4 children). Adaptations would be required for individual or classroom sessions.

ABOUT THE COLOR CODING SYSTEM

The following provides the purpose for the specific colors choices and sequences selected in the *Color my Conversation* Color Coding System:

Yellow Conversation = two yellow stones in a sequence.

Yellow - This is the first color of the Conversation Path, and it represents The Greeting. It is also the last color of the Conversation Path, and it represents The Farewell.

NOTE:

Using the yellow color for the first (i.e. Hello) and last (i.e. Goodbye) stones create a "bookends effect." It visually symbolizes the beginning and end of a conversation. When the two yellow stones are used together they represent the Yellow Conversation. This conversation serves a unique function in relation to the others, because it can be done with or without words.

Short Conversation = a yellow to a green to a red to a yellow stone.

Green - This is the second color of the Conversation Path and it represents the Conversation Starter. Although we begin with a greeting, it is usually a comment or question (i.e. "How are you?" or "What a beautiful day!") which signals that a conversation is about to start.

Red - This color represents the Conversation Stopper. We typically prepare to close a conversation with one or two comments (i.e. "Nice talking with you.") before we give our final farewell. The Conversation Stopper alerts our conversation partner that the conversation is about to end.

Long Conversation = a yellow to a green to a blue to a red to a yellow stone.

Blue - This is the third color of the Conversation Path and it represents the Topics of Conversation. This is where the body of the conversation takes place. It includes the topics, questions, comments and topic changer words/phrases.



TERMINOLOGY

BODY GLANCE

This is a term used to describe how we might glance at a person's body when we have a conversation with them.

CATCH THE NUGGET

This is a term used to describe what a skilled conversationalist will do when their conversation partner "throws out" a tidbit of information without giving the details. A skilled conversationalist will "catch" the nugget and go on to ask for more information about it.

COLOR MY CONVERSATION (CMC)

This is a social language based program for teaching conversation skills and improving social-emotional awareness.

COLOR MY CONVERSATION COLOR CODING SYSTEM

This is an explanation sheet that describes the use of the colors selected for the CMC program. It can be given to educators or parents to explain the purpose behind the colors that have been incorporated into the program.

COMMENT CONNECTION

This is a term used to help children understand that the comments they make should match the message that is being spoken from their conversation partner - both in the words they say and through their nonverbal communication (i.e. facial expressions, body gestures, tone of voice).

COMMENT QUESTION CONNECTION

This is a term used to help children understand that their comments and questions should match each other. For example, if a friend were to suffer the loss of a family pet, an appropriate Comment Question Connection might be, "Oh, I'm sorry to hear that! How are you doing?" In addition, our nonverbal communication should also match the words that we say.

COMMON TOPIC CHANGER

This is a term used to describe the words or phrases we say when transitioning between topics. A common or basic topic changer might occur when the conversation moves from the topic of cats to dogs. In this case, the person might let their conversation partner know that the topic is shifting by using a topic changer such as, "That makes me think of..."

CONVERSATION COACH

This is the adult who is administering the *COLOR MY CONVERSATION* program. Their role is to provide the support required to help the child find success with their social language skills.

The COLOR MY CONVERSATION Game

This is a tabletop game that focuses on practicing conversations in a structured learning environment. In the game, the children learn to take the role of the primary listener, the primary speaker or one who shares the conversation evenly with their conversation partner.

CONVERSATIONAL FEATURES

These are the parts of a conversation which may include the following: Greetings, Conversation Starters, Topics of Conversation, Conversation Stoppers, Farewells, Comments, Questions, Topic Changers.

CONVERSATION MOVERS

This is a term used to describe the conversational features that we use to move the conversation forward or to keep it going. They include our comments, questions, and topic changer words/phrases.

CONVERSATION PATH

This is the sequence of color coded stones that represents the different features of a conversation.

CONVERSATION RECIPE

This is a term used to describe the situations in which conversations occur. It is compared to the “directions section” of a cooking recipe. It answers questions such as: Who might be having the conversation? What are they doing? What might happen next? Where are they? When is the conversation taking place? Why are they having the conversation? The Conversation Recipe may extend to look at how the conversation partners might be feeling and how we might feel in the same situation.

CONVERSATION RECIPES AND SCRIPTS

This is a term used to describe a warm up or “brain gymnastics” activity that the children can do before they start their lessons. In it, the Conversation Coach provides pictures or images of people engaged in conversations. Through discussions with the coach, the children will look for the recipes and scripts that might best describe the image provided.

CONVERSATION SCRIPT

This is a term used to describe the actual words that a person might be saying within a conversation. It is compared to the “ingredients section” of a cooking recipe.

CONVERSATION STARTER

These are the questions (i.e. How are you?) or comments we use to engage our conversation partner in a conversation after we have provided an initial greeting.

CONVERSATION STOPPER

These are the comments that we make to our conversation partner to let them know that the conversation is coming to an end. We make these comments (i.e. Well, I’d better be on my way.) before we give our farewell.

CONVERSATION SUPERSTAR

This is a worksheet that a child can do to self-evaluate how he/she does on an activity, such as when walking the conversation path.

CUSTOMIZED CONVERSATION CHECKLIST

This is a checklist that is provided in Lesson Twelve. It is a form that the Conversation Coach and other caregivers fill in to target the specific conversations that the child has either not practiced within the CMC program or has practiced but requires further skill development.

EXCUSE ME CONVERSATION

This is a term used to describe the conversations we have with others when we are requesting information (i.e. directions, objects, actions). This term may also be used for other situations such as when moving through a crowd or when making an apology.

EXTREME TOPIC CHANGER

This is a term used to describe the words or phrases we say when transitioning between topics. An extreme topic changer might occur when the conversation moves from the topic of pets to the solar system. These topics are extremely different. In this case, the person might let their conversation partner know that the topic is shifting by using a topic changer such as, "This is completely off topic, but..."

FACE GLANCE

This is a term used to describe how we look away from our conversation partners' eyes and glance at other parts of their face.

FINE DINING PLACEMAT

This is a specially designed placemat that the child can create to take with them to the restaurant on field trip assignments. It will provide information about the situation that the child may experience (i.e. Conversation Recipe) and the language that may be required (i.e. Conversation Script).

GOODBYES

These are the final words or farewells that we say to our conversation partners (i.e. Bye for now).

HELLOS

These are our initial words or greetings that we say to our conversation partners (i.e. Good morning).

LEARN ABOUT ME + LEARN ABOUT YOU

This is a worksheet activity to create dialogue amongst family members and friends with the intent for the child to learn that asking others questions allows us to learn more about them.

LONG CONVERSATION

This is a term used to describe conversations where specific topics are embedded in the middle of the chitchat or small talk.

MATCH AND MANAGE

This is a term used to describe one's ability to self-regulate their emotions and nonverbal communication. For example, when a social interaction is moving along in a positive manner, a skilled conversationalist will match their conversation partner. However, if the conversation moves into a less positive direction, a skilled conversationalist will manage their emotions, words and nonverbal communication.

MEANINGFUL EYE CONTACT (MEC)

Natural eye contact involves a combination of making direct eye contact, glancing at other parts of the person's face or body (i.e. shoulders) and glancing at other things in the surrounding area. Meaningful Eye Contact (MEC) is a term used to describe the intentional "looking at" our conversation partner. It is intended to gain information from, and offer information to them. It signifies the awareness of presence that is established between the listener and the speaker.

MY TOPIC

This is a term used to describe when the conversation moves to one conversation partner as they become the primary speaker. For example, this might happen when one of the conversationalists moves into a longer monologue in the form of a narrative.

ONE-TWO-THREE BACK TO ME

This is a phrase used to remind the children to ask at least 3 questions on a given topic before moving on to a new topic. This term is described in Lesson Ten and is used as part of the *Color My Conversation* game; however, it can be implemented earlier in the program as well.

PLACE GLANCE

This is a term used to describe how we glance at other things in the room as we engage in conversations with others.

RAISE OF WISDOM

This is a supplementary activity that can be incorporated within the CMC lessons to facilitate discussions on the topics of character and integrity. To apply this strategy, the Conversation Coach will take the learning opportunities that arise through teachable moments to engage the children in discussions about making good choices. In part, this will include a discussion or role-plays about how our conversations would support our choices. Mottos (i.e. Listen Twice Before You Speak) may emerge through these discussions. The mottos can either be incorporated into a craft activity or be placed overtop of the Conversation Path for future reference.

SHARED TOPICS

This is a term used to describe when the conversation travels back and forth between the two conversation partners fairly evenly in relation to turn taking.

SHORT CONVERATION

This is a term that is used to describe chitchat or small talk.

SPECIAL QUESTIONS

These are questions that are in the form of interrogative reversals. They are called "special" because they tend to provide limited answers (i.e. yes, no, maybe). They are good questions to get into a topic of conversation, but they shouldn't be overused otherwise the conversation turns more into an interview than a conversation.

STAY IN THE FRAME

This is a term used to describe a strategy to help children maintain normal or natural eye contact.

SURRENDERING THE CONVERSATION

This is a term used to describe when one conversation partner stops talking so that their partner can speak. This term is described in Lesson Ten and is used as part of the *Color My Conversation* game; however, it can be implemented earlier in the program as well.

TAKE IT TO THE TABLE

This term is used to describe the INTERMEDIATE LEVEL of the CMC program. Though the children will continue to practice their conversations on the Conversation Path, more table-oriented tasks are introduced at this level.

THREE PRAISES + ONE TO THINK ABOUT

This is a worksheet or verbal exercise that can be used for peer evaluations. It encourages children to give praise which is specific and criticism which is constructive.

TOPIC CHANGERS

This term is used to describe the words/phrases we say to inform our conversation partner that we are about to switch the topic. When used properly, topic changers move the conversation forward in a comfortable and predictable manner.

TOPICS OF CONVERSATION

This is a term used to describe the specific topics that we initiate in longer conversations. They are typically embedded in the middle of our chitchat or small talk.

WH QUESTIONS

This is a term used to describe the questions that are used in Lesson Four of the CMC program. The five WH Questions include: Who, What, When, Where and Why. Other question forms such as How and Which may also be presented; however, the focus of the CMC program is less on teaching all of the possible question forms and more on the understanding that we ask questions to get information. When we ask questions, we show our conversation partner that we are listening and that we care about what they are saying. Questions also serve the function of moving our conversations forward.

YELLOW CONVERSATION

This is a term used to describe the most frequent verbal or nonverbal social interaction that we will have with others. It consists of our greetings and our farewells.

YOUR TOPIC

This is a term used to describe when the conversation moves towards one conversation partner and the other one becomes the primary listener. In this case, the listener will use strategies such as nodding, commenting or asking questions to show that they are engaged in the topic.

SIGN LANGUAGE AND GESTURES

The CMC program is multisensory. One teaching method that is implemented in the program is the use of signs and gestures. The intent is not to teach the children a formal signing system. The intent is to provide visual supports for key concepts being presented within the lessons. The decision to use this teaching method will be made by the Conversation Coach. Some children may benefit from the visual support and others may not.

NOTE:

For children who are hearing impaired, or who otherwise use a formal signing system for communication, their system would be used instead of the signs and gestures suggested in the CMC program.

There are approximately 50 signs, modified signs and informal gestures that can be considered. The following provides a description for how they could be used:

1. Formal signs: American Sign Language (ASL) has been used for the formal signs. For more information about how to make them, please refer to the following site: <http://www.signasl.org>.
2. Modified or Substituted Signs: If the actual sign for a word is abstract and not user-friendly for the non-signing population, the sign may be modified slightly or substituted with another sign that represents the word more effectively. For example, the sign for 'inquire' was selected for 'ask,' because it was considered to be more visually descriptive than the actual sign.
3. One sign for multiple words: Because we are not teaching a signing system, one symbol may be used for multiple concepts. For example, the sign for 'tell' is used to represent multiple words such as: tell, talk, speak, say, and comment.
4. Informal gestures: If there is a natural gesture that is user-friendly, it will be used. For example, the open handed wave is a gesture that is recognized and commonly used within society. This gesture is used to represent all forms of greetings.

ANSWER: (ASL)

ASK: (ASL sign for "inquire" is used.)

AWAY: (ASL)

COLOR: (ASL)

COME: ASL)

CONVERSATION: (ASL sign for "discuss" is used where index fingers move back and forth from the lips.)

DON'T KNOW: (ASL sign for "know" is used - then turn palm out and away from head.)

EXCITED: (ASL)

FAMILY: (ASL)

GO: (ASL sign for “pass” is used.)

GOODBYE: (ASL sign for “bye” is used for all forms of farewells.)

HAPPY: (ASL)

HELLO: (Gesture of an open hand wave is used for all forms of greetings.)

HELP: (ASL)

KNOW: (ASL)

LOVE: (ASL)

LIGHTNING/TOPIC CHANGERS: (ASL sign for “lightning” is used.)

LISTEN: (ASL)

LONG/LONG CONVERSATION: (ASL sign for “long” is used.)

LOOK: (ASL)

MAD: (ASL)

ME: ME/I (ASL for “me” is used)

MEET: (ASL)

PLACE: (ASL)

QUESTION: (ASL sign for “question” is used for all question forms.)

SAD: (ASL)

SCARED: (ASL)

SEE: (ASL)

SEPARATE: (ASL)

SHORT/SHORT CONVERSATION: (ASL sign for “short” is used.)

SMILE: (ASL)

START/CONVERSATION STARTER: (ASL sign for “start” is used.)

STEP/CONVERSATION MOVERS: (ASL sign for “step” is used.)

STOP/CONVERSATION STOPPER: (ASL sign for “stop” is used.)

STORY: (ASL sign for “book” is used.)

SURRENDER: (ASL)

THINK: (ASL)

THANK YOU: (ASL)

TELL/TALK/SPEAK/SAY/COMMENT: (ASL sign for “tell” is used.)

TOPIC/TOPICS OF CONVERSATION: (ASL sign for “topic” is used.)

VISIT: (ASL)

WAIT: (ASL)

WHO: (ASL)

WHAT: (ASL sign for “read” is used.)

WHEN/TIME: (ASL sign for “time” is used.)

WHERE: (ASL)

WHY: (ASL)

YELLOW/YELLOW CONVERSATION: (ASL sign for “yellow” is used.)

YOU: (ASL)

