



EXPERT LEVEL

LESSON 11-12

CARRY OVER + CUSTOMIZE (An overview)

1. LESSON ELEVEN AND TWELVE
 - a. PARENT LETTER
 - b. AN OVERVIEW
 - c. LESSON PLANS
2. TEACHING TOOLS
 - a. COLOR MY CONVERSATION SONG LYRICS
 - b. THE CONVERSATION RECIPE – WORKSHEET
 - c. THE CONVERSATION RECIPE – ANSWER KEY
 - d. THE CUSTOMIZED CONVERSATION CHECKLIST
 - e. THE FIELD TRIP GOALS AND REVIEW
 - f. THE FINE DINING PLACEMAT – EXAMPLE

“If we can’t handle failure, we will never handle success.”

GOAL: To demonstrate the ability to have social interactions with known conversation partners (i.e. peers, teachers, parents, Conversation Coach) and others within a community setting using language and social skills that are appropriate for the situation and are within the child’s level of functioning.

In order for the child to have the most benefit from these final two lessons, the Conversation Coach will want to secure the support of one of the child’s main caregivers, be it a parent, a grandparent or a guardian. The permission form is the most important document to have filled out and signed before moving ahead with the Field Trip assignments. Sample forms are not provided in the CMC Program. The Conversation Coach should use a permission form appropriate for the setting.

THE CUSTOMIZED CONVERSATION CHECKLIST will provide valuable information in planning the lesson activities and locations. For example, if phone conversations are the focus, field trips may not be necessary as the child can practice these from home. However, if live conversations are the focus, then the coach will be scheduling field trips in places where the child will have opportunities to practice their conversations in context (i.e. grocery store, library, etc.).

NOTE:

In the Expert Level of the CMC program, outside support (i.e. family) will be important! Though the Conversation Coach will continue to be the main facilitator or overseer of the program, the parent’s support and knowledge for maintaining the information trained in this section of the program cannot be overstated!

The parent’s attendance on the field trips will be of great value for a number of reasons: driving the child to and from the venue, observing the coaching techniques so that they too can use them and having time to dialogue with the Conversation Coach so that “how to” questions can be addressed.



EXPERT LEVEL

LESSON 11 CARRY OVER

GOAL: To demonstrate the appropriate use of verbal and nonverbal social interactions with others (i.e. peers, parents, the Conversation Coach, other individuals) within a community setting. The following goals represent a list of options for the Conversation Coach to select from however, consideration will need to be given in relation to the age and level of ability for each child. Verbal cues and/or visual prompts should be provided as often as needed and as little as required. The conversational goals should be observed in 4 out of 5 trials if possible.

The child will demonstrate:

1. The ability to follow the rules for expected behavior and social etiquette in the field trip assignment (i.e. staying to the right when walking on the sidewalk, waiting in line when placing an order, etc.).
2. The use of conversational features (i.e. greetings, farewells, conversation starters, conversation stoppers, asking questions, making comments, using topic changer words/phrases) within a conversation or discussion.
3. The ability to adjust conversational roles as the primary speaker, primary listener or one engaged in shared topics.
4. The use of polite language (i.e. Please., Thank you., You're welcome., etc.) which is appropriate to the conversation partner and the situation.
5. The appropriate use of turn-taking strategies within a conversation (i.e. interjecting and/or entering/exiting a dialogue that is already underway).
6. The ability to self monitor nonverbal communication skills (i.e. eye contact, facial expressions, body gestures, tone of voice) within conversations.
7. The ability to self monitor and adjust personal space in various settings.
8. The ability to change the communication style depending on the conversation partner (i.e. peer versus parent) and the social setting (i.e. fast food kiosk versus family restaurant).
9. The ability to problem solve and repair communication breakdowns with the support of peers, parents and/or the Conversation Coach.

MATERIALS:

- Video Camera
- The Conversation Recipe (optional)
- The Customized Conversation Checklist
- The Field Trip Goals and Review Sheet
- Other specific items: Restaurant placemats, beaded item, pencils

INDIVIDUAL VERSUS GROUP FIELD TRIPS

The field trips may be done on a one-to-one basis. Individual assignments allow the children to practice their specific skills with the Conversation Coach and parent. This type of field trip can be both rewarding and productive for the child as he/she enjoys the personal attention and time spent alone with his/her parents. The individual sessions also allow the Conversation Coach time to address the parent's questions or to model coaching strategies. Small group field trips (i.e. 2-4 children) provide a great opportunity for the children to have social interactions with their peers. There is flexibility in relation to setting options, and there is time for the Conversation Coach to interact with individual parents. Large group field trips (i.e. 5+ children) or classroom based field trips also provide a wonderful opportunity for the children to enjoy a shared learning experience. However, there may be some limitations. For example, more people will be needed for supervision, the time for consultation with parents may be reduced and the venue options may be more limited.

HOW TO SCHEDULE FIELD TRIPS

The Conversation Coach and the parent will meet to discuss when and where the field trips will be scheduled. Some skills may not need to be done more than once while others may need more work.

1. **LENGTH OF TIME:** Most field trips are booked for 45-60 minutes. In that time, the child may do a variety of tasks. For example, he/she may request the location of some food items at the grocery store. He/she may then proceed to the checkout line and purchase the food. The child may then walk down the street (or be driven) to a couple of fast food restaurants to enjoy a treat with his/her parent. Maybe they'll share a side of fries at one location and then get a drink at another in order to provide extra conversation opportunities.

Field trips to family or fine dining restaurants may take longer. The Conversation Coach should schedule around 1 ¼ to 1 ½ hours for these assignments.

2. **SESSIONS PER WEEK:** The amount of field trips will vary. There should be at least one scheduled field assignment per week. However, they may occur with greater frequency (i.e. 2-3 per week).

OTHER CONSIDERATIONS

1. **COST:** The Conversation Coach and the parent will have discussed the cost for the field trips at their first meeting. If cost is a concern for the family, the school or other support agencies may consider providing some financial assistance. Sometimes the children may ask the parent to do some chores so that they can earn their own spending money for the field trips. This option can be beneficial to both parties!

The cost of the field trips is generally low. Some field trips won't cost anything except for travel (i.e. going to the library). Fast food field trips might range from \$2.00-\$10.00. Family/fine dining restaurant field trips might range from \$5.00-\$15.00 if the menu selections are limited. For example, a dessert can be ordered instead of a meal or possibly the restaurant offers children's menus at a reasonable rate.

The Conversation Coach may find a favored restaurant that they use frequently. In such cases, the restaurant owners may also offer a special rate for the patronage.

2. **VIDEOTAPING:** Videotaping is a great strategy to help children observe themselves in the act of conversation. It allows them to take note of their own strengths and weakness. This information can then be used to set personal goals for self-improvement. This strategy is also good when the Conversation Coach would like to develop some video modeling samples within a natural setting. However, it should be noted that there may be situations where the use of video would be awkward for the child or the general public. The Conversation Coach will want to take this into consideration when planning the field trips.

- 3. TRAVEL:** There are a variety of options for travel depending on the location of the venues. For example, if an outdoor strip mall is within walking distance, it may have everything you need (i.e. a grocery store, a convenience store/gas station, a fast food restaurant, a pet store, and possibly even a family restaurant).

When driving is required, the Conversation Coach may prefer to meet the child and parent at the location. This is especially true if it is a group field trip as there may be many people converging on the same location. If the Conversation Coach chooses to take the role as driver, he/she may need to look into other issues (i.e. release forms, permission slips, auto insurance, etc.).

- 4. WHAT TO BRING ON THE FIELD TRIP:** The children should be encouraged to wear appropriate attire for the fieldtrip venue and weather. If they are using a beaded item (i.e. bracelet) from Lesson Nine, they should bring it along. The Conversation Coach will bring pencils and any other materials that are required. They may include the following:
 - a. THE CONVERSATION RECIPE:** This sheet will be filled in prior to the field trip. The purpose of it is to help the child anticipate the situation and envision how they might handle it. For example, if the child is preparing for a fine dining restaurant experience, the planning sheet may include information about who the child might interact with and what nonverbal/verbal social interactions might take place. An example of a Conversation Recipe placemat is provided in this section of the manual.
 - b. THE FIELD TRIPS GOALS AND REVIEW:** Prior to starting an assignment, the Conversation Coach will help the child think through the goals that have been set and how best to accomplish them. The child will then do the activity. The Conversation Coach will stand a safe distance away; far enough for the child to feel independent but close enough that support can be provided if required. After the task is completed, the Conversation Coach and the child will review the success of the goal and consider possible solutions to difficulties that may have been experienced. If the task is successfully accomplished, this may also be a time for the child to consider future goals.

THE ROLE OF THE CONVERSATION COACH

The Conversation Coach will do the following:

1. Help the child fill out Conversation Recipes (as required) prior to the field trips so that he/she knows what to expect and how to respond to the situations.
2. Help the child fill out the first half of the Field Trip Goals and Review form prior to the field trip task. The Conversation Coach will often be setting the goals. However, the child should be encouraged to be an active participant in this process.
3. Help the child review his/her performance upon completion of the task, and discuss problem-solving strategies as required.
4. Ultimately, the Conversation Coach will continue to be an advocate for the child. At some moments, the coach may be the cheerleader doing back flips when the child successfully maneuvers through a social situation. At other times, the coach may be a counselor to provide empathy and encouragement when a situation does not go as well as planned. In other moments, he/she might be the teacher or strategist helping the child plan a course of action for a particular problem. In all of these scenarios, the coach will be a trusted and valued person of influence and will hopefully be remembered for the support and encouragement that has been provided through a significant stage of the child's life.

THE CONVERSATION RECIPE (SAMPLE)

DESCRIBE THE SITUATION:

1. Setting: EXAMPLE: GROCERY STORE
2. Situation: GOING THROUGH THE CASHIER LINE
3. People who will be there: ME, MY MOM, THE CASHIER, OTHER SHOPPERS
4. Emotions/Feelings: NERVOUS
5. Things I might see: GROCERY BAGS, CASH REGISTER
6. Other information: (i.e. WHEN WOULD THIS CONVERSATION TAKE PLACE? WHY WOULD IT TAKE PLACE?)
ANY TIME I GO SHOPPING, WHEN I NEED TO PAY FOR MY GROCERIES

CONVERSATION FEATURES I WILL NEED:

EXAMPLES: (Hellos, Conversation Starters, Topics of Conversation, Comments, Questions. Topic Changers, Conversation Stoppers, Goodbyes)

HELLO – CONVERSATION STARTER – COMMENTS – QUESTIONS –

CONVERSATION STOPPER – GOODBYE.

WHAT MY CONVERSATION SCRIPT MIGHT SOUND LIKE:

HELLO. HOW'S YOUR DAY GOING? (CASHIER)

PRETTY GOOD, THANKS, AND YOURS? (ME)

GREAT. WOULD YOU LIKE A PAPER BAG OR PLASTIC TODAY? (CASHIER)

PAPER, PLEASE. (ME)

THAT WILL BE \$5.00. (CASHIER)

OK. (ME)

HAVE A GOOD DAY. (CASHIER)

YOU, TOO! THANK YOU! (ME)