

THE GREAT LEADERS OF TODAY

Great Leaders are at ease in their message delivery, whether through Face-to-Face interactions, public presentations, or through their use of technology.

They access a variety of outlets to communicate their messages, whether through direct communication, social media or mass communication outlets.

They are articulate and impassioned visionaries who exude such conviction for 'the dream' that others will follow, like-minded in their inspiration to go beyond what is currently possible in order to achieve that which has yet to become the reality.

And yet, they are wise in their ability to set, articulate and follow through on pursuits which are financially, relationally, and physically attainable.

They enjoy collaboration. Instead of being a 'one man machine,' they nurture the synchrony that emerges through team effort.

They exude calm, optimism and a sense of trust when required to navigate through problematic situations.

Their character and integrity is impeccable – It can survive the challenging seasons of adversity.

They forgive and 'travel light' by unpacking and letting go of past offenses.

They know their people's past, present, and future, where they've come from, where they are presently, and where they are hoping to go.

They are generous with their praise. It is authentic and specific.

They are thoughtful with their criticism. It is always meant to build up rather than to tear down.

They are faithful in providing knowledge and support for others to fulfill their roles.

They take time to 'smell the roses' as they celebrate personal and professional accomplishments along the way.

They are diligent in these traits and mentor others to follow their lead, so much so that the thumbprint of their leadership is indelibly visible long after their physical presence is needed.

In due time, their transition of leadership will be seamless as they have chosen the path less traveled in their desire to serve others over self.

In so doing, they will long be remembered and treasured as 'Legacy Leavers.'

This defines a truly Great Leader!

- Rosslyn J. Delmonico

SECTION THREE



SUPPLEMENTARY ACTIVITIES (An overview)

"How you choose is how you live!"

GREAT LEADERS + THE CHILDREN OF TOMORROW

Our children of today have the opportunity to become the GREAT LEADERS of tomorrow!

There are many traits that define our great leaders, both those who have been written into our history books and those who are still at work in our world today. If one were to consider only 'three' words to define these amazing individuals, they would be COMMUNICATE – CONNECT – CARE.

Great leaders know how to COMMUNICATE their messages articulately and succinctly. However, it's not just in the 'words that they say,' because words alone would fall short. These individuals know how to CONNECT their message effectively with the audience to which it is intended. One of the most powerful ways this is achieved is when the leader genuinely CARES! In that moment, the 'words' touch the 'heart,' and the impact can be far reaching - life changing!

We can all think of those people who have inspired us to be who we are today. They may be the individuals who have changed 'the world,' but they may also be ones who have simply changed 'our world'. Such individuals may never make it into the history books; however, their impact into our lives has been transformative!

As educators, we have that same potential. We can provide the tools and strategies required to help our children achieve success. This is especially true when it comes to the area of social language. When you think about it, what is the one skill that we need to find success in almost every aspect of our lives? It is our ability to communicate with others. Throughout our lives, the conversations that we have and the choices that we make surrounding them will often influence and eventually define the final writing of our 'life story.' Of all the subjects we can teach, social language training is the one that can take our children from grade school to the retirement home.

*"A rich life can be found in those who have learned to
COMMUNICATE – CONNECT – CARE."*

With this perspective in mind, we approach our instruction as one who is 'child focused' rather than 'lesson focused.' Whether we are teaching the great leaders of tomorrow or supporting a single child with special needs to develop functional communication, we are influencing lives through our instruction. We are the leaders who are showing our children how to develop their social language skills so that they in turn can learn how to 'self lead' once our influence is no longer provided.

COLOR MY CONVERSATION – A REVIEW

The primary purpose of the Color My Conversation program is to support social language skills for all children – To help them become the best conversationalists that they can be! What that looks like will vary significantly. For some, it may mean learning how to connect with caregivers through eye contact, a simple greeting or a little bit of chitchat. This may be one child's personal best!

For others, it may mean learning how to take adept conversation skills and actively apply them in order to achieve personal, and eventually professional, endeavors. Such children may in time become our great leaders of tomorrow. What an awesome thought!

“When we are working on social language, it is not enough to say that we are helping our children learn how to have a conversation. We are changing lives – one conversation at a time!”

Let's now review the instruction provided thus far within the Color My Conversation program.

Throughout the lesson activities, the children have had a variety of opportunities to hone their conversation skills. In the Beginner Level, three basic types of conversations were introduced: the Yellow Conversation, the Short Conversation and the Long Conversation. By dividing conversations into these three simple categories, the children could then start to learn some guidelines about the art of conversing with others (i.e. conversations have a sense of order; they are often predictable and repetitive; they have unspoken rules that should be followed).

In the Intermediate Level, the children have had the opportunity to hone their use of conversational features (i.e. questions, comments, topic changers) within the context of longer conversations. They've also explored the effect of emotions in conversation with a brief lesson on emotional vocabulary and techniques to 'match or manage' their social interactions with their conversation partners. A separate section at the end of the Intermediate Level has been provided for the older students regarding the topic of social media and its affect on one's ability to have Face-to-Face conversations.

In the Advanced Level, conversation tools have been applied in increasingly more abstract ways as the children have moved from common areas of interest to more intricate forms of dialogue. Taking on the roles of shared communicators, storytellers, or engaged listeners, the children have stepped closer towards their personal bests at being skilled communicators.

In the Expert Level, many of the children will have experienced the opportunity to practice their conversation skills within the dynamic arena of the 'real world.' Whether in a coffee shop or at a family function, it is hoped that each participant in the CMC program will have found a greater level of confidence and courage in expressing themselves.

In the Supplementary Activities section, three separate lesson suggestions have been provided. They include:

- FIFTY QUESTIONS – I'M GLAD YOU ASKED!
- RAISE OF WISDOM
- ROUND TABLE DISCUSSIONS – SKILLED CONVERSATIONALIST + SKILLED LEADER

Before we move on to the Supplementary Activities, let's take a moment to think beyond 'programming' to consider the 'whole child.'

ABOUT SELF LEADERSHIP

Leaders are born!?! Yes, there is a measure of truth to this statement. However, leadership is something that can be taught. Every child may not become a leader to others; however, every child has the opportunity to become the leader of himself/herself. There are a variety of leadership development programs that the Conversation Coach might consider as a compliment to their social language instruction.

In Color My Conversation, the Supplementary section provides activities to develop leadership skills in general however, the specific focus in this program is on self-leadership. Self-leadership is specific as it has to do with one's ability to exercise leadership or management over one's 'self.' Some fundamental strategies that we can use to nurture self-leadership within our lessons might include the following:

1. Modeling Leadership:

As the Conversation Coach, you are the leader! The children are following you. As the leader, you have a plan that you are intentionally implementing for a specific purpose; you have outcomes that you are working towards achieving.

Therefore, model strong leadership skills for the children. Talk about what you are teaching and why you are teaching it. Talk about the fact that you are the leader in the group and that you are there to help the children develop their social language skills. Having said that, the truth is that we can only take our instruction so far. At some point, the children will need to internalize the information and want to use it for themselves. This is self-leadership. Often self-leadership is the seed that allows us to grow into our roles as potential leaders to others.

Encourage discussions about our roles as leaders within our schools, our families and our communities. Give ample amounts of praise when the children demonstrate self-leadership or take leadership roles with the other children through the lesson activities (i.e. role-plays).

2. Gaining Others' Perspective:

Explain to the children that leaders are individuals who are good at listening to others. They are engaged listeners who attempt to gain an understanding of the other person's perspective. They will also try to do this in a calm and respectful manner.

Remind the children of the strategies (i.e. Bubble Connections, Match and Manage) and activities (i.e. Conversation Recipes and Scripts, Asker of the Questions, Comment Connections) that they experienced in the previous lessons to help them learn these tools.

Encourage the use of these strategies during the Supplementary Activities. Provide ample praise when you see the children show interest and tolerance for another person's perspective.

3. Providing Specific Praise and Constructive Criticism:

Explain to the children that leaders are individuals who are good at giving praise that is specific and criticism that is constructive.

Remind the children of the strategies that they experienced in the previous lessons to help them develop this skill for others (i.e. Three Praises + One to Think About) and for themselves (i.e. Conversation Superstar).

Encourage the use of these strategies during the Supplementary activities. Provide ample praise when you see the children being positive and constructive in their interactions with their peers.

4. Being a Problem Solver:

Explain to the children that leaders are individuals who are good at thinking through problems strategically.

Remind the children of the strategies and activities (i.e. planning/implementing conversations on the Conversation Path, observing/critiquing role-plays) that they experienced in the previous lessons to help them develop this skill.

Encourage the use of these self-evaluation strategies during the Supplementary activities. Provide ample praise when you see the children think independently or collectively through problematic situations that might arise.

5. Being a Team Player:

Explain to the children that leaders are individuals who know how to work cooperatively with others.

Remind the children of the strategies and activities (i.e. think-pair-share, small group exercises, large group games, role-plays) that they experienced in the previous lessons to help them develop this skill.

Encourage the use of these strategies during the Supplementary activities. Provide ample praise when you see the children invite others into group discussions.

6. Being a Big Picture + Small Steps Person:

Explain to the children that leaders are individuals who can keep the big picture in the back of their minds as they focus on the individual steps that need to be followed in order to accomplish their goals.

Remind the children of the strategies (i.e. Bubble Connections) and activities (i.e. planning/implementing conversations on the Conversation Path) that they experienced in the previous lessons to help them develop this skill.

As opportunities arise within the Supplementary activities, remind the children to consider Big Picture + Small Steps thinking. Provide ample praise when the children talk about how their skill development will impact the rest of their lives.

7. Self-Reflections and Self-Identity:

Explain to the children, that GREAT LEADERS are those individuals who have a sense of self. They emerge as leaders of influence through the portal of self-reflections and decisions for personal growth which will develop over time. For example, there is often an honest assessment of one's own character (i.e. personal strengths and weaknesses) which then leads to decisions to grow areas in need of development. There is also an intentional decision to build positive opinions, feelings and judgments in relation to one's own sense of self-worth or value. As opportunities arise within the Supplementary activities, encourage self-reflection. Give ample praise when the children demonstrate a sense of self through their words or actions.

"Our greatest potential for becoming a leader of others will often be birthed in our ability to find leadership from within."

ABOUT CHARACTER AND LEADERSHIP

As parents and educators, we attempt to teach our children to become the very best that they can be. From an early age, parents encourage their children to make wise choices and to have a sense of self-worth. Educators continue that role in school as opportunities to talk about character development and leadership are woven into classroom lessons. Throughout the implementation of the Color My Conversation program, it is hoped that many of the children will have naturally experienced opportunities to grow in their confidence and sense of self-worth.

In the Supplementary activities, additional teaching strategies are provided to specifically support character development and leadership skills. Four key words around this topic include: character, integrity, knowledge and wisdom. The following provides a brief discussion about these words and how they might be considered within the program.

CHARACTER AND INTEGRITY

Character may be defined by our decisions. We can develop strong character or weak character depending on the choices that we make. Integrity may be defined by the reason why we make our decisions. Said another way, integrity means 'doing what is right when no one else is watching.'

Some people may demonstrate good character but lack integrity. In other words, they may 'show well' to others, but their motives for doing what they do may not be pure. On the other hand, some people may have integrity but lack the discipline to make good choices which will then lead to strong character.

An individual who is a strong leader will tend to have a high level of character, and as such, they will make good choices. They will also tend to have a high level of integrity, and as such, they will make their choices because they believe in them.

KNOWLEDGE AND WISDOM

Knowledge may be defined as information. Knowledge is good, because it allows us to gain understanding. Wisdom may be defined as the ability to apply our knowledge. Some individuals can be very knowledgeable but not necessarily wise. Others can lack knowledge and yet possess great wisdom! An individual who is a strong leader will tend to have knowledge and be able to apply it wisely.

Within the Color My Conversation program, these key words may come up periodically if the Conversation Coach is implementing the Raise of Wisdom strategy. They may also be taught directly through discussions and/or role-plays if the Conversation Coach is implementing the Round Table Discussions – Skilled Conversationalist + Skilled Leader activities.

FIFTY QUESTIONS – I'M GLAD YOU ASKED!

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 expressing opinions. These questions can be used within the context of the *CMC* program or can be provided to the family upon the completion of the program.

RAISE OF WISDOM SUPPLEMENTARY ACTIVITIES

In the Raise of Wisdom strategy, the Conversation Coach will use teachable moments within the Color My Conversation lessons to talk about character development and leadership skills. The following provides a brief description of the steps that the coach can consider:

- 1. GENERAL DISCUSSION:** Initiate a general discussion within one of the lessons about the primary goal of the program – to become the best conversationalist that we can be. In the discussion, explain that part of becoming our best has to do with the choices that we make, because our conversations will often be influenced by our choices. Explain that you may be doing some extra activities within the lessons to help the children learn about making good choices. This discussion may also incorporate key words (i.e. character, integrity, knowledge, wisdom) and general concepts around leadership (i.e. self-leadership).
- 2. TEACHABLE MOMENTS:** When positive (i.e. helping another student) or negative (i.e. bullying, lying) situations arise within the lessons or outside of the lessons (i.e. during lunch break), the Conversation Coach can take time to talk with the children about them. For example, if a student started teasing a peer in an unkind way, the coach might take the time to talk with the students about the difference between friendly teasing versus bullying.
- 3. CREATE A MOTTO:** From the discussion, the Conversation Coach might have the students brainstorm a motto that positively reflects what a strong conversationalist who has character and integrity would do. An example of a Raise of Wisdom motto for the teasing versus bullying situation might be "Strong leaders choose words to build others up."

KEEP IT FUN

1. Sun Rays: A great way to permanently display the Character and Leadership mottos is to make a visual representation of them above the Conversation Path. To do this, cut out a sun and sunrays from yellow construction paper. Put the sun above the path and label it CHARACTER + LEADERSHIP. As the children brainstorm their mottos, they can be written onto the sun rays and placed over the Conversation Path. The coach can then refer back to these permanently placed mottos during future lessons as needed.

NOTE:

This activity is primarily intended for the younger children.

2. Worksheets: To personalize the concept of Raise of Wisdom, the Conversation Coach can make a worksheet for the children. Title the worksheet "I am a Leader." Draw a yellow circle in the middle of the sheet, and put a photograph of the child in the circle. Have the child use this worksheet as a document in process. As they come up with comments, feelings, or mottos that they feel define them as leaders, they can draw a sun ray on the paper and write their thoughts inside of it.

NOTE:

This activity is primarily intended for the younger children.

3. Picture Frame: Have the children either bring an old wooden frame from home or purchase them from the dollar store. During a lesson, facilitate a discussion on the topic of leadership traits. Have the children think of leaders they respect (i.e. principal, parent, coach, world leaders, etc.). Have them write the names or add photographs of their preferred leaders on the wooden section of the frame. As teachable moments arise within the lessons, have the children create their Character and Leadership mottos. Have them then write their statements on the picture section of the frame.

NOTE:

This activity is primarily intended for the older children.

4. The preceding visuals provide a permanent reminder of the Character and Leadership traits that are discussed during the teachable moments within the lessons. The Conversation Coach can choose to use the suggestions provided or create other craft ideas that best meet the needs of their students.

ROUND TABLE DISCUSSIONS – SKILLED CONVERSATIONALIST + SKILLED LEADER

Round Table Discussions - Skilled Conversationalist + Skilled Leader is intended for older students. Like Raise of Wisdom, it provides an opportunity for the students to discuss character traits which may be considered consistent with that of strong leadership.

During the group discussions, the Conversation Coach's role will be to open and close the conversation, to encourage dialogue and to facilitate the discussion as needed. This activity can be done within a group lesson setting, during a field trip activity (i.e. whilst having dinner at a family restaurant) or as a home assignment.

Below the Round Table Discussions - Skilled Conversationalist + Skilled Leader activity, the Conversation Coach will find examples of role-plays which can be done to support the concepts being taught. Most of these role-play examples can also be done with the younger children.

FINAL REFLECTIONS

“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
September 29, 1929 - January 22, 2013

This quote was given to me by my mother on August 15, 2012. It was a day when she was facing one of the greatest challenges of her life - cancer!

Barbara Ellen Wightman knew that her life had a purpose, and she lived her life doing all that she could to fulfill her calling. She was a leader in the strongest sense of the word. She led others by example with strength of character, with optimism and hope, with courage to go where few would fear to tread, and she did it all with the heart of a servant. She was my life changer!

As Conversation Coaches, we too have the opportunity to be ‘that person’ to influence a young life! It is a privilege and honor that should not be taken lightly.

With support and encouragement, many children who might otherwise fall through the cracks can reach their potential. Who knows what a child can achieve if given the knowledge, the hope and the support to become his/her personal best!

...And it all can start with you!

“Changing lives – One Conversation at a Time...”



FIFTY QUESTIONS - I'M GLAD YOU ASKED!

SUPPLEMENTARY ACTIVITIES

1. What do you think are the best three things about you?
2. Have you ever had a favorite teacher? If so, what was it about him/her that was so special?
3. Name one person in your family that you admire. What do you appreciate most about them?
4. Who is one of your friends? What makes him/her special to you?
5. Do you like yourself the way you are? If there were three things that you could change, what would they be?
6. What qualities do you think a person has to have to be a good friend?
7. Have you ever had a friend do something really nice for you? What was it?
8. If you were going to have an unusual pet, what would it be, and why would you pick it?
9. Have you ever had a friend be mean to you? What did he/she do?
10. Have you ever done anything really nice for your mom or dad? If so, what did you do?
11. Have you ever gotten really lost? Tell me about it?
12. If you could redecorate your bedroom, what would it look like?
13. If you could be anyone in the world, who would you want to be, and why?
14. Where do you think is the most beautiful place in the world? Why do you think so?
15. If you could be invisible for one day, where would you go, and what would you do?
16. Should students be able to bring their cell phones to school? Why? Why not?
17. Do you have household chores? If so, what are they, and why do you think helping around the house is important?
18. At what age should children be allowed to go online without their parents' supervision?
19. If you could meet anyone in the world, who would it be, and why?
20. Do you get an allowance? What do you have to do to earn it?
21. Are you a good friend? What do you think that your friends appreciate about you?
22. If there are two vegetables that you would never like to eat again, what would they be, and why would you pick them?
23. If you could travel anywhere in the world, where would you want to go, and why?
24. What is your idea of a perfect day?
25. What scares you the most, and why does it scare you?
26. What are some really important things that your parent(s) have taught you about life?
27. If you could share a special day with someone in your family, who would it be, and why? What would you want to do with them?
28. What do you think makes a happy family?
29. Is there a difference between being smart and wise? If so, what is it?
30. Have you ever thought about what you could do to make your school a better place? If so, what is it, and why?

33. Do you remember your first day of kindergarten? If so, what was it like, and how did you feel?
34. Do you remember your dreams? If so, what was one of them about?
35. Do you have a friend that you are proud to know? What is it that makes you proud of them?
36. What makes a good parent?
37. How did you feel the first day you learned how to ride a bicycle?
38. What could you say to encourage a friend if they thought that nobody liked them?
39. What is the most enjoyable thing that you have ever done with your family?
40. What would you like to be when you grow up, and why?
41. If you could have a conversation with anyone in the world, who would it be, and what questions would you ask them?
42. Is being popular at school important to you? Why? Why not?
43. Are you afraid to speak in public? Why? Why not?
44. Have you ever had a pillow fight? If so, who did you have it with, and was it fun?
45. Have you ever tried cooking a meal? If so, what did you make?
46. Do you like shopping? If so, what is your favorite thing to shop for?
47. Do you have any interest in growing a garden? If so, what type would you grow?
48. Do you like to tell jokes? If so, what is one of your favorites?
49. How old do you think someone should be to be able to stay home alone?
50. What type of animal makes the best kind of pet? Why?

ROUND TABLE DISCUSSIONS – SKILLED CONVERSATIONALIST + SKILLED LEADER SUPPLEMENTARY ACTIVITIES

The following provides a list of character traits that might be considered consistent with good leadership. The questions provided are intended to promote discussion about the traits and their impact on one's leadership skills.

HONESTY

What does honesty mean?

Are you an honest person?

Do you think that honest people are happy people? Why? Why not?

Are there consequences for being dishonest? If so, what are they?

Is honesty important in leadership? Why? Why not?

TRUSTWORTHINESS

What does it mean to be trustworthy?

What does honesty have to do with trust?

Does it matter if you lie, cheat and steal if there is no chance you will get caught? Why? Why not?

Is it important to follow through on your promises? Why? Why not?

Why is it important to not betray someone else's trust?

Is it important to be trustworthy as a leader? Why? Why not?

HUMILITY

What does humility mean?

What does it mean to be humble?

Is it good to be proud of yourself? Why? Why not?

When is being proud not a good thing?

Can you be respected as a leader if you are humble?

Is it important to show humility in leadership? Why? Why not?

COMPASSION

What does it mean to be compassionate?

Why is it important to care about how other people feel?

Can you fix someone else's feelings? Why? Why not?

How will others feel if you are compassionate with them?

How do you feel when others are compassionate with you?

Are there times when compassion is not a good thing?

Why is it important to be compassionate as a leader?

RESPONSIBLE

What does it mean to be responsible?

How can being a responsible person make you a good friend?

Do you consider yourself to be a responsible person? Why? In what ways?

How do you feel about people who are responsible?

What is good about being a responsible person?

Why is it important to be a responsible person in leadership?

RESPECT

What does it mean to be respectful?

How do you feel when someone is respectful to you?

When you treat others with respect, how will they treat you?

How does being respectful affect our relationships with our friends, our brothers and sisters, our parents or our teachers?

How does being respectful of others affect your ability to be a leader?

COOPERATION

What does it mean to be cooperative?

Why is it important to cooperate with other people?

Is there a difference between cooperating and just going along with the group?

Do you think it is more fun to cooperate with others or to do things on your own?

Are there times when you should not cooperate with others? If so, when?

Is being cooperative an important part of being a leader? Why? Why not?

What do you do at school and at home to cooperate with others? How does it make them feel?

If you could coordinate a project at your school to help others who are in need, what would you choose to do? How could you get others (i.e. peers, teachers) to support your project?

FAIRNESS

What does it mean to be fair?

Is it possible to be fair in every situation?

Does being fair mean that everyone will get the same thing?

If someone is not being fair with you, how could you fix that problem?

How does being fair affect how others feel about you?

Is it important to be fair with others when you lead? Why? Why not?

COURAGEOUS

What does it mean to be courageous?

Why is it important to have courage to do what is right, even when it seems difficult?

If you could think of one area where you need to have courage, what would it be?

What could you do or say to yourself to help you find courage when you feel fear?

Why is it important to have courage in leadership?

SELF-CONFIDENCE

What does self-confidence mean?

Do you ever compare yourself to your friends? Is this a good idea or not?

Have you ever failed at something? If so, how did you feel?

What could you do or say to yourself that might help you feel good even if you have failed?

Is self-confidence or pride ever a bad thing? Why? Why not?

Why is it important to be self-confident as a leader?

TOLERANCE

What does it mean to be tolerant?

Does being tolerant mean that you agree with someone else?

Are differences a bad thing?

What is prejudice, and what makes people become prejudiced?

Why is it important to be tolerant with your brothers and sisters?

What does it mean to “agree to disagree?” Is this a good thing?

PERSISTENCE

What does it mean to be persistent?

Is persistence always a good thing? What if you are trying something and it isn't working?

Does it mean that we are a failure if we don't reach our goal?

How do we know when it is time to stop trying?

Is it important to be teachable?

Why is persistence an important trait to have as a leader?

OPTIMISM

What does it mean to be optimistic?

Is being optimistic a good quality in a friendship?

Do you think people who are optimistic are happier than people who are not?

How do you become optimistic?

When do we turn from being optimistic to unrealistic?

Would an optimistic person attract more friends? Why? Why not?

Why is it important to be optimistic as a leader?

CONSIDERATE

What does it mean to be considerate?

Would you say that a bully is considerate?

Can someone be a bully without meaning to?

Is there a difference between bullying and teasing?

Why do you think that people bully?

When does a situation turn from "just having fun" to bullying?

When someone fails to take your feelings into consideration, how does it make you feel?

Why is it important to be considerate when you are a leader?

KEEP IT FUN

1. **Raise of Wisdom Motto:** Upon completion of the role-plays (see below), brainstorm a leadership motto that can be added to your Raise of Wisdom craft. For example, the following might be some mottos to consider for honesty:
 - a. An honest leader tells the truth.
 - b. An honest leader will show courage by admitting the truth when they could get away with a lie.
 - c. An honest leader knows how to follow rules.
 - d. An honest leader will return things that don't belong to them.
 - e. An honest leader will remain honest even when no one else is watching.
2. **Portfolio:** If you have had the children creating their own Personal Conversation Portfolio's throughout the program, have them add their reflections about their personal leadership traits in relation to their strengths and weaknesses. At that time, they might also consider some strategies for personal character development.
3. **Role-Plays:**
 - a. **Pre-select the Demonstration Role-Play**

Choose role-plays that are appropriate to the age of the children and their level of "need to know."
 - b. **Implement the Demonstration Role-Play**
 - The role-play should be done by the adults and should demonstrate what "not to do" in a conversation.

- Try to practice the role-play before doing it in front of the children so that it can be executed smoothly.
- When you introduce it to the children, say *“Watch this conversation, and tell me what is wrong with it when we’re done.”*

c. Discuss the Demonstration Role-Play

Once the role-play is finished, ask follow-up questions, and then redo the role-play to see how it could look.

Role-Play (Examples):

The following is a list of some role-plays that could be considered for the Round Table Discussions – Skilled Conversationalist + Skilled Leader section of the manual. These are only examples. They can be modified as best seen fit for the child’s age and/or the learning environment.

HONESTY or TRUSTWORTHINESS

- For all children:** Two children are playing a card game and are adding up their pairs at the end. One child is quietly counting out 5 pairs. However, when CHILD asks him how many pairs he got, the other child says that he got 7 pairs. CHILD looks at him suspiciously.
- For all children:** Two children are playing with toys. CHILD goes out of the room, and the other child breaks one of the toys. CHILD comes back in and notices the broken toy. CHILD asks his friend if he broke the toy. The friend denies it. CHILD looks at him suspiciously.
- For all children:** Student is taking a test and leans over to look at another student’s work. TEACHER asks the student if he was cheating. Student denies it. TEACHER looks suspiciously at him.
- For all children:** PARENT says child can have two cookies before dinner. The child takes three. PARENT comes back and looks at the plate. PARENT asks the child how many he took. The child says he only took two of them. PARENT looks unconvinced.
- For older children:** Students are taking a test. One student looks at STUDENT’S sheet. STUDENT looks perturbed and covers his sheet.

HUMILITY

- For all children:** TEACHER says that a child did very well in their public speaking. The child degrades their performance. TEACHER looks confused.
- For all children:** Two children are playing a game. One of the children is bragging about how good he is when he wins the game. CHILD looks unimpressed.
- For all children:** Two children are having a conversation about shopping. One of the children starts bragging about how much money and possessions their family has. CHILD looks unimpressed.

COMPASSION

- For all children:** CHILD falls down, and another child laughs. CHILD looks upset.
- For all children:** A bully is picking on CHILD. Another child comes up and starts to bully the bully. CHILD looks confused at the “rescuer.”
- For all children:** Two children are playing a game, and CHILD loses. The other child demonstrates too much compassion. CHILD looks annoyed.

RESPONSIBLE

- For all children:** PARENT comes home from work and asks the child if he got his room clean. The child makes an excuse (i.e. Well, I didn’t get a chance to, because Johnny came over and needed someone to play with.). PARENT looks annoyed and unimpressed.

- b. **For all children:** TEACHER asks child about his homework. The child says he doesn't have it, because his parents said he didn't have to do it. TEACHER looks unimpressed.
- c. **For all children:** CHILD comes up to a friend and asks why she didn't come over to her house as planned. The friend says that she got invited to another friend's house instead. CHILD looks unimpressed.

RESPECT

- a. **For all children:** Two children are playing. One of the children starts to play roughly with CHILD's toy. CHILD asks him to stop, but he doesn't. CHILD gets upset.
- b. **For all children:** Two children are talking about where to play. One child suggests an unsafe place. CHILD says that his parents have told him not to go there. The other child challenges him to go anyways. CHILD looks confused.
- c. **For all children:** Two children are talking. One child makes derogatory comments about their teacher. CHILD looks disturbed.

COOPERATION

- a. **For all children:** CHILD tells another child that the teacher says it's time to clean up. CHILD starts to clean up, but the other one keeps doing what he's doing. CHILD becomes frustrated.
- b. **For all children:** Two children are working in the garden. One child is answering texts on his phone and not helping CHILD. CHILD looks frustrated.
- c. **For all children:** Children are working on a school project. CHILD is asking the other child to help him with a part of the project, and the other child is refusing. CHILD looks frustrated.

FAIRNESS

- a. **For all children:** Two children are sharing a candy bar. The one child breaks it unevenly and takes the larger piece. CHILD looks frustrated.
- b. **For all children:** Two children are playing with a cool toy. The one child is taking a longer time on his turn. CHILD looks frustrated.
- c. **For all children:** Two children are playing a board game. One child who lands on a 'Miss a turn' complains that it is not fair. CHILD looks exasperated.

COURAGEOUS

- a. **For all children:** Two children are contemplating going to a place that is unsafe. CHILD says that he doesn't want to go there. The other child mocks him. CHILD looks upset.
- b. **For all children:** A teacher encourages CHILD to try out for a sport. CHILD really wants to try out but let's fear win. CHILD walks away looking discouraged.
- c. **For all children:** CHILD considers doing something that is obviously unsafe. His friend says that it is unwise to do it. CHILD looks defiant.

SELF-CONFIDENCE

- a. **For all children:** Two children are having a conversation. CHILD is trying to compliment the other child's academic abilities. However, he is disregarding the praise. CHILD looks confused.
- b. **For all children:** Two children are having a conversation about a sport that they play. The one child is bragging about how amazing he is at the sport. CHILD looks unimpressed.
- c. **For all children:** CHILD is doing an activity (i.e. shooting hoops). He invites another child to try. The other child looks discouraged and chooses not to try. CHILD looks confused.

TOLERANCE

- a. **For all children:** A new STUDENT from another country enters a classroom for the first time. One of the other students makes a culturally insensitive comment about him/her. The new STUDENT looks hurt or disheartened.
- b. **For all children:** An older child is doing a puzzle with a CHILD. CHILD keeps putting the wrong piece in the wrong place. The older child becomes intolerant with the mistakes. CHILD looks upset.
- c. **For all children:** Two children are talking about guests to invite to a pool party. CHILD suggests a person. The other child mocks her for her physical appearance. CHILD looks unimpressed.

PERSISTENCE

- a. **For all children:** Two children are trying to climb a rope in gym class. The one child tries unsuccessfully two times. CHILD encourages him to try one more time. The other child refuses. CHILD looks confused.
- b. **For all children:** CHILD is physically exhausted from running laps at school. One child is goading CHILD to do one more lap. CHILD shakes his head.
- c. **For all children:** PARENT is helping child with homework. The child is struggling, and PARENT asks them to try it one more time on their own. The child becomes frustrated and throws down his pencil. PARENT looks surprised.

OPTIMISM

- a. **For all children:** Two children are talking about the upcoming sports day. CHILD is talking about what a great day it will be. The other child is talking about what a terrible day it will be. CHILD looks confused.
- b. **For all children:** CHILD is considering trying out for a sport. The other child tells CHILD all of the reasons why he probably won't make the team. CHILD looks discouraged.
- c. **For older children:** Two students are talking about going to university. One student is telling all of the reasons why he won't be able to go, and so he's not going to try. The other STUDENT looks confused.

CONSIDERATE

- a. **For all children:** A child is in the kitchen making a sandwich beside PARENT. The child leaves a mess on the counter and walks out. PARENT looks perturbed.
- b. **For all children:** A child returns CHILD'S IPAD to him with a dead battery. CHILD looks unimpressed.
- c. **For all children:** PARENT asks child if he fed the dog. Child says that he forgot. PARENT looks frustrated.

DATA KEEPING AND ASSESSMENT FORMS

Data Keeping Forms

- Daily Data Keeping Form
- Individual/Small Group Data Keeping Form
- Classroom Based Data Keeping Form
- Conversation Features Tally Sheet

Assessment Forms

- Self Evaluation - Conversation Superstar
- Peer Evaluation - Three Praises & One To Think About
- Color My Conversation Rubric and Assessment
- Caregiver Interview
- Student Questionnaire



INDIVIDUAL/SMALL GROUP DATA KEEPING FORM

HOW TO USE THIS FORM: This is a very simple method for keeping data on your *CMC* goal with children in an individual or a small group setting. Here are the steps to follow. For further reference, please see the sample on the next page.

FILL IN THE FORM

1. Fill the name into the space provided. One sheet will be required for each child.
 2. Write the *CMC* goals and/or objectives in the space provided.
 3. Select activities to be observed. Write them into the space(s) provided.
- Please note: This form does not have a place for the date, because exercises can span over days or weeks.

MAKE OBSERVATIONS AND RECORD DATA

4. In as natural a manner as possible, implement the conversation goal with an individual child.
5. If the child demonstrated the targeted goal, put a + (plus) sign at the bottom of the column. If the child did not demonstrate the targeted goal, put a - (minus) sign at the top of the column. With each successive trial, mark the data moving towards the center of the column. When it is filled in, determine if criterion was met.

ASSESS DATA

6. If the child met criterion, discontinue data collection, and document the date of completion on the Individual/Small Group Data Summary Form.
7. If the child did not meet criterion, start a new column, and continue to collect data until the he/she achieves 80% accuracy (4/5 trials).
8. If the child continues to miss criterion, consider the following:
 - a. The task may be too difficult for the child's level of functioning.
 - b. There may be prerequisite skills needed to help the child reach the goal.

1. Write the student's and Conversation Coaches names into the spaces provided.
2. Write the date in the space provided.
3. Write the goal or activity in the space provided.
4. Take the data and fill in the percentage achieved.

Conversation Coach: Barbara Blake

[illegible]

INDIVIDUAL/SMALL GROUP DATA KEEPING FORM (Sample)

NAME Sarah Jones

GOALS/OBJECTIVES The child will verbally respond to greetings (i.e. good morning)
initiated by school personnel during spontaneous social interactions with 80% accuracy (4/5 trials).

ACTIVITIES

- Greeting the teacher when entering the classroom in the morning.
- Greeting the secretary when taking the attendance to the office.
- Greeting the gym teacher before class begins.
- Saying goodbye to the classroom teacher at the end of the day.
- Saying goodbye to the teaching assistant at the end of the day.
-

—	—	—	—						
—	—	—	+						
—	+	—	+						
—	+	+	+						
+	+	+	+						

NOTE: In this example, Sarah had 20 opportunities to greet school personnel. She successively responded in four of the five attempts in the final column. The day that criterion was met would then be transferred onto the Individual/Small Group Data Summary Form.

COMMENTS

Sarah made criterion; however, she needs continued support on this skill. I'll touch base with
other teachers to see what we can do to provide more opportunities to practice in new situations.

INDIVIDUAL/SMALL GROUP DATA SUMMARY FORM

HOW TO USE THIS FORM: This is a very simple method for you to record completion of a CMC lesson for the children within an individual or small group setting. Here are the steps to follow with a sample provided below:

1. Fill the child's name into the space provided. You will need one form per child.
2. When a lesson is completed, fill in the date of completion and comments in the appropriate column.

Please note: An optional data keeping section is provided for individualized goals if required.

NAME Sarah Jones

CMC LESSON	DATE ATTAINED	COMMENTS
LESSON ONE	11/15/16	Excellent! Consistent and intentional use of greetings!
LESSON TWO	12/17/16	Continue to review during Lesson Three activities.
LESSON THREE		
LESSON FOUR		
LESSON FIVE		
LESSON SIX		
LESSON SEVEN		
LESSON EIGHT		
LESSON NINE		
LESSON TEN		
LESSON ELEVEN		
LESSON TWELVE		

INDIVIDUALIZED GOALS	DATE ATTAINED	COMMENTS
Wait my turn to talk	12/10/16	Doing well at school. Will provide additional suggestions for home support.



CLASSROOM BASED DATA KEEPING FORM

HOW TO USE THIS FORM: This is a very simple method for keeping data on your *CMC* goal with your whole class. Here are the steps to follow. For further reference, please see the sample on the next page.

FILL IN THE FORM

1. Write the students' names into the spaces provided.
 2. Write the *CMC* goals and/or objectives in the space provided.
 3. Select activities to be observed. Write them into the space(s) provided.
- Please note: This form does not have a place for the date, because exercises can span over days or weeks.

MAKE OBSERVATIONS AND RECORD DATA

4. In as natural a manner as possible, implement the conversation goal with the children.
5. If a child demonstrated the targeted goal, put a + sign at the bottom of the column under his/her name. If the child did not demonstrate the targeted goal, put a - sign at the top of the column. With each successive trial, mark the data moving towards the center of the column. When it is filled in, determine if criterion was met for each child.

ASSESS DATA

6. If an individual child met criterion, discontinue data collection on him/her, and document the date of completion on the Classroom Based Data Summary Form.
7. If an individual child did not meet criterion, add his/her name to a fresh Classroom Based Data Keeping Form, and continue to collect data on that child until 80% accuracy (4/5 trials) is achieved.

CLASSROOM BASED DATA KEEPING FORM (Sample)

GOALS/OBJECTIVES The student will initiate 3 WH Questions on his/her preferred topic
(i.e. pets, sports, hobbies) in a student-student conversation on the Conversation Path with 80% accuracy (4/5 trials).

ACTIVITIES

- Walking on the Conversation Path during lesson time.
- _____
- _____
- _____
- _____

Student Names

Johnathon S.	Lauren H.	Tommy K.	Billy R.	Rachel T.	Mia D.	Juan G.	Andrew D.	Barbara W.	Clare S.	Melissa B.	Alex S.	David D.	Courtney D.	Emma B.	Donna G.	Ross W.	Shannon D.	Robbie W.	Mason S.	Tyler B.	David D.	Jose M.	Caleb T.	Maria S.
+	+	-	-	-	-	-	+	+	+	+	+	-	-	+	+	+	+	-	-	+	+	-	-	-
+	+	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+
+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+

NOTE: In this example, Tommy, Billy, Rachel, Caleb, and Maria did not meet criterion. Their names would then be put onto a fresh Classroom Based Data Keeping Form. Alternatively, the Individual Data Keeping Form could also be considered. The other students names would be transferred to the Classroom Based Data Summary Form.

COMMENTS

CLASSROOM BASED DATA SUMMARY FORM

HOW TO USE THIS FORM: This is a very simple method for you to record completion of a CMC lesson for the children within your class. Here are the steps to follow:

1. Fill the children's names into the spaces provided.
2. When a child meets criterion for a lesson, fill in the date of completion on the appropriate column.

LESSONS

NAME	1	2	3	4	5	6	7	8	9	10	11	12
Johnathon S.	9/15											
Lauren H.	10/1											
Tommy K.	9/20	10/15										
Billy R.	10/11											
Rachel T.												
Mia D.												
Juan G.												
Andrew D.												
Barbara W.												
Clare S.												
Melissa B.												
Alex S.												
David D.												
Courtney D.												
Emma B.												
Donna G.												
Ross W.												
Shannon D.												
Robbie W.												
Mason S.												
Tyler B.												
David D.												
Jose M.												
Caleb T.												

COLOR MY CONVERSATION

Conversation Features Tally Sheet

This tally sheet is intended for the Conversation Coach to use when keeping track of the children's conversation features (i.e. Comments, Questions, Topic Changers). It can be used for the Conversation Path activities or while the children are playing the CMC board game.

CONVERSATION FEATURES TALLY SHEET

TODAY'S DATE: _____

TOTAL TOPICS: _____

TODAY'S GOAL: _____

PLAYER'S NAME	QUESTIONS	COMMENTS	TOPIC CHANGERS	TOTAL FEATURES	COMMENTS
1 EXAMPLE: JOHN	IIIIIIII	II	IIII	16	Needs to work on comments



CONVERSATION SUPERSTAR

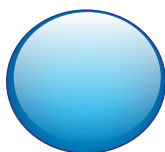
HOW TO USE THIS FORM: This is a very simple method for children to evaluate themselves. Here are the steps to use this form.

1. Cut out and then give each child a form.
2. Have the child fill in the goal/objective section, the description of the activity and the date. For younger children, the coach will fill the form in for the child.
3. Discuss the task that is being targeted, and then have the children do the activity.
4. Have the children evaluate their own performances. For younger children, they can put a happy face in one of the circles. For older children, they can check off one of the circles.
5. Brainstorm with the children what could be done next time.

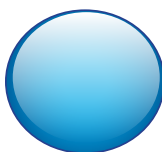
cut here

CONVERSATION SUPER STAR

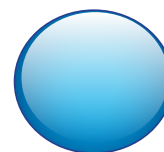
GOAL I'm going to try to be a good listener! ACTIVITY Playing Color My Conversation Game. DATE October 20



**LEARNING IT?
GOOD WORK!**



**GETTING IT?
EXCELLENT!**



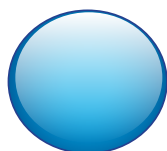
**GOT IT?
SUPERSTAR!**

NEXT TIME I CAN nod my head and make more thinking sounds.

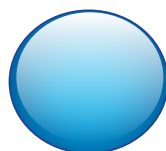
cut here

CONVERSATION SUPER STAR

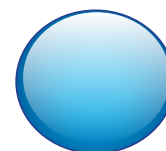
GOAL _____ ACTIVITY _____ DATE _____



**LEARNING IT?
GOOD WORK!**



**GETTING IT?
EXCELLENT!**



**GOT IT?
SUPERSTAR!**

NEXT TIME I CAN _____

THREE PRAISES & ONE TO THINK ABOUT

HOW TO USE THIS FORM: This is a very simple method for children to evaluate their peers. Here are the steps to use this form.

1. Cut out and then give each reporter a form.
2. Explain to the reporters that their job is to observe and then provide feedback to their peers on the activity that is being done. They should try to think of three Praises and one To Think About. Their "Praise" should be specific. This means that they should be able to describe what their peer did well. Their "To Think About" should be positive and constructive. This means that they should be able to describe what their peer could focus on next time.

cut here

PRAISE

1. You asked a lot of good questions.
2. You used a lot of comments.
3. You made good eye contact.

TO THINK ABOUT

Remember to use your topic changer.

cut here

PRAISE

1. _____
2. _____
3. _____

TO THINK ABOUT



ASSESSMENT RUBRIC

Color My Conversation Rubric and Assessment is based on North American social expectations. Mark this rubric as if you are the Communication Partner (CP) from the perspective of a known adult or peer.

PLEASE NOTE: This Assessment Rubric is primarily intended for the Conversation Coach who may not have access to more formal assessment measures for social language skills.

Aspect	Not yet meeting	Minimally meeting	Meeting	Exceeding
	1	2	3	4
Non-Verbal Skills				
Eye Contact <i>A skilled conversationalist understands that natural eye contact (in a conversation) is typically a combination of direct eye gaze, glances at the face or other parts of the CP, and glances at other people or items in the room.</i>	<p>Eye contact is infrequent with minimal one-to-one eye gaze with CP.</p> <p>Eye contact is excessive by either staring at the CP or fixated on other people/objects in the room.</p>	<p>Eye contact is irregular and distracting for the CP.</p> <p>Eye contact is held too long with the CP or other things in the room.</p>	<p>Eye contact is frequent but may periodically draw attention from CP.</p> <p>Eye contact is an appropriate length of time with a combination of direct eye gaze and looking away.</p>	<p>Eye contact is natural and not distracting to the CP.</p> <p>Uses a combination of direct eye gaze, glances at the face or other parts of the CP, and glances at other people or items in the room.</p>
Facial Expressions <i>A skilled conversationalist uses facial expressions that match how they are feeling or how their CP is feeling. However, he/she also self regulates facial expressions if the emotions being expressed are not positive to the situation.</i>	<p>Facial expression or lack of expression is very distracting.</p> <p>Facial expressions rarely match the emotions expressed by the individual or the CP.</p> <p>May have a flat affect with little to no expression.</p> <p>May use inappropriate expressions (i.e. eye rolling, yawning).</p>	<p>Facial expression or lack of expression is distracting.</p> <p>Facial expressions periodically match the emotions expressed by the individual or the CP.</p>	<p>Facial expressions are barely noticeable.</p> <p>Facial expressions frequently match the emotions expressed by the individual or the CP.</p>	<p>Facial expressions are not drawing attention from the CP.</p> <p>Facial expressions consistently match the emotions expressed by the individual or the CP.</p>
Body Gestures <i>A skilled conversationalist uses body gestures that match how they are feeling or how their CP is feeling. However, he/she also self regulates body gestures if the emotions being expressed are not positive to the situation.</i>	<p>Rarely uses body gestures that match the message being expressed by the individual or the CP in neutral or positive situations.</p> <p>Body gestures are frequently distracting to the CP (i.e. being overly expressive or not using body movement at all).</p> <p>Consistently demonstrates difficulty with the ability to self regulate body gestures in situations that are not positive (i.e. when someone is angry).</p>	<p>Seldom use of body gestures that match the message being expressed by the individual or the CP in neutral or positive situations.</p> <p>Can at times be distracting to the CP (i.e. being overly expressive or not using body movement at all).</p> <p>Frequently demonstrates difficulty with the ability to self regulate body gestures in situations that are not positive (i.e. when someone is acting aggressively).</p>	<p>Frequently uses body gestures that match the message being expressed by the individual or the CP in neutral or positive situations.</p> <p>Usually reads the social cues and environment well. However, may struggle with the ability to self regulate in situations that are not positive (i.e. when someone is acting aggressively).</p>	<p>Consistently uses body gestures that match the message being expressed by the individual or the CP in situations that are neutral or positive.</p> <p>Frequently demonstrates the ability to self regulate body gestures in situations that are not positive (i.e. when someone is acting aggressively).</p>
Proxemic <i>This is the physical distance that we have based on our relationship with the CP. It should feel natural – not too far away or too close for the CP.</i>	<p>Rarely or never uses proper personal space, standing too close or too far away.</p> <p>Is not able to determine acceptable personal space and determine relationship norms for personal space bubble.</p>	<p>Inconsistently demonstrates natural adjustments in relation to personal space.</p> <p>Does not always change stance or distance according to relationship status.</p>	<p>Frequently demonstrates natural adjustments in relation to personal space and demonstrates the ability to consider other specific factors such as gender, age and culture.</p>	<p>Consistently demonstrates natural adjustments in relation to personal space and demonstrates the ability to consider other specific factors such as gender, age and culture.</p>
Tone of Voice <i>This is the way that we modulate our voice to express emotions. We will often match our tone of voice to how we are feeling or how our CP is feeling. However, we may choose to self regulate our tone of voice if the emotions being expressed are not positive (i.e. anger).</i>	<p>Frequently misinterprets tone of voice of others and draws attention to oneself or uses tone of voice that is confusing to the CP.</p> <p>Unable to read and match thoughts and reacts inappropriately to the emotional expression from CP (i.e. sadness, frustration, sarcasm, humor, questioning).</p>	<p>Inconsistently uses tone of voice that matches personal thoughts and feelings.</p> <p>Inconsistently reacts appropriately to the emotions, thoughts and feelings expressed by the CP's tone of voice (i.e. sadness, frustration, sarcasm, humor, questioning).</p>	<p>Frequently uses tone of voice that matches personal thoughts and feelings.</p> <p>Frequently reacts appropriately to the emotions, thoughts and feelings expressed by the CP's tone of voice (i.e. sadness, frustration, sarcasm, humor, questioning).</p>	<p>Consistently uses tone of voice that matches personal thoughts and feelings.</p> <p>Consistently reacts appropriately to the emotions, thoughts and feelings expressed by the CP's tone of voice (i.e. sadness, frustration, sarcasm, humor, questioning).</p>

Greetings and Farewells: non-verbal and verbal				
Greetings <i>These are the "hello" words/phrases we use to start a conversation.</i>	Rarely initiates or responds to non/verbal greetings with CP.	Inconsistently initiates or responds to non/verbal greetings with CP - needs frequent reminders to respond.	Frequently initiates or responds to non/verbal greetings with CP – needs occasional reminders to respond.	Consistently initiates or responds to non/verbal greetings with CP.
Farewells <i>These are the "goodbye" words/phrases we use to end a conversation.</i>	Rarely initiates or responds to non/verbal farewells with CP.	Inconsistently initiates or responds to non/verbal farewells with CP - needs frequent reminders to respond.	Frequently initiates or responds to non/verbal farewells with CP – needs occasional reminders to respond.	Consistently initiates or responds to non/verbal farewells with CP.

Verbal conversation skills				
Conversation starter <i>These are the predictable questions that we ask when we engage in a conversation (i.e. How are you? How is your day going? etc).</i>	Never or rarely asks general questions or makes comments to initiate a conversation using predictable topics (i.e. weather, family, current events).	Sometimes asks general questions or makes comments to initiate a conversation using predictable topics (i.e. weather, family, current events).	Frequently asks general questions or makes comments to initiate a conversation using predictable topics (i.e. weather, family, current events).	Competently asks general questions or makes comments to initiate a conversation using predictable topics (i.e. weather, family, current events).
Conversation stopper <i>These are the predictable statements we will often make to let our CP know that the conversation is about to end. They will often focus on the time passing or on the visit itself.</i>	Never or rarely uses closing comments to indicate that a conversation is about to end (i.e. Nice talking with you. Well, I'd better be on my way. It's been great to see you again! etc).	Sometimes uses closing comments to indicate that a conversation is about to end (i.e. Nice talking with you. Well, I'd better be on my way. It's been great to see you again! etc). Final comments (Conversation Stoppers) may not match the emotional tone of the conversation.	Often uses closing comments to indicate that a conversation is about to end (i.e. Nice talking with you. Well, I'd better be on my way. It's been great to see you again! etc). Final comments (Conversation Stoppers) frequently match the emotional tone of the conversation.	Skillfully uses closing comments to indicate that a conversation is about to end (i.e. Nice talking with you. Well, I'd better be on my way. It's been great to see you again! etc). Final comments (Conversation Stoppers) consistently match the emotional tone of the conversation.
Topics <i>These are the specific topics that we move into once the initial chitchat has occurred. As skilled communicators, we should be able to engage in topics of interest for either ourselves or our CP. We should also be able to engage on topics of which we have little interest or knowledge.</i>	Is unable to engage in a topic of personal interest; does not know what to talk about (says "I don't know"). Engages in inappropriate topics that are unrelated to the situation or are of a personal nature. Overshares private information, personal information or other individual's business.	Engages in limited topics of personal interest but has difficulty or is unable to contribute to topics of shared interests.	Engages in specific topics of own personal interest. Is able to converse on a variety of shared topics of interest.	Skillfully engages in specific topics of own personal interest or CP's area of interest. Is able to converse on a wide variety of topics.
Comments & Questions <i>Comments (i.e. Cool! So sorry to hear that!) and questions move a conversation forward. Comments should match the emotion and information provided by the CP. For example, if the CP said, "I lost my bike," an appropriate comment could be "I'm sorry to hear that." Questions should also be relevant to the topic and sensitive to the emotions being expressed.</i>	Never or rarely makes comments or asks questions in response to the CP's specific topic.	Sometimes makes comments or asks questions in response to the CP's specific topic. Comments and questions may not match the CP's specific topic or the emotional tone of the topic.	Often makes appropriate comments or asks meaningful questions in response to the CP's specific topic or the emotional tone of the topic.	Confidently and naturally makes appropriate comments or asks meaningful questions in response to the CP's specific topic or the emotional tone of the topic.

Verbal conversation skills				
Topic changers (optional for primary) <i>These are the words/phrases that we use to let our CP know that the topic is about to shift. A skilled conversationalist will not only use topic changers but their choice of topic changers will compliment the degree of change required. For example, a basic topic changer such as "By the way..." could be used if the topics are somewhat related. However, if the topics are not at all related, a skilled conversationalist would prepare the CP with a topic changer that identifies a significant switch in the topics (i.e. "On a completely different note...!").</i>	Never uses topic changer words or phrases to move from one topic to another.	Sometimes uses topic changer words or phrases to move from one topic to another.	Often uses topic changer words or phrases to move from one topic to another.	Confidently and naturally uses a variety of topic changer words or phrases to move from one topic to another.

Conversation Rules				
Turn Taking <i>A skilled conversationalist has a sense of the timing required for turn taking (i.e. how to interject) when engaged in a conversation. He/she also understands how to enter/exit a conversation that is already underway.</i>	Frequently demonstrates difficulty with turn taking by either dominating the conversation or not contributing to it sufficiently. Frequently demonstrates difficulty with conversation transitions (i.e. enter into a dialogue, interject within the dialogue, exit a dialogue that is still underway).	Sometimes uses appropriate strategies for turn taking. May either dominate the conversation or not contribute to it sufficiently. May interject at inopportune times.	Often is able to take turns smoothly within a conversation. Frequently demonstrates the ability to transition (i.e. enter into dialogue, interject within the dialogue, exit dialogue that is still underway) within a conversation.	Skillfully uses appropriate strategies for turn taking or transitioning when interruptions are required within a conversation.
Social Etiquette – Verbal Acts of Politeness <i>A skilled conversationalist demonstrates social etiquette by using polite words/phrases (i.e. please, thank you, excuse me).</i>	Never or rarely uses polite words. May use slang or inappropriate language.	Sometimes uses polite words; however, word choice may be improper or unfitting for the situation or the relationship with the CP.	Often uses polite words that are suitable to the situation and the relationship with the CP.	Consistently uses polite words and can skillfully adjust word choice that is fitting to the situation or relationship with CP.

ADDITIONAL CONSIDERATIONS

CONVERSATION PROFILE

The Conversation Profile will be filled in by the Conversation Coach. Information might be obtained through: Caregiver Interview, File Review, Formal Assessment and/or Informal Observations.

A. SPECIFIC CONVERSATIONS

Through your observations, does the child interact in an age appropriate manner in the following scenarios? If not, please elaborate in what way his/her communication is ineffective.

- ☐ First Introductions (i.e. knowing how to either introduce or be introduced to someone else)
- ☐ Telephone Conversations (i.e. knowing how to answer the phone with known or unknown conversation partners)
- ☐ Compliments/Receiving gifts (i.e. knowing how to give and receive compliments or gifts)
- ☐ Restaurant Conversations (i.e. knowing how to interact with staff, family members or patrons within a variety of restaurant situations such as fast food, fine dining or family oriented venues)
- ☐ Excuse Me Conversations (i.e. knowing how to request information or excuse oneself)
- ☐ Waiting In Line Etiquette (i.e. being aware of personal space and knowing how to use appropriate non/verbal behavior)
- ☐ Pedestrian Etiquette (i.e. being aware of personal space and knowing how to use appropriate non/verbal behavior)
- ☐ Other (i.e. knowing how to use appropriate language when using technological communication such as email or texting)

Comment: _____

B. OTHER AREAS TO CONSIDER

Are there any other areas that might help you better understand the child? The following provides a list of some other things the Conversation Coach might consider:

1. FAMILY CONSIDERATIONS

- ☐ Family Dynamics (i.e. birth order, sibling relationships, etc)
- ☐ Socio Economics
- ☐ English Language Learner
- ☐ Cultural Variations

Comment: _____

2. CHILD CONSIDERATIONS

- ☐ Health History (i.e. Are there any medical issues to be considered?)
- ☐ Personality (i.e. social, shy, willful, passive or withdrawn)
- ☐ Learning Preferences (i.e. Do they learn better by watching, listening or doing?)
- ☐ Motivational Factors (i.e. Are they motivated by your verbal praises, by tangible reinforcements, by your attention/time, or by the things you do with them?)
- ☐ Speech - Language Competency (i.e. Do they have a communication difficulty that affects their speech or language abilities?)
- ☐ Academic Ability (i.e. Are there learning issues?)

Comment: _____

Students Name: _____

Conversation Coach: _____

[illegible]

Daily Practice Data Keeping Form

NAME _____

GOALS/OBJECTIVES

ACTIVITIES

- _____
- _____
- _____
- _____
- _____
- _____
- _____

[illegible]

Refer to manual for data tracking samples.

COMMENTS

INDIVIDUAL/SMALL GROUP DATA SUMMARY FORM

NAME _____

CMC LESSON	DATE ATTAINED	COMMENTS
LESSON ONE		
LESSON TWO		
LESSON THREE		
LESSON FOUR		
LESSON FIVE		
LESSON SIX		
LESSON SEVEN		
LESSON EIGHT		
LESSON NINE		
LESSON TEN		
LESSON ELEVEN		
LESSON TWELVE		

INDIVIDUALIZED GOALS	DATE ATTAINED	COMMENTS

Refer to manual for instructions on how to complete this form.

ACTIVITIES

- [illegible]

[illegible]

COMMENTS

LESSONS

[illegible]

Refer to manual for instructions on how to complete this form.



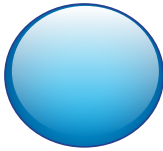
CONVERSATION SUPERSTAR

Refer to manual to see a completed sample.

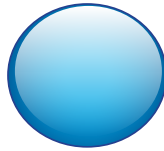
cut here

CONVERSATION SUPER STAR

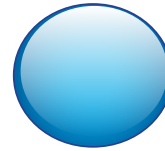
GOAL _____ ACTIVITY _____ DATE _____



**LEARNING IT?
GOOD WORK!**



**GETTING IT?
EXCELLENT!**



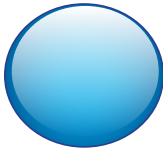
**GOT IT?
SUPERSTAR!**

NEXT TIME I CAN _____

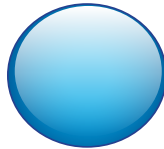
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CONVERSATION SUPER STAR

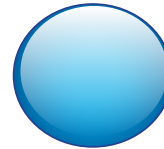
GOAL _____ ACTIVITY _____ DATE _____



**LEARNING IT?
GOOD WORK!**



**GETTING IT?
EXCELLENT!**



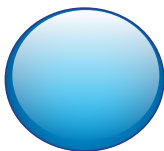
**GOT IT?
SUPERSTAR!**

NEXT TIME I CAN _____

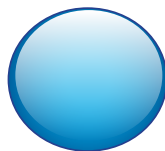
cut here

CONVERSATION SUPER STAR

GOAL _____ ACTIVITY _____ DATE _____



**LEARNING IT?
GOOD WORK!**



**GETTING IT?
EXCELLENT!**



**GOT IT?
SUPERSTAR!**

NEXT TIME I CAN _____

THREE PRAISES & ONE TO THINK ABOUT

Refer to manual to see a completed sample.

cut here

PRAISE

1. _____
2. _____
3. _____

TO THINK ABOUT

cut here

PRAISE

1. _____
2. _____
3. _____

TO THINK ABOUT

cut here

PRAISE

1. _____
2. _____
3. _____

TO THINK ABOUT

CAREGIVER INTERVIEW

PURPOSE: The purpose of this interview is to help the Conversation Coach get a glimpse into how the child might perceive themselves in relation to their emotional awareness and communication skills.

INSTRUCTIONS: Please read these statements aloud and have the child respond with a Yes (Y), No (N), or Don't Know (DK).

Circle One:

Y N DK

NONVERBAL COMMUNICATION SKILLS

Y N DK I look at people when I talk to them.

Y N DK I smile and wave at people when I see them.

CONVERSATION SKILLS

Y N DK I use polite words like "please" and "thank you" when I speak with others.

Y N DK I say hello to people when they say hello to me.

Y N DK I have favorite things I like to talk about.

Y N DK I talk about my favorite things with other people.

Y N DK I ask people questions when I talk with them.

Y N DK I say goodbye to people when they say goodbye to me.

SOCIAL/EMOTIONAL

Y N DK I like to play with other children.

Y N DK I share my toys.

Y N DK Other children like to play with me.

Y N DK I like to talk with my friends.

Y N DK I like to talk with adults that I know.

ADDITIONAL COMMENTS OR OBSERVATIONS:

STUDENT QUESTIONNAIRE

INSTRUCTIONS: This questionnaire will help me learn more about how I can help you become the best conversationalist that you can be! Please read the statements below and score them using the number system provided.

NONVERBAL COMMUNICATION SKILLS

Always (4)

Most of the time (3)

Sometimes (2)

Never or I don't know (1)

Circle one:

NON-VERBAL COMMUNICATION SKILLS

1 2 3 4 I look at people when I talk to them.

1 2 3 4 I smile and wave at people when I see them.

1 2 3 4 I notice other people's facial expressions when I am talking with them.

1 2 3 4 I pay attention to my own facial expressions when I am talking with others.

1 2 3 4 I notice other people's body gestures/movements when I am talking with them.

1 2 3 4 I pay attention to my own body gestures/movements when I am talking with others.

1 2 3 4 I listen to people's tone of voice and think about what they might be feeling.

1 2 3 4 I pay attention to my own tone of voice when I am talking with others.

CONVERSATION SKILLS

1 2 3 4 I use polite words like "please" and "thank you" when I speak with others.

1 2 3 4 I say hello to people when I see them.

1 2 3 4 I ask people how they are doing when I start a conversation.

1 2 3 4 I have favorite things I like to talk about.

1 2 3 4 I make comments (i.e. "cool," "that's too bad") when I talk with others.

1 2 3 4 I ask people questions about what they are saying to me.

1 2 3 4 I know how to talk with other people about things they like to talk about even if I don't.

1 2 3 4 When I don't have anything more to say on a topic, I will change the subject and talk about something else.

1 2 3 4 I know how to stop a conversation by saying things like "It's been nice talking to you" or "I better get going."

1 2 3 4 I say goodbye to others when I leave the conversation.

continued on next page

STUDENT QUESTIONNAIRE

SOCIAL RELATIONSHIPS

- 1 2 3 4 I make friends easily.
- 1 2 3 4 I feel confident talking with my friends.
- 1 2 3 4 I feel confident talking with my teachers or other adults.
- 1 2 3 4 I feel confident speaking with new people.
- 1 2 3 4 I feel confident speaking in front of a group of people.
- 1 2 3 4 I wait for my turn when I am speaking to another person.
- 1 2 3 4 I wait for my turn when I am speaking to people in a group.
- 1 2 3 4 I will tell others when I am not being treated well.
- 1 2 3 4 I try to help others when they are having a problem.
- 1 2 3 4 I try to help others when they are being teased or bullied.
- 1 2 3 4 I know how to enter into a group of people who are already having a conversation.
- 1 2 3 4 I know how to leave a group of people politely in the middle of a conversation.
- 1 2 3 4 I feel comfortable talking with my friends on the phone.
- 1 2 3 4 I feel comfortable answering the phone and taking messages for my family.

EMOTIONAL AWARENESS

- 1 2 3 4 I feel happy.
- 1 2 3 4 I feel sad.
- 1 2 3 4 I feel lonely.
- 1 2 3 4 I feel afraid.
- 1 2 3 4 I feel bored.
- 1 2 3 4 I feel angry.
- 1 2 3 4 I think no one cares about me.
- 1 2 3 4 I feel bad when others feel sad.
- 1 2 3 4 I feel impatient when I have to sit still for a long time and pay attention to the teacher.
- 1 2 3 4 I feel happy for my friends when nice things happen for them.
- 1 2 3 4 I can tell how other people are feeling by looking at their facial expressions.
- 1 2 3 4 I can tell how other people are feeling by the way they move their bodies when they are talking.