



LESSON NINE BEADING

"Spend time with those who love you."

GOAL: To make and then use the beaded crafts when practicing conversations within or outside of the therapy setting.

MATERIALS: (Materials can be obtained at your local arts & crafts store.)

- Beads to represent the Conversation Stones (i.e. yellow, green, blue, red)
- Beading accessories (i.e. string, jute, leather, etc)



Example of a Long Conversation bracelet

INTRODUCTION

The children should be seated around the table for this lesson.

We are going to make a craft. We have had lots of practice with our conversations, haven't we? Well today, we are going to make something that we can take home to help us remember all of the parts of a conversation.

BASIC TRAINING

You are going to ask the children what they would prefer to make. They can make a bracelet, a necklace, a key chain, a bookmark or anything else that will be practical and easy to use.

PRACTICE RUN AND ROLE-PLAYS

This lesson is focused on having a party and making a craft. There is no structured lesson activity required. If the Conversation Coach would like to do a formal activity, they can have the children practice some conversations using their beaded item as a visual support once it has been made.

WRAP UP AND HOMEWORK CHALLENGE

Remember to use your beads this week. They are there to help you remember the parts of a conversation.

DISCUSSION:

1. What key words might sum up Lesson Nine? They would be CELEBRATE and SUPPORT.

This lesson is short, fast and easy. To prepare for it, the Conversation Coach will want to purchase some special snacks and visit the local craft store to pick up some colored beads and accessories, because the children will be making a craft. It might be a piece of jewelry (i.e. bracelet) or something else that the child prefers (i.e. key chain, bookmark). The craft will be made of colored beads that represent the stones on the Conversation Path (i.e. Hello, Conversation Starter, Topics of Conversation, Conversation Stopper, Goodbye). For the more adept conversationalists, the coach might also want to purchase some unique beads to represent the other conversational features that we use in our conversations (i.e. comments, questions, topic changers).

For many of the children, Lesson Nine will be wrapped up within one day and will be done for pleasure only, as the participants CELEBRATE the completion of the Intermediate Level of the CMC program with a party. In this case, the lesson will be done in the chronological order with which it occurs in the manual.

For children who struggle significantly with their conversational abilities, this lesson may be introduced earlier in the program. The beaded item that the children make will be done for pleasure. However, it will also be used as a portable and visual-tactile SUPPORT to remind the children of the conversational features that they need to use. The children can reference and touch the beads as they practice their conversations with their conversation partner.

In summary, Lesson Nine is a time of celebration for the children. They've worked hard to develop their conversation skills thus far! However, for the Conversation Coach, the party serves an additional function. It is an opportunity for observations to be made about how the children are doing with their conversations in a social setting. The information from these observations may be used to drive the instruction that follows in the Advanced and Expert Levels. For example, how are the children doing with their conversational features (i.e. making comments, asking questions, using topic changers)? Do they have a wide range of topics that they seem comfortable discussing? How are they doing with their ability to match and manage in the areas of verbal and nonverbal communication. Are they good at sharing turns, or are there children who tend to dominate the conversation? Are there others who prefer to observe rather than engage in the dialogue?

From the observations, the Conversation Coach can consider specific goals to support additional skill development for individual children. These goals can be woven into the subsequent lessons.

Lesson Nine might also be a time to consider how the activities and role-plays from ROUND TABLE DISCUSSIONS – SKILLED CONVERSATIONALIST + SKILLED LEADER might be incorporated into the remainder of the program. These activities can be found in the Supplementary section of the manual.

2. What key areas might be focused on in Lesson Nine?

For some children, the ability to using greetings might be the very best act of conversation that can be achieved. In this case, the caregiver and/or the child will make a craft item with the two yellow beads. For other children, being able to make chitchat might be their personal best. In this case, the child will make an item with the colors from the Short Conversation. For other children, a Long Conversation may be their personal best. In this case, the blue bead will be added to the child's beaded craft item. In all cases, the Conversation Coach will provide the beads that represent the best conversation the child is capable of having.

NOTE:

For the children who have significant communicative or cognitive challenges, the beaded item will act as a tactile and visual support. The children will be taught to touch the beads that represent each conversational feature as they move through their conversations. Because the item is portable, it can be taken with the child and used in the lesson setting or incorporated into the child's everyday life. Often the Conversation Coach and/or other caregivers will make a matching beaded item so that they can reference their own beads when having conversations with the child.