Unit 2 - Conversing

Content Area: **Special Education**
Course(s):
Time Period: **September**
Length: **All school year**
Status: **Published**

Enduring Understandings

- Using modeling and other techniques, I will be able to appropriately communicate my wants and needs to peers and adults in my classroom and in other settings throughout the school.
- Using modeling and others techniques, I will be able to appropriately communicate my wants and needs during CBI trips.
- Using various activities, I will be able to identify and utilize the many types of communication.
- Using classroom, school and CBI trips, I will be able to appropriately communicate my wants and needs in different locations.
- Using previously learned listening skills, I will interpret my conversation partner's non-verbal messages in order to adjust the message I want to convey.
- I will understand the importance of non-verbal communication and demonstrate body language and facial expressions that match the intent of my message.
- I will understand and demonstrate how tone of voice affects the message I am communicating.
- I will identify when a communication breakdown occurs and implement strategies to repair those breakdowns by asking for clarification.

Essential Questions

What communication skills are needed to successfully participate in CBI trip locations?

What are various forms of communication?

Which form of communication is appropriate for given situations?

What communication steps are needed to order various goods and services, including various eating establishments?

How do you effectively communicate with peers and adults?

How will improving your conversational skills help make you a better student?

How will improving your conversational skills help make you communicate better in your classroom and with your friends?

How will improving your conversational skills help you during your community based instruction?

Content

- Will be chosen and/or designed based on the individual needs of each student. When choosing content, consideration will be given to each student's current level of functioning as demonstrated through observation, interviews and formal and informal assessments.
- Instruction will be differentiated with mulitple entry points for diverse learners. The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses.

Skills

- Understand and explain the importance of gaining someone's attention before communicating.
- Demonstrate how to gain someone's attention appropriately, both verbally and non-verbally.
- Identify ways to determine if you have someone's attention before communicating.
- Understand and demonstrate appropriate turn-taking.
- Understand the importance of establishing a pause during a communication exchange.
- Demonstrate the establishment of an appropriate pause during a communication exchange.
- Understand the importance of maintaining personal space.
- Determine the amount of personal space needed with different audiences.
- Demonstrate appropriate personal space with different audiences.
- Understand the importance of introducing a topic.
- Demonstrate appropriate introduction of a topic.
- Understand the importance of providing an appropriate amount of background information.
- Determine whether you are maintaining the conversation partner's attention.
- Understand the importance of sharing a conversation.
- Demonstrate appropriate conversational exchanges by asking relevant questions and making appropriate comments.
- Define a communication breakdown.
- Identify the cause of a communication breakdown.
- Interpret your conversational partner's non-verbal messages in order to adjust the message conveyed.
- Understand the importance of non-verbal communication and demonstrate body language and facial expressions that match the intent of the message.
- Understand and demonstrate how tone of voice affects the message communicated.

Resources

Ready-to-Use Social Skills Lessons and Activities for Grades 7-12

Think Social! A Social Thinking Curriculum for School-Age Students

Essential for Living

Standards

3.1	All students will speak for a variety of real purposes and audiences.
	The ability to communicate with others is a fundamental life function. Self expression is central to a person's quality of life and essential to learning. There are many ways in which students may express themselves to others, such as through signing, oral expression, gesture, or through the use of augmentative communication. The intent of this standard is to develop students' abilities to use their primary systems of communication to express themselves with others in school, home and in the community to perform a variety of important life functions and to satisfy their emotional and social needs.
3.1.1	Express ideas, needs, wants and feelings using student's primary system of communication such as, sign language, oral language, object symbols gesture, and/or communication devices.
3.1.2	Participate in conversations with peers and adults by alternating roles of speaker and listener.
3.1.4	Adjust expressive communication for different purposes and audiences.
3.1.5	Use communication system in school, home, community and work situations.
3.2	All students will listen actively in a variety of situations to information from a variety of sources.
3.2.2	Demonstrate comprehension of another's message through appropriate verbal or nonverbal responses.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.2.12	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
PER.K-12.PS:A2.7	Know that communication involves speaking, listening and nonverbal behavior