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Each lesson follows this structure:

Rationale:

The reason why students need to know this skill.

Objective:

Their goal in learning it.

Methods:

How you teach it.

Extra Practice:

Additional helpful exercises.

Assignment Sheet:

Homework to help secure student acquisition of the skill.

Debriefing Session:

Go over the completed assignment sheets as a group. Commend, clap, and reward each person who gave the "good answer" even once. If they took a sheet home and returned it, put a star on the sheet and give lots of praise. This is one of the most important debriefing sessions you will have. You might even have to reteach the skill and do this lesson several times. It is fine to do any lesson more than once because it often takes this kind of repetition for them to make it their own. This entire course can be repeated yearly in order to fine-tune the skills and "hardwire" the verbal initiations and response. I have met up with students five or six years after taking these lessons and they are still "hardwired" for the proper responses. Their comfort zone is repetition!

Self-Managed Checklist:

Follow the Objective page. Checklists help students to chart their success and progress with the skill of the week. Directions are at the top of each page and are self-explanatory.

Lesson 3
Work Related Conversation . . .
Acceptance of criticism or correction

Rationale:
One of the hardest skills for any of us to master is accepting correction, and some people with disabilities have real difficulty with this. But criticism can help them to do a better job. In this lesson, we will use the terms criticize and correct interchangeably.

Objective:
To help the student recognize good criticism and to respond with appropriate verbal phraseology, and appropriate facial expressions.

Methods:
Give examples of being corrected. Start by letting them know:

1. You are criticized because you are not dressed properly for work.
2. You are asked to shave your beard or contain your hair.
3. You are asked to wear a shoe that is safe for the environment in which you are working.
4. You are told you need to bathe or use deodorant.

These are real-life issues where students need to respond in the right way. Talk about how criticism can help them on the job or at home. Talk about how we feel when someone criticizes us, even when it is positive. Be sure they get that being corrected does not make them a bad person.

Extra Practice:
Ask what appropriate responses they can make when corrected. Have each student write (or you write) what their "good" response will be. Examples are, "thank you for telling me this," "I will do it better the next time," "I will try harder," or a simple, "OK."

Assignment Sheet:
Help students write and repeat out loud their "good answer" to being corrected. Remind them you will be listening for their good answer when you need to correct them. Instruct them to circle a number when they have used their good answer. Give praise when you catch them using their good answers. Send the optional assignment sheet home so parents can do monitoring of correct responses. Offer a special reward to students who return sheets marked by parents. Go to the dollar store and get inexpensive prizes for this effort. This skill should be practiced across environments!

Debriefing Session:
Go over the completed assignment sheets and commend, clap, and reward each person who gave the "good answer" even once. If they took a sheet home and returned it, put a star on the sheet and give praise. This is one of the most important debriefing sessions you will have. You might have to reteach the skill and do this lesson several times. It is fine to do any lesson more than once because it often takes this kind of repetition for them to make it their own.

80 Conversation Skills II

Self-Managed Checklist **Lesson 1**

Mini-Conversation . . .
Be the First to Ask:
"Do you have any brothers and sisters?"

Student Name _____ Date _____

Your reply is:
"I have _____ brothers and _____ sisters."

Mark yes after you asked the question and mark yes after you give your reply.

I asked my friend if he/she has any brothers and sisters?	Yes	No
I said how many brothers and sisters I have?	Yes	No

106 Conversation Skills II

Part One

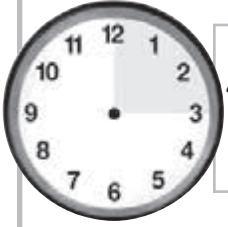


Learn to Introduce Yourself and Greet Others

Greetings and Introductions

Recently, a group of high school teachers, who are very involved in transition, were trained to use the following lessons with their students. The day after the teacher-training took place, a visiting teacher emailed me and said, “I walked into the school this morning, and a student who had never greeted me introduced himself and asked me to sign his sheet. I was delighted and knew that the teacher had already begun the lessons with the student.” (Self, 2007)

As you go through these lessons, remember that this time is well spent and will promote future successes in your community.



**Time
Allotted:**
15
minutes

Lesson 1

Introduce Yourself

Rationale:

It takes effort to be the first to introduce yourself and say your first and last names. When we meet new people, we do not always take the initiative to step forward and be the one who breaks the ice. This is even more difficult for people with disabilities, but they can add this to their repertoire with a little training.

Objective:

This lesson is the groundwork for an upcoming in-depth study on names. Students will learn to say their first and last names when introducing themselves.

Methods:

Explain to students that they are going to introduce themselves by saying “Hello, my name is Fred Jones.” They are encouraged to say both the first and last name because most of us tend to just say our first names. Have each student practice saying their first and last names in this manner at least five times. Then, have them practice with you and with each other.

Extra Practice:

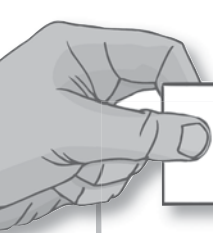
If you are in a classroom situation, you may accompany the students to a nearby classroom or principal’s office, and have them practice being the first to introduce themselves by saying their first and last names. If they have been through the lessons in the first Conversation Skills, they might remember to extend their hand and make eye contact. You might review these lessons at this time.

Assignment Sheet:

After practicing the introductions, pass out the assignment sheets and do not forget to have students put their names and the date on the papers. Instruct students to look for chances to be the first to introduce themselves and say their first and last names. Have them circle a number each time they do this.

Debriefing Session:

When the students report back, quiz them to find out if they did the introductions. Commend all for doing the introductions. If any did not do the task, encourage them to keep trying to do it at least once. This is not an easy task. Try it on yourself when you see new people to get the feel of how difficult it can be.



Lesson 1



Introduce Yourself . . .

Say Your First and Last Name

Student Name _____ Date _____

Please greet new people and be the first to tell them your first and last names. When you are the first one to introduce yourself and say your first and last names, circle a number.

I introduced myself and said my first and last names:

1 2 3 4 5

1 2 3 4 5

Lesson 2

Smile

Rationale:

Many of us do not smile enough. This includes me and I am using the lessons to work on this powerful social tool. It is said that a friendly smile knocks down a person's defense and disarms him. Some people do it naturally, but for those who need a reminder, this lesson is for you!

Objective:

To get your students to practice smiling and to smile at others they see on a day-to-day basis. If some are already doing this, that's good. They will just be that much further ahead.

Methods:

Tell the students that a "smile improves your face value." It will seem a little strange, but have them practice smiling at you and at each other. Then have them look at themselves in the mirror and contrast a frown with a smile. Discuss how much more pleasant it is to see them smile. Compliment all on their lovely smiles and let them know that this is the lesson for the week. They will become conscious of smiling until it is second nature.

Extra Practice:

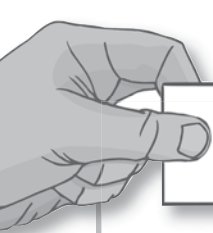
You might stroll down the hallway outside your classroom as a group with smiles on your faces. If some do not show a lot of teeth when they smile, it is ok. As long as they at least turn their lips upward. When you return from the smile stroll, discuss the reactions of others who received the beaming smiles. This should be a fun exercise!

Assignment Sheet:

After the fun exercise, pass out the assignment sheet and have them put their names and date on the papers. Instruct the students to smile if they get within 5 feet of a person. They can say hello, but the main idea is to practice the smile alone for the sake of this lesson.

Debriefing Session:

When the group meets again, ask each one to describe who they smiled at, what affect it had, and how they felt. Commend all for their smiling efforts and tell them to keep up the good work.



Lesson 2



Greetings ...

Smile

Student Name _____ Date _____

Be the first to smile at others in your school, at work and in the community.
Each time you smile, circle a number below.

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

Certificate of Achievement

This certificate is presented to

Greetings!

Subject _____

Signature

Date