

**Social Language Skills Training  
within School-Based Curriculum:  
Developing a Collaborative Road Map of Support**

Saturday February 15, 2019  
8:00 a.m. - 3:30 p.m.

Rosslyn Delmonico  
Speech Language Pathologist, MA, RSLP, CCC - SLP

**Financial and Nonfinancial Relationships**

*Good morning, my name is Rosslyn Delmonico, and I am here to discuss Social Language Skills Training within School-Based Curriculum: Developing a Collaborative Road Map of Support.*

*I am the author of the social language program, **Color My Conversation**, published through Northern Speech Services. Some of the concepts I'm presenting today are from my program.*

*I do benefit financially from royalty payments for the sale of this product and from the online seminars that I provide through Northern Speech Services.*

*I have no relevant nonfinancial relationship(s) to disclose.*

**Seminar Goals**

1. Identify and list ways in which Speech Language Pathologists (SLP) can meet the social language needs of students throughout schools and across curriculum.
2. Identify and list practical strategies (i.e. steps to strategic planning) and "hands on" tools (i.e. parent communication, community initiatives) that can be integrated into a **Personal Road Map (PRM)** for developing and implementing social language instruction within the school setting.
3. Identify and list ways that social language instruction can impact a child's social-emotional wellness and how it can integrate and enhance academic learning outcomes.
4. List ways in which Generation Z and Generation Alpha children can benefit from explicit social language training being incorporated within their school curriculum.
5. List ways in which technology can impinge on the social-emotional development of children.

**Theoretical Framework**

**Collaboration**  
"...a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal" (p.7)

**Consultation**  
"...a voluntary process in which one professional assists another to address a problem concerning a third party" (p. 85).

Five key components in collaboration

- Personal commitment
- Communication skills
- Interaction processes
- Program or services
- Context

Friend, M., Cook, L. (2010). Interactions: Collaboration skills for school professionals. (6th ed.). Singapore: Pearson Ed.

**Questions**

1. What is one thing you are hoping to learn today?
2. How do you want to be remembered by your colleagues and the children?
3. Have you ever thought, what could I do to leave my mark in the world?
4. Have you ever wondered how your role as an SLP could be used in this capacity?

ASHA Webinar. (2016). Strengthening the Breadth and Depth of Your Collaboration with School Professionals. (WEB16214-IND) Retrieved from: <https://www.asahawebinar.com/recordings/16214-IND>  
ASHA Webinar. (2016). Utilizing Support Personnel to Improve Your Practice (WEB17253) Retrieved from: <https://www.asahawebinar.com/recordings/17253-IND>

**I remember when ...**

**Geographic**

- Where were you born?
- Where did you live for most of your childhood (i.e. farm, small town, city)?
- Were you raised in a single home or multiple dwellings and did you have a favorite location (i.e. room, home)?

**Family**

- What was family life like (i.e. enjoyable, difficult, exciting, boring)?
- What were your personal relationships like (i.e. parents, siblings, extended family)?
- Did you have a family member or family pet that was dear to your heart and what drew this love?

**School**

- Did you attend one or multiple elementary schools?
- What did the classrooms and hallways look like?
- What was one of your favorite activities to do on the playground at recess?
- How did you fit in socially (i.e. the team leader, the quiet one, the instigator, the teacher's pet)?
- Who was your favourite teacher and what did they say or do to win your heart?

*"How can we, as school leaders, improve our collaborative practices with our districts Speech Language Pathologists (SLP) to enhance learning for the benefit of all students – Not just those who are eligible for indirect support?*

*Many of our students arrive at school with severe deficits in communication. They need to be explicitly taught these skills!*

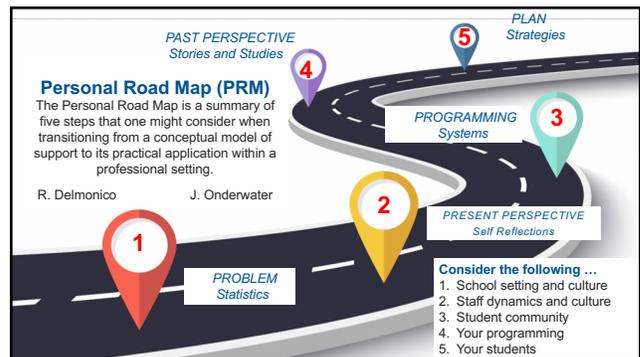
*Our staff recognizes the necessity to intentionally teach social language to ensure social-emotional and academic success for all of our children.*

*Among many other skills, they must be able to connect, engage, comprehend, formulate, explain, describe, negotiate, problem solve and collaborate. The Core Competency of Communication begins with families however, it expands to impact children across grade levels and curriculum.*

*Social skills nurture increased confidence, organizational skills (executive functioning), academic preparedness and an overall sense of wellbeing.*

*Our goal is to continue to grow our educational community to become a social-emotionally rich and supportive environment for the benefit of all learners."*

Lorraine Santos, School Principal



**8091: SOCIAL LANGUAGE SKILLS TRAINING WITHIN SCHOOL-BASED CURRICULUM**  
 DEVELOPING A COLLABORATIVE ROAD MAP OF SUPPORT

ROSSELVA L. DELMONICO, MA, RELP, CCC (SLP)  
 ROSA MARCHI SPECIAL LANGUAGE SERVICES

LOBBANE SANTOS, BA, B ED, M ED  
 ARBONCONE SCHOOL DISTRICT

**ABSTRACT**

**PRM #1 - PROBLEM**

**PRM #2 - PRESENT PERSPECTIVES**

**PRM #3 - PROGRAMMING**

**PRM #4 - PAST PERSPECTIVES**

**PRM #5 - PLAN**



**Generations – Past and Present**  
**WHO ARE YOU?**

GENERATION	YEARS	AGES
Traditionalists	1925-1945	74 - 94
Baby Boomers	1946-1964	54 - 73
Gen X	1965-1979	39 - 53
Xennials	1975-1985	33 - 43
Millennials	1980-1994	24 - 38
I GEN/Gen Z	1995-2010	8 - 23
Gen Alpha	2010 -	infant - 8

McCrindle Research. (2012). Generations Defined [Digital image]. Retrieved January 8, 2019, from <https://mccrindle.com.au/wp-content/uploads/2018/03/Generations-Defined-20180301.pdf>

**Know Your Target Audience – Adults**

**Generational Differences**

- Motivation
- Personality
- Professional Background
- Personal Professional Interests
- Cultural Considerations
- Social Awareness
- Knowledge
- Life Story

ASHA Webinar. (2016). Utilizing Support Personnel to Improve Your Practice (WEB17253) Retrieved from: <https://beta.asahacenter.org/ashatoolbox/home/lessonplan/63302/68105C92E9A79624C018FA1410506C/worksheets>



### Mealtime and Sleep Patterns

FAMILY MEAL TIME	IMPACT (Adolescents)
Regular with positive interactions	Healthy body weight, improved eating behavior, emotional well-being, psychological well-being, academic achievement, less risk behavior
Regular with negative interactions	Reducing positive impact and can be detrimental
SLEEP PATTERNS	IMPACT (Adolescents)
Sleep deprivation	Academic challenges, driving safety, depression
Using technology before sleep Bright light decreases melatonin	Take longer to get to sleep, light sleep

Bryant, N. B., & Gómez, R. L. (2015). The teen sleep loss epidemic: What can be done? *Translational Issues in Psychological Science*, 1(1), 116-125.

Cook, E., Dunton, R. (2012). Do family meals really make a difference? Retrieved from <http://www.humanconnect.org/online/teaching/online/Family-Mealtime-2.pdf>. Google Scholar

Fiese, B. H. (2012). Family mealtime conversations in context. *Journal of Nutrition Education and Behavior*, 44(1), 61.

Meyer, A., & Musick, K. (2014). Variation in associations between family dinners and adolescent well-being. *Journal of Marriage and Family*, 76(1), 13-23.

Offler, S. (2013). Assessing the relationship between family mealtime communication and adolescent emotional well-being using the experience sampling method. *Journal of Adolescence*, 36(3), 577-585.

Twenge, J. (2017). *I Gen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood—and What That Means for the Rest of Us*. Alia Books, New York.

### Social-Emotional and Mental Health Concerns

**CARING COMMUNITY:** National sample, 29% of students reported that their school provided a caring environment. (Benson, 2006)

**EMPATHY:** From that sample, 29-45 % reported social competencies in empathy, decision-making and conflict resolution. (Benson, 2006)

**AGRESSION:** 20 percent of children are bullied on a regular basis (National Center for Education Statistics, 2016)

- Specific language impairment (Lindsay et al, 2005)
- Autism (van Roekel & Scholte, 2010)
- Stuttering (Blood & Blood, 2004, 2007)

Benson, P.L. (2006). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents* (2nd ed.). San Francisco: Jossey-Bass.

Blood, G. W., & Blood, L.M. (2007). Preliminary study of self-reported experience of physical aggression and bullying of boys who stutter: Relation to increased anxiety, perceptual and motor skills, 104, 1060-1066.

Konrath, S., O'Brien, E., Hagg, G. (2011). Changes in Dispositional Empathy in American College Students Over Time: A Meta-Analysis. *Personality and Social Psychology Review*, 15(20), 190-198. first published on August 5, 2010.

Lindsay, G., Dockrel, J. E., & Mackie, C. (2008). Vulnerability to bullying in children with a history of specific speech and language difficulties. *European Journal of Special Needs Education*, 23, 1-16.

National Center for Education Statistics. (2016). *Indicators of School Crime and Safety: 2015*. U.S. Department of Education. Retrieved from <http://nces.ed.gov/ipeds/data/ipedsdatatools/ipeds.asp?ipeds=990716>

van Roekel, E., & Scholte, R. H. J. (2010). Bullying among adolescents with autism spectrum disorders: Prevalence and perception. *Journal of Autism and Developmental Disorders*, 40, 63-73.

### Social-Emotional and Mental Health Concerns

**MENTAL HEALTH:** 20 % of children, either currently or at some point during their life, will have a seriously debilitating mental disorder (National Centre for Health Statistics, 2017)

- Strong correlation between language impairment and social, emotional and/or behavioural difficulties (Durkin & Conti-Ramsden, 2010)
- 40 % children with psychiatric disorders had language impairments (Cohen et al, 1998)

**DISENGAGED:**

- Moving from elementary > high school = Disconnect = behavior + health + academics (Blum, R., Libbey, H., 2004)
- By high school, 40-60 % of the student population are habitually disengaged from their learning environment (Klem & Connell, 2004)

**SUICIDE:** In the United States, for children aged 10-14 years, death by suicide doubled from 2007 to 2014 (Quick stat's, 1999-2014)

Blum, R.W., Libbey, H.P. (2004). School connectedness – Strengthening the health and education outcomes for teenagers. *Journal of School Health*, 74(4), 229-239.

Cohen, N.J., Barwick, M.A., Henkelley, R.E., Valiente, D.C., Jin, R. (1998). Language achievement and cognitive processing in psychopathologically disordered children with previously identified and unsuspected language impairments. *Journal of Child Psychology and Psychiatry*, 39(5), 85-97.

Durkin, K., & Conti-Ramsden, G. (2010). Young people with specific language impairment: A review of social and emotional functioning in adolescence. *Child Language Teaching and Therapy*, 26(2)105-121.

Journal of Child Psychology and Psychiatry. (2017). *Emotionally unstable – Linking language impairment to mental health problems and interventions*. *Journal of Child Psychology and Psychiatry*, 58(2), 274-274.

Journal of Child Psychology and Psychiatry. (2017). *Emotionally unstable – Linking language impairment to mental health problems and interventions*. *Journal of Child Psychology and Psychiatry*, 58(2), 274-274.

National Center for Health Statistics. (2017). *Quick Stat's: 1999-2014*. Retrieved October 01, 2017, from <http://www.hhs.gov/ohr/quick-stat/1999-2014>

### Generations – Past and Present WHO ARE THEY?

Socially	Emotionally	Other
Less time with friends (movies)	Depression and self injury	Take on less responsibility
More time with parents	Obsessed with safety	Delay in driving, working
More time alone in their rooms	More lonely	Decreased involvement
Less time dating	Less rebellious	Less religious
Obsessed with staying connected (i.e. social media, gaming, etc)	Anxious about feeling left out	Less Tolerant for inequality
Less social interaction at work	Fear of financial insecurity	Rejection of social rules
Like phones > people	Fear of intimacy	Less time reading
<i>Smart phone in adolescence</i>	<i>2/3 teens owned an I phones</i>	<i>Checks phone &gt; 80 times/day</i>

Twenge, J. (2017). *I Gen: Why Today's Super-Connected Kids are Growing Up Less Rebellious, More Tolerant, Less Happy and Completely Unprepared for Adulthood*. Alia Books, New York.

Twenge, J. (2014). *Generation Me - Revised and Updated: Why Today's Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*. Alia Books, New York.

Twenge, J., Campbell, K. (2010). *The Narcissism Epidemic: Living in the Age of Entitlement*. Alia Books, New York.

**PROBLEM – The Impact of Statistics**

**Personal Societal Why? Professional**

American Speech-Language-Hearing Association. (2010). Roles and Responsibilities of Speech-Language Pathologists in Schools [Professional Issues Statement]. Available from www.asha.org/policy.  
Ellis, L., Schludecker, C., & Reagin, C. (1995). Effectiveness of a collaborative consultation approach to basic concept instruction in kindergarten children. Language, Speech, and Hearing Services in Schools, 26, 69-74  
Fried, R.L. (2001). The Passionate Teacher: A Practical Guide. Boston: Beacon Press.

**DISCUSSION**

*Understanding the PROBLEM as represented by the STATISTICS is the first step in our road map. As it is for all problem-solving situations, we have to recognize the problem in order to know how to manage it.*

1. How could generational differences and other such influences impact staff relationships in your school setting?
2. Do the IGEN statistics impact you personally, professionally and as a member of society? Do you see evidence of these traits within your school setting?
3. How could this information be used to inform and educate your parent community and/or your school personnel?
4. How could this information be used to advocate for school programming at a district level?

*Our WHY will often inform our Who, What, When, Where and How*

**Personal Road Map**

The second step in our PRM is to assess our personal skills and responsibilities in achieving a goal. As it is for all problem-solving situations, we first acknowledge and identify the problem. We can then see how it applies to us!

**PAST PERSPECTIVE**  
Stories and Studies

**1** PROBLEM Statistics

**2** PRESENT PERSPECTIVE Self Reflections

PROGRAMMING Systems

PLAN Strategies

**How to Use these Self-Reflection Surveys**  
**SOCIAL-EMOTIONAL**

**OPTION ONE:** They can provide insights into our personal and professional understanding of ourselves and others.

**OPTION TWO:** They can be added to our professional toolkit.  
EXAMPLE: Create your own 'self-reflection' activity to raise self-awareness as a staff meeting exercise.

**INSTRUCTIONS**  
Read through each statement and score them accordingly to how you consider yourself to be most of the time:

- 1 = Never
- 2 = Rarely and/or not effectively
- 3 = Most of the time but could improve
- 4 = Most of the time with occasional limitations
- 5 = Consistently and effectively

**PLEASE NOTE:** These surveys do not represent an exhaustive or thorough exploration of these topics. They are simply intended as, **to think about's** that one might consider.

**Present Perspectives – Self Reflection Surveys**

**REASONS TO REFLECT ON OUR OWN CONVERSATION SKILLS**

*Though professionally trained, we may have conversational limitations.*

**EXAMPLE:** Challenges with conversational turn taking could potentially impact relationships with fellow colleagues, teachers and parents.

**REASONS TO REFLECT ON OUR OWN SOCIAL COMMUNICATION SKILLS**

*Though professionally trained, we may have other social limitations.*

**EXAMPLE:** Fear of public speaking could potentially limit our opportunities to educate others (i.e. providing a workshop)

**Present Perspectives – Self Reflection Surveys**

**REASONS TO REFLECT ON OUR OWN EMOTIONAL HEALTH**

*Our emotional health and the quality of our personal relationships affect the quality of life. What happens at home can affect 'who we are' and 'how we function' within our professional setting.*

**EXAMPLE:** In a professional setting, when we come to the staffroom at lunchtime feeling contentment and hope in our own hearts, this emotional energy will likely be welcomed and received.

**REASONS TO REFLECT ON OUR OWN ABILITY TO TAKE OTHERS PERSPECTIVE AND EMPATHIZE**

*Our empathy is rooted in our ability to gain another person's perspective – to see the world through their eyes - to manage our own judgements when their thoughts, feelings, and actions differ from our own. At a more challenging level, it moves us to connect with the emotions they are experiencing so that we can then respond to them in a respectful, caring and socially appropriate manner.*

**EXAMPLE:** We need patience and care for the child with behavioral challenges – to look beyond the behavior and see the heart of the child.

CON conversationally speaking	1	2	3	4	5
I feel comfortable making eye contact with others.					
I take time to smile or verbally greet people within the general public.					
I take time to smile or verbally greet my colleagues, friends and family.					
I take time for chitchat with people in new settings (i.e. acquaintances).					
I take time for chitchat with colleagues, friends and family.					
I am an interesting person and have a variety of topics that I enjoy discussing.					
I am good at sharing 'talking time' between my conversation partner and myself.					
When my conversation partner has an interest that is different than mine or of low interest to me, I will demonstrate good listening through my use of verbal and nonverbal messaging.					
When I am in the listener role, I use a variety of comments (i.e. Awesome! Nice!) to show interest in what my conversation partner is saying.					
In most cases, when I make comments, I am doing it with a genuine interest for my conversation partner.					
When I am in the listener role, I initiate questions about my conversation partner's topics of interest.					
When I am in the listener role, I will add 'follow up questions' to extend my conversation partner's turn.					
In most cases, when I ask questions, I am doing it with a genuine interest for my conversation partner.					
I consistently and effectively shift between topics through my use of verbal and nonverbal messaging.					
I consider myself to be an engaging listener (i.e. eye contact, facial expressions, body gestures).					
I consider myself to be an engaging speaker and am capable of holding others' attention.					
I consider myself to be a good storyteller.					
I enjoy rich dialogue on a variety of topics.					
I am sensitive in not overusing facts within a conversation because they can become tedious or boring.					
I have a good sense of timing in conversations – I know when to say the right thing at the right time.					

SOCIALLY SPEAKING	1	2	3	4	5
I am considered to be a friendly person.					
I think I make a good first impression.					
I consider myself to be a polite individual (i.e. using social niceties).					
I feel comfortable walking into a room of strangers and choosing to engage with others or sit quietly on my own and simply enjoy my surroundings.					
I feel comfortable introducing myself to others and can easily make light chitchat in social settings.					
When I am in a social setting, I will take the time to approach the lone individual who is not socially engaged.					
I feel comfortable introducing one person to another and can easily nurture the social interactions as two strangers become familiar with each other.					
I feel confident in starting new relationships with colleagues and/or potential friends.					
I have a positive history of maintaining friendships.					
I have a good sense of humour.					
I feel confident entering into or exiting conversations skillfully.					
I feel comfortable speaking in front of others (i.e. public speaking).					
I feel confident justifying or asserting my opinion within a debate.					
I feel confident giving and receiving constructive criticism.					
I feel confident negotiating and/or compromising with others when opinions differ.					
I am good at filtering my own opinions by weighing the outcome before expressing them.					
I recognize social situations that are beyond my control and refrain from trying to fix them.					
I try to think the best of others unless proven otherwise.					
I am comfortable taking the lead in a conversation or in a group discussion.					
I consider myself to be a 'team player' and am good at collaborating with others.					

EMOTIONALLY SPEAKING	1	2	3	4	5
I feel happy or content most of the time.					
When I am having an 'off day', I will reflect on my emotions.					
I am good at dealing with disappointment or failure					
I am good at dealing with embarrassment.					
I am good at working through my emotions and regulating my reactions when I feel criticized.					
I am good at expressing my feelings in a constructive manner.					
I am a good sport when I don't get my own way.					
I am respectful of other's opinions when they strongly differ from my own.					
I am good at recognizing when I need to self-manage my feelings, my words and my actions.					
I am gracious when compliments are given to me and am thoughtful in offering them to others.					
I am good at forgiving others whether they apologize to me or not.					
I am good at forgiving myself when I make a mistake.					
I am willing to admit to others when I make a mistake and apologize for it.					
I stay calm when others are bothering me.					
I am not afraid when I experience extreme emotions (i.e. anger, hatred) and will take the time to consider why I am feeling this way.					
I feel comfortable setting boundaries in relationships that are unhealthy for me.					
I am good at managing my own time on social media and model this for others (i.e. children, friends).					
I am aware of my need to sustain healthy relationships with others for my own mental health.					
I feel that I can be a good emotional support to others.					
I have at least three people in my life with whom I can share my heart.					

EMPATHETICALLY SPEAKING	1	2	3	4	5
I value nurturing healthy and positive relationships with my colleagues, friends and family.					
I take the time to notice and value others by expressing my appreciation for them.					
I have a natural curiosity to learn about others.					
I am thoughtful with others within the general public (i.e. being discreet with my phone conversations).					
I can often understand how others are feeling before they tell me.					
I am intentional in putting my phone away when I am having a face-to-face conversation with someone.					
I will set aside my own schedule to talk with someone who is emotionally distressed.					
I have empathy for others who are less fortunate than myself.					
I am happy to talk with others about their interests and experiences rather than my own.					
I try to look beyond the exterior (i.e. physical appearance, financial status, position of power) to consider the heart or intentions of another individual.					
I think about my pets needs and will care for them accordingly - keeping them warm, safe and loved.					
When I see an animal in distress, I will take the time to consider what I can do to help it.					
When I am upset with family members or friends, I will try to see the situation from their perspective before reacting to them.					
I do the work that I do because I have a deep love and concern for the wellbeing of children.					
When a child misbehaves, I will take the time to consider 'why' this is happening before reacting.					
I am concerned for the needs of the elderly.					
I see the elderly population as individuals who have rich life stories that are worthy of exploring.					
I feel comfortable talking with someone who is struggling through grief or trauma.					
I take note of panhandlers and consider my reactions towards them.					
I can regulate my thoughts and emotions when I am speaking with someone whose opinions and beliefs are drastically different from my own.					

### DISCUSSION

*Understanding our PRESENT PERSPECTIVES as represented by the SELF REFLECTIONS is the second step in our road map – After assessing the problem, we can then see how it applies to us!*

1. How relevant is it that we consider these personal aspects within our professional roles?
2. Could this information be used in the context of your connections with parents, school personnel or district administrators?

### Present Perspectives – Self Reflection Surveys

#### REASONS TO REFLECT ON OUR OWN SERVICE DELIVERY SKILL SET *As we are informed, then we too can inform others.*

**EXAMPLE:** There may be an opportunity to advocate for a Mentorship Training program within your school setting. Knowing the limitations and opportunities will guide your ability to implement it effectively.

#### REASONS TO REFLECT ON OUR SOCIETAL VIEW

*There is value in learning to read the social climate within a school environment or society at large.*

**EXAMPLE:** There may be a localized dispute between educators and administration. An SLP will better know how to respond OR not respond to the scenario because he/she has taken the time to be aware of its presence.

### How to Use these Self-Reflection Surveys

#### MULTI TIERED SYSTEMS OF SUPPORT

**OPTION ONE:** It can provide insights into our own professional understanding for the curriculum.

**OPTION TWO:** It can be added to our professional toolkit.

**EXAMPLE:** Create your own 'self-reflection' activity to raise self-awareness about the curriculum as a staff meeting exercise.

**INSTRUCTIONS**  
Read through each statement and score them based on your own knowledge and/or opinion:  
 1 = Strongly Disagree  
 2 = Moderately Disagree  
 3 = Agree  
 4 = Strongly Agree  
 5 = Other (i.e. undecided, it depends or does not apply)

**PLEASE NOTE:** These surveys do not represent an exhaustive or thorough exploration of these topics. They are simply intended as, **to think about's** that one might consider.

MULTI TIERED SYSTEMS OF SUPPORT					
	1	2	3	4	5
have a good understanding of the Multi Tiered Systems of Support (MTSS) service delivery model.					
feel confident in explaining the MTSS model to others.					
At this moment in time, I feel that I would know how to best implement this model within my own professional setting.					
feel that my speech department is actively and effectively implementing this model.					
feel that I can have an open dialogue with my SLP colleagues when I lack knowledge or face challenges in implementing this model.					
feel comfortable at the thought of initiating a collaborative relationship with my educational colleagues.					
in the area of social communication, specifically, I feel that my ability to promote social-emotional health within the classroom and/or school community could positively impact student learning.					
in the area of social communication, specifically, I feel excited to explore my potential in impacting the social-emotional development of children within my realm of influence.					
understand how social communication is woven across grade levels and throughout school curriculum.					
feel confident in my ability to advocate for social language instruction at a district level and have ideas on how I could initiate this.					
feel that my school's administration and staff are actively and effectively implementing the MTSS model.					
feel that my school's administration and staff see me as a competent and capable addition to their team.					
feel confident in my ability to provide Pro-D on social communication to my educational colleagues.					
feel comfortable working within a classroom setting.					
have creative ideas on how to implement social language enrichment within a classroom setting.					
feel that fostering healthy teacher-student relationships is essential for a healthy school community.					
feel that as educators, maintaining our own social-emotional health affects our ability to provide instruction on this topic.					
have creative ideas on how to educate parents on social language enrichment within the home environment.					
have creative ideas on how to advocate for social-emotional health within my community.					
feel that my skill set as an SLP could be used to positively impact others locally and/or globally.					

### How to Use these Self-Reflection Surveys

#### SOCIAL CONCERNS

**OPTION ONE:** It can provide insights into our own societal views and sensitivity towards others societal views.

**OPTION TWO:** It can be added to our professional toolkit.

**EXAMPLE:** Create your own activity to raise thought provoking questions as a group exercise at a staff presentation.

**INSTRUCTIONS**  
Read through each statement and score them based on your own knowledge and/or opinion:  
 1 = Strongly Disagree  
 2 = Moderately Disagree  
 3 = Agree  
 4 = Strongly Agree  
 5 = Other (i.e. undecided, it depends or does not apply)

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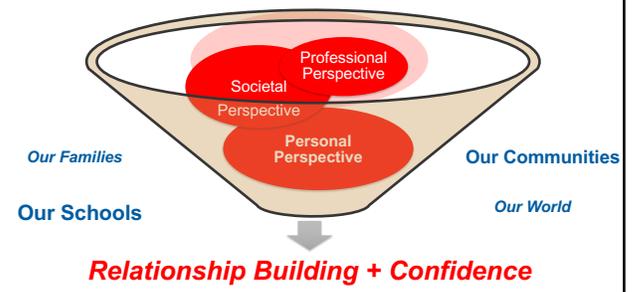
SOCIAL CONCERNS					
	1	2	3	4	5
Social-emotional and behavioural issues appear to be on the rise within today's society.					
Technology has reduced our desire to greet or make light chitchat with others.					
Social media has enhanced our ability to connect with others.					
Mental health issues are continuing to rise within our Gen Z and Alpha children.					
Depression is the leading mental health concern in our world today.					
Social media has a negative impact on mental health.					
Empathy and perspective taking have decreased across generational lines since the introduction of the smart phone.					
In general, the quest for knowledge is decreasing our curiosity and/or desire for human relationships.					
Society has become less tolerant for independent thought.					
Narcissism in society is on the rise.					
Early childhood experiences can impact a child's ability to develop healthy attachments.					
Technology addiction is a societal concern across age levels.					
A child's attachment to significant adults is more important than their attachment with their friends.					
The use of technology for learning should be limited within the classroom setting.					
Face-to-face teaching time should be increased within the classroom setting.					
To prepare our children for the global market, we must be more intentional in addressing their social emotional needs.					
The ability to think collaboratively is more valued in the market place than the ability to be tech savvy.					
I feel knowledgeable in my own understanding of the generational characteristics of Gen Z and Alpha children.					
I feel knowledgeable on the local and global challenges that our Gen Z and Alpha children will be facing.					
I am aware of the impact that globalization will have on our future generations within my own country.					

### DISCUSSION

*Understanding our PRESENT PERSPECTIVES as represented by the SELF REFLECTIONS is the second step in our road map – After assessing the problem, we can then see how it applies to us!*

1. How will your knowledge about and confidence with curriculum impact your ability to fulfill your professional role in your current setting?
2. How could your awareness of societal and/or school culture impact your connections within your school community?
3. Could this information be used in the context of your connections with parents, school personnel, and district administrators?

### PRESENT PERSPECTIVES – The Impact of Self Reflections



## CONVERSATION MODEL

A practical informal tool that can be used to provide a big picture framework for the Conversation Coach to see the many areas that can be involved with social language

### The Conversation Cottage – A Conversational Blue





### Functions of Small Talk

Bonding Ritual – A socially driven form of dialogue

- Time Buyer (i.e. telemarketer)
- Silence Avider (i.e. elevator)
- Time Passer (i.e. amusement park)
- Experience Sharer (i.e. parade)
- Resume Maker (i.e. makes the first impression)
- Relationship Builder (i.e. personal and professional relationships)

Skilled Conversationalists ‘do’ chitchat well!

- Relationship Based
- Generic versus Personalized
- Shared versus Unique
- Rule Governed

Carducci, B.J. (1999). Pocket Guide to Making Successful Small Talk: How to Talk to Anyone Anytime Anywhere About Anything. Pocket Guide Publishing.  
Pulvin, P. (2010). Small Talk, Rapport, and Interpersonal Communicative Competence. *Journal of Business Communication*, 47(4), 455-476.

### Popular Topics, Gender and Culture

Popular Topics and Culture

- Weather
- Family
- Social status
- Economy
- Politics
- Current events

Gender Differences

- Women: Socially oriented – Collaborative – Complimentary – Social niceties –Relational
- Men: Goal oriented – Humor – Competitive

Hoskin, D. (2011). Small talk: are you prepared? Retrieved from: <http://www.yourspin.co/2011/07/28/small-talk-2/>  
Endrass, B. et al. (2011). Culture Related Topic Selection in Small Talk Conversations across Germany and Japan. Retrieved from: <http://dx.doi.org/10.1080/08920000903252929> Endrass, et al. 2011. Culture related topic selection in small talk conversations across Germany and Japan.pdf  
Merchant, K. (2012). How Men and Women Differ: Gender Differences in Communication Styles, Influence Tactics, and Leadership Styles. Claremont McKenna College. Retrieved from: [http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1521&context=cmc\\_theses](http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1521&context=cmc_theses) Tannen, D. PhD. (2001). *You Just Don't Understand: Women and Men in Conversation*. Harper Paperbacks.

### Small Talk Matters

Chitchat or Small Talk

- Socially Driven > Powerful Tool to Build Relationships
- Predictable + Redundant + Rule Governed > Teachable!

*Whether we seek  
Friendship, Family, Romance, or Professional Pursuits –  
Small Talk will often be our open window into realizing the possibilities!*  
- R. Delmonico

Longer Conversation

- More complex + Highly dynamic
- Learned incidentally or taught intentionally
- Less Predictable - Less Redundant + Rule Governed

Carlucci, B.J. (1999). Pocket Guide to Making Successful Small Talk: How to Talk to Anyone Anytime Anywhere About Anything. Pocket Guide Publishing.  
Hobbes, J. Filary, R. (2000). Handling Small Talk at Work: Challenges for workers with intellectual disabilities. *International Journal of Disability, Development and Education*, 47(3), 273-291.

### Agility and Skill Required

VOICE

EYES - FACE - BODY

TOPIC TRANSITIONS

COMMENTS - QUESTIONS

What is needed for a conversationalist to stay  
in the act of conversation for extended periods of time?

### Comments and Questions

Comments and Questions serve a Social Function

- They keep the conversation going – They are Conversation Movers!
- They show that we are listening
- They show that we are interested

Questions serve a Practical Function

- To request information or an item
- To clarify information

Comments and Follow Up Questions serve an Emotional Function

- They are selfless acts
- They show us to be more likeable and caring

Huang, K., Yeomans, M. & Minson, J. A. (2017). It Doesn't Hurt to Ask! Question-Asking Increases Liking. *Academy of Management Proceedings*, 2017(1), 10647. doi:10.5465/ambpp.2017.10647abstract

### Topic Changers

Topic Changers serve a Social Function

- They keep the conversation going – They are Conversation Movers!
- They show that we are listening

Topic Changers serve a Practical Function

- They show in which direction its heading – They are Traffic Controllers!
- They inform the Conversation Partner on the degree of direction change coming (i.e. boomerang changers, natural changers, radical changers)

Topic Changers serve an Emotional Function

- To show that we care and are attentive to our conversation partners needs to make the conversation feel safe and predictable

*Topic Changers are like invisible thread when used well -  
however, trust and comfort is jeopardized when used inefficiently!*

### Nonverbal Communication

Eye Contact – Facial Expression – Body Gestures – Tone of Voice

Nonverbal Communication serves a Social Function.

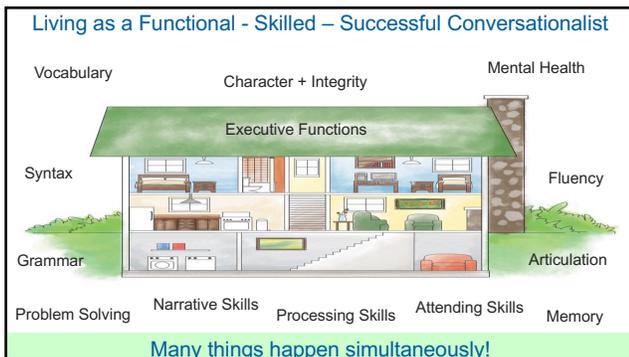
- It shows that we are listening
- It shows that we are interested

Nonverbal Communication serves a Practical Function.

- It allows us to read the possible thoughts, emotions and/or actions of others
- It informs us on how to match others or manage ourselves

Nonverbal Communication serves an Emotional Function.

- It allows us to express our own thoughts and emotions
- It allows others to express their own thoughts and emotions
- It allows us to not only read but also consider and/or respond to the thoughts, emotions and actions of others



**The Community**  
We Observe – We Engage – We Learn

Language Disorders

- Young Child  
Speech Language
- School Aged  
Reading Writing
- Adulthood  
Employment  
Social Emotional  
Adjustment

Wallace, I., Berkman, N., Watson, L., Coyne-Beasley, T., Wood, C., Chhabildas, S., et al. (2015). Screened for Speech and Language Disorders in Children and Younger. A Systematic Review. Pediatrics, Volume 136, Number 2.

**Personal Reflection or Small Group Discussion**

1. Do you know individuals who struggle with their social language skills?
2. What are their areas of difficulties in relation to the Conversation Cottage model?
3. How do their difficulties affect their relationships both personally (i.e. family, friends) and/or professionally?

THE INDIVIDUAL

THE COMMUNITY

A black arrow points from the 'THE INDIVIDUAL' house to the 'THE COMMUNITY' street.