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A Framework for Teaching Conversational Interaction

Presented By:
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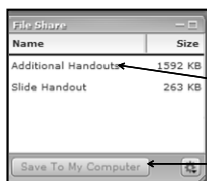

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A FRAMEWORK FOR
TEACHING CONVERSATIONAL INTERACTION

Barbara Hoskins, Ph.D., CCC-SLP

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SpeechPathology.com

The speakers have a proprietary interest in the program, *A Framework for Teaching Conversations*. Its presentation here is simply for instructional purposes.

Why Conversations?

Conversation: What It Takes

Brainstorm 5 to 8 aspects of language or
communication that you think are important for
effective conversational interaction.

Framework for Teaching Conversations

Foundation Skills

Linguistic / Conceptual:

Conceptual Network

Vocabulary

Sentence Structure

Attention and Memory

Organization of Language

Social / Cognitive:

Joint Attention

Perspective-Taking

Turn-Taking

Nonverbal Communication

Language Functions

Given and New Information

Cooperative Principles

Speech Acts

Style Changing

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## Framework for Teaching Conversations

Conversational Moves

Starting a Conversation

Maintaining a Topic

Extending a Topic

Changing a Topic

Requesting Clarification

Responding to Requests for Clarification

Framework for Learning Conversations

Conversational Moves

Foundation Skills

Framework for Learning Conversations

Conversational Moves

↓

Foundation Skills

Framework for Learning Conversations

Conversational Moves

↓ ↑

Foundation Skills
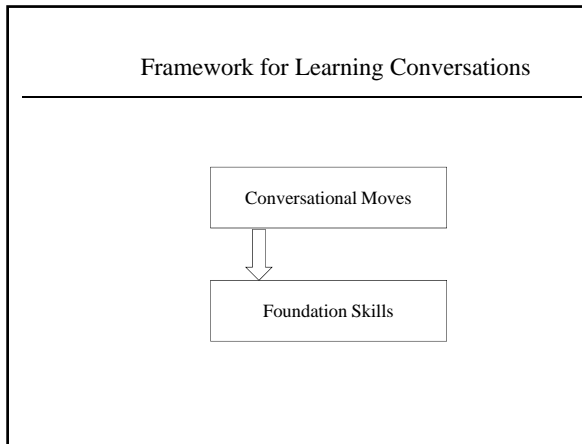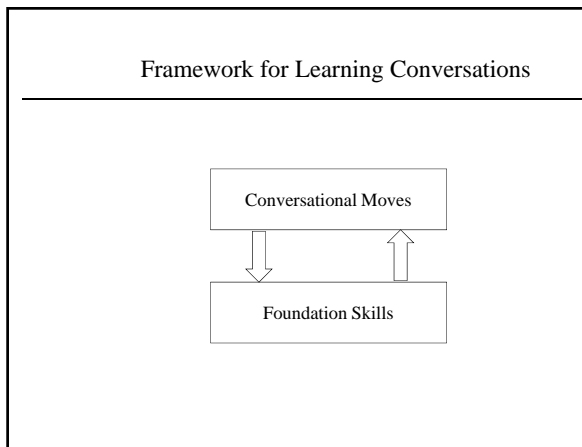
Principles of Intervention

- Language is Learned in Interaction

- Conversation Groups are Facilitated160+

- Sessions are Organized to Maximize Learning

Principle One:
Language is Learned in Interaction

- Language is naturally learned in interaction between caretakers and infants and later further developed in interaction with peers.

- This is where the natural motivation to use language exists.

- To incorporate this principle into intervention, participants should have the opportunity to:
  – Generate their own topics
  – Interact with one another, not only with a therapist
  – Experience authentic feedback

Principle Two:
Conversation Groups are Facilitated

- The therapist facilitates sessions so that the participants have the experience of successful conversational interaction.

- The therapist supports communication by:
  – Moderating
  – Modeling
  – Coaching

Principle Three:
Sessions are Organized to Maximize Learning

- A sequence of sessions is planned to develop conversational moves and build foundation skills.

- Even though all six moves happen during most conversations, each session focuses sequentially on one specific aspect of conversation at a time.

- In addition to teaching conversational moves, activities are planned to teach targeted foundation skills.
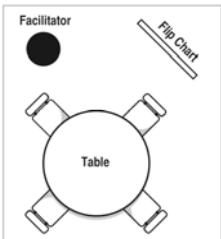
Planning Sessions

- Who to Include

- Physical Set up

- Structure of Sessions

- Providing Points and Feedback

Planning Sessions: Who to Include

- Designed to be implemented with groups
  - Preadolescents, adolescents, or young adults
  - 4-6 (as few as 2 or as many as 12)

- Can include participants with diverse needs
  (e.g., Students with Language Disorders, Learning Disabilities, Behavior Disorders, Autism Spectrum Disorders and Developmental Delays, as well as English Language Learners)

- Consider collaborating with a cofacilitator if groups are larger than 4

Planning Sessions: Room Arrangement

Facilitator

Flip Chart

Table

4 Participants in Chairs

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Planning Sessions: Structure of Sessions

- Discussion: Facilitator orients participants to the group and invites them into the conversation.
  – Greet
  – Ask questions to engage participants
  – Explain purpose

- Guided Conversation: Facilitator sets up opportunities for participants to engage in conversational interaction.
  – Participants engage with one another
  – Facilitator supports the interaction
  or
- Activity: Facilitator chooses activities to build foundation skills that will support participants to be better conversational partners.
  – Set up a foundation skill activity
  – Provide opportunity to practice new skill in guided conversation

Planning Sessions: Providing Points and Feedback

- A sheet of paper is placed in front of each participant to tally points earned during conversations.

- Points are given on an intermittent basis by the facilitator when participants:
  – participate in the conversation,
  – show interest in what others are saying, or
  – use targeted skills.

- Verbal encouragement is also provided.

- Summary feedback is given at the end of each session regarding what worked, what didn't work, and what further work can be done.

Video Tape

Sample Session

Assessment and Progress Monitoring

For the purposes of assessment and progress monitoring data are collected from multiple sources:

- Diagnostic testing
- Rubrics
- Checklists and rating scales

How You Can Use This Framework

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