

The TIF-Lens Series: “Zoom in” on Effective Communication



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Objectives:

You will...

1. Recognize the purpose of the Transitions Integration Framework (TIF)
2. Explore the Effective Communication category of the TIF and its skills
3. Use the A-C-E-S process to integrate Effective Communication skills into a lesson
4. Explore TIF-ing methods to integrate Effective Communication Skills into a classroom at all levels

ACES Webpage @ www.atlasabe.org

- *Transitions Integration Framework:* www.atlasabe.org/professional/transitions
- ACES PLC and Support Materials: www.atlasabe.org/resources/aces

Matching Effective Communication Skills

Read the following Effective Communication (EC) **skills** and decide which EC **sub skills** (below) go with each skill. Write the number of the skill (**1, 2, or 3**) in the small box to the left of each sub skill.

EC Skills: Students will be able to...

Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication

Skill 3: Utilize a variety of technologies for communication

EC Sub Skills: Students will be able to...

- | | |
|---|--|
| <input type="checkbox"/> Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions | <input type="checkbox"/> Express expectations and acknowledge an understanding or acceptance of the expectations of others |
| <input type="checkbox"/> Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls) | <input type="checkbox"/> Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team |
| <input type="checkbox"/> Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work) | <input type="checkbox"/> Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone) |
| <input type="checkbox"/> Employ effective strategies for resolving conflict | <input type="checkbox"/> Repair communication breakdowns respectfully and effectively |
| <input type="checkbox"/> Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media) | <input type="checkbox"/> Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications |
| <input type="checkbox"/> Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately | <input type="checkbox"/> Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch) |

TIF @ a Glance: Effective Communication Snapshot

Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

Skill 1:
SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

Sub Skills:

- a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- b. Repair communication breakdowns respectfully and effectively
- c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- f. Employ effective strategies for resolving conflict

Skill 2:
SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication

Sub Skills:

- a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
- c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

Skill 3:
SWBAT... Utilize a variety of technologies for communication

Sub Skills:

- a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone)
- b. Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media)
- c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

Effective Communication Sample Activities

Look at the Effective Communication category in the complete TIF (pp. 8-13). Given one Effective Communication **skill** from the complete TIF, read the sample activities (including technology activities) that are provided for that skill. Choose one sample activity at the level you teach (Beginning, Intermediate, or Advanced) that interests you.

Fill out the corresponding row on the grid below with your choice. Share with your working group:

- * Indicate the sub skill and activity level
- * Write a brief description of the activity
- * Describe how you might use this activity with your students, including any modifications you would make
- * Share out with the larger group [*Note: You will hear from others about activities from the other 2 Effective Communication skills in order to fill out the other 2 rows of the grid.*]

TIF Category: Effective Communication			
TIF Skill/Sub Skill	Level	Activity Description	How will you tweak it?
<u>Skill 1/Sub skill</u>			
<u>Skill 2/Sub skill</u>			
<u>Skill 3/Sub skill</u>			

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S
<p>Warm-up: NA</p>
<p>Introduction:</p> <ul style="list-style-type: none"> Elicit student responses to the Pre-Reading question. Extend the conversation to provide a number of different examples of greetings and gestures to set the stage for the pre- vocabulary. Preview the vocabulary, referring to examples from the initial conversation, to help students understand the vocabulary
<p>Guided Practice:</p> <ul style="list-style-type: none"> Students (Ss) read the story to themselves first. Ask them a few general questions to assess their general understanding of the story and determine what you need to explain when you read the story to them. Read the story to the Ss, pausing to explain elements as necessary. Repeat the earlier general questions and others you feel are important. Read through the comprehension questions.
<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss read the story independently and try to answer the comprehension questions Ss choose one of the prompts to write about the story.
<p>Extension: NA</p>
<p>Assessment:</p> <ul style="list-style-type: none"> Check through the comprehension questions to see how many they answered correctly. Evaluate the writing to see if they understood the concepts of the story and applied them appropriately.

Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Elicit questions from students (Ss) that they can ask each other to get to know one another. Ss choose 5 of the questions to write on their handout. Ss complete the mix & mingle. Instruct them to use clarifying questions to get accurate information: <i>How do you spell that? Can you repeat that?</i>
<p>Introduction:</p> <ul style="list-style-type: none"> In a small group, Ss discuss greetings and gestures by answering the questions Ss complete a team project by completing a poster with examples of their greetings and gestures. Instruct Ss to use interactive language during their teamwork: <i>What about you? What do you say in your language? Do you want to ____? Etc.</i>
<p>Guided Practice:</p> <ul style="list-style-type: none"> Ss match vocabulary to pictures and definitions. Help Ss categorize vocabulary words into “relationships” and “greetings”. Prepare students for independent practice: Explain the graphic organizer (GO) and how greetings reflect levels of formality. Read through the comprehension questions.
<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss read the story independently and fill in the graphic organizer. Ss answer the comprehension questions. Ss write about the topic. Ss participate in a mix & mingle to learn about one another’s greetings and gestures. Reinforce clarifying questions and interactive language.
<p>Extension:</p> <ul style="list-style-type: none"> Help Ss write 5 questions they will ask a classmate in an interview. Ss interview one another and write the answers in complete sentences using 3rd person singular. Ss take notes on note cards and practice their presentations with a partner. Ss present their classmate to the class, including the classmate’s greeting.
<p>Assessment:</p> <ul style="list-style-type: none"> Check through the comprehension questions to see how many they answered correctly. Evaluate the writing to see if they understood the concepts of the story and applied them appropriately. Evaluate the presentation using the rubric.

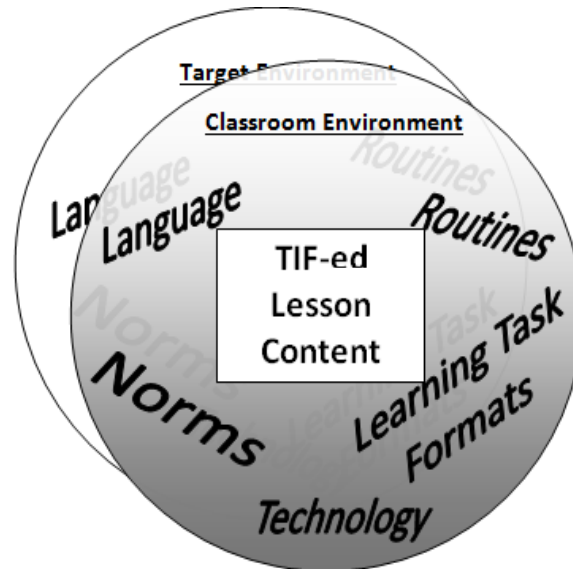
GRID 1: TIF-ing a Lesson



1. The first column outlines standard lesson components.
2. **Assess** the original “Pre-ACES” lesson to identify which TIF skills are addressed in each applicable lesson component.
 - Write the skills in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that integrate *additional* TIF skills.
 - Watch the video lesson. Write these skills in the “Complement” column.
4. **Evaluate** the outcomes of the lesson after instruction using **student evidence**.
 - What evidence of student learning did you see in the video? Note this in the “Evaluate” column.
5. **Study** and reflect about what else the students need as well as what the instructor needs.
 - What more do the teacher and students need? Note in the “Study & Reflect” column.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
Warm-up: Video Time: 0:00 – 4:48	NA			
Introduction: Video Time: 4:48-11:30				
Guided Practice: Video Time: 11:30-11:47				
Independent Practice: Video Time: 11:47-13:19				
Extension: Not featured: see lesson plan	NA			
Assessment:				

TIF-ing Methods



TIF-ing Methods

This TIF-ing the Classroom model presents the classroom environment as a mirror of the target environment, i.e. the environment into which your students plan to transition such as post-secondary education and training, the workplace, or increased participation in one's community or family. Inside the box, is the lesson content with integrated TIF skills. Outside the box, within the circle of the classroom environment, are the methods we can use to integrate TIF skills regardless of lesson content.

- **Routines:** a sequence of *actions* regularly followed; a routine *process*
- **Norms:** standards of acceptable *behavior*; *expectations* within a specified context
- **Learning Task Formats:** routine *structures* for activities and tasks that provide practice of lesson content
- **Language:** *vocabulary* and *language structures* that are necessary to effectively address a specified TIF skill
- **Technology:** technology use that mirrors what is necessary in the “target” environment.

These methods can be labeled in more than one way. For example, setting up the expectation for students to email completed assignments is both *technology* and a *norm*. Expecting students to speak courteously in class is a *norm* but when you highlight the necessary language structures to do this effectively (e.g. Could/can/may I...), it is also a *language* method. The important thing to note is that all of these methods provide a way to reinforce TIF skills consistently and authentically regardless of lesson content.