



THE TIF-LENS SERIES: “ZOOM IN” ON EFFECTIVE COMMUNICATION

Lia Conklin Olson
ACES Project Lead
ATLAS, Hamline University, MN

WHO'S WHO?



- Presenter: Lia Conklin Olson (ACES Project Lead, Beg. & Interm. ESL Teacher)
- Who teaches...
 - GED?
 - Low/Inter. ABE?
 - Low-level ESL?
 - Inter/Adv. ESL?
 - Multi-level?
 - In a 1-room schoolhouse?

Who's a manager or coordinator?

Who did I miss?

AGENDA

Today we will...



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



ACES

ACADEMIC, CAREER, & EMPLOYABILITY SKILLS

MISSION

To ensure that ABE programs are able to provide effective contextualized instruction integrating post-secondary education and training readiness, employability skills, and career readiness *at all levels.*

EFFECTIVE COMMUNICATION: MATCHING SKILLS & SUB SKILLS

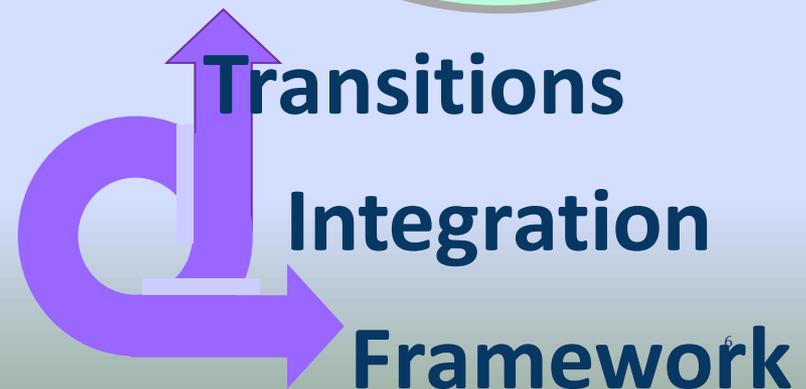
- Read the Effective Communication (EC) skills on your handout.
- Read through each of the EC sub skills below.
- Decide which EC skill (1, 2, or 3) goes with each of the sub skills.
- Write the number of the skill (1, 2, or 3) in the small box to the left of each sub skill
- Check you answers with the EC snapshot.

TIF: TRANSITIONS INTEGRATION FRAMEWORK

Complete TIF contains:

- Categories & definitions
- Skills & sub skills
- Sample activities ranging from simple to complex
- Sample technology ideas to practice skills
- Ideas to contextualize for community, school, or work

Outlines the skills needed for successful transitions .
Serves as a guide for integrating transition skills into instruction.



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

EC: Skill 1-Sub Skill a: Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications

		Complexity →		
Sample Activities	Role play basic scenarios* using rote phrases, posted in the classroom to request clarification (e.g., Excuse me? Can you repeat that?) and provide basic clarification as requested (e.g., I said... I meant...).	Role play scenarios* utilizing a variety of phrases, created by students and posted in the classroom, to request and offer clarification as requested.	Discuss situations* in which asking for clarification is crucial. Discuss possible consequences that may result for not getting clarification. Write two contrasting scenarios; one with consequences for not requesting clarification, the other with better results after requesting clarification.	
Technology Activities:	Record phrases to request clarification (e.g., Excuse me? Can you repeat that?) using technology (e.g., iPad, <i>vocaroo.com</i> , <i>audacity</i>). Listen to the phrases and evaluate accuracy and pronunciation (needs work, so-so, good).	Record scenarios to request and offer clarification using technology (e.g., iPad, <i>vocaroo.com</i> , <i>audacity</i>). Listen to the scenarios and evaluate accuracy and pronunciation (needs improvement, so-so, good, excellent).	Use email or online inquiry form to request clarification or to respond to requests for clarification regarding contextualized-topics.*	
Contexts	Community	* Grocery store, bank	* Grocery store, library, bus stop	* Banking information, billing issues
	School	* Classroom	* Classroom	* Questions regarding homework
	Work	* Workplace	* Workplace	* Paycheck error, clarifying instructions

“ZOOM IN” ON EFFECTIVE COMMUNICATION : COMPLETE TIF SAMPLE ACTIVITIES

- Given one EC skill (1, 2, or 3), look at the sample activities provided for that skill.
- Look at the column of the grid that most closely corresponds to the level of your students.
- Find one sample activity to consider using with your students. (Consider tech examples as well)
- Fill out the chart w/ the sub skill, level, activity description and “tweaks” you would make to the activity for you students
- Share with the group.

GIVE ME AN **A!** THE **ACES** PROCESS

A **ssess** instruction/materials/curriculum to identify where TIF skills are addressed

C **omplement** to intentionally integrate TIF skills

E **valuate** outcomes after delivering lesson/using materials/trying the activity

S **tudy** and reflect

What else do students need?

What else do I need?

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STEP 1: ASSESS

1. Read and **ASSESS** the Pre A-C-E-S Lesson to determine what EC skills and sub skills are being addressed
 - Look at each lesson component on the Pre & Post ACES side-by-side lesson plan
 - Identify the EC skills and sub skills it addresses. (Refer to the “TIF @ a Glance: EC Snapshot”)
 - Note the skills and sub skills in the “Assess” column for each lesson component (e.g. EC 1a, 2b)
2. Share out the skills and sub skills your group identified in the lesson

PRE-ACES LESSON PLAN

INTRODUCTION: PRE-READING



Questions:

How have you seen people greet each other?

Definitions:

- Greet – to speak with friendly words and/or actions when meeting someone
- Common – happening often; usual
- Stranger – a person you don't know
- Friend – a person you know well and like



PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA			
Introduction	EC 2a			
Guided Practice				
Independent Practice				
Extension				

PRE-ACES LESSON PLAN

GUIDED PRACTICE: READING



Greetings

Pam and Bob have never met before. They do not know each other. They meet one day at work. “Hi,” says Pam. “I’m Pam.” “Hello,” says Bob. “I’m Bob.” “It’s nice to meet you.”

Bob holds out his right hand. Pam shakes his hand. This is a common way for strangers or friends to greet each other.

Kim and Kris are sisters. Kim lives in New York. Kris lives in Texas. They live hundreds of miles apart. They do not see each other often.

Kris flies to New York to visit Kim. Kris gets off the airplane and gives Kim a big hug. This is a common way for close friends or family members to greet each other.

PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA			
Introduction	EC 2a			
Guided Practice	EC 2a-2b			
Independent Practice				
Extension				

PRE-ACES LESSON PLAN

INDEPENDENT PRACTICE: POST-READING

Part 1: Reading Comprehension

1. Were Pam and Bob friends or strangers before they met? _____
2. Where did Pam and Bob meet? _____

3. How did they greet each other? _____

4. Where does Kris live? _____

5. How do close friends and family members greet each other? _____

Part 2: Writing

Choice A: Retell the story in your own words.

Choice B: Write about how you greet strangers, friends, and family members.

PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA			
Introduction	EC 2a			
Guided Practice	EC 2a-2b			
Independent Practice	EC 2a-2b			
Extension	NA			
Assessment	EC 2a-2b			

STEP 2: COMPLEMENT

1. Now watch the video clip of the “Post-ACES” TIF-ed lesson one segment at a time. http://youtu.be/LO_JYARhWyY
2. How did the teacher **COMPLEMENT** the lesson with additional EC skills and sub skills for each segment?
 - Refer to the TIF @ a Glance EC Snapshot.
 - Note the skills and sub skills on GRID 1 in the “complement” column.
3. Share out skills & sub skills

POST-ACES LESSON PLAN

WARM-UP

Warm-up: *[video time: 0:00-4:48]*

- 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:
How do you spell that? Can you repeat that?

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	EC 1a-1b; 1e		
Introduction	EC 2a			
Guided Practice	EC 2a-2b			
Independent Practice	EC 2a-2b			
Extension	NA			

POST-ACES LESSON PLAN

INTRODUCTION

Introduction: [Video Time: 4:48-11:30]

- 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: *What about you? What do you say in your language? Do you want to ___? Etc.*

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	EC 1a-1b; 1e		
Introduction	EC 2a	EC 1a-1e; 2a		
Guided Practice	EC 2a-2b			
Independent Practice	EC 2a-2b			
Extension	NA			

POST-ACES LESSON PLAN

GUIDED PRACTICE

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Guided Practice: [Video Time: 11:30-11:47]

- 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.

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	EC 1a-1b; 1e		
Introduction	EC 2a	EC 1a-1e; 2a		
Guided Practice	EC 2a-2b	EC 1a; 2a-2b		
Independent Practice	EC 2a-2b			
Extension	NA			

POST-ACES LESSON PLAN

INDEPENDENT PRACTICE

2⁵ Independent Practice: *[Video Time: 11:47-13:19]*

- 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.

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	EC 1a-1b; 1e		
Introduction	EC 2a	EC 1a-1e; 2a		
Guided Practice	EC 2a-2b	EC 1a; 2a-2b		
Independent Practice	EC 2a-2b	EC 1a-1e; 2a-2b		
Extension	NA			

POST-ACES LESSON PLAN EXTENSION

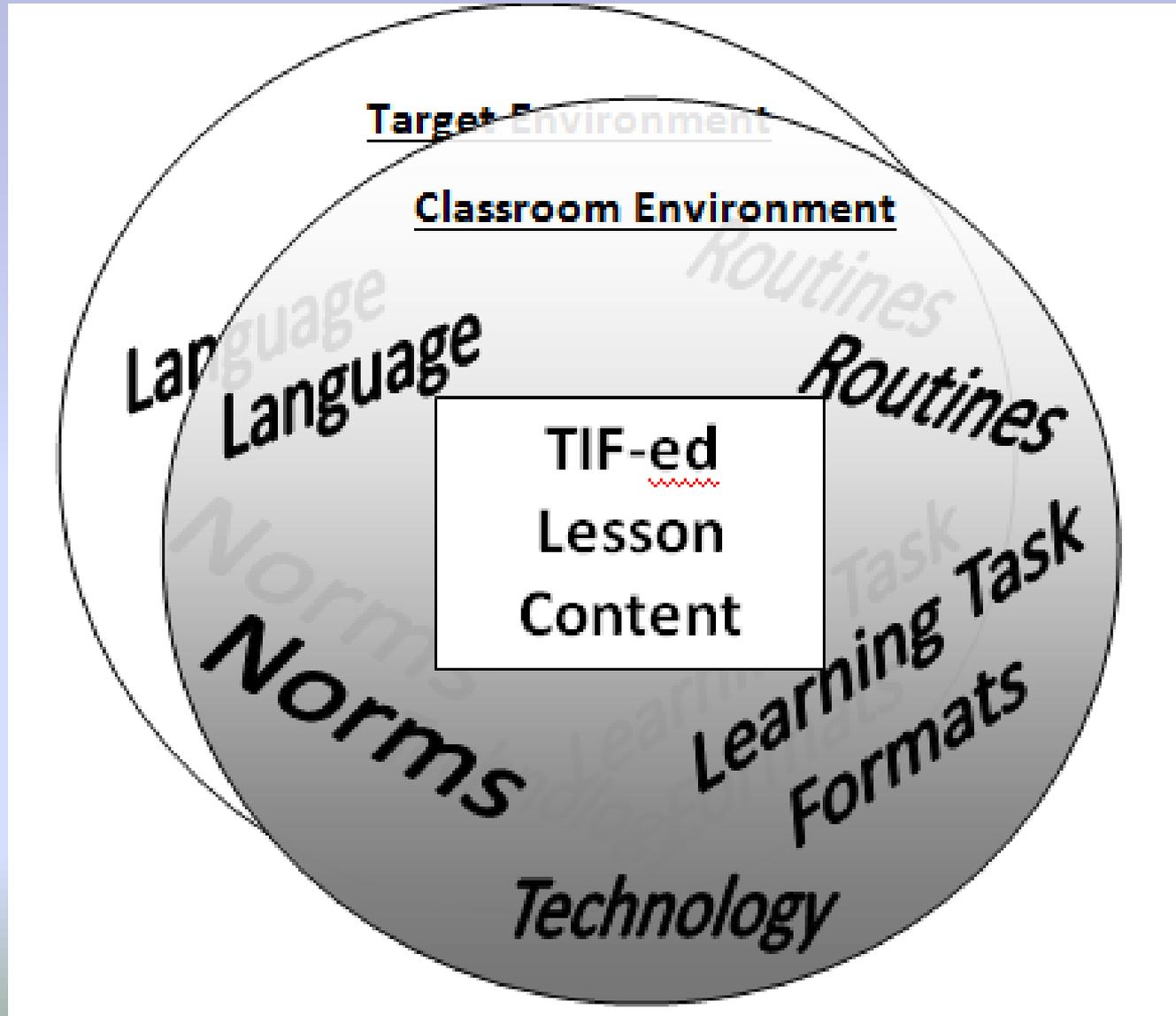
²⁷ Extension: *[Not featured in video]*

- 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.

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	EC 1a-1b; 1e		
Introduction	EC 2a	EC 1a-1e; 2a		
Guided Practice	EC 2a-2b	EC 1a; 2a-2b		
Independent Practice	EC 2a-2b	EC 1a-1e; 2a-2b		
Extension	NA	EC 1a-1e; 2a-2c		
Assessment	EC 2a-2b	EC 1a-1e; 2a-2c		

TIF-ING YOUR CLASSROOM



TIF-ING METHODS DEFINITIONS

- **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.

WHICH TIF-ING METHOD IS WHICH?

- TIF-ing methods can be labeled in more than one way:
 - Expecting students to email assignments is both *technology* and a *norm*.
 - Expecting students to speak courteously is a *norm* but when you highlight the language structures (e.g. Could/can/may I...), it is also a *language* method.
- The important thing is that all of these methods reinforce TIF skills *consistently* and *authentically* regardless of lesson content.

WHICH IS WHICH? GROUP ACTIVITY

- Look at the example of each TIF-ing method and match it to a TIF-ing method label.
- Although there is one primary method for each example, they may match to other methods as well.
- Prepare to give a rationalization for matching the methods the way you did.

ROUTINE!

Example 1: Daily Question

- Write the “Daily Question” on the board. This question can be as simple as “What did you do last night?” or as complex as giving an opinion on a controversial topic. Using the question as a warm-up for the upcoming lesson is a good way to access student prior knowledge and prepare them for the lesson to come.
- First students write the question and their complete answer to the question.
- Students then travel around the room collecting other students’ answers to the question. For lower-level students, you may want to use a grid template to help them organize this information.
- After 5 minutes, students share out the answers they collected.
- The data is written on the board and general patterns and trends are discussed.
- These patterns can be used to generate deeper discussions if desired.
- Finally, students use the data on the board to write a short paragraph in their journals about the data & discussion.

NORM!

Example 2: Teamwork

- Working with a team is an important part of education and the workplace. In this class, you will often be required to work in a team. It is important that you take responsibility for your role in the team and complete the tasks you agree to do. It is also important to participate in the group discussions, giving your input in a positive and constructive way.

LANGUAGE!

Example 3: Using Polite Language and Tone

- It is an expectation in this class that we treat each other with respect and courtesy. One way to show respect is to make requests using polite language and tone. When you need help or simply want to get clarification, using the following phrases is the courteous way to achieve this:
- I would like... --Instead of -- I want/need...
- Could you.../Can you... --Instead of -- Give me...
- Could I.../Can I.../May I... --Instead of -- I'm going to...

LEARNING TASK FORMAT!

Example 4: Survey Template-Oral

Ask your classmates the questions. Put a tally (/) in the correct box.

Questions	Choices			
<i>Example: What is your goal after getting your GED?</i>	<i>Vocational training</i>	<i>2-year degree</i>	<i>4-year degree</i>	<i>Certificate program</i>
	<i>////</i>	<i>///</i>	<i>//</i>	<i>////</i>

Class Survey

Questions	Choices			

TECHNOLOGY!

Example 5: Emailing for requests

- At work, the manager may be too busy to answer all your questions. Or, you may be at home and realize there is some information you need from your manager. Calling him or her is not the best way to handle this situation. Many managers feel that phone calls are disruptive. However, sending an email is a great way to get the help you need while still respecting your manager's time. Be sure to be courteous when requesting information.
- For this class, it is important that you learn this work skill. Therefore, you will be required to use email on a regular basis to get the help you need. When you finish this class, you will know how to access your email account and how to use it appropriately.

THINK-PAIR-SHARE:

TIF-ING YOUR CLASSROOM: DISCUSSION

1. What is a TIF-ing method in your classroom that already addresses one or more of the EC sub skills?

2. Briefly describe it to your partner.

ACES 6-PACK ABES*! THE MUSCLE BEHIND THE MISSION!

**ADULT BASIC EDUCATION SUPPORT*

1. **ACES Resource Library 6-pack:**
www.atlasabe.org/resources/aces
 - Pre & Post A-C-E-S Lesson Plan (3-pack)
 - TIF-ed Lesson Video
 - PowerPoint with Workshop Handouts and Activities
 - Bonus pack of TIF-ing methods
2. **ACES Face-2-Face PLC s**
3. **ACES Hybrid PLCs**
4. **ACES Regional Workshops**
5. **ACES Webinars**
6. **ACES Collaborations**



ACES RESOURCE LIBRARY

- ACES *Transitions Integration Framework* (TIF) at ATLAS website:
www.atlasabe.org/professional/transitions
 - *Complete TIF with sample activities and technology activities*
- ACES PLC and Support Materials
www.atlasabe.org/resources/aces
 - *Under construction: Sample pre and post TIF-ed lessons and classroom videos for each category of the TIF*

ACES RESOURCE LIBRARY

<http://atlasabe.org/resources/aces>

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ACES Resources

More info coming soon!

To learn even more about ACES in Minnesota ABE, visit the [ACES page](#).

If you are having trouble finding what you are looking for, try using the **SEARCH** function in the box above.



ACES RESOURCES

ACES PLC Facilitation
Effective Communication
Critical Thinking
Self-Management

THANK YOU!!

