

3. Transitions Integration Framework (TIF)

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:

- Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- Repair communication breakdowns respectfully and effectively
- Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- Express expectations and acknowledge an understanding or acceptance of the expectations of others
- Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- 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, requesting homework extensions
	Work	*Workplace	*Workplace	* Paycheck error, clarifying instructions

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EC Skill 1-Sub Skill e: Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team				
Complexity 				
	Sample Activities	Work in a small group to write a short story about a particular topic.* Each group member should contribute at least 1 sentence. Actively encourage the participation of each group member (What do you think? What would you add? How do you like this?).	Design a building or room in a building, (using paper or-manipulative materials such as Legos or modeling clay-for a specific place.* Actively encourage the participation of each group member (What do you think? What would you add? How do you like this?).	Work in a team to plan (utilizing online resources) and organize a volunteer opportunity or event.* Actively encourage the participation of each group member (What do you think? What would you add? How do you like this?).
	Technology Activities:	Complete a simple website scavenger hunt small- group jigsaw activity in which each group member answers 2-3 questions from a different section of the website and then shares it with the group so that all members complete all the answers.	Complete a website scavenger hunt small-group jigsaw activity in which each group member browses a different section of the website, answers a set of questions, and shares the answers with the group so that all members complete all the answers.	Use Google docs or other online collaborative tool to plan an activity or event. Actively encourage the participation of each group member (What do you think? What would you add? How do you like this?) by using the online tool's "comments" function.
Contexts	Community	* The beach, the park, the library, the grocery store	* Your neighborhood, community area	* Read to children at a local school, visit a senior center, collect trash at a local park
	School	* Taking a test, meeting the teacher, using computers, the first day of school	* School	* Student art fair, cultural fair, potluck, open house for new students
	Work	* Going to an interview, asking for help, changing your schedule, requesting vacation	* Workplace	* Job fair, visit to a workforce center, informational interviews with prospective employers

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Effective Communication (EC) Continued...			
Skill 2: SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication			
Sub Skills: <ol style="list-style-type: none"> Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls) Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch) 			
EC Skill 2-Sub Skill a: Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately			
Complexity →			
	Sample Activities Match pictures of gestures commonly used in a variety of contexts or situations* to corresponding words or phrases (hand shake = Nice to meet you). Demonstrate gestures when cued by words or phrases.	Role-play contrasting contextualized scenarios* in which body language (particular gestures, levels of eye contact, and personal space boundaries) are appropriate or inappropriate. Evaluate the interactions to determine which form of body language is appropriate in which situation. Develop norms for these interactions.	Write about or discuss misunderstandings that have arisen in different contexts* due to unfamiliarity with or the inappropriate use of gestures or body language. Describe why it was a problem, how it was resolved or could have been resolved, and how gestures and body language impact our perceptions of one another and how these perceptions may shape our experience. Use evidence to support your statements.
	Technology Activities: Watch online videos of interviews and identify the “Do’s” and “Don’ts” of interview body language (e.g., eye contact, squirming, posture). Create a list of “Do’s and Don’ts” regarding interview body language.	Watch online videos of interviews and evaluate the interviewees’ body language (e.g., eye contact, posture). Create a list of “Do’s and Don’ts” regarding interview body language. Demonstrate appropriate body language in a mock interview.	Record one another’s mock interviews. View the videos and evaluate oneself and one’s peers in regards to the body language (e.g., eye contact, posture) demonstrated in the interview. Determine how to improve one’s interview by modifying body language.
Contexts	Community	* Store, bank, talking to a neighbor	* Store, bank, talking to a neighbor
	School	* Classroom, talking to your classmates or teacher	* Working with a group in the classroom, speaking with the teacher
	Work	* Workplace, talking to a co-worker or supervisor	* Workplace, talking to a co-worker or supervisor

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EC Skill 2-Sub Skill b: Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)				
Complexity 				
	Sample Activities	Identify something one might like to change in a particular setting* and brainstorm who to contact to implement the improvement and how to make contact.	Complete a simple grid with the pros and cons of using a particular form of communication (considering level of formality and direct contact vs. use of technology) to contact a person or group.* Evaluate the best option based on the grid.	Determine a need in the community. Choose the most appropriate form of communication (considering level of formality and direct contact vs. use of technology) and use it to express your suggestions for improvement.*
	Technology Activities:	Compare two simple emails, one to a friend and one to a supervisor, and identify the differences in format and vocabulary (e.g., <i>Hi</i> vs. <i>Dear</i> , <i>See ya</i> vs. <i>Sincerely</i>). Using the emails as a guide, email a friend or one's teacher.	With one's class, examine several emails used for different purposes and develop guidelines and vocabulary appropriate to each level of formality/purpose. In a small group, each member receives a different communication scenario and emails everyone in the group according to his/her scenario. Evaluate one another's emails for appropriate level of formality using the guidelines developed.	Brainstorm multiple purposes for communication. Determine appropriate electronic communication type (e.g., email, text message, chat) for each purpose. Discuss levels of formality and develop guidelines with appropriate vocabulary and format for each. Create a communication scenario and practice appropriate e-communication with a partner. Evaluate one another's communications using the guidelines developed.
Contexts	Community	* Cleaner parks, more street lights, story time at the library	* Community leader	* Cleaner parks, more street lights, story time at the library
	School	* Different school schedule, more books, more computers, more tutors	* Teacher, admissions officer	* Different hours, more books, more computers, more tutors
	Work	* Better break room, more vacation, better benefits	* Manager, human resources	* Better break room, more vacation, better benefits, higher pay

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Effective Communication (EC) Continued...			
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)			
EC Skill 3-Sub Skill a: Evaluate and use appropriate technology tools (e-mail, texting, Skype, social media, cell phone) for clear and meaningful interactions to suit purpose and audience			
Complexity			
Sample Activities	Match names of technology tools to physical examples or pictures (e.g., email, text, Skype). Compare technology examples to other modes of communication (e.g., email = letter, text = phone call replacement). Evaluate one's perception of these tools (like/don't like, easy/hard) and decide which tool is best for communications in specific situations.*	List tools one has used for communication including technology-based and non-technology-based tools. Use a Venn diagram to compare two similar technology tools from that list (e.g., text vs. email). Using this comparison, choose a tool and use it given a communication scenario.*	Create a timeline of communication tools beginning with the year 2000 by conducting online research. Cite the web sites used by listing the URLs. List the most current technology tools used for communication and decide which communication purposes and/or contexts* are most suited for each tool. Provide rationale for one's decisions.
Technology Activities:	In a small group, read a simple communication scenario and choose which technology tool—email, texting, or calling—to use. Visit the classroom station set up to practice that tool and use the tool to respond to the scenario. Repeat with another scenario.	In a small group, read several communication scenarios. Choose one and decide which technology tool—email, texting, calling, Skype, or Facebook—to use. Visit the classroom station set up to practice that tool and use the tool to respond to the scenario. Repeat with another scenario.	Brainstorm multiple tools (e.g., email, texting, chat, Skype, Facebook) used for electronic communication. Create a chart that outlines appropriate purposes for each communication type. Create a scenario with clear communication purpose. Choose an appropriate communication tool and practice using it with a partner.
Contexts	Community	* Contact a neighbor, banker	* Contact a friend to say you'll be late, find out about library hour
	School	* Contact a classmate, teacher	* Contact a teacher about assignment due date
	Work	*Contact a co-worker, supervisor	* Contact a co-worker to cover a shift, communicate with supervisor

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EC Skill 3-Sub Skill 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)				
Complexity 				
	Sample Activities	Classify actions (turning phone off, sending a text, playing a computer game) as appropriate or inappropriate in different situations.* Discuss how others might react to one of these situations.	Search for online or print guidelines surrounding the appropriate use of technology in different situations or contexts. Discuss the guidelines and make suggestions for changes or additions.	Create and publish (PowerPoint, podcast, <i>Pinterest</i>) a set of guidelines for using technology appropriately in a chosen situation or context.*
	Technology Activities:	Classify actions around cell phone use in class as appropriate or inappropriate. Create guidelines for cell phone use in class and follow these guidelines on a daily basis.	Given technology guidelines above, follow these guidelines in class on a daily basis.	Given technology guidelines created above, follow these guidelines in class on a daily basis.
Contexts	Community	* Meeting with a community leader, waiting in line at the post office, studying at the library	* A variety of community settings	* Meeting with a community leader, waiting in line at the post office, studying at the library
	School	* In a meeting with one's teacher, during a class lecture, studying in the student lounge	* At school	* In a meeting with one's teacher, during a class lecture, studying in the student lounge
	Work	* Meeting with one's boss, in the employee break room, at one's work station	* At work	* Meeting with one's boss, in the employee break room, at one's work station