

Skill Area(s): Conversation Skills
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Communication Evaluation

Level: beginner, intermediate, advanced

Goal: to help students look at skills needed in conversations and how well they are using them

Materials needed: Social Communication Self Evaluation handout, Speaking & Listening Reports

Activity:

- Give each student the self evaluation handout.
- Discuss each item and what it means, looks like or sounds like.
- Have students fill out the self evaluation.
- Review as a group or individually.
- Set goals for the group or with each student.

There are two versions of speaking & listening reports. These could be used by students in the classroom. They could also be completed by an adult in the room.

Follow up suggestions:

- Present only portions of the evaluation form at a time and focus on that skill with the group.
- Role-play the skills
- Use the form to evaluate a character from a movie or TV show as you watch it.
- Form may need to be modified for beginner level.

Social Communication Self-Evaluation

Listening:

- _____ I show others I am listening by looking at the speaker
- _____ I show others I understand them by nodding, using appropriate facial expressions, or making appropriate comments.
- _____ I ask for repetition when I did not hear.
- _____ I ask for clarification or more information when I did not understand.
- _____ If I need to interrupt, I do so politely.

Speaking:

- _____ I face the people to whom I am speaking.
- _____ I make eye contact with my listeners.
- _____ I use appropriate loudness for the situation.
- _____ I use a soft voice for private or confidential communications.
- _____ I use moderate loudness in conversational situations.
- _____ I project my voice when speaking to a group or in a noisy setting.
- _____ I adjust the loudness of my voice based on the reaction of my listeners.
- _____ I speak at a moderate rate, or more slowly if my listener requests it.
- _____ I speak with clear diction so my listeners can understand me.
- _____ I watch for the reaction of my listeners and adjust my speech accordingly.
- _____ I repeat or clarify what I have said if my listeners do not understand.

by Carol Carpenter, Bucks County Intermediate Unit #22, 8/2001

Speaking & Listening Report

Put a check next to the good listening behaviors that you used in each class.

_____ I sit still in my chair, facing the table, to show I'm ready.

_____ I look at the teacher when she is talking.

_____ I listen for directions before I start to work.

_____ I wait for my turn before I talk.

_____ I stay on the subject.

_____ I sit still in my chair, facing the table, to show I'm ready.

_____ I look at the teacher when she is talking.

_____ I listen for directions before I start to work.

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_____ I stay on the subject.

Speaking & Listening Report

Use this report to keep track of the skills that you are developing. Highlight the strategies that you are using when interacting with a child. After working with a student, go through your self selected skill list, and check those you used successfully during a learning activity.

Listening & speaking skills	Monday	Tuesday	Wednesday	Thursday	Friday
Speak slowly. Set the conversational pace.					
Gain the child's attention before speaking.					
Rephrase often. Use short sentences.					
Maintain eye contact with the child.					
Slow down the conversational exchange by waiting a few beats before responding.					
Show you are listening through your facial expression and body language.					
Provide verbal commentary. Talk about what you are doing. Talk about what the child is doing.					
Talk about what the child wants to talk about.					
Rephrase and expand on the child's utterances.					
Use new words. Repeat them and pair them in conversation with known words.					
Help the child ask questions by rephrasing their sentences in question form.					
Model correct grammatical forms. Rephrase the child's utterance with corrected grammar.					
Let the child speak without interruption. Change topics carefully.					

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 Central Bucks (PA) School District 10/2001