

Conversational Skills

Targeted Intervention Group to support SLCN

Bi-Borough SLT Levels of Support

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at a given moment in time.

- Develop friendships which are such an important part of building a sense of identity and self esteem
- Learn by hearing each other's thoughts and ideas.

Conversational Skills is a targeted intervention designed to support students to identify the core components of having a conversation, with the opportunity to practise within a small group supported setting.

It comprises of 6, 30-minute group session(s) to be delivered weekly over a 6-week period.

The group should be run by a member of the class team with between 3-5 students.

Conversational Skills Overview

Conversational Skills are important to allow us to:

- Have a conversation/chat with two or more people
- Share our news and ideas
- Talk about a topic of interest
- Catch up and talk about shared interests
- Feel connected to others

What age range of student's is Conversational Skills for?

Conversational Skills is appropriate for students aged between 8-16.

What skills do the students need to have to take part in Conversational Skills?

Students require a good level of understanding and vocabulary knowledge to enable them to have conversations in relation to a range of topics.

Which students would benefit from Conversational Skills?

Those students who

- Require support and additional opportunities to consider information from a range of viewpoints
- Make assumptions
- Interrupt others / frequently change topic
- Have difficulties thinking about what to say in conversation

How will Conversational Skills support the students in the classroom and/or playground?

- Learning from others
- Work as part of a group
- Build and maintain friendships
- Possibly support emotional/mental wellbeing

Weekly Overview

Week	Aims	Resources
Week 1	<p>To be able to:</p> <ul style="list-style-type: none"> To increase understanding of body language, the reasons for using body language and the impact of not using this. To consider topics of interest to others, identify how we know this and apply our knowledge of body language To practise having a conversation To reflect on conversational skills and identify areas for further development. 	<p>From this Pack</p> <ul style="list-style-type: none"> Visual Timetable v1 Alphabet Board Conversation Topics Body Language Info Sheet What do other's like to talk about? Images Social Skills Rating (1 per student) Conversational Skills Outcome / Goal Sheet (1 per student)
Week 2	<p>To be able to:</p> <ul style="list-style-type: none"> To increase understanding of a range of questions we might ask, the reasons for asking questions and the impact of not asking questions. To consider different scenarios and what we might say to ask a question or start a conversation. To practise having a conversation 	<p>From this Pack</p> <ul style="list-style-type: none"> Visual Timetable V1 Asking Questions Info Sheet Starting a Conversation Scenarios Conversation Topics Conversational Skills Visual Prompt
Week 3	<p>To be able to:</p> <ul style="list-style-type: none"> To increase understanding of listening, active listening, the reasons for listening to others and the impact of not listening. To practise listening to and responding to others to show we are interested in what they have to say and apply our knowledge of active listening. To practise having a conversation 	<p>From this Pack</p> <ul style="list-style-type: none"> Visual Timetable v1 'I went to the market, and I bought...' Sentence Starter Market Shopping Items Visual Active Listening Info Sheet 'Ask a question - Show you're listening' Question Cards Talker, Commenter, Observer Labels Conversation Topics Conversational Skills Visual Prompt

Week 4	<p>To be able to:</p> <ul style="list-style-type: none"> To increase understanding of turn-taking, what turn-taking looks like, the reasons for taking turns and the impact of not taking turns. (*See N.B below) To practise having a conversation 	<p>From this Pack</p> <ul style="list-style-type: none"> Visual Timetable v2 Alphabet Board Conversation Topics Turn Taking Info Sheet Conversational Skills Visual Prompt
Week 5	<p>To be able to:</p> <ul style="list-style-type: none"> To increase understanding of topic maintenance, the reasons for remaining on topic and the impact of going off topic. (*See N.B below) To consider different ways to end a conversation. To practise having a conversation 	<p>From this Pack</p> <ul style="list-style-type: none"> Visual Timetable v1 Being Relevant Info Sheet Finish the Conversation Scenarios Conversation Topics Conversational Skills Visual Prompts
Week 6	<p>To be able to:</p> <ul style="list-style-type: none"> To revise conversational skills to remember, the reasons for using our communication skills and the impact of not using them. To practise having a conversation To reflect on conversational skills and identify areas for further development 	<p>From this Pack</p> <ul style="list-style-type: none"> Visual Timetable v2 'I went to the Market, and I bought...' Sentence Starter Body Language Info Sheet Asking Questions Info Sheet Active Listening Info Sheet Turn Taking Info Sheet Being Relevant Info Sheet Conversation Topics Conversation Skills Visual Prompts Social Skills Rating Conversational Skills Outcome / Goal Sheet

Top Tips and Key Information

- Have the Conversational Skills Visual Prompts Handy so that as the facilitator you can provide a visual reminder of what everyone should be doing
- Plan the conversational topic and read through the plan before the group
- N.B. *It is important to that we provide student with opportunities to monologue (allowing time for an individual to share information with you without interruption). For some students, this is required as a strategy for emotional regulation and therefore they would benefit from an agreed time/place to support this within their day.
- N.B. *When running the conversational skills group, it is essential to consider each student's individual differences, allowing for these within the group setting.

Week 1

Week 1 Overview

The focus of the activities this week is:

- To increase understanding of body language, the reasons for using body language and the impact of not using this.
- To consider topics of interest to others, identify how we know this and apply our knowledge of body language
- To practise having a conversation
- To reflect on conversational skills and identify areas for further development.

These skills will support the children/young people's ability to:

- Understand the implications and importance of using body language when having conversations.
- To identify topics others may like to talk about and the reason for this.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Alphabet Board
- Conversation Topics
- Body Language Info Sheet
- What do other's like to talk about? Images
- Social Skills Rating (1 per student)
- Conversational Skills Outcome / Goal Sheet (1 per student)

Week 1 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
Introduction: Alphabetic Category <i>Aim: To introduce the session</i> (5 minutes)	<ul style="list-style-type: none"> Visual Timetable v1 Alphabet Board Conversation Topics 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the alphabet board and that it is visible to the group. Prior to the session ensure that you have selected a conversation topic (for use to decide the alphabet category) and have this visual prompt available for the session.</p>	<p>Introduce the group <i>"Today we are going to have a think about some conversation skills."</i></p> <p><i>"To start us off we are going to play Alphabetic Category."</i> <i>"I am going to give you a category and we will take it in turns to think of an item within the category for each letter of the alphabet."</i> <i>"So, if our category was activities, we might have art for a badminton for b and so on"</i></p> <p>Go round the group providing a new letter as the next person has a turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group to think of multiple items for each letter. <p>Too Hard?</p> <ul style="list-style-type: none"> Ask the group to help their peers and share their ideas.
Activity 1: Body Language Discussion <i>Aim: To increase the</i>	<ul style="list-style-type: none"> Body Language Info Sheet 	<p>Ensure you have the body language info sheet to hand to facilitate a discussion and place this on the table if required.</p>	<p>Introduce the activity and first area for discussion <i>"One area of conversational skills is body language"</i></p> <p><i>"Who can tell me what they think body language means?"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for examples of body language they have used and how this affected their conversation.

<p><i>group's understanding of body, the reasons for using body language and the impact of not using this.</i></p> <p>(5 minutes)</p>		<p>Have a discussion in relation to body language, the reason for this and what happens when body language is not used to support the groups understanding.</p>	<p>Wait for the group to have time to think and answer the question and facilitate the discussion.</p> <p><i>"Who can tell me why we need to think about our body language when we have conversations?"</i></p> <p>Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p> <p><i>"Who can tell me what might happen when we don't use body language?"</i></p> <p>Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from. • Give examples and ask whether the body language matched the situation etc.
<p>Activity 2: What do others like to talk about</p> <p><i>Aim: To consider topic of interest to others, identify how we know this and apply our knowledge of body language</i></p>	<ul style="list-style-type: none"> • What do other's like to talk about? Images 	<p>One at a time, present an image from the 'what do others like to talk about' pack to the group.</p> <p>Facilitate a discussion, in relation to the images to comment on what the person in the image might like to talk about and what their body language tells us, e.g.,</p>	<p>Introduce the activity</p> <p><i>"We all like to have conversations about different things, and we need to recognise when others are interested in what we are talking about and when to move onto something different."</i></p> <p>Present the first image to the group</p> <p><i>"We're going to have a think about some people in this images and what sort of things they might like to talk about"</i></p> <p>Allow the group time to look at the first image before asking the following prompt questions:</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Discuss personal experiences in relation to when we know someone was or wasn't interested in what we're talking about. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from.

(5 minutes)		whether they would or wouldn't want to have a conversation.	<p>"What might they want to talk about?" "How do we know that is a topic of interest?" "What does their body language tell us?"</p> <p>Wait for the group to have time to think and answer the questions and facilitate the discussion. Then move onto the next picture.</p>	
<p>Activity 3: Having a Conversation</p> <p><i>Aim:</i> <i>To practise having a conversation thinking about the skills covered in the group</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> Conversation Topics 	<p>Prior to the session pick a conversational topic for the group to practise what they have learnt in the session – ensure that you have the visual present to support the topic.</p> <p>Prior to the session, make a copy of the social skills rating for each student, to be completed by you.</p>	<p>Introduce the activity "Now we're going to practise having a conversation" "Today, our conversation will be about..." "Who would like to start us off?"</p> <p>Pause to allow the group time to start and facilitate the conversation in relation to the given topic.</p> <p>Whilst the group are having a conversation, try to avoid contributing and complete the baseline ratings for everyone.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Allow the group to have a conversation of their choice, monitoring their skills independently to ensure everyone is included. <p>Too Hard?</p> <ul style="list-style-type: none"> Join the conversation to model conversational skills to support their understanding of the impact of this.
<p>Review: Reflection</p> <p><i>Aim:</i> <i>For each student to</i></p>	<ul style="list-style-type: none"> Social Skills Rating Conversational Skills Outcome / Goal Sheet (1 	<p>Prior to the session, make a copy of the social skills rating for each student to be completed by the</p>	<p>Introduce the activity "I want you to have a think about your own conversational skill"</p> <p>"Have a look at the self-rating sheet in front of</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the students to comment on something their peer did well and/or an area their peer could continue to

<p><i>reflect on their conversational skills and identify areas for further development.</i></p> <p>(5 minutes)</p>	<p>per student)</p>	<p>student.</p> <p>To start the activity, provide each student with a copy of the self-rating.</p>	<p><i>you. We're going to rate each area with 1 being the skill is really difficult and 5 being we are perfect in this area and have nothing to develop or improve on"</i></p> <p>Provide the students with time to look through and complete the self-rating, discussing each area using the sheet as a prompt if required.</p> <p>Once each student has completed the self-rating, ask each of them to share, something a thought they did well in the session, and something they would like to work on.</p> <p><i>"I would like each of you to think about the session today and share something that you did well, and an area of your conversational skills that you would like to work on"</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p> <p>Complete the Conversational Skills Outcome / Goal Sheet for each student to see their baseline.</p>	<p>develop/improve</p> <p>Too Hard?</p> <ul style="list-style-type: none"> Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.
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Week 2

Week 2 Overview

The focus of the activities this week is:

- To increase understanding of a range of questions we might ask, the reasons for asking questions and the impact of not asking questions.
- To consider different scenarios and what we might say to ask a question or start a conversation.
- To practise having a conversation

These skills will support the children/young people's ability to:

- Identify questions we might ask others and the context for these discussion points.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Asking Questions Info Sheet
- Starting a Conversation Scenarios
- Conversation Topics
- Conversational Skills Visual Prompt

Week 2 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
Introduction: Word Associations <i>Aim: To introduce the session</i> (5 minutes)	<ul style="list-style-type: none"> Visual Timetable v1 Alphabet Board Conversation Topics 	<p>Introduce the session by going through the visual timetable.</p> <p>Prior to the session ensure that you have pre-planned some starter vocabulary for the game e.g., ball, reading, cold.</p>	<p>Introduce the group <i>"Today we are going to have a think about some more of our conversation skills."</i></p> <p><i>"To start us off we are going to play Word Associations."</i> <i>"I am going to give you a starting word and we will take it in turns to think of another word that relates to the word before it."</i> <i>"So, if I said ball, you could say 'bat', then the next person could say 'cricket' then the next person might say 'summer' etc."</i> <i>"If you say a word that has already been used before, you will be out."</i></p> <p>Go round the group pointing at the person who's turn it is for everyone to play the game.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Use more abstract vocabulary to start off with. <p>Too Hard?</p> <ul style="list-style-type: none"> Ask the group to help their peers and share their ideas.
Activity 1: Asking Questions Discussion	<ul style="list-style-type: none"> Asking Questions Info Sheet 	<p>Ensure you have the asking questions skill handout to hand to facilitate a discussion and place this on the</p>	<p>Introduce the activity and second area for discussion <i>"Last week we focused on body language, however today we will be moving on to focus on another of our conversational skills, and that is asking questions"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for examples of when they have or haven't asked questions and how this affected their

<p><i>Aim:</i> <i>To increase the group's understanding of a range of questions we might ask, the reasons for asking questions and the impact of not asking questions.</i></p> <p>(5 minutes)</p>		<p>table if required.</p> <p>Have a discussion in relation to what questions are, the reason for asking them and what happens when we don't ask questions to support the groups understanding.</p>	<p><i>"Who can tell me what they think questions mean or why we might use them."</i> Wait for the group to have time to think and answer the question and facilitate the discussion.</p> <p><i>"Who can give me an example of a question?"</i> Wait for the group to have time to think and answer the question and facilitate the discussion.</p> <p><i>"Who can tell me why we need to ask questions?"</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p> <p><i>"Who can tell me what might happen if we don't ask questions within a conversation?"</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p>	<p>conversation.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> Give the group options to choose from. Give examples and ask whether this is question works within the conversation etc.
<p>Activity 2: Starting a Conversation</p> <p><i>Aim:</i> <i>To consider different scenarios and what we might say to ask a</i></p>	<ul style="list-style-type: none"> Starting a conversation scenario 	<p>Before the session, make sure you have cut out all the scenarios so that each one is present individually.</p> <p>One at a time, present a scenario from the 'starting a</p>	<p>Introduce the activity <i>"Asking questions and having conversations are a part of our everyday life and we often do this without even thinking about it."</i></p> <p>Present the first scenario to the group <i>"We're going to have a think about some different scenarios and what we might say to ask a question or start a conversation"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Discuss personal experiences in relation to the different scenarios and times when we have asked the right or wrong question for the situation and the impact of this. <p>Too Hard?</p>

<p><i>question or start a conversation.</i></p> <p>(5 minutes)</p>		<p>conversation' scenarios to the group.</p> <p>Facilitate a discussion, in relation to the scenarios to comment on what the person in the scenario says and whether this would be a question on its own or a start of a conversation, e.g., whether they would or wouldn't want to have a conversation.</p>	<p>Allow the group time to think about the first scenario before asking the following prompt questions: "What question might you ask in this scenario?" "Would this be a question on its own or could this be the start of a conversation?" "How could we change the question we have asked so that it starts a conversation?"</p> <p>Wait for the group to have time to think and answer the questions and facilitate the discussion. Then move onto the next scenario.</p>	<ul style="list-style-type: none"> Give the group options to choose from.
<p>Activity 3: Having a Conversation</p> <p><i>Aim: To practise having a conversation thinking about the skills covered in the</i></p>	<ul style="list-style-type: none"> Conversation Topics Conversational Skills Visual Prompt 	<p>Prior to the session pick a conversational topic for the group to practise what they have learnt in the session – ensure that you have the visual present to support the topic.</p> <p>Ensure you have the</p>	<p>Introduce the activity "Now we're going to practise having a conversation" "Today, our conversation will be about..." "Who would like to start us off?"</p> <p>Pause to allow the group time to start and facilitate the conversation in relation to the given topic.</p> <p>Whilst the group are having a conversation, support the students to remember their conversational skills, using the visual prompts as required, for example</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Allow the group to have a conversation of their choice, monitoring their skills independently to ensure everyone is included. <p>Too Hard?</p> <ul style="list-style-type: none"> Join the conversation to model conversational skills to support their

group (10 minutes)		conversational skills visual prompt present and placed on the table so that it is visible by all the group.	pointing to a skill they have forgotten, or praising a student where they have successfully used one of the targeted conversational skills.	understanding of the impact of this.
Review: Reflection <i>Aim: For each student to reflect on their conversational skills and identify areas for further development.</i> (5 minutes)	<ul style="list-style-type: none"> Conversational Skills Visual Prompt 	Ensure you have the conversational skills visual prompt present and placed on the table so that it is visible by all the group.	<p>Introduce the end of the session <i>"We're nearing the end of the session, and have one last activity to complete"</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>"I would like each of you to think about the session today and share something that you did well, and an area of your conversational skills that you would like to work on"</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve <p>Too Hard?</p> <ul style="list-style-type: none"> Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.

Week 3

Week 3 Overview

The focus of the activities this week is:

- To increase understanding of listening, active listening, the reasons for listening to others and the impact of not listening.
- To practise listening to and responding to others to show we are interested in what they have to say and apply our knowledge of active listening.
- To practise having a conversation

These skills will support the children/young people's ability to:

- Listen to others and identify why it is important to have a conversation and listen to others point of view.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- 'I went to the market, and I bought...' Sentence Starter
- Market Shopping Items Visual
- Active Listening Info Sheet
- 'Ask a question - Show you're listening' Question Cards
- Talker, Commenter, Observer Labels
- Conversation Topics
- Conversational Skills Visual Prompt

Week 3 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
Introduction: I went to the market, and I bought... <i>Aim:</i> To introduce the session (5 minutes)	<ul style="list-style-type: none"> Visual Timetable v1 'I went to the market, and I bought...' sentence starter. Market shopping items visual 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the 'I went to the market, and I bought...' sentence starter visual and that it is visible by the group.</p>	<p>Introduce the group</p> <p><i>"Today we are going to have a think about some more of our conversation skills."</i></p> <p><i>"To start us off we are going to play I went to the market, and I bought..."</i></p> <p><i>"We are each going to think of an item we could buy at the market. When it is your turn, you will add this to the list of items bought at the market."</i></p> <p><i>"So, I might say 'I went to the market, and I bought some milk', then the next person would say, 'I went to the market, and I bought some milk and an apple' so they have added to the list."</i></p> <p><i>"We will keep adding to our list until we forget an item"</i></p> <p>Go round the group adding to the list as the next person has a turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group to think of abstract items that might be bought at the market – use their imagination. <p>Too Hard?</p> <ul style="list-style-type: none"> Ask the group to help their peers. Use the market shopping items visual to support the group to think of and remember items bought at the market.
Activity 1: Listening Discussion <i>Aim:</i>	<ul style="list-style-type: none"> Active Listening Info Sheet 	<p>Ensure you have the listening skill handout to hand to facilitate a discussion and place this on the table if</p>	<p>Introduce the activity and first area for discussion</p> <p><i>"We've talked about body language and asking questions, and now we are going to talk about listening, another key conversational skill"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for examples of when they have or haven't listened and how this affected their

<p><i>To increase the group's understanding of listening, what active listening looks like, the reasons for listening to others and the impact of not listening.</i></p> <p>(5 minutes)</p>		<p>required.</p> <p>Have a discussion in relation to active listening, the reason for this and what happens when you don't listen to support the groups understanding.</p>	<p><i>"Who can tell me what they think listening means?"</i> Wait for the group to have time to think and answer the question and facilitate the discussion.</p> <p><i>"Who can tell me why we need listen when we have conversations?"</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p> <p><i>"Who can tell me what might happen when we don't listen?"</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p>	<p>conversation.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from. • Give examples and ask whether this is active listening etc.
<p>Activity 2: Showing that you're listening</p> <p><i>Aim: To practise listening to and responding to others to show we are interested in what they have</i></p>	<ul style="list-style-type: none"> • 'Ask a question - show you're listening' question cards. • Talker, Commenter and Observer Labels 	<p>Explain the different roles within the activity. The Talker, The Commenter, and the Observers (each child will have a turn in each role). Provide each group member with their role label so that everyone is aware of their role.</p> <p>One at a time, ask a</p>	<p>Introduce the activity</p> <p><i>"We're going to play a quick game to practise our listening skills."</i></p> <p><i>"Each person will have a role... you might be:</i></p> <p><i>The Talker – This person's job is to answer the question I ask them and talk about this as a topic of conversation.</i></p> <p><i>The Commenter – This person's job is to make short comments such as 'mm', 'aha', 'ok', make comments or ask follow-up questions.</i></p> <p><i>An Observer – This person/people's job is to listen to the talker and commenter and tell them what they did well and an area they may need to work on."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Tell the group to face away from each other e.g., with the back to the table to further highlight the importance of active listening skills. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from.

<p><i>to say and apply our knowledge of active listening</i></p> <p>(5 minutes)</p>		<p>question to 'The Talker' to start their conversational topic from the 'ask a question and show that you're listening' question cards.</p> <p>Facilitate a discussion, in relation to the given question/conversational topic supporting everyone to carry out their role. e.g., asking the talker, the question. e.g., asking the commenter what could we say next? How else could we respond?</p>	<p>Share out the roles between the group.</p> <p>Ask the first question to The Talker.</p> <p>Allow the group time to have a 30 second conversation on the given topic, before asking: "What did the talker/commenter do well?" "What does the talker/commenter need to work on?"</p> <p>Wait for the group to have time to think and answer the questions and facilitate the discussion. Then move onto the next question, changing the roles of the group.</p>	
<p>Activity 3: Having a Conversation</p> <p><i>Aim: To practise having a</i></p>	<ul style="list-style-type: none"> Conversation Topics Conversational Skills Visual Prompt 	<p>Prior to the session pick a conversational topic for the group to practise what they have learnt in the session – ensure that you have the visual present to</p>	<p>Introduce the activity "Now we're going to practise having a conversation" "Today, our conversation will be about..." "Who would like to start us off?"</p> <p>Pause to allow the group time to start and facilitate the conversation in relation to the given topic.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Allow the group to have a conversation of their choice, monitoring their skills independently to ensure everyone is included.

<p><i>conversation thinking about the skills covered in the group</i></p> <p>(10 minutes)</p>		<p>support the topic.</p> <p>Ensure you have the conversational skills visual prompt present and placed on the table so that it is visible by all the group.</p>	<p>Whilst the group are having a conversation, support the students to remember their conversational skills, using the visual prompts as required, for example pointing to a skill they have forgotten, or praising a student where they have successfully used one of the targeted conversational skills.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> Join the conversation to model conversational skills to support their understanding of the impact of this.
<p>Review: Reflection</p> <p><i>Aim: For each student to reflect on their conversational skills and identify areas for further development.</i></p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> Conversational Skills Visual Prompt 	<p>Ensure you have the conversational skills visual prompt present and placed on the table so that it is visible by all the group.</p>	<p>Introduce the end of the session <i>"We're nearing the end of the session, and have one last activity to complete"</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>"I would like each of you to think about the session today and share something that you did well, and an area of your conversational skills that you would like to work on"</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve <p>Too Hard?</p> <ul style="list-style-type: none"> Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.

Week 4

Week 4 Overview

The focus of the activities this week is:

- To increase understanding of turn-taking, what turn-taking looks like, the reasons for taking turns and the impact of not taking turns.
- To practise having a conversation

These skills will support the children/young people's ability to:

- Take-turns in conversation.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v2
- Alphabet Board
- Conversation Topics
- Turn Taking Info Sheet
- Conversational Skills Visual Prompt

Top Tips and Key Information

N.B. *It is important to that we provide student with opportunities to monologue (allowing time for an individual to share information with you without interruption). For some students, this is required as a strategy for emotional regulation and therefore they would benefit from an agreed time/place to support this within their day.

N.B. *When running the conversational skills group, it is essential to consider each student's individual differences, allowing for these within the group setting.

Week 4 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
Introduction: Alphabetic Category <i>Aim: To introduce the session</i> (5 minutes)	<ul style="list-style-type: none"> Visual Timetable v2 Alphabet Board Conversation Topics 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the alphabet board and that it is visible to the group. Prior to the session ensure that you have selected a conversation topic (for use to decide the alphabet category) and have this visual prompt available for the session.</p>	<p>Introduce the group <i>"Today we are going to have a think about some more of our conversation skills."</i></p> <p><i>"To start us off we are going to play Alphabetic Category."</i> <i>"I am going to give you a category and we will take it in turns to think of an item within the category for each letter of the alphabet."</i> <i>"So, if our category was activities, we might have art for a badminton for b and so on"</i></p> <p>Go round the group providing a new letter as the next person has a turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group to think of multiple items for each letter. <p>Too Hard?</p> <ul style="list-style-type: none"> Ask the group to help their peers and share their ideas.
Activity 1: Turn Taking Discussion <i>Aim: To increase the</i>	<ul style="list-style-type: none"> Turn-Taking Info Sheet 	<p>Ensure you have the turn-taking skill handout to hand to facilitate a discussion and place this on the table if required.</p>	<p>Introduce the activity and area for discussion <i>"We've talked about body language, asking questions and listening, and today we are going to think about taking turns in a conversation"</i></p> <p><i>"Who can tell me what they turn-taking means?"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for examples of what and when they have used body language and how this affected their

<p><i>group's understanding of turn-taking, what turn-taking looks like, the reasons for taking turns and the impact of not taking turns.</i></p> <p>(5 minutes)</p>		<p>Have a discussion in relation to turn-taking, the reason for this and what happens when we don't take turns to support the groups understanding.</p>	<p>Wait for the group to have time to think and answer the question and facilitate the discussion.</p> <p><i>"Who can tell me why we need to take turns when we have conversations?"</i></p> <p>Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p> <p><i>"Who can tell me what might happen when we don't take turns within a conversation?"</i></p> <p>Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p>	<p>conversation.</p> <ul style="list-style-type: none"> Ask the group how different people might feel if they do/don't have a turn. <p>Too Hard?</p> <ul style="list-style-type: none"> Give the group options to choose from. Give examples and ask whether this is turn-taking etc.
<p>Activity 2: Having a Conversation</p> <p><i>Aim: To practise having a conversation thinking about the skills covered in the group</i></p> <p>(15 minutes)</p>	<ul style="list-style-type: none"> Conversation Topics Conversational Skills Visual Prompt 	<p>Prior to the session pick a conversational topic for the group to practise what they have learnt in the session – ensure that you have the visual present to support the topic.</p> <p>Ensure you have the conversational skills visual prompt present and placed on the table so that it is visible by all the group.</p>	<p>Introduce the activity</p> <p><i>"Now we're going to practise having a conversation, I want you to really think about ensuring everyone is included and how you might do this"</i></p> <p><i>"Today, our conversation will be about..."</i></p> <p><i>"Who would like to start us off?"</i></p> <p>Pause to allow the group time to start and facilitate the conversation in relation to the given topic.</p> <p>Whilst the group are having a conversation, support the students to remember their conversational skills, using the visual prompts as required, for example pointing to a skill they have forgotten, or praising a student where they have successfully used one of the</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Allow the group to have a conversation of their choice, monitoring their skills independently to ensure everyone is included. <p>Too Hard?</p> <ul style="list-style-type: none"> Join the conversation to model conversational skills to support their understanding of the impact of this.

			targeted conversational skills.	
<p>Review: Reflection</p> <p><i>Aim: For each student to reflect on their conversational skills and identify areas for further development.</i></p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> Conversational Skills Visual Prompt 	<p>Ensure you have the conversational skills visual prompt present and placed on the table so that it is visible by all the group.</p>	<p>Introduce the end of the session <i>"We're nearing the end of the session, and have one last activity to complete"</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>"I would like each of you to think about the session today and share something that you did well, and an area of your conversational skills that you would like to work on"</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve <p>Too Hard?</p> <ul style="list-style-type: none"> Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.

Week 5

Week 5 Overview

The focus of the activities this week is:

- To increase understanding of topic maintenance, the reasons for remaining on topic and the impact of going off topic.
- To consider different ways to end a conversation.
- To practise having a conversation

These skills will support the children/young people's ability to:

- Maintain the topic of conversation.

each student's individual differences, allowing for these within the group setting.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v1
- Being Relevant Info Sheet
- Finish the Conversation Scenarios
- Conversation Topics
- Conversational Skills Visual Prompts

Top Tips and Key Information

N.B. *It is important to that we provide student with opportunities to monologue (allowing time for an individual to share information with you without interruption). For some students, this is required as a strategy for emotional regulation and therefore they would benefit from an agreed time/place to support this within their day.

N.B. *When running the conversational skills group, it is essential to consider

Week 5 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
Introduction: Word Associations <i>Aim: To introduce the session</i> (5 minutes)	<ul style="list-style-type: none"> Visual Timetable v1 	<p>Introduce the session by going through the visual timetable.</p> <p>Prior to the session ensure that you have pre-planned some starter vocabulary for the game e.g., ball, reading, cold.</p>	<p>Introduce the group <i>"Today we are going to have a think about some more of our conversation skills."</i></p> <p><i>"To start us off we are going to play Word Associations." "I am going to give you a starting word and we will take it in turns to think of another word that relates to the word before it." "So, if I said ball, you could say 'bat', then the next person could say 'cricket' then the next person might say 'summer' etc." "If you say a word that has already been used before, you will be out."</i></p> <p>Go round the group pointing at the person who's turn it is for everyone to play the game.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Use more abstract vocabulary to start off with. <p>Too Hard?</p> <ul style="list-style-type: none"> Ask the group to help their peers and share their ideas.
Activity 1: Being relevant Discussion <i>Aim: To increase the</i>	<ul style="list-style-type: none"> Being Relevant Skill Handout 	<p>Ensure you have the being relevant skill handout to hand to facilitate a discussion and place this on the table if required.</p>	<p>Introduce the activity and area for discussion <i>"We've covered lots of different conversation skills, and today we are going to focus on being relevant/staying on topic"</i></p> <p><i>"Who can tell me what they think being relevant or</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for examples of when they have or haven't remained on topic and how this affected their

<p><i>group's understanding of topic maintenance, the reasons for remaining on topic and the impact of going off topic.</i></p> <p>(5 minutes)</p>		<p>Have a discussion in relation to what being relevant means, the reason for this and what happens when we go off-topic to support the groups understanding.</p>	<p><i>staying on topic means?"</i> Wait for the group to have time to think and answer the question and facilitate the discussion.</p> <p><i>"Who can tell me why we need to be relevant/stay on topic when we have conversations?"</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p> <p><i>"Who can tell me what might happen when we go off topic?"</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p>	<p>conversation.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from. • Give examples and ask whether this is staying on topic or not etc.
<p>Activity 2: Ending Conversations</p> <p><i>Aim: To consider different ways to end a conversation.</i></p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> • Finish the conversation scenarios 	<p>One at a time, present a scenario from the 'finish the conversation' scenarios to the group.</p> <p>Facilitate a discussion, in relation to the scenarios to comment on how they might end the conversation in each scenario.</p>	<p>Introduce the activity <i>"We've spent a lot of time thinking and talking about having conversations, and today we are going to think about how to end conversations."</i></p> <p>Present the first scenario to the group Allow the group time to think about the first scenario before asking the following prompt questions: "What might you say to end the conversation?" "How do we think this might make the person feel?" "Are there any other ways we could end the conversation?"</p> <p>Wait for the group to have time to think and answer the</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Discuss personal experiences in relation to ending conversations and how this has gone. <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from.

			questions and facilitate the discussion. Then move onto the next scenario.	
Activity 3: Having a Conversation <i>Aim: To practise having a conversation thinking about the skills covered in the group</i> (10 minutes)	<ul style="list-style-type: none"> Conversation Topics Conversational Skills Visual Prompt 	<p>Prior to the session pick a conversational topic for the group to practise what they have learnt in the session – ensure that you have the visual present to support the topic.</p> <p>Ensure you have the conversational skills visual prompt present and placed on the table so that it is visible by all the group.</p>	<p>Introduce the activity <i>“Now we’re going to practise having a conversation”</i> <i>“Today, our conversation will be about…”</i> <i>“Who would like to start us off?”</i></p> <p>Pause to allow the group time to start and facilitate the conversation in relation to the given topic.</p> <p>Whilst the group are having a conversation, support the students to remember their conversational skills, using the visual prompts as required, for example pointing to a skill they have forgotten, or praising a student where they have successfully used one of the targeted conversational skills.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Allow the group to have a conversation of their choice, monitoring their skills independently to ensure everyone is included. <p>Too Hard?</p> <ul style="list-style-type: none"> Join the conversation to model conversational skills to support their understanding of the impact of this.
Review: Reflection <i>Aim: For each student to reflect on their conversational</i>	<ul style="list-style-type: none"> Conversational Skills Visual Prompt 	<p>Ensure you have the conversational skills visual prompt present and placed on the table so that it is visible by all the group.</p>	<p>Introduce the end of the session <i>“We’re nearing the end of the session, and have one last activity to complete”</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>“I would like each of you to think about the session today</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve

<p><i>skills and identify areas for further development.</i></p> <p>(5 minutes)</p>			<p><i>and share something that you did well, and an area of your conversational skills that you would like to work on"</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.
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Week 6

Week 6 Overview

The focus of the activities this week is:

- To revise conversational skills to remember, the reasons for using our communication skills and the impact of not using them.
- To practise having a conversation

To reflect on conversational skills and identify areas for further development

These skills will support the children/young people's ability to:

- Have conversations with peers in class and during social contexts.

Top Tips and Key Information

N.B. *It is important to that we provide student with opportunities to monologue (allowing time for an individual to share information with you without interruption). For some students, this is required as a strategy for emotional regulation and therefore they would benefit from an agreed time/place to support this within their day.

N.B. *When running the conversational skills group, it is essential to consider each student's individual differences, allowing for these within the group setting.

Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable v2
- 'I went to the Market, and I bought...' Sentence Starter
- Body Language Info Sheet
- Asking Questions Info Sheet
- Active Listening Info Sheet
- Turn Taking Info Sheet
- Being Relevant Info Sheet
- Conversation Topics
- Conversation Skills Visual Prompts
- Social Skills Rating
- Conversational Skills Outcome / Goal Sheet

Week 6 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
Introduction: I went to the market, and I bought... <i>Aim: To introduce the session</i> (5 minutes)	<ul style="list-style-type: none"> Visual Timetable v2 'I went to the market, and I bought...' sentence starter. Market shopping items visual 	<p>Introduce the session by going through the visual timetable.</p> <p>Ensure that you have the 'I went to the market, and I bought...' sentence starter visual and that it is visible by the group.</p>	<p>Introduce the group</p> <p><i>"Today we are going review all of the conversation skills we have spoken about and practised over the last 5 weeks."</i></p> <p><i>"To start us off we are going to play I went to the market, and I bought..."</i></p> <p><i>"We are each going to think of an item we could buy at the market. When it is your turn, you will add this to the list of items bought at the market."</i></p> <p><i>"So, I might say 'I went to the market, and I bought some milk', then the next person would say, 'I went to the market, and I bought some milk and an apple' so they have added to the list."</i></p> <p><i>"We will keep adding to our list until we forget an item"</i></p> <p>Go round the group adding to the list as the next person has a turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group to think of abstract items that might be bought at the market – use their imagination. <p>Too Hard?</p> <ul style="list-style-type: none"> Ask the group to help their peers. <p>Use the market shopping items visual to support the group to think of and remember items bought at the market.</p>
Activity 1: Conversational Skills	<ul style="list-style-type: none"> Body Language Info Sheet 	<p>Ensure you have all the skill handouts to hand to facilitate a discussion and</p>	<p>Introduce the activity and the areas for discussion</p> <p><i>"Over the last five weeks, we have been thinking about our conversational skills"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the group for examples of when they

<p>Discussion</p> <p><i>Aim: To revise conversational skills, what conversational skills look like, the reasons for using communication skills and the impact of not using them.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Asking Questions Info Sheet • Active Listening Info Sheet • Turn Taking Info Sheet • Being Relevant Info Sheet 	<p>place these on the table if required.</p> <p>Have a discussion in relation to the different conversational skills, the reason for these and what happens when conversational skills are not used to support the groups understanding.</p>	<p><i>“Who can tell me the different conversational skills we have focused on?”</i> Wait for the group to have time to think and answer the question and facilitate the discussion.</p> <p><i>“Who can tell me what they have learnt over the last five weeks, that they didn’t know, or hadn’t thought about before?”</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p> <p><i>“Who can tell me why we need conversational skills?”</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p> <p><i>“Who can tell me what might happen when we don’t use conversational skills?”</i> Wait for the group to have time to think and answer the question – use the visual prompts if needed.</p>	<p>have used conversational skills and how this affected their conversation.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> • Give the group options to choose from. • Give examples and ask whether this is effective conversational skills. • Prompt the group to remember each of the areas covered.
<p>Activity 2: Having a Conversation</p> <p><i>Aim: To practise</i></p>	<ul style="list-style-type: none"> • Conversation Topics • Conversational Skills Visual Prompt 	<p>Prior to the session pick a conversational topic for the group to practise what they have learnt in the session – ensure that you have the visual present to support</p>	<p>Introduce the activity <i>“Now we’re going to practise having a conversation”</i> <i>“Today, our conversation will be about...”</i> <i>“Who would like to start us off?”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Allow the group to have a conversation of their choice, monitoring their skills independently to ensure everyone is

<p><i>having a conversation thinking about the skills covered in the group</i></p> <p>(10 minutes)</p>		<p>the topic.</p> <p>Ensure you have the conversational skills visual prompt present and placed on the table so that it is visible by all the group.</p> <p>Prior to the session, make a copy of the social skills rating for each student to be completed by you.</p>	<p>Pause to allow the group time to start and facilitate the conversation in relation to the given topic.</p> <p>Whilst the group are having a conversation, try to avoid contributing and complete the final ratings for everyone.</p>	<p>included.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> Join the conversation to model 'conversational skills to support their understanding of the impact of this.
<p>Review: Reflection</p> <p><i>Aim: For each student to reflect on their conversational skills and identify areas for further development.</i></p>	<ul style="list-style-type: none"> Social Skills Rating Conversational Skills Outcome / Goal Sheet (1 per student) 	<p>Prior to the session, make a copy of the social skills rating for each student to be completed by the student.</p> <p>To start the activity, provide each student with a copy of the self-rating.</p>	<p>Introduce the activity</p> <p><i>"I want you to have a think about your own conversational skills now that we have completed our 6-week group"</i></p> <p><i>"Have a look at the self-rating sheet in front of you. We're going to re-rate each area with 1 being the skill is really difficult and 5 being we are perfect in this area and have nothing to develop or improve on"</i></p> <p>Provide the students with time to look through and complete the self-rating, discussing each area using the sheet as a prompt if required.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve <p>Too Hard?</p> <ul style="list-style-type: none"> Tell the student your observations of what they did well and an area to improve upon,

(5 minutes)			<p>Once each student has completed the self-rating, share their initial ratings with them.</p> <p>Ask each of them to have a look at their ratings and share, something they feel they have improved on over the course of the group.</p> <p><i>"I would like each of you to think about the conversational skills group, looking at you initial and current ratings, and share something that you have improved on over the last 6 weeks"</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p> <p>Complete the Conversational Skills Outcome / Goal Sheet for each student to see their progress.</p>	<p>providing an example to support their understanding.</p>
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Conversation Builders

Visual Timetable



Introduction



Activity 1



Activity 2



Activity 3



Review

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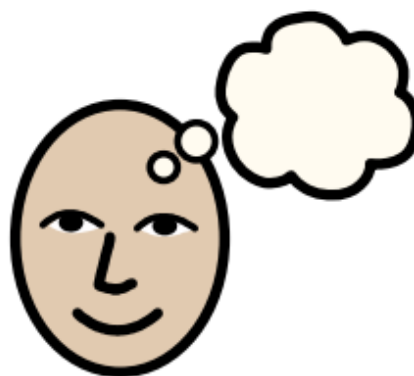
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Conversation Builders

Visual Timetable



Introduction



Activity 1

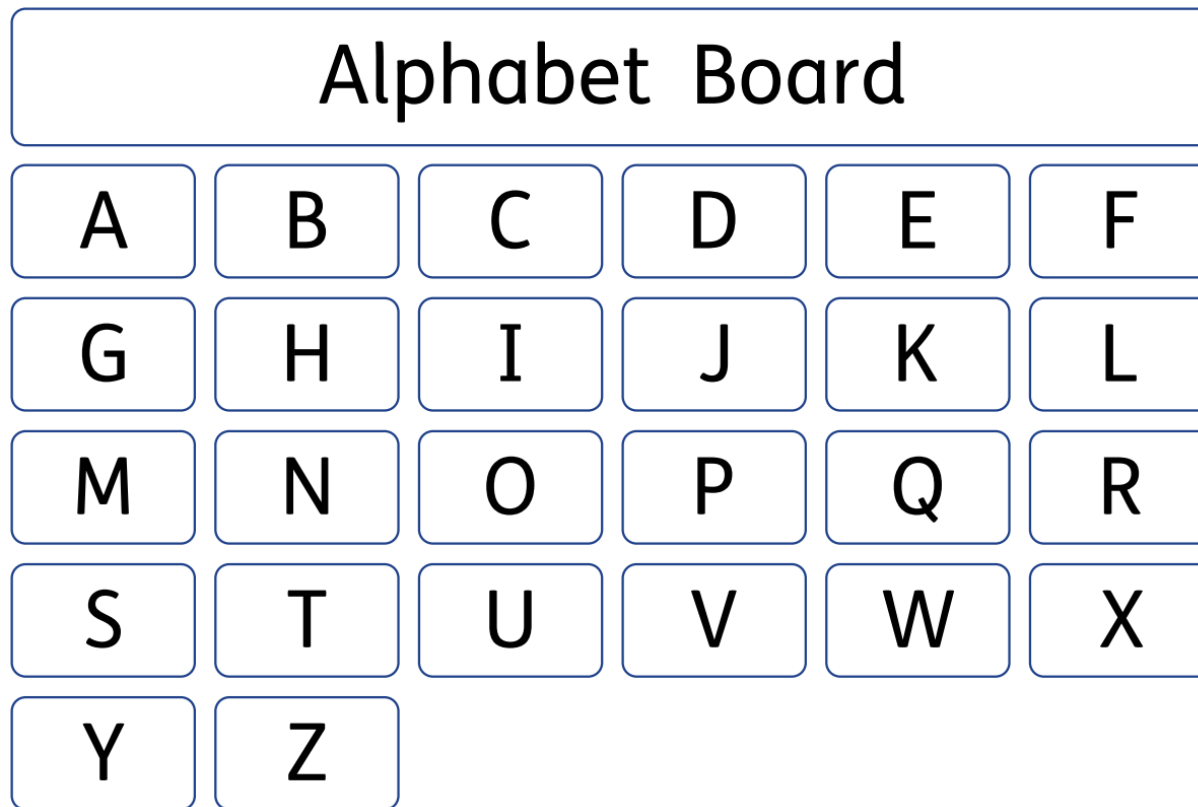


Activity 2



Review

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Conversation Topics



Food



Countries



Animals



Colours



Hobbies



TV programmes

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Friends



Family



Lessons



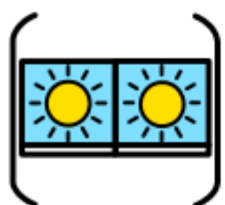
Sport



Reading



Holidays



Weekend



School

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Pets



Super Heroes



Music



Games Consoles



Theme Parks



Books



Clothes



Games

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Body Language



What do we mean by body language?

The messages we send to other people via our faces and bodies, including...

- Turning your body towards the speaker
- Nodding your head
- Sitting/Standing near to the person you are talking to
- Using gesture to support the verbal message



Why do we need to think about our body language?

- To let people know we are listening to them and/or are interested in what they have to say
- To express how we are feeling
- To help others understand



What might happen if we don't use body language?

- Others might have difficulty understanding what we say
- We might continue the conversation when someone is uninterested
- Others may feel uncomfortable

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Conversation Builders

Targeted Intervention Group to Support SLCN

RESOURCE: What do other's like to talk about? Images



Conversation Builders

Targeted Intervention Group to Support SLCN

RESOURCE: What do other's like to talk about? Images



Central London
Community Healthcare
NHS Trust



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Bi-Borough Speech and Language Therapy Service

V1: May 2022





Bi-Borough Speech and Language Therapy Service
V1: May 2022





Social Skill	Rating 1 – 5, 1 is not so good, 5 is perfect
Starting conversations Showing with your body, hands & face that you have something to say e.g. hands up, looking at person, trying to make eye contact with the talker, not too close not too far away	1.....2.....3.....4.....5 How could you get better at this?.....
Taking turns to talk Only talking when nobody else is talking Letting other people have time to think before answering Letting other people have the chance to talk	1.....2.....3.....4.....5 How could you get better at this?.....
Making sure everyone joins in Asking what other people think and waiting for their answers Commenting on other people's ideas Noticing who has talked and who hasn't	1.....2.....3.....4.....5 How could you get better at this?.....
Using the right type of talk Talking politely to everyone Calling people by their correct name (Sir / Miss/ Hassan) Keeping your talk about the topic	1.....2.....3.....4.....5 How could you get better at this?.....
Using these skills means that everyone has a nicer time working together as a team 😊	

Conversation Builders
Targeted Intervention Group to Support SLCN
RESOURCE: Conversational Skills Outcome / Goal Sheet

Conversation Builders: Targeted Intervention Group to Support SLCN Outcomes/Goals Sheet

Child's Name:					DOB:				
Date of initial Rating:					Date of Final Rating				

Goal/Outcome <i>(To be edited/deleted to meet the child/young person's needs)</i>		Strategies to meet goal	
1. To be able to identify what is meant by: <ul style="list-style-type: none"> - body language - asking questions - active listening - turn-taking - being relevant the reasons for considering these conversational skills and the impact on conversations. 2. To be able to consider a range of conversational skills, applying these to a conversation. 3. To build a bank of phrases that can be used to start and end conversations. 4. To be able to ask question and make comments to demonstrate active listening within a conversation. 5. To be able to reflect on their conversational skills, identifying their strengths and areas for development.		A member of the class team will attend the Conversation Skills learning workshop prior to setting up and running a group. The member of the class team will run the Conversational Skills Group for 30-minutes weekly over a 6-week period. The group will be run by a member of the class team with 3-5 children/young people. A member of the class team will complete a pre and post goal rating using the scale below.	

My Goal Progress												
Goal not met at all	0	1	2	3	4	5	6	7	8	9	10	Goal reached

Copies shared with: Parents, Class teacher, SENCo, LSA

Asking Questions



What do we mean by asking questions?

Asking something to get information or answer our questions.

Questions might start with:

- What...
- Where...
- Have you...
- Who...
- What about you...
- Why...
- Do you...



Why do we need to think about asking questions?

- Find out information
- Show you are interested
- Respond to someone



What might happen if we don't ask questions?
































- We won't find out other people's ideas
- People might think you're not interested in them or what they have to say
- People may feel left out which could make them feel sad

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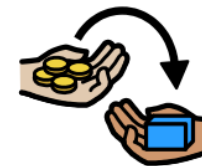
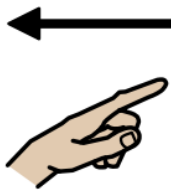
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When introducing yourself to your new teacher	When you see your friend outside at breaktime	When you meet your head teacher in the corridor
When arriving at a lesson/school five minutes late	When you need to interrupt your parents in an emergency	When you need to borrow a pencil in a lesson
When you need help finding a book in the library	When you're trying to do your homework but your sibling is playing music too loudly	When you phone a friend to ask if they want to go to the cinema
To find out whether someone has a pet	To find out about someone's favourite book, music, film or TV programme	To find out what someone would like to be when they finish school
To find out about where others have been on holiday	To find out what someone did at the weekend	To find out how someone else would describe themselves

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Conversation Visual Prompts				
 Key Skills	 Questions to Ask	 Comments to make		
 Body Language	 Who...	 how exciting	 ah ok	 poor you
 Active Listening	 What...	 that sounds cool	 I'm glad you enjoyed that	 that's a shame
 Asl Questions	 Where...	 sounds nice	 hmmm	 that sounds scary
 Make Comments	 Do you...	 that's really interesting	 alright	 oh no!
 Take Turns	 Why...	 me too, I really like that too	 I think ...	 I don't like that
 Be Relevant	 What about you...	 can you tell me more		

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I

went to

the

market

and

I

bought

....



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Active Listening



What do we mean by active listening?

- Paying attention to what other people are saying
- Thinking about what others have said
- Responding to what someone else has said
- Asking questions and making comments about the topic of conversation



Why do we need to think about active listening?

- So we can hear what others have to say
- So we can learn from other people
- So that we don't miss information



What might happen if we don't actively listen?

- We might miss out on what others say
- We might upset or annoy someone
- It can appear rude to others

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What did you do at the weekend?	What is your favourite film?	What sort of things do you like to do in your free time?
What is your favourite TV programme?	Who is your favourite celebrity?	Who do you have in your family?
What sort of music do you like?	Which lessons do you like at school?	Where is your favourite place to visit?

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Talker

Commenter

Observer

Observer

Observer

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Taking Turns



What do we mean by taking turn?

- Waiting for your turn to speak within the conversation
- Letting others speak without interruption
- Joining in when no-one else is talking
- Allowing everyone to share what they have to say



Why do we need to think about taking turns?

- To give everyone the opportunity to speak
- So we can hear what everyone would like to say



What might happen if we don't take turns?

- We might upset or annoy someone
- Others may feel left out if they are not able to say something

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Being Relevant



What do we mean by being relevant?

- Maintaining the topic of conversation.
- Talking about the same thing as someone else
- Listening to what other people have said and asking questions or making comments about this



Why do we need to think about being relevant?

- To show we are listening and interested
- To continue the conversation
- To share our opinions on a topic
- So that everyone understands and to limit confusion



What might happen if we don't say something relevant?

- Others may think we're not interested in what they have to say
- Others may not understand what we are talking about

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When you're leaving your friend's house where you have been for dinner	When you're talking to your friend and your phone rings	When you're leaving your grandparents and they are going on holiday
When you have to go because you're late home	When you've been talking to a teacher about your homework and it's time for the next lesson	When someone has been talking for a long time and you have something to say
When you've been working with an adult outside of the classroom and it's the end of the session	When you are leaving a restaurant after a lovely dinner	When you're paying for something in a shop

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