

CMS Transition Program- Communication

CREDIT HOURS: 1

COURSE NUMBER: Communication 4x4	9241AX0002
Communication A/B	9241AX0802
Communication Lab 4x4	9241AX00L2
Communication Lab A/B	9241AX08L2

COURSE TITLE: Communication

COURSE DESCRIPTION: Students will learn more about themselves, how to speak up for themselves, and function as independently as possible in the community. Students will learn different ways that they can advocate for themselves throughout a variety of environments. They will be given opportunities to practice skills learned in class. Students will participate in whole school instruction, small group lessons, and community based experiences.

COURSE RATIONALE: In order to become more capable members of the community, it is necessary for students to be able to access and participate in various community resources and venues. By introducing and involving the students in the process of communication within society, they will increase their level of independence when accessing their community. It is important that students participate in role playing activities so they can become comfortable with the process and be productive members of society.

COURSE OBJECTIVES:

- Explore manners- phone, mealtime, conversation, taking a message, interviewing
- Demonstrate communication skills, including sign language, PECS, AAC, common interests, making appointments
- Advocating for self- asking for help, making a request

INSTRUCTIONAL METHODS: This course will include a combination of direct teaching, learning activities, and field experience.

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE: Students will participate in lessons, activities and field experience based on their ability. Each student has their own Communication Student Workbook and can be evaluated through their participation and experience. Participation and work completion will vary by student.

GRADING SCALE:

A- Responds independently, requires little to no prompting, exhibits extraordinary effort, making steady progress on IEP goals and classroom tasks.

B- Requires prompting and reminders, needs repeated opportunities, making steady progress on IEP goals and classroom tasks.

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C- Requires ongoing support to gain answers, needs multiple opportunities over a number of days, making variable progress on IEP goals and classroom tasks.

COURSE RULES:

1. Attend class on a regular basis
2. Be attentive to your instructor and peers
3. Be an active participant
4. Complete assignments on time

DIVERSITY: Everyone is expected to be respectful of others. Diversity in all areas (including differences of opinion) will be honored during class and class discussions.

ENRICHMENT: Parents and community workers are encouraged to further practice skills with students in the home and in community settings to enhance overall student learning.

COURSE CALENDAR:

Week	Topic	Key Points	Assignments
1	Intro to Communication	<ul style="list-style-type: none"> ● Communication is sending or receiving information between people ● There are different forms of communication (verbal, non-verbal) ● Communication has a variety of purposes (sharing information, asking questions, requesting, etc.) ● There are many practical applications for communication in daily life 	<ul style="list-style-type: none"> ● Activity 1.1.1- Word Bank Vocabulary ● Activity 1.1.2- What is Communication? ● Activity 1.1.3- What is Non-verbal Communication?
2	Volume/Tone	<ul style="list-style-type: none"> ● Voice is how we sound when we speak ● Volume is how loud or soft our voice is when we speak ● Tone is the way we use our voice to let others know how we feel ● We use a loud voice and a soft voice in different places ● We use a loud voice and soft voice for different reasons 	<ul style="list-style-type: none"> ● Activity 2.1.1- Volume Meter ● Activity 2.1.2A- Graphing Activity ● Activity 2.1.2B- Picture Cards for Graphing ● Activity 2.1.3A- Pictures for Word Sort ● Activity 2.1.3B- Picture Cards for Sorting
3	Body Language	<ul style="list-style-type: none"> ● Body Language is the way we use our body to send messages to other people ● It is important to remember that you have to think about the information your body sends ● when you are talking 	<ul style="list-style-type: none"> ● Activity 3.1.1- Vocabulary Matching ● Activity 3.1.2- Comfortable or Uncomfortable ● Activity 3.1.3- Matching Body Language to Emotions and Feelings

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		<ul style="list-style-type: none"> Your body language is the first thing people notice when they talk to you Your body language can tell other people when you are friendly, mean, happy or sad Your body language also make people comfortable or uncomfortable 	<ul style="list-style-type: none"> Activity 3.1.4- Act It Out
4	Personal Space	<ul style="list-style-type: none"> The concept of "personal space" is an important social rule. The idea is that each of us has a certain amount of space around us that makes us feel safe When someone crosses into "personal space", people feel uncomfortable. It's an important concept for students to learn 	<ul style="list-style-type: none"> Activity 4.1.1- Vocabulary Matching Activity 4.1.2- Game Time Activity 4.1.3- Good Idea-Bad Idea
5	Appropriate Touching	<ul style="list-style-type: none"> The concept of "appropriate touching" is an important social skill. The idea is that work and school should be professional settings. Certain touching may be appropriate at home (hugs) that are not for work. 	<ul style="list-style-type: none"> Activity 5.1.1- Vocabulary Matching Activity 5.1.2- Practice The Handshake Activity 5.1.3- Good Idea-Bad Idea
6	Turn Taking	<ul style="list-style-type: none"> Turn taking is a type of organization in a conversation where participants speak one at a time in alternating turns. Understand how conversations flow, back and forth, speaking and listening, giving and receiving information. 	<ul style="list-style-type: none"> Activity 6.1.1- Alternating between People Activity 6.1.2- Vocabulary Matching Activity 6.1.3- Conversation Ball
7	AAC	<ul style="list-style-type: none"> AAC or Augmentative and Alternative Communication is a set of tools that an individual uses to help them communicate. AAC is more than just devices for communication. It can also be visual strategies and gestures. When you talk with someone who uses AAC, be patient and give them time to communicate with you. 	<ul style="list-style-type: none"> Activity 7.1.1- Word Bank Activity 7.1.2- AAC on Tarheel Reader Activity 7.1.3- Find the Match
8	Sign Language (Simple)	<ul style="list-style-type: none"> Sign Language is a way to communicate with people who cannot hear 	<ul style="list-style-type: none"> Activity 8.1.1- Sign Matching Activity 8.1.2- Sign Matching continued Activity 8.1.3- Signing Applied

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		<ul style="list-style-type: none"> ● Sign Language can be used to communicate with people around the world ● Students will learn basic signs 	
9	Asking for Help	<ul style="list-style-type: none"> ● It is okay to ask for help ● Students will learn different things they might need help with 	<ul style="list-style-type: none"> ● Activity 9.1.1- Asking for Help ● Activity 9.1.2- Vocabulary Match ● Activity 9.1.3- Fill in the Blank
10	Making Requests	<ul style="list-style-type: none"> ● Students will learn the proper way to make a request ● Students will learn how not to make a request 	<ul style="list-style-type: none"> ● Activity 10.1.1- Polite Requests ● Activity 10.1.2- Request Fill in the Blank ● Activity 10.1.3- Requests Right vs Wrong
11	Common Interests	<ul style="list-style-type: none"> ● Students will learn the benefit of having common interests ● Students will learn how to find common interests with others 	<ul style="list-style-type: none"> ● Activity 11.1.1- Common Interest Graphic Organizer ● Activity 11.1.2- Stamp the Matrix ● Activity 11.1.3- Stamp the Common Interest Ticket
12	Manners	<ul style="list-style-type: none"> ● Students will understand why it is important to be polite on the job ● Students will understand what it means to have good manners in general ● Students will understand what good manners look like in the classroom, when interacting ● with adults, when interacting with classmates, and when moving around in the school 	<ul style="list-style-type: none"> ● Activity 12.1.1- Manners Vocabulary ● Activity 12.1.2- Manners Matching ● Activity 12.1.3- Stamp the Ticket
13	Phone Manners	<ul style="list-style-type: none"> ● Students will learn why it is important to have good phone manners ● Students will learn how to have good phone manners 	<ul style="list-style-type: none"> ● Activity 13.1.1- Practicing Phone Manners ● Activity 13.1.2- Calling a Friend fill in the blank ● Activity 13.1.3- Placing and Order fill in the blank
14	Taking a Message	<ul style="list-style-type: none"> ● Students should have the ability to answer the phone with appropriate etiquette. 	<ul style="list-style-type: none"> ● Activity 14.1.1- Vocabulary Matching

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		<ul style="list-style-type: none"> To be able to obtain the information needed to create a functional phone message. Use Role Playing and the activities to practice these skills. 	<ul style="list-style-type: none"> Activity 14.1.2- Steps for Taking a Message at Work Activity 14.1.3- Fill in the Blank
15	Conversation Over a Meal	<ul style="list-style-type: none"> Students will learn the benefit of having meals and conversations with others Students will learn the concept of an “ice breaker” Students will learn a variety of conversation starters 	<ul style="list-style-type: none"> Activity 15.1.1- Conversation Fill in the Blank Activity 15.1.2- Conversation Topics Activity 15.1.3- Stamp the Ticket
16	Making Appointments	<ul style="list-style-type: none"> Students will understand why it is important to make appointments Students will learn how to make an appointment 	<ul style="list-style-type: none"> Activity 16.1.1- Care Providers Activity 16.1.2- Appointment Clock Activity 16.1.3- Making an Appointment fill in the blank
17	Dealing with Conflict	<ul style="list-style-type: none"> Explore different ways to handle conflict, feelings, and emotions Describe feelings and emotions Communicate when there is conflict Apply problem solving skills to identify solutions to conflicts Advocating for self, knowing when to ask for help, and problem solving as a young adult 	<ul style="list-style-type: none"> Activity 17.1.1A- Mixed Up Feelings Fill In Level 3 Activity 17.1.1B- Mixed Up Feelings Fill In Level 2 Activity 17.1.1C- Mixed Up Feelings Multiple Choice Level 3 Activity 17.1.1D- Mixed Up Feelings Multiple Choice Level 2 Activity 17.1.1E- Mixed Up Feelings Communication Board Activity 17.2.1A-Don’t Have to be Bad When Mad Fill In Level 3 Activity 17.2.1B- Don’t Have to be Bad When Mad Fill In Level 2 Activity 17.2.1C- Don’t Have to be Bad When Mad Multiple Choice Level 3 Activity 17.2.1D- Don’t Have to be Bad When Mad Multiple Choice Level 2

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			<ul style="list-style-type: none"> ● Activity 17.1.1E- Don't Have to be Bad When Mad Communication Board ● Activity 17.2.2- Feelings Thermometer ● Activity 17.2.3- Help Me Get Along At Work ● Activity 17.2.4- Good Decision or Bad Decision
18	Interview Skills	<ul style="list-style-type: none"> ● Explore different jobs in the community ● Describe personal job interests, strengths, and weaknesses ● Advocating for self, knowing when to ask for help, ask questions about jobs, and advocating as a young adult 	<ul style="list-style-type: none"> ● Activity 18.1.1A- Job Exploration: Animal Care ● Activity 18.1.1B- Job Exploration: Automotive ● Activity 18.2.1- Strengths and Weaknesses ● Activity 18.2.2- Job Interest Surveys ● Activity 18.2.3- Applications and Interviews